

First Grade

Back to School Night!

2026-2027



First Grade Teachers

- Mrs. Crawford
- Mrs. Crutchfield
- Mrs. Curtin
- Ms. Gummo
- Ms. Heffler



- Ms. Gray— Special Educator



- Mrs. Becker— 1st Grade IA



- Mrs. Ebling— 1st Grade IA



- Mrs. Grimes— 1st Grade IA



FOLLOW US ON FACEBOOK

WINFIELD PTO

- **President** Stacy Hostler
- **Vice President** Colleen Kase
- **2nd Vice President** - Chris Hagan
- **Treasurer** Aubrey Ellison
- **Secretary** Kelsey Baker



MEETING DATES

SEPTEMBER 9TH 7:30 PM
NOVEMBER 11TH 6:30 PM
FEBRUARY 10TH 6:30 PM
MAY 12TH 6:00 PM

PTO DOES THAT?

CULTURAL ARTS

CLASSROOM MINI GRANTS

BRAIN POP

AGENDAS/ SOS FOLDERS

TEACHER APPRECIATION

ROAR PROGRAM

WINFIELD READS

SCIENCE FAIR

FAMILY EVENTS

PLAY DAY

PROJECT ACES

BOOK CART

AND MORE!

VOLUNTEER TODAY

SCAN TO HELP



W I N F I E L D E L E M E N T A R Y P T O

EVENTS & PLANS

HALLOWEEN EVENT

Bring your candy Trick or Treat around the Track

SPRING FUNDRIVE

Start collecting your DONATIONS pile today. Gather all soft goods clothes, books, small household items. Drop items on spring collection day and the school will be paid by the weight of items donated

FAMILY FUN BINGO

Ticketed Event

WINTER WONDERLAND

Ticketed Event Hot Coccoa, Santa, Craft and more!

SCIENCE FAIR

Show off you scientific brains and learn all sorts of amazing things.

SWEETHEART DANCE

Ticketed Event

FUNRUN

We have partnered again with Boosterthon to make this the fundraising event of the year.

FLOWER NURSERY FUNDRAISER

JOE CORBI'S FUNDRAISER

BOOK FAIR MAY

SPRING FLING

Celebrate beautiful weather community style

TEACHER APPRECIATION WEEK



CCPS Security and Emergency Response

Goal

To provide a safe and secure learning environment for all students.

Security can be inconvenient

Balance security and efficiency

Cannot completely lockdown schools and operate

Visitor Management

- Standard practice for ALL visitors and parents
- Visitors are expected to use the intercom system
 - No answer - call the schools main number (posted by the intercom)
 - Will be asked your reason for the visit
 - Report directly to the main office
- Do not hold the door open for other visitors
- Beyond the main office
 - Will be required to show valid govt. issued photo ID
 - No ID – not permitted to go beyond main office without escort

Special Circumstances

- Visitor management system might not be used for large events like assemblies, etc.
- Schools may require a RSVP for such events
- Elem. Schools may use blocks of time for visits during events like field day

Standard Response Protocol (SRP)

- Critical incidents trigger one of 5 actions
 - Hold
 - Secure
 - Lockdown
 - Evacuate
 - Shelter
- Administrators and staff are trained on the SRP annually
- Staff also receives additional training for active assailants
- Schools to drill these actions in various forms (required by law)
- Most actions precautionary

Parent Expectations

- Receive notification from Central Office
 - As soon as possible – accurate information must be obtained
 - Remain by phone or email for updates/instructions
- DO NOT GO TO THE SCHOOL UNLESS INSTRUCTED
 - Many actions are precautionary - school will return to normal activity
 - No access to students until situation is rendered safe
 - Responding to school compounds issues for staff and emergency responders
- DO NOT CALL THE SCHOOL FOR INFORMATION
 - Staff are busy handling incident
 - Updates will be sent via School Messenger

26 – 27 Drill Schedule

- Two (2) lockdown drills between 9/8 - 11/20
- Minimum of five (5) fire evacuation drills
- Two (2) secure drills
- One (1) earthquake drill
- One (1) severe weather drill
- One (1) gas leak evacuation drill
- One (1) hold drill

***Any student who experiences an adverse reaction to the drill or any incident that occurs will be provided appropriate mental health resources.



HOLD

Internal situation (medical emergency, hazmat spill, etc.)

Actions:

- Clear the hallways and remain in room
- No one enters the area in which isolation has been implemented
- Conduct business as usual within held room or area
- May be localized to one area or entire school



SECURE

External Threats or Police Activity in Area

Actions:

- Verify all exterior doors are closed and locked
- No outside activity
- No one comes in or out of building
- Classes may change – students may move around in building

THIS REPLACED THE OLD SRP TERM OF LOCKOUT

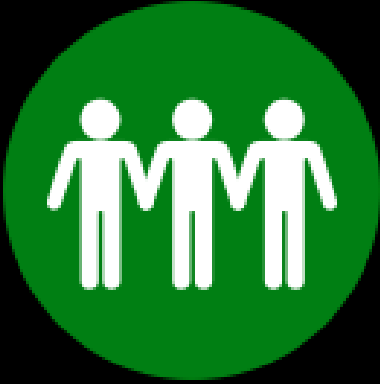


LOCKDOWN

Internal Threats – Trespasser or Assailant

Actions:

- Close doors (doors are staged in the locked position)
- Fortify doors – barricade or tie off as appropriate
- Move away from doorway – out of sight from hallway
- Quiet – phones silenced and no talking
- Evacuate through primary or secondary exit - if safe
- Students stuck in hallway – evacuate through nearest safe exit



EVACUATE

Directed - fire, gas leaks, bomb threat or other internal issues

Actions:

- Evacuate through nearest safe exit
- Move to predesignated locations
- May reenter building if determined safe by fire department



SHELTER

External – Chemical spill, severe weather

Actions:

- Remain inside the building
- Take specific actions due to threat i.e., tornado
- Depending on incident students may eventually be evacuated

Reunification

If students are evacuated to another location:

- Guardians will receive specific instructions for student pick up or transportation via school messenger
- **Make sure you bring photo identification when picking up your student**
- Accountability is very important
- Guardians should exercise patience

School Resource Officers (SRO)

Primary Responsibilities:

- Provide security
- Handle crimes that schools would normally request police response
- Develop positive relationships with students (mentor)

Will not be used for or in lieu of school discipline

See CCPS - Security website for specific roles and authority for SROs

Security Initiative

- Middle schools without a permanent SRO's will have deputies assigned on overtime
- All schools will continue to receive routine patrols by law enforcement officers

“See Something, Say Something” “Don’t Repost”

Reporting

- Don’t delay
- During normal schools hours – report to school administrators
- After hours – report to local law enforcement
- Social media threats should be photographed, or screen shot
- Never repost or spread rumors

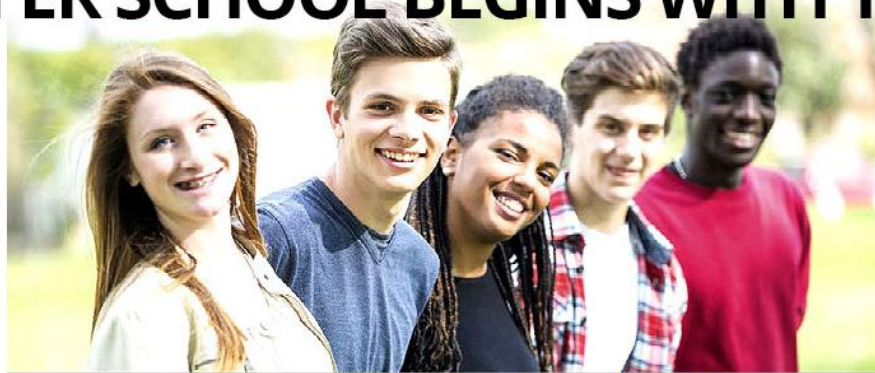
All threats are treated seriously

- Collaborative Investigations – school admin., school security and local law enforcement
- Most are unsubstantiated

Safe Schools Maryland Tip Line

#SAFE
SCHOOLS
MARYLAND

833-MD-B-SAFE
A SAFER SCHOOL BEGINS WITH YOU.



Download the **SafeSchoolsMD** app



Security is Everyone's Responsibility

Concerns should be brought immediately to the attention of:

- Your respective school administrators
- SROs or other local law enforcement
- Chief of Security and Emergency Management

Curtis Pierce (410) 751-3073 or clpierc@carrollk12.org

- Coordinator of School Security

Brian Elliott (410) 751-3171 or Bllellio@carrollk12.org

Back to School Night: Literacy Policy and Student Reading Improvement Plan

K-3rd Grade Students



COMAR 13A.03.08 Students at Risk for Reading Difficulties

Supporting Students with Reading Difficulties (COMAR 13A.03.08)

The Ready to Read Act of 2019, Students with Reading Difficulties, and The Code of Maryland Regulation, 13A.03.08, Students at Risk for Reading Difficulties, requires local education agencies (LEAs) to provide **screening** for all **kindergarten** students and identify **first-grade**, **second-grade**, and **third-grade** students who may be at risk for reading difficulties. It includes a provision of **supplemental reading instruction** for identified students; **progress monitoring**; **annual reporting** requirements; and evaluation of the screening program.



Pre-K to 3 Literacy Policy

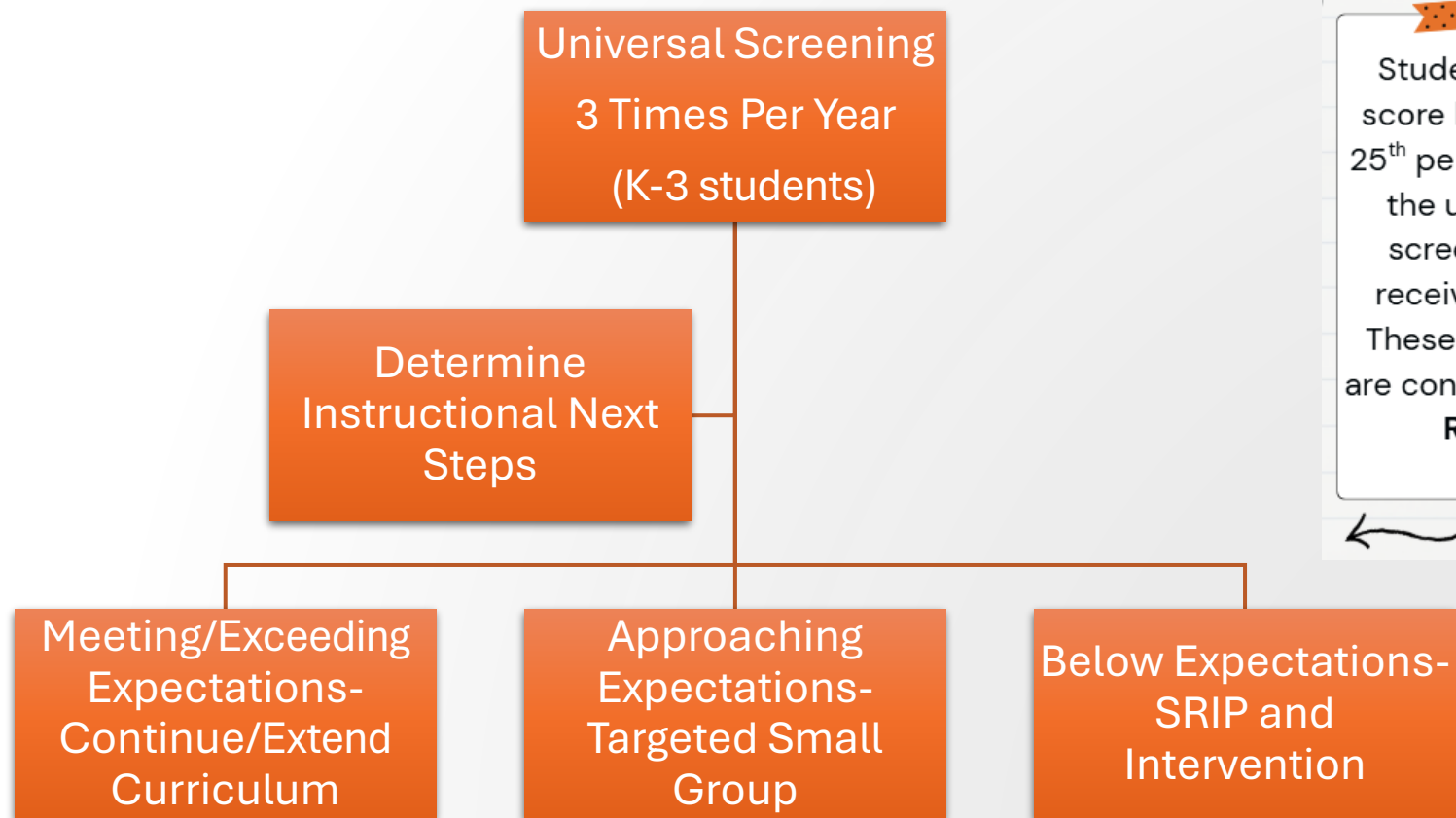
REQUIRED SYSTEMS OF SUPPORT: SCREENING, INTERVENTION, AND MTSS

The policy requires that all students in grades K-3 be screened three times per year using MSDE approved universal screening tools.

→ The goal of screening is to proactively identify students who may be at risk for reading difficulties, before those difficulties become entrenched.

→ Teachers will also administer diagnostic assessment measures to determine their specific skill deficits. Based on the screening and diagnostic data, a Student Reading Improvement Plan (SRIP) must be created.

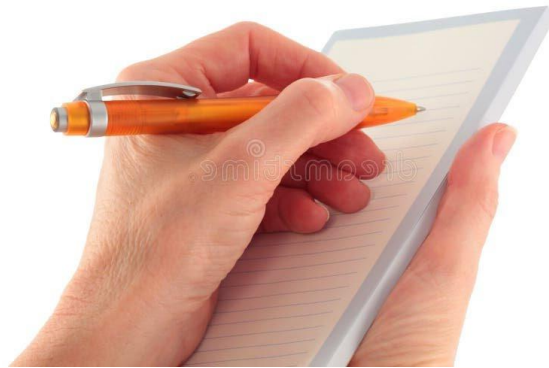
Qualifications for a Student Reading Improvement Plan



Students who score below the 25th percentile on the universal screener will receive a SRIP. These students are considered **AT RISK**.

Student Reading Improvement Plan (SRIP)

- Students in Kindergarten – 3rd grade who are identified as "at risk" as measured by the screener will receive a **Student Reading Improvement Plan**.



Student Reading Improvement Plan Process

Students in grades Kindergarten – 3rd grade will receive a screener assessment.

If student is identified as needing a SRIP, the school will notify and meet with families in October and the end of the school year.

If needed a midyear meeting may be requested to discuss changes or needs.

Student progress will be monitored throughout the year and communicated with parents 2x per quarter.

Students will not be **identified** for retention, under the Literacy Plan, until the 27-28 school year and not officially retained until the 28-29 school year.

What will the intervention look like?

- Intervention block may vary from school to school, however, it can include, interventions, extensions for students, advanced academics, etc. focused around literacy.
- Students may be regrouped based on student needs.



Upcoming SRIP Informational Nights

CCPS Regional SRIP Nights

9/30 Parrs Ridge, Mt. Airy, Winfield

10/6 Elmer Wolfe, Robert Moton,
Cranberry Station, Westminster,
Taneytown, William Winchester

10/7 Mechanicsville, Friendship
Valley, Sandymount, Runnymede

10/8 Hampstead, Spring Garden,
Ebb Valley, Manchester, Carroll
Springs

10/13 Linton Springs, Eldersburg,
Freedom, Carrolltowne, Piney
Ridge

Family Literacy Night

- Finksburg Branch 11/4
- Mt Airy Branch 11/10
- North Carroll Branch 11/12
- Eldersburg Branch 11/17
- Taneytown Branch 11/18
- Westminster Branch 11/19

Parent Resources

[Family Guides for
Student Success](#)

Updates pertaining to the Comprehensive Literacy Plan can also
be found on the CCPS website:

[English Language Arts - Carroll County Public School District](#)

Daily Schedule

9:00-9:35	Arrival
9:35-10:35	ELA
10:35-11:05	WEN Time
11:05-11:45	ELA
11:45-12:15	Lunch
12:15-12:45	Recess
12:45-1:00	ELA
1:00-2:25	Math
2:25-2:50	Science/S.S.
2:50-3:50	Specials
4:00-4:15	Dismissal

Please Note:

Schedule is flexible
based on special
events and
classroom needs.



Curriculum

- FUNdations (Word Study)
- Reading
- Writing– handwriting & grammar
- Math
- Science
- Social Studies



Five Pillars of Reading

Essential components of reading instruction identified by the National Reading Panel Report*

In first grade this year we will use...

PHONEMIC AWARENESS

PHONICS

FLUENCY

VOCABULARY

COMPREHENSION

Heggerty

Phonemic Awareness

Phonemic Awareness Curriculum

The 41 Phonemic Awareness Curriculum



Being a Reader

Decodables

GRADE 1



*National Reading Panel. A Closer Look at the Five Essential Components of Effective Reading Instruction: A Review of Scientifically Based Reading Research for Teachers. US Dept of Ed, 2004 Learning Point Associates, 2004 <https://files.eric.ed.gov/fulltext/ED512569.pdf>

<https://www.reallygreatreading.com/what-are-five-pillars-reading>

Word Study

Research indicates that systematic and explicit phonics instruction is effective for all children.

○ FUNdations

- Follows a definite system
- Begins with letter-sounds and builds to reading and spelling two-syllable words

- ❖ Unit 1- Letters
- ❖ Unit 2- CVC words
- ❖ Unit 3- Digraphs (wh, ch, sh, th, ck
- ❖ Unit 4- Bonus Letters (ff, ll, ss, zz) & Glued Sound -all
- ❖ Unit 5- Glued Sounds -am, -an
- ❖ Unit 6- Suffix -s
- ❖ Unit 7- Glued Sounds -ng, -nk
- ❖ Unit 8- Blends
- ❖ Unit 9- Closed Syllables
- ❖ Unit 10- 5 Sound Blends and suffixes -ed, -ing
- ❖ Unit 11- Vowel-Consonant-E Syllable
- ❖ Unit 12- Multisyllabic Words



Reading



- Flexible grouping opportunities based on data
- Decodables to practice phonics skills
- Wonders texts to practice comprehension skills
- Focus on becoming fluent in reading through phonics instruction, application, and learning High Frequency Words
- Assess with STAR Early Literacy

High Frequency Words

- Many words follow a typical phonics pattern and can be correctly sounded out (decoded)– still practice to make automatic (ex. can, am)
- Some words do not follow a phonetic pattern and will be learned as heart words to help with automaticity (ex. some, said)
- Decoding and heart words are more effective and efficient than memorization.
- 4-6 words a week
- Practice in school & at home!

Mastery:

- Assessed 3 times per year
- Know automatically within 3 seconds
- Mid-Year– 65-75 words
- End-of-Year-- 135 words



High Frequency Words

Say It:



Tap It:



Map It:



Write It:

said



In the word **said**,
we spell the /ě/ sound with an **ai**.

The **ai** in the word **said** is the tricky part.

This is the part that we need to
know by **HEART**.


said

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Handwriting

- Research suggests benefits of handwriting go beyond simply writing (Dinehart, 2014).
 - Links between fine motor skills required in handwriting and development of cognitive skills which lay the foundation for later academic success
 - Develop better letter recognition and learn to read quicker
 - Process of forming letters while handwriting activates neural pathways that are associated with strong reading skills
- Letter formation activities are part of daily explicit phonics instruction
- Focus on:
 - Correct grip
 - Production and size of letters
 - Spacing between letters and words
- Use writing lines– sky, plane, grass, worm
- Model, practice, and provide feedback



Writing

Focus on approaching writing as true authors do!

- ★ **Do not expect all words to be spelled cereck.**
- ★ Held accountable for high frequency words learned and rules learned in FUNdations

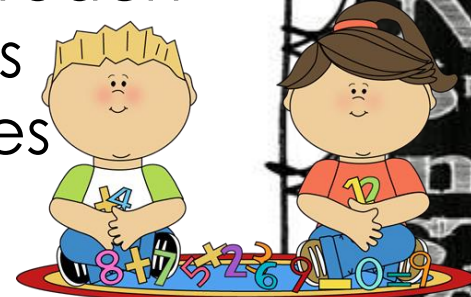
Three types of writing:

- Narrative– Personal Narrative
- Informative– Research & How-To
- Opinion-- Argument



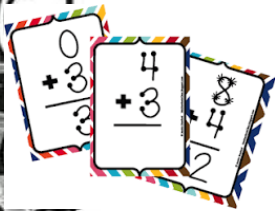
Math Units

- 2-3 group model with hands-on approach using manipulatives that encourages Standards for Mathematical Practices
- Five Units:
 - 1~Algebraic Thinking
 - 2~Number & Operation Sense (Place Value)
 - 3~Number & Operation Sense (+ & -)
 - 4~Geometric Reasoning
 - 5~Measurement
- Math Talks & Problem Solvers used to improve math communication and reasoning



Math Facts

- Fact Strategies~
 - Kindergarten: +/- 1, +/- 0, subtract all
 - First Grade Strategies~ Beach Facts!
 - Add & Subtract 2
 - Make Ten & Subtract from 10
 - Differences of 1 & Differences of 2
 - Doubles & Halves
 - Building Fluency with Mixed Facts
- No timed tests!
- Fact checks and rate on their phase of fluency



Coding	Phases of Fluency Development
E	Efficient Phase: Mastery or efficient production of answers. For example, when asked, "What is 5 + 7?" a child might call out, "Twelve," and explain, "I just knew it."
R	Reasoning Phase: Deriving answers using reasoning strategies based on known facts, such as solving 5+7 by thinking, "Five plus five equals ten, and two more will make twelve."
M	Modeling Phase: Modeling and/or counting all or counting on to find the answer. For example, using fingers to help keep track of their counts to solve 5+7=?
P	Pre-Modeling Phase: Answers incorrectly (guessing) or doesn't attempt to solve. For example, shouts an answer without thinking or says "I don't know" without an attempt to solve.

Social Studies

- Unit 1– Civics
- Unit 2– Geography
- Unit 3– Economics
- Unit 4-- History



Science

- It's Alive
- Out of this World:
Space Systems
- Best of Bugs



Grading

- Student work that is used for assessment will be recorded as an O, S, or N
 - O = Outstanding
 - S = Satisfactory
 - N = Needs Improvement



Homework

- No formal, graded homework!
- But... PLEASE practice high frequency words and math facts whenever possible!
- Incomplete classwork will be sent home in SOS folder to complete at home– children will not be penalized during recess



Student Responsibility

- Communication Journal: Take home daily. Contains weekly communication sheet with high frequency words and math facts to practice
- SOS folders: Clean out daily, keep it neat!
- Pencil Boxes: Supplies to be replenished as needed



Discipline/R.O.A.R.

- ROAR program at Winfield to reward positive behavior in students
- Based on 4 major areas:
 - ~Respect
 - ~On-Task
 - ~Attitude
 - ~Responsibility





Calm Down & Reflection Area

- Reflection Area used for minor behaviors (ex. calling out or disruption of teaching)
 - Fill out a “Fix It Ticket”
 - Reflect on what happened, how the action made others feel, what zone they were in, what would a better choice have been, how can you make it better
 - Talk with teacher



Extra Information

- **Food:** No snack time. Food will not be used unless you are given notice and sign permission to allow the use.
- **Birthdays:** School policy states that no food or invitations can be shared to celebrate birthdays.
- **Volunteers:** fill out volunteer form if interested in helping out!
*This must be filled out each year!
- **Field Trips:** We will keep you posted!



Classroom Donations

- Tissues
- Ziploc Bags of all sizes
- White Paper Bags
- Page protectors
- Glue Sticks & Dry Erase Markers... always!
- Additional items may be requested throughout the year!
- Thank you in advance! ☺

Thank You!

We are looking forward to
a productive & successful
year with you
and your child!

