

ELA Agenda
2nd Grade Team
Time: Fridays @ 8:55 am | Location: McCabe's room

Norms:

Our Core Values: We value staff and student safety, positive relationships, and effective instruction. We understand that none of these values can be met without the support of our team working interdependently toward common goals.

Essential Questions:

What do we want our students to learn?

How will we know our students are learning? (What will proficient student work look like?) (What will our assessments look like in order to gather the appropriate evidence?)

How will we respond when they don't learn?

How will we respond when they do learn?

Celebrations:

[EPC Pacing Guide](#)

[ELA Assessments](#)

[News from ELA](#)

Topic (SMART goal)	Present	Notes
8/26 Norms:	Chris, Rachel, Michelle	<p>Norms:</p> <ol style="list-style-type: none"> 1. Come prepared to the meeting 2. We will use essential questions to guide conversations 3. We will agree and discuss what proficiency looks like on each assessment 4. We will give quick checks in a timely fashion and record students who are not proficient 5. We will use the data to guide our teaching
Questions for Brandon	All	<p>-After they meet with Amy [redacted] do we need to reassess them using the same/different passage/assessment? - I would suggest that you use the same assessment with a different passage, that way you are assessing their understanding of the standard and not simply their comprehension of the specific text.</p>
9/2	Chris, Rachel, Michelle	We discussed which standards we will be assessing and when we will be teaching them. We will focus first on RL.7 and assess in 3 weeks.
9/9	Chris, Rachel, Michelle	We discussed the first trimester quick checks. We will assess RL.7 during the week of October 19. We are also focussing on covering capitalization and punctuation L.2.2


<p>9/23</p>	<p>Chris, Michelle</p>	<p>We discussed reading groups: using MAP scores and BAS data to form groups. Linda and Kim will pull 16 students on M,W, and F for ELA and T/R for Math. We also looked at our checklist to use during guided reading time. Students will use the checklist to work independently while teachers are meeting with groups. We looked at our story map and discussed expectations at this time for students to fill out on their own.</p>
<p>9/30</p> <p>Topics for discussion: 1. input kids not meeting standard RL.2.7 into "Trimester 1 assessments tab. Label by name and teacher 2. Next Assessments: possibly L.2.2 Cap. and punc. and RL.2.1 or RL.2.2 3. Finalize due dates for the remainder of assessments and check in dates for students who have not mastered standards</p>	<p>Chris, Michelle, Rachel</p>	<p>Assess L.2.2- Cap. & punc. - by Oct. 12th Assess-RL.2.1- Ask and Answer questions by Oct. 12th Assess-L.2.4- Context clues by Oct. 21 Assess-RL.2.3- Character response- Oct. 28</p> <p>We have finished RL.2.7- story elements and have entered kids that need more practice to the Trimester 1 assessment tab. We found that some students struggled with narrowing down the problem and solution.</p>
<p>10/7/2022</p> <p>Topics for discussion: 1. Check in about upcoming standards to assess: RL.2.1- Ask and Answer questions L.2.4- Context clues RL.2.3- Character response What resources have been helpful to use?</p> <p>2. Reading Checklists? How are they working?</p>	<p>Chris, Rachel, Michelle</p>	<p>-Shared resources and strategies we have been using in small and WG for the 3 remaining standards. Will be assessing next week and then updating the assessment doc for Amy with anyone who still needs help.</p> <p>Discussed different needs for checklists depending on the classroom.</p>
<p>10/14</p> <p>1. Update Assessment tab with new assessments 2. Discuss finding a system to share GR books at popular levels. Maybe use 3rd grade? 3. Setting GR group goals: share a list of possible ideas for different F&P levels based on BAS</p>	<p>Chris, Michelle, Rachel</p>	<p>Current I can't's: 1. 80% or more of students will be able to perform this "I can." I can describe how characters in a story react to important events in the story by 10/28. 2. 1. 80% or more of students will be able to perform this "I can." "I can use context clues to figure out word meanings." by 10/21.</p> <p>We are checking L. 2.2 Cap and punc. and RL 2.1 Asking and answering questions and will input data shortly. Our goal is to have 80% or more of students mastering these I can's.</p> <p>I can's: I can capitalize the beginning of a sentence and proper nouns. I can use correct punctuation at the end of a sentence, and I can ask and answer who, what, where, when, why and how questions to show that I understand stories.</p>

<p>10/21</p> <ol style="list-style-type: none"> 1. Check in about quick checks and entering students into spreadsheet. 2. Determine when to give tri 1 assessment for ELA. 3. What are we doing with quick checks? Sending home? 	<p>Chris, Michelle, Rachel</p>	<ul style="list-style-type: none"> -Keep quick checks in files for conferences/reference. -Discussed how we can restructure TLT time to meet the needs of math an re-reading. Emailed Kim and Linda about our idea of how the time could be adjusted and changed for trimester 2. -Updated quick checks in doc. -Final quick checks to be updated next week. <p>Current I can't: 1. 80% or more of students will be able to perform this "I can" I can describe how characters in a story react to important events in the story by 10/28.</p>
<p>10/28</p> <ol style="list-style-type: none"> 1. Check in about quick checks and entering students into spreadsheet. 2. Determine when to give tri 1 assessment for ELA. 	<p>Chris, Michelle, Rachel</p>	<ul style="list-style-type: none"> -Enter any ELA QCs that are not done. -Give ELA tri 1 common assessment by 11/11 -After ELA assessment record which priority skills should still be retaught to students and enter on spreadsheet.
<p>11/4/2022</p> <ol style="list-style-type: none"> 1. Check in with Brandon about additional support to support students in red zone on MAP for reading 	<p>Chris, Michelle, Rachel</p>	<ol style="list-style-type: none"> 1. We discussed ways to receive the best support from others to hold students accountable for standards they have not yet mastered and form students that are ready for more enrichment. Better ways to share information about kids with others and for us to view their progress and growth. Will be creating tabs for other teachers who support students to record data.
<p>11/17/22</p> <ol style="list-style-type: none"> 1. Pick order of ELA priority standards and set dates for first 2 quick checks 2. Look at trimester 2 common assessment 3. Find or review old resources/graphic organizers to support standards 	<p>Chris, Michelle, Rachel</p>	<ol style="list-style-type: none"> 1. We checked the Tri 2 tab and added missing standards. We checked it against the end of trimester ELA assessment. We will go in and add Quick checks for this trimester.

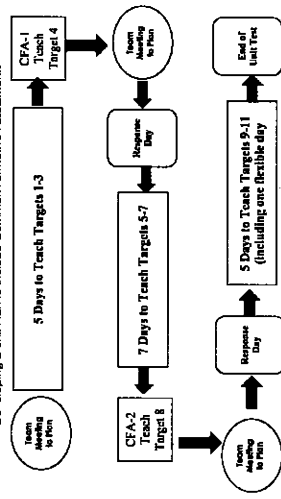
<p>11/28/22 (for Friday's meeting)</p>	<p>Chris, Michelle, Rachel</p>	<p>1. We finalized what skills we are teaching next and updated our tri 2 tab. Everything is color coded and up to date. Our first 1 cans are: "80% of more of students can use character traits to describe characters and give supporting evidence from the text by December 19th." and "80% or more of students will receive a smart score of 80 or better on IXL skill T-10" form and use irregular plural knows" by December 19th."</p>
<p>12/9/22</p>	<p>Chris, Michelle, Rachel</p>	<p>Discussed how to show students the IXL MAP skill plan report and shared that we will meet with students to make sure they understand where their goal area is for reading.</p>
<p>12/16/22</p>	<p>Chris, Rachel,</p>	<p>Will assess RL 2.3 Describe how characters in a story respond to major events and challenges, before break. Have begun to introduce: RL 2.2B.1 can tell the central message, lesson or moral of a story.</p>
<p style="text-align: center;">*****</p>		
<p>1/9</p>	<p>Chris, Michelle, Rachel</p>	<p>Will assess RL 2.2B.1 can tell the central message, lesson or moral of a story. Talked about using new component of IXL to assess irregular plural nouns. Created quiz on IXL to give and see how it works. Added IXL Skill Plan to weekly Homework - Students will be expected to complete 30 minutes for the week.</p>

1/13	Chris, Michelle, Rachel	<p>1. Will assess RL.2.B.1 can tell the central message, lesson or moral of a story by 1/20. We have started to also work on W.2.1 "I can write my opinion about a topic and give reasons for my thinking." We will assess this by mid february.</p> <p>2. We had a professional discussion about the podcast and research behind, "Sold a Story," which all three of us listened to this week. We all agreed that this podcast had an extremely big effect on each of us and we are all motivated to learn as much as we can about the science of reading. We each had many connections in our teaching to a lot of the content in the podcast and additional research associated with the podcast. We feel it is important for everyone to be educated about this, so we can make the necessary changes to provide the most effective reading instruction possible. While we believe that resources, like Fundations are extremely beneficial, we are concerned that the assessment tools we currently have may not give us enough valuable information to check for true reading deficits. We are very interested in further professional development on this topic and having conversations with others about this. We think it is extremely important to consider the data and research and act on it. Because second grade is such a pivotal year for readers as research shows, we are wondering: what additional steps is the district is taking to ensure we are meeting the needs of all students moving forward?</p>
1/20	Chris, Michelle, Rachel	<p>-Working on W.2.1 "I can write my opinion about a topic and give reasons for my thinking." We will assess this by mid february.</p>
2/3	Michelle, Rachel	<p>-Working on W.2.1 "I can write my opinion about a topic and give reasons for my thinking." We will assess this by mid february. Seems to be going well and have done whole group, small group, in partners, and are now working towards doing independently. We have a fill in the blank outline that we think might help scaffold for students struggling to do independently. - We review the T2 common assessment again to see what other skills we should address before giving it to students. Some of them include: addressing how we specifically understand what character's perspective of other characters in a story (character traits), how pictures help you understand the story better, and genre.</p>

2/10 and 2/17		Michelle, Rachel, Chris	<p>Reviewing all standards to prepare for trimester common assessment March 1st. Completing a grammar review in class, reviewing genre, and finishing independent practice for opinion writing.</p>
2/24/2023 and 3/3		Michelle, Rachel, Chris	<p>Discussed ELA common assessment and looked at rubric for scoring opinion writing. Looked ahead at trimester 3 and discussed the standards we will be starting with.</p>
3/10		Michelle, Rachel, Chris	<p>-We are using this <u>IXL tracker</u> for goal setting for reading with our skill plans -Our ELA focus for the coming weeks include: -By March 17th, students will be able to complete this I can statement: I can ask and answer who, what, where, when, why and how questions to show that I understand non-fiction. - By April 7th, students will be able to complete this I can statement: I can understand and use all the helpful parts of nonfiction books to find important facts and details quickly.</p>
		Michelle, Rachel, Chris	<p>-Our ELA focus for the coming weeks include: -By March 17th, students will be able to complete this I can statement: I can ask and answer who, what, where, when, why and how questions to show that I understand non-fiction. ***will be inputting kids who have not met to ELA Tri 3 tab - By April 17th, students will be able to complete this I can statement: I can understand and use all the helpful parts of nonfiction books to find important facts and details quickly.</p>
		Michelle, Rachel, Chris	

3/24		<p>-Our ELA focus for the coming weeks include:</p> <ul style="list-style-type: none"> - By April 17th, students will be able to complete this I can statement: I can understand and use all the helpful parts of nonfiction books to find important facts and details quickly. -By April 21st, students will be able to complete this I can statement: I can tell how images/visuals help me understand the text.
4/7	Michelle, Rachel, Chris	<p>-Our ELA focus for the coming weeks include:</p> <ul style="list-style-type: none"> - By April 17th, students will be able to complete this I can statement: I can understand and use all the helpful parts of nonfiction books to find important facts and details quickly. -By April 21st, students will be able to complete this I can statement: I can tell how images/visuals help me understand the text.
Michelle, Rachel, Chris		

Developing a Unit Plan to Guide Common Formative Assessments



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