

<p style="text-align: center;"><b>ELA Agenda</b>  <b>2nd Grade Team</b>  <b>Time: Wednesday at 10:15   Location: 2nd grade room</b></p>				
<p><b>Norms: 1. Bring materials necessary to aid in our discussions. 2. Be on time and actively engaged in conversations. 3. Be focused and conscious of time constraints.</b></p>				
<p><i>Our Core Values: When we have team work, we are efficient, organized, and balanced. This allows our team to have time to appreciate each other's contributions which helps us to grow personally and professionally.</i></p> <p><i>Essential Questions:</i>  <i>What do we want our students to learn?</i></p> <p><i>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?)</i></p> <p><i>How will we respond when they don't learn?</i></p> <p><i>How will we respond when they do learn?</i></p>				
<p><b>Celebrations:</b></p>				
<b>Stage</b>		<b>Likely Agenda Items</b>		
<b>Plan</b>		Review essential standards in upcoming unit and associated learning targets. Develop or review the unit plan with consensus on the timing of lessons and assessments. Discuss and write the end-of-unit assessments and common formative assessments.		
<b>Do</b>		Discuss effectiveness of lessons, especially those related to the SMART goal action plan for this unit. Review timing of lessons and assessments and make adjustments as needed. Administer and score common formative assessments in preparation for data meetings.		
<b>Study</b>		Plan responses for using student work. Plan extensions for students who have mastered essential learning targets.		
<b>Act</b>		Reassess targets to identify students who will still need additional time and support even after extra help.		
Date	Stage	Present	Topic/Action Items	Focus for Next Meeting/ Materials Needed for next week
9/14	Plan	Beth, Kelly, Angela, Mer, Martha, Meghan & Kristin	MAP Testing - analyze standards  Foundations (Meghan): -Scope & Sequence in ELA Pacing Guide -Unit Assessments given as Common Assessments. (spell & mark it up)  iLab: KIBO robot  Math/Reading Enrichment Push In - Start CogAT Prep (analogies, paper folding)	
9/28	Plan	Beth, Kelly, Angela, Mer, Martha, Erin & Kristin	Pre-test- week of, October 3rd- Weekend at Wendel- this book was previous read- Kelly is creating a pre-test What was the major event in the story? What is the character's response to the event? Point of view- high kids	
10/4	STUDY - pre-test	Beth, Kelly, Mer, Martha, Erin & Kristin	Reviewed formative pre-assessment to build consistency of outcome expectations	<a href="#">Character Responses Professional Article</a>  Extend responses to include "so", "because", (e.g. what & why)  Teach for 2 weeks, bring student samples on the 19th  Tia Isa - Tuesday the 18th kids do #5 Independently
10/11	Plan	Beth, Kelly, Mer, Martha, Erin, Angela	Reviewed iReady digital parts that we learned at Math Committee	<a href="#">Character Responses Professional Article</a>  Extend responses to include "so", "because", (e.g. what & why)  Teach for 2 weeks, bring student samples on the 19th  Tia Isa - Tuesday the 18th kids do #5 Independently

10/26	Act	Kelly, Mer, Martha, Erin, Angela	We looked at their final assessments. 2T- B.I., O.Y., J.Z and A.C didn't master. 2S-B.H., L.{, K.P. and E.L didn't master. Reteach during WIN time	Look at trimester 2 standards, MAP. What do we want to focus on ?
11/2	Plan	Kelly, Mer, Martha, Erin, Angela	Trimester 2 focus- RL.2.7 Use information gained from illustrations to determine understanding of the story IXL-S: Setting & Character, Q: Which book title goes with which picture, GG 1 & 2: Descriptive Details in pictures, Pulled short assessments for RL 2.7 Looking for resources for the standard	Bring resources to plan out the cycle
11/9	Plan	Kelly, Mer, Martha, Erin, Angela	<a href="#">Illustrations Adding to Text Response</a> (pre/post-test materials) <a href="#">Illustrations Graphic Organizer</a> (next step)	
11/16	Plan	Kelly, Mer, Kristin, Erin, Angela	Pre-Test Selection Vocabulary: PLOT Using the graphic organizer above- page 4 Read aloud and IRA and use seperate pictures to discuss character, mood, (Sam and the Lucky Money). Page 20 (mood) page 25 (main character), last page (how is he feeling) Also doing opinion writing with Sam and Lucky Money IRA Map Testing: January 11th - p.m. January 12th - p.m.	
12/7		Kelly, Mer, Kristin, Erin, Angela	Continue working on this in January. Post-test in January and discuss outcomes.	January 30-2/3
1/25		Kelly, Angela, Beth	Paced out the next 12 weeks until Spring MAP testing: 4 weeks of Literary 1.30-2.24 4 weeks of Vocabulary 2.27-3.24 4 weeks Informational 4.3-4.28	Monday/Tuesday: Tacky the Penguin POV Three Cheers for Tacky: Comprehension Wednesday: Compare the 2 stories/writing Thursday: Edward/Edwina Comprehension Friday: Edward/Edwina Comprehension  February 6 - February 10 Fables/Fairytales
2/1	Study	Kelly, Angela, Beth, Meredith, Meghan, Erin	Shared examples of our comprehension questions and point of view writing and will now explicitly teach those standards. Starting with capital letter, period at end of sentence, turning question around for the answer	February 13 - February 17 3 Helen Lester Mirette/Suki  February 20 - February 24 Earrings/Brontorina/Brave Irene

2/8	Act	Kelly, Angela, Beth, Erin, Martha, Kristin, Meaghan	<p>Continue on ELA standards, talked about math interventions/pacing for measurement Look at Trimester 2 focus tab Students below didn't master and are in RtI reading to receive interventions. Check in with students in 2 weeks.</p> <p>A.C. K.P. B.W. E.L. S.H. J.Z. B.F. B.I. M.D. N.Z</p>
2/15	Study/Plan	Kelly, Angela, Beth, Meredith, Kristin	<p>1. Updated SIP Document 2. Standard RL.2.1 Mid-Point Check: Reviewed Exit Slips 3. Continue focusing on <b>Standard RL.2.4.a</b> 4. Final: Brave Irene (Feelings) 5. Feb. 24th End of Trimester</p>
3/1	Study/Plan	Kelly, Angela, Beth, Meredith, Erin & Kristin	<p>1. Reviewed Vocab Pre-test 2. <b>Week of March 10 Mid-Point</b> 3. <b>Week of March 20 Post-test</b> Informational Text Month of April</p>
3/8	Do	Kelly, Angela, Beth, Meredith, Erin, Kristin & Martha	<p>1. MAP Testing Dates: Thurs, Apr 27th @ 12:15 reading, Weds, May 3rd @ 12:15 math 2. Science Week - Parent Volunteers 3. Vocabulary - Discussion/Reactions of Students Pre/Post Test using Vocabulary Program How do you teach context clues? (read before, read ahead, highlight, create sentences)</p>
3/15	Study/Plan	Kelly, Angela, Beth, Meredith, Erin, Kristin & Martha	<p>Reviewed the mid-point assessment. Discussed the Can Do descriptors for EL students. Utilizing pictures for the words that are in the paragraph. They will still need to read the paragraph and put the correct word in the paragraph.</p>
4/5	Plan	Kelly, Angela, Beth, Meredith, Erin, & Martha, Kristin	<p>Midpoint Assessment April 17th Final Assessment April 24th Pre-test results were added to the Non Fiction Text Feature Tab Highest score is 63% Lowest score is 0% Average 32%</p>

**Parking Lot**

**Facilitating Team Decision-Making (Five and Fist)**

- 5 fingers = I am all in, I completely agree.
- 4 fingers = I buy into the option and I will support it.
- 3 fingers = I may have some reservations, but I can support the decision and move forward.
- 2 fingers = I have reservations and I cannot support this decision without further discussion and justification.
- 1 finger = I still need to discuss certain reservations and suggest changes that should be made.
- Fist = No vote - a way to block consensus, I cannot support this direction, I disagree.


