| Exiting TACA | Entering TACA | KID By KID D | Unit 3 POST | **Unit 3 Reading** |
|---|---|---|---|---|

Hover over questions with black triangle for conversation starters.

| | |
|---|---|
| Date | 2/7/22 |
| School | ELC |
| Team | K |
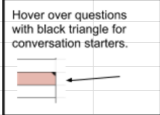
**What did you learn from revisiting last year's TACA form? [1]**

**SMART Goal(s)**

Team SMART Goal for ALL Consonant letter sounds~90% of students will meet standard for consonant and vowel sounds. The remaining 10% will increase their score by knowing at least 6 more consonant sounds and 1 to 2 more short vowel sounds by the end of the unit.

**Power Standard(s)**

K.RF.3 - Know and apply grade-level phonics and word analysis skills in decoding words.
A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
B. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
D. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/)

K.RF.2 - Demonstrate
understanding of spoken words, syllables, and sounds (phonemes).

**What parts of the standard or learning targets did our students do well with?  Which assessment items? [2]**

Team Generated Formative Assessments: Many students improved! Even if it is small progress, they are picking up sounds on the beginning and ending of the words. Most every kid it able to isolate their short vowels as well. They are able to hold the information in their brain longer- "retention".

District Post Assessment:  90% meeting on phonemes! Lots of growth.

**Analyze**

**What instructional strategies and/or lessons supported student success?  [3]**

Team Generated Formative Assessments: Haggerty holds us teachers acountable to practice the specific skill of segmenting and blending daily. Paras know what is coming unit by unit and developmentally. We can see the work that they are putting in during tier 2 & tier 3 time. "Break it down" skill is very helpful in supporting the question being asked and helps scaffold the ability to show what they know.

District Post Assessment:  Heggerty! Breaking down the sounds. Using arms. Walk to Read. Small groups. Paras doing what we are doing. Triple dips for kids who need it. RTI meetings and being specific about what we need to do, be accountable, communicate with each other and the paras.

**What misconceptions do we see in student work? [4]**

Team Generated Formative Assessments: Double check that paras KNOW the skill and what it looks like when the skill is performed. Students must be able to audibly say the isolated sounds that are pulled from the word. No letters should be showing to the kids when saying the word. Blending the middle and ending sounds (e-n)

District Post Assessment:  e sound, knowing what is expected and what is being asked.

**What concepts, skills, or reasoning do students need to become proficient? [5]**

Team Generated Formative Assessments: Students need to have independent practice with isolating initial sounds first. Once they get that, then move on to ending sounds. You could show them that the middle sound will always be a vowel.. Scaffolding with how many sounds there will be using your fingers or breaking it down on your arm- will help them see that they are missing a sound and will help give them feedback on what they need.

District Post Assessment:  Meet the kids where they are at - doing clip cards of CVC words matching the picture to the word.

**Which students did not master essential standards?**

See Teacher Tabs for KID by KID Data

**Design Support**

**How will we provide extra time and support for unlearned skills?  -  What are we going to do about it?  How will we check for success?**

Team Generated Formative Assessments: This can be done during reading groups, or pull them any time we can 1:1 when they come in the door, while there are any other centers going on or when they are completing work. Specifically- Some students are not giving any matching sounds- Do they understand the question? Can they repeat a given word? Can they answer an open ended question? Can the student "label" using a white board to show what they know?! OR you can help them by just asking what the first sound is and if they get that then you can ask, "what is the next sound?"

District Post Assessment:  Blitz games, CVC games, re-arranging CVC letters to make words, writing CVC words on white boards, magnetic letters, letters on sticks, scrabble letters, build it, write it, copy it

**Which students mastered the skills?**

See Teacher Tabs for KID by KID Data:

**How will we support these learners in need of enrichment?  -  What are we going to do about it?**

Team Generated Formative Assessments: Students who are "on and beyond this skill" still really need to pracitce this skill becuase often they have these words memorized and are unable to break it down or hear EACH part of the sounds because they normally don't have to. Foundational skills are built on patterns and reading strategies so that WHEN they don't know how to sound out a word they can lean on strategies to help them figure it out like sounding, chunking.... often, since they already know assumptions can be made that they have all those skills and sometimes they don't. THIS skill is very good practice reinforcing that idea. They can also continue by breaking down words with MORE sounds.

District Post Assessment:  same as above ^ ...blends, digraphs in the beginning, middle, and end of words, long vowels.
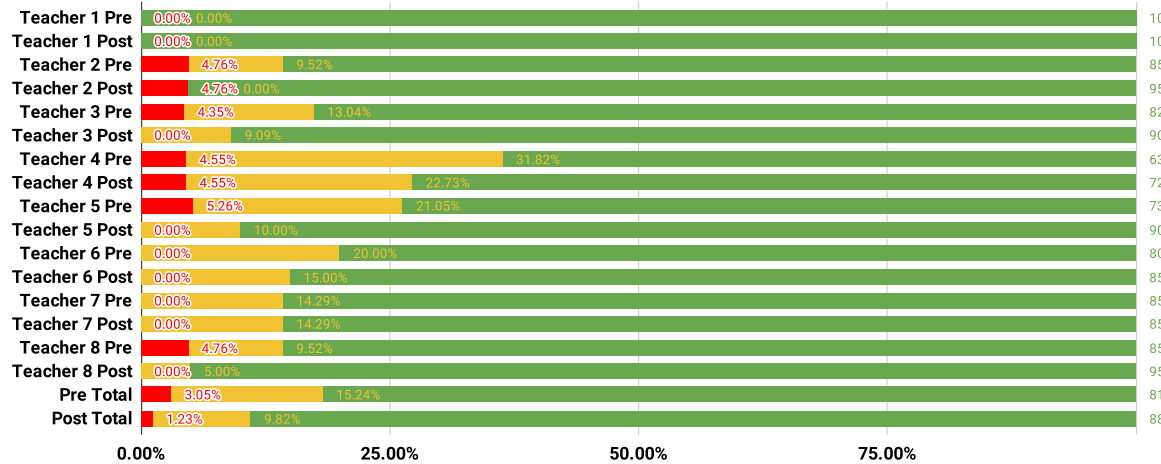
**Do we need to tweak or improve the assessment?**

Team Generated Formative Assessments

District Post Assessment:

**Unit 3 Reading Part 1 - Letter Sounds Consonants**

|  | Teacher 1 Pre | Teacher 1 Post | Teacher 2 Pre | Teacher 2 Post | Teacher 3 Pre | Teacher 3 Post | Teacher 4 Pre | Teacher 4 Post | Teacher 5 Pre | Teacher 5 Post | Teacher 6 Pre | Teacher 6 Post | Teacher 7 Pre | Teacher 7 Post | Teacher 8 Pre | Teacher 8 Post | Pre Total | Post Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Intensive | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 5 | 2 |
| Approaching | 0 | 0 | 2 | 0 | 3 | 2 | 7 | 5 | 4 | 2 | 4 | 3 | 3 | 3 | 2 | 1 | 25 | 16 |
| Meets | 17 | 17 | 18 | 20 | 19 | 20 | 14 | 16 | 14 | 18 | 16 | 17 | 18 | 18 | 18 | 19 | 134 | 145 |
| Exceeds | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 17 | 17 | 21 | 21 | 23 | 22 | 22 | 22 | 19 | 20 | 20 | 20 | 21 | 21 | 21 | 20 | 164 | 163 |
| Intensive% | 0.00% | 0.00% | 4.76% | 4.76% | 4.35% | 0.00% | 4.55% | 4.55% | 5.26% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 4.76% | 0.00% | 3.05% | 1.23% |
| Approaching% | 0.00% | 0.00% | 9.52% | 0.00% | 13.04% | 9.09% | 31.82% | 22.73% | 21.05% | 10.00% | 20.00% | 15.00% | 14.29% | 14.29% | 9.52% | 5.00% | 15.24% | 9.82% |
| Meets% | 100.00% | 100.00% | 85.71% | 95.24% | 82.61% | 90.91% | 63.64% | 72.73% | 73.68% | 90.00% | 80.00% | 85.00% | 85.71% | 85.71% | 85.71% | 95.00% | 81.71% | 88.96% |
| Exceeds% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |

## Unit 3 Reading Part 1 - Letter Sounds Consonants

Legend: ■ Intensive% ■ Approaching% ■ Meets% ■ Exceeds%

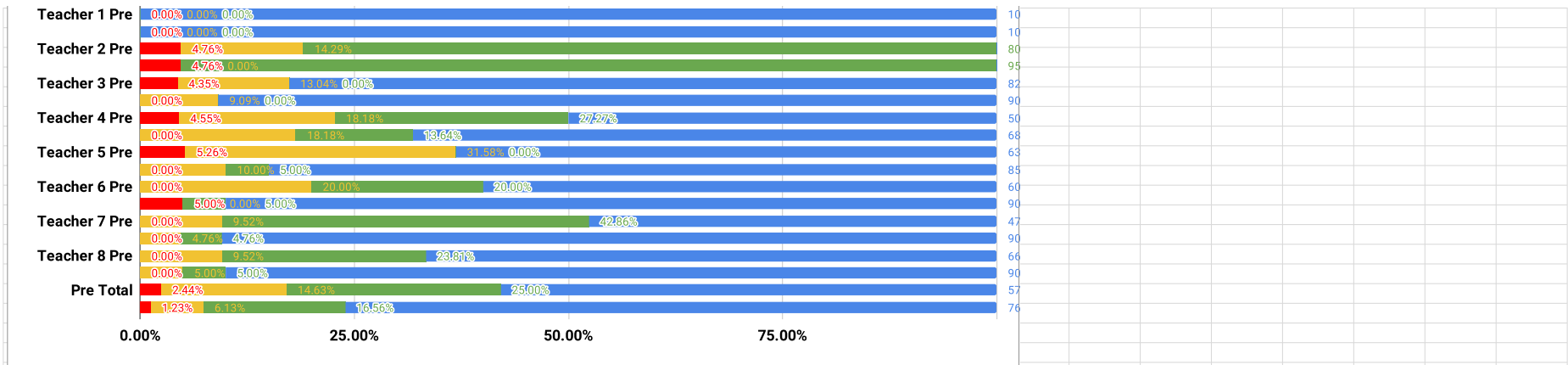| | |
|---|---|
| Teacher 1 Pre | 0.00% 0.00% ... 100 |
| Teacher 1 Post | 0.00% 0.00% ... 100 |
| Teacher 2 Pre | 4.76% 9.52% ... 85 |
| Teacher 2 Post | 4.76% 0.00% ... 95 |
| Teacher 3 Pre | 4.35% 13.04% ... 82 |
| Teacher 3 Post | 0.00% 9.09% ... 90 |
| Teacher 4 Pre | 4.55% 31.82% ... 63 |
| Teacher 4 Post | 4.55% 22.73% ... 72 |
| Teacher 5 Pre | 5.26% 21.05% ... 73 |
| Teacher 5 Post | 0.00% 10.00% ... 90 |
| Teacher 6 Pre | 0.00% 20.00% ... 80 |
| Teacher 6 Post | 0.00% 15.00% ... 85 |
| Teacher 7 Pre | 0.00% 14.29% ... 85 |
| Teacher 7 Post | 0.00% 14.29% ... 85 |
| Teacher 8 Pre | 4.76% 9.52% ... 85 |
| Teacher 8 Post | 0.00% 5.00% ... 95 |
| Pre Total | 3.05% 15.24% ... 81 |
| Post Total | 1.23% 9.82% ... 88 |

0.00%  25.00%  50.00%  75.00%

## Unit 3 Reading Part 1 - Letter Sounds Vowels

|  | Teacher 1 Pre | Teacher 1 Post | Teacher 2 Pre | Teacher 2 Post | Teacher 3 Pre | Teacher 3 Post | Teacher 4 Pre | Teacher 4 Post | Teacher 5 Pre | Teacher 5 Post | Teacher 6 Pre | Teacher 6 Post | Teacher 7 Pre | Teacher 7 Post | Teacher 8 Pre | Teacher 8 Post | Pre Total | Post Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Intensive | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 4 | 2 |
| Approaching | 0 | 0 | 3 | 0 | 3 | 2 | 4 | 4 | 6 | 2 | 4 | 0 | 2 | 1 | 2 | 1 | 24 | 10 |
| Meets | 0 | 0 | 17 | 20 | 0 | 0 | 6 | 3 | 0 | 1 | 4 | 1 | 9 | 1 | 5 | 1 | 41 | 27 |
| Exceeds | 17 | 17 | 0 | 0 | 19 | 20 | 11 | 15 | 12 | 17 | 12 | 18 | 10 | 19 | 14 | 18 | 95 | 124 |
| Total | 17 | 17 | 21 | 21 | 23 | 22 | 22 | 22 | 19 | 20 | 20 | 20 | 21 | 21 | 21 | 20 | 164 | 163 |
| Intensive% | 0.00% | 0.00% | 4.76% | 4.76% | 4.35% | 0.00% | 4.55% | 0.00% | 5.26% | 0.00% | 0.00% | 5.00% | 0.00% | 0.00% | 0.00% | 0.00% | 2.44% | 1.23% |
| Approaching% | 0.00% | 0.00% | 14.29% | 0.00% | 13.04% | 9.09% | 18.18% | 18.18% | 31.58% | 10.00% | 20.00% | 0.00% | 9.52% | 4.76% | 9.52% | 5.00% | 14.63% | 6.13% |
| Meets% | 0.00% | 0.00% | 80.95% | 95.24% | 0.00% | 0.00% | 27.27% | 13.64% | 0.00% | 5.00% | 20.00% | 5.00% | 42.86% | 4.76% | 23.81% | 5.00% | 25.00% | 16.56% |
| Exceeds% | 100.00% | 100.00% | 0.00% | 0.00% | 82.61% | 90.91% | 50.00% | 68.18% | 63.16% | 85.00% | 60.00% | 90.00% | 47.62% | 90.48% | 66.67% | 90.00% | 57.93% | 76.07% |

## Unit 3 Reading Part 1 - Letter Sounds Vowels

Legend: ■ Intensive% ■ Approaching% ■ Meets% ■ Exceeds%

## Unit 3 Reading Part 2 - Phonemes

| | Teacher 1 Pre | Teacher 1 Post | Teacher 2 Pre | Teacher 2 Post | Teacher 3 Pre | Teacher 3 Post | Teacher 4 Pre | Teacher 4 Post | Teacher 5 Pre | Teacher 5 Post | Teacher 6 Pre | Teacher 6 Post | Teacher 7 Pre | Teacher 7 Post | Teacher 8 Pre | Teacher 8 Post | Pre Total | Post Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Intensive | 0 | 0 | 0 | 0 | 2 | 0 | 5 | 1 | 4 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 12 | 3 |
| Approachin | 1 | 0 | 10 | 1 | 6 | 2 | 5 | 2 | 2 | 3 | 4 | 0 | 8 | 3 | 2 | 1 | 38 | 12 |
| Meets | 16 | 17 | 10 | 19 | 15 | 20 | 12 | 19 | 13 | 16 | 16 | 19 | 13 | 18 | 18 | 19 | 113 | 147 |
| Exceeds | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 17 | 17 | 20 | 20 | 23 | 22 | 22 | 22 | 19 | 20 | 20 | 20 | 21 | 21 | 21 | 20 | 163 | 162 |
| Intensive% | 0.00% | 0.00% | 0.00% | 0.00% | 8.70% | 0.00% | 22.73% | 4.55% | 21.05% | 5.00% | 0.00% | 5.00% | 0.00% | 0.00% | 4.76% | 0.00% | 7.36% | 1.85% |
| Approachin | 5.88% | 0.00% | 50.00% | 5.00% | 26.09% | 9.09% | 22.73% | 9.09% | 10.53% | 15.00% | 20.00% | 0.00% | 38.10% | 14.29% | 9.52% | 5.00% | 23.31% | 7.41% |
| Meets% | 94.12% | 100.00% | 50.00% | 95.00% | 65.22% | 90.91% | 54.55% | 86.36% | 68.42% | 80.00% | 80.00% | 95.00% | 61.90% | 85.71% | 85.71% | 95.00% | 69.33% | 90.74% |
| Exceeds% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |

## Unit 3 Reading Part 2 - Phonemes
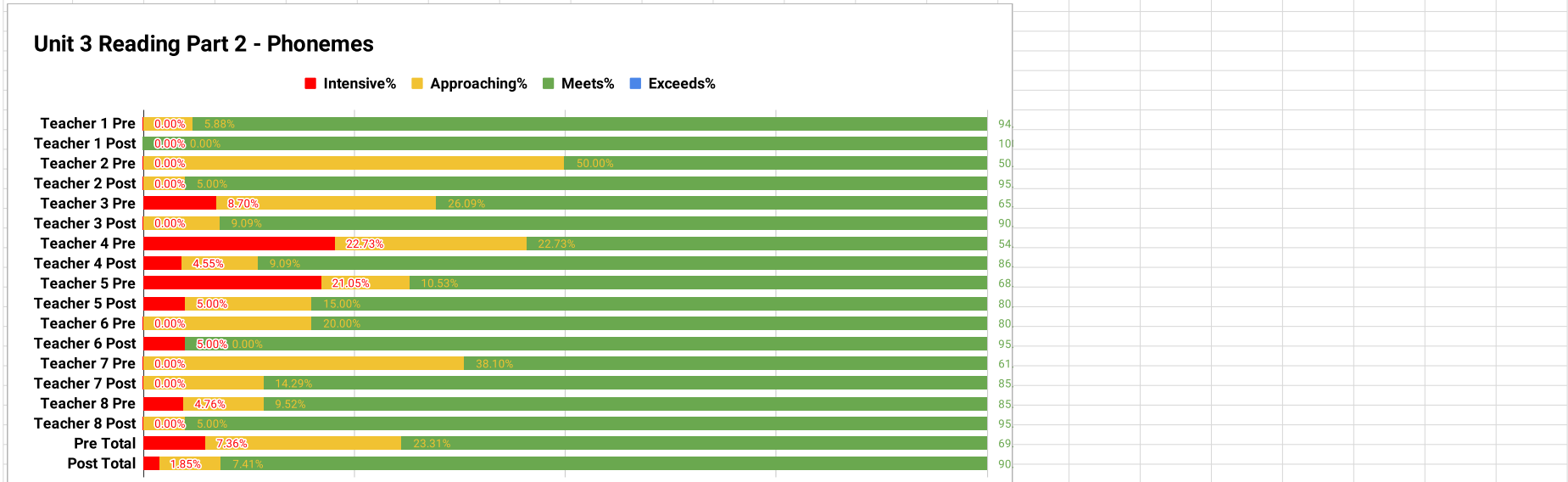
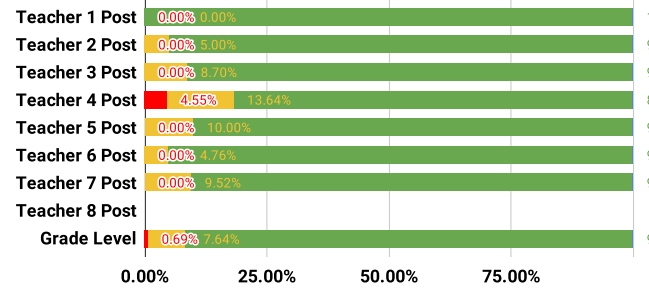| 0.00% | | 25.00% | | 50.00% | | 75.00% | | |
|---|---|---|---|---|---|---|---|---|

### Unit 3 Uppercase

| | Teacher 1 Post | Teacher 2 Post | Teacher 3 Post | Teacher 4 Post | Teacher 5 Post | Teacher 6 Post | Teacher 7 Post | Teacher 8 Post | Grade Level Total |
|---|---|---|---|---|---|---|---|---|---|
| Intensive | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Approachin | 0 | 1 | 2 | 3 | 2 | 1 | 2 | 0 | 11 |
| Meets | 17 | 19 | 21 | 18 | 18 | 20 | 19 | 0 | 132 |
| Exceeds | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 17 | 20 | 23 | 22 | 20 | 21 | 21 | 0 | 144 |
| Intensive% | 0.00% | 0.00% | 0.00% | 4.55% | 0.00% | 0.00% | 0.00% | #DIV/0! | 0.69% |
| Approachin | 0.00% | 5.00% | 8.70% | 13.64% | 10.00% | 4.76% | 9.52% | #DIV/0! | 7.64% |
| Meets% | 100.00% | 95.00% | 91.30% | 81.82% | 90.00% | 95.24% | 90.48% | #DIV/0! | 91.67% |
| Exceeds% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | #DIV/0! | 0.00% |

### Unit 3 Lowercase

| | Teacher 1 Post | Teacher 2 Post | Teacher 3 Post | Teacher 4 Post | Teacher 5 Post | Teacher 6 Post | Teacher 7 Post | Teacher 8 Post | Grade Level Total |
|---|---|---|---|---|---|---|---|---|---|
| Intensive | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Approachin | 0 | 1 | 2 | 3 | 2 | 1 | 2 | 0 | 11 |
| Meets | 17 | 19 | 21 | 18 | 18 | 20 | 19 | 0 | 132 |
| Exceeds | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 17 | 20 | 23 | 22 | 20 | 21 | 21 | 0 | 144 |
| Intensive% | 0.00% | 0.00% | 0.00% | 4.55% | 0.00% | 0.00% | 0.00% | #DIV/0! | 0.69% |
| Approachin | 0.00% | 5.00% | 8.70% | 13.64% | 10.00% | 4.76% | 9.52% | #DIV/0! | 7.64% |
| Meets% | 100.00% | 95.00% | 91.30% | 81.82% | 90.00% | 95.24% | 90.48% | #DIV/0! | 91.67% |
| Exceeds% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | #DIV/0! | 0.00% |

**Unit 3 Uppercase**

■ Intensive%  ■ Approaching%  ■ Meets%  ■ Exceeds%

| | |
|---|---|
| Teacher 1 Post | 0.00% 0.00% |
| Teacher 2 Post | 0.00% 5.00% |
| Teacher 3 Post | 0.00% 8.70% |
| Teacher 4 Post | 4.55% 13.64% |
| Teacher 5 Post | 0.00% 10.00% |
| Teacher 6 Post | 0.00% 4.76% |
| Teacher 7 Post | 0.00% 9.52% |
| Teacher 8 Post | |
| Grade Level | 0.69% 7.64% |

0.00%  25.00%  50.00%  75.00%

**Unit 3 Lowercase**

■ Intensive%  ■ Approaching%  ■ Meets%  ■ Exceeds%

| | |
|---|---|
| Teacher 1 Post | 0.00% 0.00% |
| Teacher 2 Post | 0.00% 5.00% |
| Teacher 3 Post | 0.00% 8.70% |
| Teacher 4 Post | 4.55% 13.64% |
| Teacher 5 Post | 0.00% 10.00% |
| Teacher 6 Post | 0.00% 4.76% |
| Teacher 7 Post | 0.00% 9.52% |
| Teacher 8 Post | |
| Grade Level | 0.69% 7.64% |

0.00%  25.00%  50.00%  75.00%
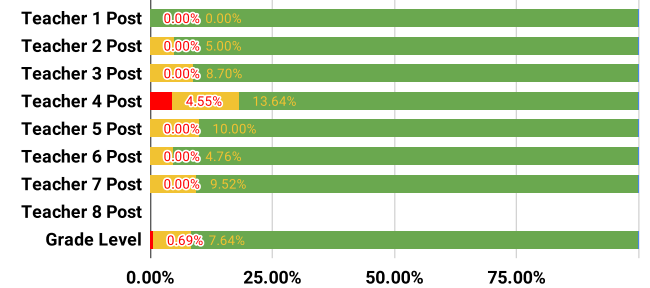
[1] Talk about this as a team at the beginning of a unit.

Reflect on your learning from last year before you get going this year to help start the planning process.


[2] 1.Start with the standards.
2. Move to your unit plan learning targets.
3. Look at the assessment data.

[3] Visit your unit plan to review what you did.
Cut and paste into your TACA what strategies and lessons were successful.
Add additional thinking from your team.

Some Strategy Ideas to Guide Conversation:
*engagement
*student talk
*Reading Strategies
*Writing Strategies
*Strategies That Work/ Reading With Meaning
*GLAD Strategies
*thinking
*problem solving
*feedback
*self-assessment

[4] What concepts are confusing learners?
What do they have faulty beliefs about?

Examples
Learners are mixing up main idea and theme.
Learners use background knowledge instead of text evidence.
Learners believe all quotes have equal value in writing.

[5] Here's what they need...

formative?
post?