

Co-Teaching Cycle

Team: 2nd Grade -- Jenn & Libby

Subject: Writing

Unit: Informational January/February

Dates:

Needs: Look at lessons and plan them with priority standards, writing structure (writer's workshop)

--- plan day -- look at data, look at readyGEN and SK rubrics, look at 3rd CMAS Data --- DEC 7

Agenda for DEC 7 --

- Read Chapters 2 and 3 -- bring some annotations --- What would you like to implement?
- Outline of lessons for informational writing
- Look at CMAS data for things we need to focus more on
- What structure should be like in writing workshop -- what kids should be able to do or know
- Write the I Cans for the unit
- Bring ReadyGEN informational rubric

Dancing with a Pen: The Learner as a Writer:

Big Take Aways:

- The power of sharing
- The power of feedback from peers
- Publishing more and putting the out of others to read
 - Not everything is meant for publishing for a wider audience
- Choice that we need
 - Balancing choice and balancing
- Community -- building that respect

Aha Moments --

- Too much teacher "telling how" to do something - takes away from kid's ownership
- Active engagement is important -- not just immersion and demonstration (page 20 "kids must see a worthwhile reason to appropriate what they have seen or heard and expect to make use of it for their own purposes")
- Editing and revising (respect for the reader page 25)

Things to try:

- Bump up the sharing and response (structure)
- How to respond to peers
- Bumping up purpose/audience in with publishing
- Editing practices
- Engagement practices
- Verbal rehearsal

CMAS:

H. Written Expression and Writing Knowledge

Writing Expression includes the development of ideas, organization, and clarity of language that the student demonstrates in the written response.

Writing Knowledge is knowledge of language/conventions which assesses the student's command of the conventions of standard English, including grammar and usage.

I. Prose Constructed Response (PCR)

This section breaks down the writing tasks by the three types of PCR items included on the English language arts and CSLA assessments. The PCRs ask for an extended student response that analyzes literary works in the categories of Literary Analysis and Narrative Writing and informational texts in the category of a Research Simulation Task.

Planning structures for Informational Writing:

- **Bulleted list**
- **SK plan page - graphic organizers**
- **Tree maps**
- **Bubble Map (web)**
- **Circle map**
- **2 column notes**

Priority Standards

Instructional Objective:

Students will create a published piece that teaches about an animal based on research.

I Can Statements

Baseline Data:

Where are the students now? What data was used?

Students	#	%
Proficient		
Almost There		
Below		

What kind of co-teaching would you like to use together?
What would work best to help students reach their goal?

- Teaching in tandem
 - Bouncing ideas off one another as you teach together
 - Look at & talk about student evidence together
 - Real-time problem solving -- redirecting students, pacing, modeling, or delivery

- Micro Modeling
 - Coach teaches a portion of the lesson while teacher observes
 - Teacher focuses on instructional moves and impact on student learning

Coteaching in the Classroom:

Out of the Classroom Work:

Plan Day on December 7

Possibly weekly - November 9th

Ongoing Communication: ----email, &/or in person...

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