**Grade 2 Reflection**

September 14, 2001

One of the areas I will focus on this Fall is:

* Non-fiction – main idea and details – because our numbers for below grade level went up from fall to spring. I feel that the students can read the words/book but they don’t truly understand the text.
* The concept of executive function, because even though I have made an effort to support students who are struggling, with several strategies, I have not provided frequent opportunities for them to practice the skills of self-discipline. The students need gradual release during the elementary years to be ready to rely on this basic part of their work ethic.
* Retelling, because it’s an area that I see my students needing extra practice on, especially when the child shares, focusing on does it make sense to others?
* Looking beyond the “reading block” when assessing reading progress, because reading is something we do all day long and though I teach strategies during all times of the day I don’t consider assessments for other subjects as reading assessments.
* Non-fiction – reading, understanding and retelling – because it seems according to data that the kids are falling behind in this. There is a weakness that needs to be looked at.
* Using more formative assessments, because it is a specific measure of what students actually know.
* Using the oral response template, because students will improve in reading comprehension skills through having conversations about texts.
* Using the class assessment piece for *Being A Writer*, saving assessment material for reading, because there is great evidence for student success/proficiency.
* Using the *Being a Writer* Assessment Resource Book, because it shows what the kids can do.
* Using the templates for oral response during reading, because they need to speak about what they read (and back it up) to continue to empower students to express themselves and build pride in themselves.
* Non-fiction main ideas – rubric and graphic organizer (main idea web) – because it is important to focus on the main idea so students can link other knowledge to it.
* Developing rubrics to go along with social studies and science units, because this information will let me know which students need extra help, and who is ready for an extra challenge.
* Having students orally retell fiction and non-fiction stories, because retelling is an “effective post-reading activity” – arguably more so than teacher questioning.
* Retelling and comprehension (especially non-fiction), because it is our building goal and I see a need. It also relates to Iowa Core.
* Helping “all” of my students to do better in the area of “focusing,” because I want everyone to be as successful as they can be in school and in life. (Thank you, Phyllis!)
* Trying out the Retelling Rubric for Informational and Fiction Text, because I would like to try some oral assessments instead of always doing written assessments.
* Iowa Core, because it is the future. Before today I had many concerns. The information I was given today has helped me feel better.
* Trying oral retelling, because it is important to be able to articulate your thoughts verbally.
* Using retelling rubrics and teaching students how to retell, because I noticed this as an area for improvement while benchmarking. It also connects to Iowa Core.
* Connecting formative assessments within my classroom to the Iowa Core, because I know this is going to be an up-and-coming part of our curriculum, and I really would like to focus more closely on creating those assessments to use in my classroom.
* Aligning my instruction with the Iowa Core, because I will know that I have taught my students what they need to know to meet state and district standards.
* Using the retelling rubric with the students to see how it works and if and how it can be modified, and continuing to post learning targets because they are important to help the students know where they are going. “I can” statements need to be posted for students.
* Helping my students develop control because without it, learning is more difficult.
* Non-fiction writing, because it will give me an indication of how well they understand expository text.
* Using more formative assessments that correlate to standards, because formative assessments will provide me with student progress and I will be able to strengthen my teaching to fit student needs. I will know that I am teaching the standards.
* Documenting more of the formative assessments I’m doing in my classroom, because I will be more able to confidently and fluently know and describe what my students can and cannot do.