Data Teams Grade 1: Unit 1

**Step 1: Prioritization of the “I Can Statements”**

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| **Reading Literature Standards**  **Journeys Lessons 2, 3 and 5** | **Reading Informational Standards**  **Journeys Lessons 1 and 4** |
| Literature 3: Describe characters, settings, and major events in a story, using key details.   * I can identify the characters and setting of a story. * I can identify the sequence of the story’s major events. * I can use details in the story to describe the characters, setting, and major events. | Informational 2: Identify the main topic and retell key details of a text.   * I can identify the main topic of a nonfiction text. * I can identify the key details that connect to the main idea. |
| Literature 5: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.   * I can explain how fiction and nonfiction texts are different. | Informational 6: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.   * I can name the author and illustrator of a text. (\*REVIEW FROM KDG) * I can retell information gathered from words in a text. * I can retell information gathered from the illustrations in a text. |
| Literature 7: Use illustrations and details in a story to describe its characters, setting, or events.   * I can describe the characters using illustrations and story details. * I can describe the setting using illustrations and story details. * I can describe the events using illustrations and story details. | Informational 7: Use the illustrations and details in a text to describe its key ideas.   * I know illustrations in nonfiction give me information about the key ideas. * I can use illustrations and details in a text to describe the key ideas. |
| **Focusing our Instruction** | |
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**Step 2: Create the Common Formative Assessment Pretest/Posttest***Assessment items directly aligned to prioritized I Can Statements. Create Scoring Guide*

**Step 3: Score the Pretest – Set Smart Goal***The percentage of students scoring proficient or higher on our prioritized I Can Statements will increase from \_\_\_\_\_\_\_\_% to \_\_\_\_\_\_\_\_% measured by the posttest administered on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.*

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|  | **Prioritized I Can #1** | **Prioritized I Can #2** | **Prioritized I Can #3** | **Prioritized I Can #4** | **Prioritized I Can #5** |
| **Proficient** |  |  |  |  |  |
| **Not Proficient** |  |  |  |  |  |

**Step 4: Planning for Instruction Based on Pretest Results**

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| **Lesson** | **Genre** | **Prioritized I Can Statements (\* focus)** | **Whole Group Considerations** | **Small Group Considerations** |
| 1 |  |  |  |  |
| 2 |  |  |  |  |
| 3 |  |  |  |  |
| 4 |  |  |  |  |
| 5 |  |  |  |  |