Data Teams Grade 1: Unit 2

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

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| **Reading Literature Standards**  **Journeys Lessons 6, 8, 10 and**  **Extending the CC – Unit 2 (ECC)** | **Reading Informational Standards**  **Journeys Lessons 7 and 9** |
| 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 sequence of 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 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** |
| I Can’s |  |  |  |  |  |
| **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** |
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**Notes from Meeting During/About this Unit**

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| **Date:** | **Notes:** |
| **In Attendance:** |
| **Date:** | **Notes:** |
| **In Attendance:** |

Post Test Results –

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

1. Did we achieve our SMART goal?
2. What are our reflections on this unit?
3. If we did not achieve our goal, what are we going to do to still try to reach it?