Data Teams Grade 1: Unit 4

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

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| **Reading Literature Standards** **Journeys Lessons 17 and 20** | **Reading Informational Standards** **Journeys Lessons 16, 18, 19 and** **Extending the CC – Unit 4 (ECC)** |
| Literature 3: Describe characters, settings, and major events in a story, using key details.* I can identify the major events in a story.
* I can use details in the story to describe the cause/effect relationship that exists between two major events.
 | Informational 1: Ask and answer questions about key details in text.* I can identify the key details in a nonfiction text.
* I can ask questions about the details in a nonfiction text.
* I can use details from a nonfiction text to answer questions and make a conclusion.
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| **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.**
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| Literature 9: Compare and contrast the adventures and experiences of characters in stories.* I can identify characters’ experiences in a story.
* I can find similarities and differences between characters’ experiences in stories.
 | **Informational 5: Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.*** **I can identify text features.**
* **I can identify the purposes of text features.**
* **I can use text features to find information and facts in a nonfiction text.**
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| **Informational 8: Identify the reasons an author gives to support points in a text.*** **I can identify the author’s purpose for writing a text.**
* **I can identify reasons the author gives me to support their purpose.**
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| **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?