Data Teams Grade 1: Unit 5

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

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| **Reading Literature Standards**  **Journeys Lessons 21, 23, 25 and**  **Extending the CC – Unit 5 (ECC)** | **Reading Informational Standards**  **Journeys Lessons 22 and 24** |
| **Literature 1: Ask and answer questions about key details in a text.**   * **I can ask questions about key details in a story.** * **I can answer questions about key details in a story and make a conclusion.** | **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.** |
| Literature 2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.   * I can identify the key details. * I can retell a story using the key details. * I can recognize the lesson the author is trying to teach me. |
| 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. * I can tell how some events make other events happen. (cause/effect) | **Informational 3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.**   * **I can identify the cause/effect relationship that exists between two events.** * **I can identify the sequence of two events.** * **I can describe how two individuals, events, ideas or pieces of information are connected.** |
| **Literature 6: Identify who is telling the story at various points in a text.**   * **I can identify who is telling the story.** |
| **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?