Data Teams Grade 2: Unit 5

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

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| **Reading Literature Standards**  **Journeys Lessons 22, 24, and 25** | **Reading Informational Standards**  **Journeys Lessons 21, 23, 25 (\*\*Connect to Science) and**  **Extending the CC – Unit 5 (ECC)** |
| **Literature 1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.**   * **I can tell the difference between questions that ask: who (character), what (event), when (time), where (place), why (reason or purpose) and how (event).** * **I can ask meaningful questions about a text I am reading.** * **I can pick out key details in a text to answer my questions.** * **I can use what the author tells me to answer who, what, when, where, why and how questions.** | **Informational 1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.**   * **I know that I can use nonfiction texts to answer my questions about a topic.** * **I can ask meaningful questions about nonfiction texts that I’m reading.** * **I can pick out key details to answer my questions.** * **I can use key details from a text to draw conclusions about what I’m reading.** |
| **Literature 2: Recount stories, including fables, folktales from diverse cultures and determine their central message, lesson, or moral.**   * **I can tell the difference between a fable and a folktale.** * **I can determine the moral or lesson learned in a fable or story.** * **I can determine the central message in a folktale or story.** * **I can identify important details that support the central message, lesson, or moral.** * **I can retell the story by stating the central message and explaining what happened and why it happened.** | **Informational 2: Identify the main topic of a multi paragraph text as well as the focus of specific paragraphs within the text.**   * **I can identify the topic of a multi paragraph text.** * **I can identify the focus of each paragraph in a multi paragraph text by locating key details.** * **I can describe how the focus of each paragraph is related to the main topic.** |
| Informational 3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.   * I can recognize signal words that indicate the connection between two ideas (e.g., before, after, first, last, next, then). * I can describe the connection between two ideas in a text using signal words. |
| **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?