Data Teams Grade 2: Unit 6

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

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| **Reading Literature Standards** **Journeys Lessons 26, 29 and** **Extending the CC – Unit 6 (ECC)** | **Reading Informational Standards****Journeys Lessons 27, 28, and 30** |
| **Literature 3: Describe how characters in a story respond to major events and challenges.*** **I can identify and describe the characters in a story.**
* **I can identify the major events and challenges in a story.**
* **I can describe how the character responds to the major event or challenge in a story.**
 | **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.**
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| **Informational 5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.*** **I can identify text features in a nonfiction text. (captions)**
* **I can identify the use of the text features in a nonfiction text.**
* **I can locate key information efficiently using text features while reading a nonfiction text.**
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| **Literature 9: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.*** **I can read two versions of the same story and locate key details that are important to each version.**
* **I can discuss how the culture impacts the way the story is told.**
* **I can compare and contrast two versions of the same story.**
 | **Informational 8: Describe how reasons support specific points the author makes in a text.*** **I can identify the author’s point.**
* **I can identify reasons, or facts and opinions, the author gives me to support their specific point.**
* **I can describe how these reasons support the author’s specific points.**
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| **Informational 9: Compare and contrast the most important points presented by two texts on the same topic.** * **I can identify key details from a text on a given topic.**
* **I can read two texts on this topic and identify key details.**
* **I can compare and contrast the key details of the two texts.**
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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?