Data Teams Grade 3: Unit 2

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

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| **Reading Literature Standards** **Journeys Lessons 6, 8, 9** | **Reading Informational Standards** **Journeys Lesson 7, 10 and Extending the CC – Unit 2 (ECC)** |
| Literature 1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.* I can ask meaningful questions while I’m reading to help me monitor my understanding.
* I can identify key details from the text to answer questions.
* I can use information the author gives me explicitly in supporting my answer to questions and drawing conclusions.
 | Informational 2: Determine the main idea of a text; recount the key details and explain how they support the main idea.* I can determine the main idea or topic of a text.
* I can identify key ideas by combining details about the same idea.
* I can explain how key details support the main idea of a text.
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| Informational 5: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.* I can identify the use of text features and search tools in nonfiction text.
* I can use text features and search tools to efficiently locate information that is important to the topic.
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| **Literature 6: Distinguish their own point of view from that of the narrator or those of the characters.*** **I can identify the author’s or character’s point of view, using details from the text.**
* **I can determine my own point of view using events or ideas from the text combined with my own experiences.**
* **I can find similarities and differences between my own point of view and that of the author or character.**
 | Informational 6: Distinguish their own point of view from that of the author of a text.* I can identify the author’s point of view, using facts and opinions from the text.
* I can determine my own point of view using events or ideas from the text combined with my own thinking or experiences.
* I can find similarities and differences between my own point of view and that of the author.
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| Informational 7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why and how key events occur).* I can identify the different types of illustrations used in nonfiction text.
* I can use the illustrations to gain information.
* I can combine the information from illustrations and the words in text to understand the important information.
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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?