Data Teams Grade 3: Unit 3

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

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| **Reading Literature Standards** **Journeys Lessons 12, 13, 15** | **Reading Informational Standards** **Journeys Lesson 11, 14 and Extending the CC – Unit 3 (ECC)** |
| Literature 2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details.* I can determine the central message, lesson or moral in a story, fable, folktale or myth.
* I can identify key details from the text to support the central message, lesson or moral.
* I can recount the story by explaining how the author uses key details to convey the central message, lesson or moral.
 | **Informational 1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.*** **I can ask meaningful questions while I’m reading to help me monitor my understanding and learning around a topic.**
* **I can identify key details from the text to answer my questions.**
* **I can use information the author gives me explicitly to support my answer to questions.**
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| Literature 3: Describe characters in a story (e.g. their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.* I can describe the traits, motivations and feelings of a character.
* I can use the character’s actions to infer their traits, motivations or feelings.
* I can identify the sequence of major events in a story.
* I can describe how the characters’ actions caused the major events in a story.
* I can compare and contrast two characters, using key details from the text, to deepen my understanding of characters in a story. (BUILDING CAPACITY FOR 5th GRADE LITERATURE 3)
 | **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 8: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). (\*\* In Service of Informational 8 in 2nd and 4th grade: Students understand the logical connection between details an author uses to support their main purpose in a text.)* I can identify the specific point an author is making in a paragraph.
* I can identify the sentences that support the specific point for each paragraph.
* I can describe the connection between the reasons provided in each sentence and the main point of the paragraph.
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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?