Data Teams Grade 3: Unit 4

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

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| **Reading Literature Standards**  **Journeys Lessons 16, 19 and  Extending the CC – Unit 4 (ECC)** | **Reading Informational Standards**  **Journeys Lesson 17, 18, 20 and  Extending the CC – *Unit 3\*\** (ECC)** |
| 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 characters’ actions to infer their traits, motivations or feelings. * I can identify the sequence of major events in a story. * I can describe how the character’s 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 GRADE 5 LITERATURE 3) | **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.** |
| **Literature 7: Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).**   * **I can explain how the illustrations in a story support the message that is conveyed by the words.** | 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. |
| **Literature 9: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g. in books from a series).**   * **I can identify the theme, setting and plot of two stories written by the same author about the same or similar characters.** * **I can identify similarities and differences between the theme, setting and plot of these two stories.** | 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. |
| **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?