Data Teams Grade 4th: Unit 1

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

|  |  |
| --- | --- |
| **Reading Literature Standards**  **Journeys Lessons 1, 3, 4, 5 and**  **Extending the CC – Unit 1 (ECC)** | **Reading Informational Standards**  **Journeys Lesson 2** |
| Literature 2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.   * I can determine the theme of a story, drama, or poem. * I can list details from the story, drama, or poem to defend the theme I determined. * I can create my own summary using the theme of the story, drama, or poem and the details to support it. | Informational 1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.   * I can use details from the text to explain what the text says explicitly. * I can draw inferences from the text using what the text says combined with my own thinking when I read. * I can explain details and/or provide examples from the text to support the inferences I made. |
| Literature 3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g. a character's thoughts, words, or actions).   * I can use specific details from the text to describe a character, setting, or event from a story or drama. * I can draw conclusions about a character, setting, or event in a story or drama based on specific details in a story. * I can describe in depth a character, setting, or event in a story or drama using details and my own conclusions. |
| Literature 5: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g. verse, rhythm, meter) and drama (e.g. casts of characters, settings, descriptions, and dialogue, stage direction) when writing or speaking about a text.   * I can identify structural elements of poems, dramas, and prose (stories). * I can explain differences in the structures of poems, dramas, and prose. |
| Literature 6: Compare and contrast the point of view from which different stories are narrated, including the difference between first and third person.   * I can determine the point of view of a text using specific narration (e.g., this is told in the first-person point of view). * I can explain the difference between first and third person narration. |
| **Focusing our Instruction** | |
|  |  |

**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 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **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**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Lesson** | **Genre** | **Prioritized I Can Statements (\* focus)** | **Whole Group Considerations** | **Small Group Considerations** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |