Data Teams Grade 4th: Unit 2

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

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| **Reading Literature Standards** **Journeys Lessons 6, 8, 9 and** **Extending the CC – Unit 2 (ECC)** | **Reading Informational Standards** **Journeys Lessons 7 and 10**  |
| Literature 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 story to explain what the text says explicitly.
* I can draw inferences from the story using what the text says combined with my own thinking.
* I can explain details and/or provide examples from the text to support the inferences I made.
 | **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.**
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| 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.
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| **Literature 9: Compare and contrast the treatment of similar themes and topics (e.g. opposition of good and evil) and patterns of events (e.g. the quest) in stories, myths, and traditional literature from different cultures*. \*\*also supported in the Extending the CC – Unit 1\*\***** **I can identify patterns of events that help me determine the themes and topics in stories, myths, and traditional literature.**
* **I can compare and contrast themes, topics, and patterns of events among stories, myths, and traditional literature from different cultures.**
 | Informational 8: Explain how an author uses reasons and evidence to support particular points in a text.* I can identify the point an author is trying to make in a nonfiction text.
* I can identify the reasons (opinions) an author uses to support their particular point.
* I can identify the evidence (facts) an author provides to support their particular points.
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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?