Data Teams Grade 4: Unit 5

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

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| **Reading Literature Standards**  **Journeys Lessons 21, 25 and**  **Extending the CC - *Unit 4\*\** (ECC – Unit 4)** | **Reading Informational Standards**  **Journeys Lesson 22, 23, 24 and**  **Extending the CC – Unit 5 (ECC)** |
| 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 provide examples from the text to support the inferences I made. | **Informational 3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.**   * **I can explain important events or ideas in a text and support my explanation with details from the text.** * **I can explain important events or ideas in a text and what caused them to occur.** * **I can explain procedures from a text and identify signal words that supported my understanding.** * **I can explain the relationship of ideas in a text by examining how they are alike and different. (BUILDING CAPACITY FOR GRADE 5 INFORMATIONAL 3)** |
| **Informational 5: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.**   * **I can identify signal words or features for different text structures. (sequence of events, compare/contrast, cause/effect, problem/solution)** * **I can identify the structure used to organize a text.** * **I can identify text or graphic features and their purpose. (REVIEW from GRADE 3 INFORMATIONAL 5)** |
| **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 7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.**   * **I can interpret information presented visually, orally, and quantitatively.** * **I can explain the relationship between information presented in words and information presented visually, orally, and quantitatively.** * **I can explain how each piece of information helps me understand what I am reading.** |
| **Informational 9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. *\*\*integrate with writing\*\****   * **I can combine key details from two texts on the same topic.** * **I can integrate ideas from two texts on the same topic to write and/or speak about the topic using my own words.** |
| **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?