Data Teams Grade 5th: Unit 2

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

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| **Reading Literature Standards**  **Journeys Lessons 7 and 9** | **Reading Informational Standards**  **Journeys Lessons 6, 8, 10 and**  **Extending the CC – Unit 2 (ECC)** |
| Literature 1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.   * I can quote accurately from a text when explaining information the author gave me explicitly. * I can quote accurately from a text when explaining an inference I made while reading. | Informational 2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.   * I can determine two or more main ideas and locate key details that support each main idea. * I can explain how key details in a text support the main idea. * I can use the main ideas and key details to summarize a text in my own words. |
| Informational 3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.   * I can explain relationships or interactions between individuals, events, ideas, or concepts. * I can explain cause/effect relationships using specific information from the text. * I can support my thinking with specific information from the text. |
| **Literature 9: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.**   * **I can identify details the author uses to develop a theme or topic.** * **I can compare and contrast how authors develop similar themes and topics.** | 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. |
| **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?