Data Teams Grade 5th: Unit 3

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

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| **Reading Literature Standards**  **None** | **Reading Informational Standards**  **Journeys Lessons 11\*, 12, 13, 14, 15 and**  **Extending the CC – Unit 3 (ECC)**  *(\*while Lesson 11 is considered “historical fiction”, the content of the lesson lends itself to our informational standards.)* |
|  | **Informational 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 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 support my thinking with specific information from the text.** * **I can apply this in historical, scientific, and technical texts.** * **I can explain cause/effect relationships using specific information from the text.** |
| **Informational 5: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.**   * **I can identify the structure used to organize a text.** * **I can compare and contrast the structure of two or more texts.** |
| Informational 6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.   * I can examine multiple accounts of the same event or topic. * I can identify and discuss similarities and differences between each point of view. |
| 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?