Data Teams Grade 5th: Unit 6

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

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| **Reading Literature Standards**  **Journeys Lessons 27 and 29** | **Reading Informational Standards**  **Journeys Lessons 26, 28 and 30** |
| **Literature 1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.**   * **I can identify the two types of information I gain from a text: explicit information (that the author gives me) and information I must infer (using the author’s ideas and my own experiences).** * **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 7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.**   * **I can use multiple sources of information to locate and answer a question efficiently.** |
| **Literature 2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.**   * **I can use details and character’s actions to determine the theme of a text. (story, drama or poem)** * **I can explain the relationship between the character’s actions and the theme of the story or drama.** * **I can create my own summary based on details in the text, actions of the characters, and/or reflection of a speaker.** | **Informational 8: Explain how an author uses reasons and evidence to support particular points in a text.**   * **I can determine the point an author is trying to make by identifying the reasons (opinions) and evidence (facts) the author provides in a text.** |
| **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?