Data Teams Grade K: Unit 2

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

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| **Reading Literature Standards** **Journeys Lessons 7 and 10** | **Reading Informational Standards** **Journeys Lessons 6, 8, 9 and****Extending the CC – Unit 2 (ECC)** |
| Literature 3: With prompting and support, identify major characters, settings, and major events in a story.* I can identify the characters in the story.
* I can identify the settings of the story.
* I can identify the major events of the story.
 | Informational 2: With prompting and support, identify the main topic and retell key details of a text.* I can identify the main topic of a nonfiction text.
* I can identify the key details that support the main topic.
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| **Informational 5: Identify the front cover, back cover, and title page of a book.*** **I can identify the front and back cover of a book.**
* **I can find the title page of a book.**
 |
| **Literature 6: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.*** **I can name the author and illustrator of a text.**
* **I can explain the author’s role.**
* **I can explain the illustrator’s role.**
 | **Informational 6: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.*** **I can name the author and illustrator of a text.**
* **I can explain the author’s role.**
* **I can explain the illustrator’s role.**
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| **Informational 7: With prompting and support, describe the relationship between illustrations and the text in which they appear.*** **I can tell how an illustration matches the words in a text.**
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| Informational 8: With prompting and support, identify the reasons an author gives to support points in a text.* I can identify the reasons an author gives to support points in a text.
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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?