Data Teams Grade K: Unit 3

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

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| **Reading Literature Standards**  **Journeys Lesson 12** | **Reading Informational Standards**  **Journeys Lessons 11, 13, 14, 15 and**  **Extending the CC – Unit 3 (ECC)** |
| Literature 1: With prompting and support, ask and answer questions about key details in a text.   * I can tell the difference between asking a question and answering a question. * I can ask questions about key details in a story. * I can answer questions about key details in a story and draw a conclusion. | Informational 3: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.   * I can describe how two or more individuals, events, ideas, or pieces of information in a nonfiction text are alike and different. * I can describe why things happen in a text. (cause/effect) * I can describe the order of events that happen in a text using the words first and next. |
| **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 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. |
| **Literature 7: With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).**   * **I can tell how an illustration matches the words in a story.** | Informational 9: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).   * I can identify the way two texts on a topic are alike and different. * I can use the illustrations when describing how texts are alike and different. |
| **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?