Data Teams Grade 2nd: Unit 1

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

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| **Reading Literature Standards** **Journeys Lessons 1, 3, 4, 5 and****Extending the CC – Unit 1 (ECC)** | **Reading Informational Standards** **Journeys Lesson 2**  |
| Literature 2: Recount stories, including fables, folktales from diverse cultures and determine their central message, lesson, or moral.* I can determine the central message, lesson or moral of a story, fable or folktale.
* I can identify key details in a story that support the central message, lesson or moral of a story.
* I can retell a story by stating the central message, and supporting this message using key details.
 | Informational 1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.* I know that I can use nonfiction texts to answer my questions about a topic.
* I can ask meaningful questions about nonfiction texts that I’m reading.
* I can pick out key details to answer my questions.
* I can use key details from a text to draw conclusions about what I’m reading.
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| Literature 3: Describe how characters in a story respond to major events and challenges.* I can identify and describe the characters in a story.
* I can identify the major events and challenges in a story, including what happened and why it happened (cause/effect).
* I can describe how the character responds to the major event or challenge in a story.
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| Literature 5: Describe the overall structure of a story, including describing how the beginning introduces the story and how the ending concludes the action.* I can recognize plot of a story, including the beginning, middle and end.
* I can retell the beginning or introduction of a story.
* I can describe the purpose of the introduction in a story.
* I can retell the ending or conclusion of a story.
* I can describe the purpose of the conclusion in a story.
 | Informational 9: Compare and contrast the most important points presented by two texts on the same topic. *\*\*an additional text will be needed\*\*** I can identify key details from a text on a given topic.
* I can read two texts on this topic and identify key details.
* I can compare and contrast the key details of the two texts.
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| Literature 6: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.* I can recognize the different characters in a text.
* I can change my voice to show different characters when reading aloud.
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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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