Data Teams Grade 2: Unit 2

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

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| **Reading Literature Standards**  **Journeys Lessons 7, 9 and**  **Extending the CC – Unit 2 (ECC)** | **Reading Informational Standards**  **Journeys Lessons 6, 8 and 10** |
| Literature 1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.   * I can tell the difference between questions that ask: who (character), what (event), when (time), where (place), why (reason or purpose) and how (event). * I can ask meaningful questions about texts that I’m reading. * I can identify key details in a text to answer my questions. * I can use what the author tells me to answer who, what, when, where, why and how questions and to draw conclusions. | Informational 2: Identify the main topic of a multi paragraph text as well as the focus of specific paragraphs within the text.   * I can identify the topic of a multi paragraph text. * I can identify the focus of each paragraph in a multi paragraph text. * I can identify details that support the topic of each paragraph. |
| Informational 5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.   * I can identify text features in nonfiction text. (boldface print) * I can identify the purpose of text features in nonfiction text. * I can locate key information efficiently using text features while reading nonfiction text. |
| 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. * I can describe how the character responds to the major event or challenge in a story. | Informational 7: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.   * I understand that pictures and images in nonfiction text give me information. * I can use pictures and images to help me understand important information in a text. |
| Informational 8: Describe how reasons support specific points the author makes in a text.   * I can identify the author’s point. * I can identify reasons, or facts and opinions, the author gives me to support their specific point. * I can describe how these reasons support the author’s specific point. |
| **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?