Data Teams Grade 3rd : Unit 1

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

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| **Reading Literature Standards**  **Journeys Lessons 1, 2, 3, 4 and**  **Extending the CC – Unit 1 (ECC)** | **Reading Informational Standards**  **Journeys Lesson 5** |
| Literature 3: Describe characters in a story (e.g. their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.   * I can describe the traits, motivations and feelings of a character. * I can use the characters’ actions to infer their traits, motivations or feelings. * I can identify the sequence of major events in a story. * I can describe how the character’s actions caused the major events in a story. * I can compare and contrast two characters, using key details from the text, to deepen my understanding of characters in a story. (BUILDING CAPACITY FOR GRADE 5 LITERATURE 3) | Informational 3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.   * I can locate and use signal words to help me identify time, sequence and cause/effect relationships. * I can identify important events, ideas or steps in the order they happened, to help me navigate the text that I am reading. * I can use signal words to help me describe the relationship between ideas in the text I’m reading. |
| Literature 5: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.   * I can identify and use the vocabulary terms that describe the parts of a text (chapter, scene, stanza, etc.). * I can describe how the parts of a text work together to create the big idea of a text. |
| Literature 6: Distinguish their own point of view from that of the narrator or those of the characters.   * I can identify the author’s or character’s point of view, using details from the text. * I can determine my own point of view using events or ideas from the text combined with my own experiences. * I can find similarities and differences between my own point of view and that of the author or character. |
| **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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