Data Teams Grade 3: Unit 5

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

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| **Reading Literature Standards** **Journeys Lessons 21, 22 *(\*\*Day 4 – Connect to Traditional Tales)*, 23, 24 and Extending the CC – Unit 5 (ECC)** | **Reading Informational Standards** **Journeys Lesson 22 and 25** |
| Literature 1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.* I can ask meaningful questions while I’m reading to help me monitor my understanding.
* I can identify key details from the text to answer questions.
* I can use information the author gives me explicitly to support my answer to questions.
 | **Informational 5: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.*** **I can identify the use of text features and search tools in nonfiction text.**
* **I can use text features and search tools to efficiently locate information that is important to the topic.**
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| **Literature 2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details.*** **I can determine the central message, lesson or moral in a story, fable, folktale or myth.**
* **I can identify key details from the text to support the central message, lesson or moral.**
* **I can recount the story by explaining how the author uses key details to convey the central message, lesson or moral.**
 | **Informational 7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).*** **I can identify the different types of illustrations used in nonfiction text.**
* **I can use the illustrations to gain information.**
* **I can combine the information from illustrations and the words in text to understand the important information.**
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| 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 identify the sequence of major events in a story.
* I can describe how the character’s actions caused the major events in a story.
 | **Informational 9: Compare and contrast the most important points and key details presented in two texts on the same topic.*** **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 between the two texts.**
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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?