Data Teams Grade 3: Unit 6

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

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| **Reading Literature Standards** **Journeys Lessons 29 and 30** | **Reading Informational Standards** **Journeys Lesson 26, 27 and 28** |
| **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 in supporting my answer to questions and drawing conclusions.**
 | **Informational 2: Determine the main idea of a text; recount the key details and explain how they support the main idea.*** **I can determine the main idea or topic of a text.**
* **I can identify and recount the key details of a text.**
* **I can explain how key details support the main idea of a text.**
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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 describe the traits, motivations and feelings of a character.**
* **I can use the characters’ actions to explain 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.**
 | **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.**
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| **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.**
 | **Informational 8: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). (*\*\* In Service of Informational 8 in 2nd and 4th grade: Students understand the logical connection between details an author uses to support their main purpose in a text.)**** **I can identify the specific point an author is making in a paragraph.**
* **I can identify the sentences that support the specific point for each paragraph and provide facts and opinions.**
* **I can describe the connection between the reasons provided in each sentence and the main point of the paragraph.**
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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?