Data Teams Grade 4th: Unit 3

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

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| **Reading Literature Standards** **Journeys Lesson 12** | **Reading Informational Standards** **Journeys Lessons 11, 13, 14, 15 and****Extending the CC – Unit 3 (ECC)** |
| Literature 3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g. a character's thoughts, words, or actions).* I can use specific details from the text to describe a character, setting, or event from a story or drama.
* I can draw conclusions about a character, setting, or event in a story or drama based on specific details in a story.
* I can describe in depth a character, setting, or event in a story or drama using details and my own conclusions.
 | Informational 2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.* I can determine the main idea or topic of a nonfiction text.
* I can explain how key details in a text support the main idea.
* I can use the main idea and key details to summarize a text in my own words.
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| Informational 3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.* I can explain important events or ideas in a text and support my explanation with details from the text.
* I can explain important events or ideas in a text and what caused them to occur.
* I can explain procedures from a text and identify signal words that supported my understanding.
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| **Literature 7: Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.*** **I can describe how the illustrations and descriptions in a text help me visualize the characters and setting of a story.**
* **I can compare an oral or visual presentation of a text to the written text.**
 | Informational 5: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.* I can identify signal words or features for different text structures. (sequence of events, compare/contrast, cause/effect, problem/solution)
* I can identify the structure used to organize a text.
* I can identify text or graphic features and their purpose. (REVIEW from GRADE 3 INFORMATIONAL 5)
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| **Informational 6: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.*** **I can identify the two accounts from which an event or topic can be told: firsthand account and secondhand account.**
* **I can describe information provided from a firsthand account.**
* **I can describe information provided from a secondhand account.**
* **I can compare and contrast firsthand account and secondhand accounts.**
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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?