Data Teams Grade 4: Unit 4

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

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| **Reading Literature Standards**  **Journeys Lessons 16 and 18** | **Reading Informational Standards**  **Journeys Lessons 17, 19 and 20** |
| Literature 2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.   * I can determine the theme of a story, drama, or poem. * I can list details from the story, drama, or poem to defend the theme I determined. * I can create my own summary using the theme of the story, drama, or poem and the details to support it. | 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 determine the most important events and details in a nonfiction text. * I can explain how the important events and details support the main idea. * I can use the main idea and key details to summarize a text in my own words. |
| 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. * I can compare and contrast characters and their thoughts, words and actions. (BUILDING CAPACITY FOR GRADE 5 LITERATURE 3) | Informational 8: Explain how an author uses reasons and evidence to support particular points in a text.   * I can identify the point an author is trying to make in a nonfiction text. * I can identify the reasons (opinions) an author uses to support their particular point. * I can identify the evidence (facts) an author provides to support their particular points. |
| **Literature 6: Compare and contrast the point of view from which different stories are narrated, including the difference between first and third person.**   * **I can determine the point of view of a text using specific narration (e.g., this is told in the first-person point of view).** * **I can explain the difference between first and third person narration.** |
| **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?