Data Teams Grade 4: Unit 6

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

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| **Reading Literature Standards**  **Journeys Lessons 26, 29 and 30** | **Reading Informational Standards**  **Journeys Lesson 27 and 28** |
| **Literature 1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.**   * **I can use details from the story to explain what the text says explicitly.** * **I can draw inferences from the story using what the text says combined with my own thinking.** * **I can explain details and/or provide examples from the text to support the inferences I made.** | **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.** |
| **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 events in a story of 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.** |
| **Literature 5: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g. verse, rhythm, meter) and drama (e.g. casts of characters, settings, descriptions, and dialogue, stage direction) when writing or speaking about a text.** *\*\*integrate with writing\*\**   * **I can identify structural elements of poems, dramas, and prose (stories).** * **I can explain differences in the structures of poems, dramas, and prose (stories).** | **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.** |
| **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?