Data Teams Grade 5th: Unit 5

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

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| **Reading Literature Standards**  **Journeys Lessons 21, 22, and 24** | **Reading Informational Standards**  **Journeys Lessons 23, 25 and**  **Extending the CC – Unit 5 (ECC)** |
| Literature 2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.   * I can use details and character’s actions to determine the theme of a text. (story, drama or poem) * I can explain the cause/effect relationship between the character’s actions and the theme of the story or drama. * I can create my own summary based on details in the text, actions of the characters, and/or how the speaker in a poem reflects upon a topic. | Informational 2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.   * I can determine two or more main ideas and locate key details that support each main idea. * I can explain how key details in a text support the main idea. * I can use the main ideas and key details to summarize a text in my own words. |
| **Informational 6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.**   * **I can examine multiple accounts of the same event or topic.** * **I can identify and discuss similarities and differences between each point of view.** |
| **Literature 5: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.**   * **I can identify structural elements of stories, drama, and poems. (chapter, scene, stanza)** * **I can describe how events in a story, drama, or poem fit together to create a cohesive whole.** | **Informational 9: Integrate information from several texts on the same topic in order to speak about the subject knowledgeably.**   * **I can combine key details from several texts on the same topic.** * **I can integrate ideas from multiple texts on the same topic to write and/or speak about the topic using my own words.** |
| **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?