

# Data Teams Example (Garton Elementary) Grade 4: Unit 5

## Step 1: Focusing our Instruction

Literature Standards	Informational Standards
<p><b>Literature 2:</b> Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <ul style="list-style-type: none"> <li>I can determine the theme of a story, drama, or poem.</li> <li>I can list details from the story, drama, or poem to defend the theme I determined.</li> <li>I can create my own summary using the theme of the story, drama, or poem and the details to support it.</li> </ul>	<p><b>Informational 3:</b> 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.</p> <ul style="list-style-type: none"> <li>I can explain important events or ideas in a text and support my explanation with details from the text.</li> <li>I can explain important events or ideas in a text and what caused them to occur.</li> <li>I can explain procedures from a text and identify signal words that supported my understanding.</li> <li>I can explain the relationship of ideas in a text by examining how they are alike and different. (BUILDING CAPACITY FOR GRADE 5 INFORMATIONAL 3)</li> </ul>
<p><b>Literature 9:</b> Compare and contrast the treatment of similar themes and topics (e.g. opposition of good and evil) and patterns of events (e.g. the quest) in stories, myths, and traditional literature from different cultures.</p> <ul style="list-style-type: none"> <li>I can identify patterns of events that help me determine the themes and topics in stories, myths, and traditional literature.</li> <li>I can explain similarities and differences in themes, topics, and patterns of events among stories, myths, and traditional literature from different cultures.</li> </ul>	
<p><b>Literature 1:</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <ul style="list-style-type: none"> <li>I can use details from the story to explain what the text says explicitly.</li> <li>I can draw inferences from the story using what the text says combined with my own thinking.</li> <li>I can explain details and provide examples from the text to support the inferences I made.</li> </ul>	<p><b>Informational 5:</b> 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.</p> <ul style="list-style-type: none"> <li>I can identify signal words or features for different text structures.</li> <li>I can identify the structure used to organize a text.</li> <li>I can identify text or graphic features and their purpose. (REVIEW from GRADE 3 INFORMATIONAL 5)</li> </ul>
Focusing our Instruction	
<ol style="list-style-type: none"> <li>I can use the details explicitly stated in the story and inferences I have made to determine the theme of the story.</li> <li>I can create my own summary using the theme of the story and details to support it.</li> <li>I can identify patterns of events and explain similarities and differences in themes in stories from different cultures.</li> </ol>	<ol style="list-style-type: none"> <li>I can explain the connection between important events or ideas in a text and support my explanation with key details from the text. (cause effect, sequencing, and compare and contrast)</li> <li>I can identify the text structure using signal words and text features in the text.</li> </ol>

## 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 \_\_\_\_\_.

## Step 4: Strengths and Needs

<b>Strengths</b>	Identifying the text structure Identifying signal words that helped them know the text structure.
<b>Needs/ Implications</b>	Explaining cause/effect relationships THEME and identifying supporting details

### Step 5: Planning for Instruction Based on Pretest Results

Lesson	Genre	Prioritized I Can Statements (* focus)	Whole Group Considerations	Small Group Considerations
21	Literature	<p>I can use the details explicitly stated in the story and inferences I have made to determine the theme of the story. **</p> <p>I can create my own summary using the theme of the story and details to support it. **</p> <p>I can identify patterns of events and explain similarities and differences in themes in stories from different cultures.</p>	<p><b>** DEFINE THEME/LESSON FOR STUDENTS</b>  <i>Use the handouts from Bobbi (In server folder)</i>            Student-friendly Themes Poster (from last year)  <b>Teacher Read Aloud:</b> Questions 1, 3, 4            Question 4: What is the theme of this text? What details support this theme?</p> <p><b>Introduce Comprehension:</b> Use Practice Book pg. 241 (Tues.). Use projectable 21.2 (Wed.)</p> <p><b>Main Selection:</b> (Thursday)  <i>Theme Graphic Organizer (In server folder)</i>            ** “Let’s track how the author worked toward building a theme.</p> <p><b>Deepening Comprehension:</b> (Friday) Use the Guided Practice to have students “track” the development of theme on pg. 541-545.</p>	
22	Informational	<p>I can explain the connection between important events or ideas in a text and support my explanation with key details from the text. (cause effect, sequencing, and compare and contrast)</p> <p>I can identify the text structure using signal words and text features in the text.</p>	<p><b>Text Structure Anchor Chart:</b></p> <p><b>Teacher Read Aloud:</b> All of the questions – identifying the cause and the effect.</p> <p><b>Projectable 22.2:</b> (t-93)(Tuesday) Stick with Cause/Effect Flow Chart. Add a box: identify signal words (as a result, which, because). Practice substituting other signal words in the text to “test” whether they are true signal words.</p> <p>Add another effect box: <i>women got the right to vote.</i></p> <p><b>Main Selection:</b> (Wednesday) Summarizes-- Teacher will read through each pages summary so students know what the main events are in the story (T95). Read pages 562-563 (t96- t97) and complete projectable 22.3a. Read pages 565 (t99) –first 3 paragraphs (stop at the #4) complete the cause &amp; effect on t98.</p> <p>(Thursday) –continue to 567-569 (t101-103) complete the projectable 22.3b –use explicit details from the story.</p> <p><b>CAT</b>—(Thursday) Complete practice book pg. 253 (t93) Elizabeth Cady Stanton</p>	