

## “Unwrapped” Standard

**RL.4.2:** DETERMINE a theme of a story, drama, or poem from details in the text; SUMMARIZE the text. (DOK level 2–3)

Skills (students will do)	Concepts (students will know)	Bloom’s Level
DETERMINE	THEME (STORY, DRAMA, POEM) FROM DETAILS (TEXT)	2
SUMMARIZE	TEXT	2–3
<b>DOK Ceiling:</b> <input type="checkbox"/> DOK 1 <input type="checkbox"/> DOK 2 <input checked="" type="checkbox"/> DOK 3 <input type="checkbox"/> DOK 4		

## Formative Assessment

Directions: Read the following story. Determine the theme of the story by writing one or two sentences. Then determine two or three details that support your thinking; cite or paraphrase the text. Use the rubric to guide your response.

## Rubric

Proficient	Close to Proficient	Progressing	Needs Practice
<ul style="list-style-type: none"> <li>• Determines the theme in 1–2 sentences</li> <li>• Provides 2–3 details from the text to support theme choice</li> <li>• Cites or paraphrases the text</li> </ul>	Meets 2 of the 3 Proficient criteria	Meets 1 of the 3 Proficient criteria	No criteria met

**Note:** Summarizing the text is not addressed on this assessment.

Data Team Minutes Example (continued)

Step 1: Collect and Chart the Data

Teacher	# Students	# Proficient or Higher	% Proficient or Higher	# Close	% Close	Students Close	# Progressing	% Progressing	Students Progressing	# Needing Practice	% Needing Practice	Students Needing Practice
Pat	25	7	28%	11	44%	Dave, Greta, Meena, Ona, Paul, Rick, Sara, Tom, Weena, Xuan, Yi	4	16%	Amy, Carol, Qita, Uma	3	12%	Frank, Ima, Ned
Lisa	25	6	24%	6	24%	Dana, Gerry, Ike, Maty, Susy, Bill	4	16%	Andy, Neal, Orina, Willie	9	36%	Fran, Julie, Kelly, Pete, Qi, Ron, Unka, Van, Aria
Meg	25	8	32%	6	24%	Bob, Iris, Nate, Orrie, Sally, Tony	8	32%	Armie, Erica, Fred, Kerry, Pat, Ronnie, Andy, Vern	3	12%	Cara, John, Will
Dawn	25	6	24%	6	24%	Bob C., Carrie, Gretchen, Irene, Peter, Ulrich	5	20%	Deke, Billy, Sarah, Vale, Sam	8	32%	Ariel, Ella, Harold, Jimmy, Luca, Mira, Ollie, Zeke
Marilyn	25	8	32%	9	36%	Andrew, Eric S., Mike, Nathan, Anthony G., Ronnie, Billy, Cassie, Jake J.	5	20%	Brent, Hannah Z., Ike, Torrie, Will T.	3	12%	Callie, Fred D., Ginger
Jon	25	7	28%	7	28%	Eric, John, Lawrence, Mira, Sarah, Fred, David	7	28%	Andy, Dana, Iris, Peter, Billy, Thomas, Walter	4	16%	Gertrude, Norbert, Ollie, Roger
TEAM	150	42	28%	45	30%		33	22%		30	20%	

**Norms, Standard, and Assessment:** The Data Teams Facilitator goes over the norms. The team will self-assess on implementation of the norms at the end of the meeting. The team does a quick overview of the “unwrapped” standard and assessment before analysis begins.

**Step 2: Analyze Data and Prioritize Needs**

Identify strengths and performance errors. Please indicate one priority per student group (indicate using bold italics, or by underlining).

<b>Students Proficient and Higher</b>	
<b>Performance Strengths</b>	<b>Inference</b>
<ul style="list-style-type: none"> <li>• Read a grade-level passage.</li> <li>• Determine theme of the passage by writing a sentence.</li> <li>• Determine two or three key details by paraphrasing or citing the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the concept of a theme.</li> <li>• Understand that authors comment on the human experience. Understand that authors have a purpose for what they write.</li> <li>• Understand “whole to part”/“part to whole.”</li> <li>• Can infer or read between the lines.</li> <li>• See a relationship between key details (part) and the theme (whole).</li> <li>• May use the title to help figure out the theme.</li> <li>• Can determine importance in text/question the text/make connections to the text/visualize the text.</li> </ul>
<p><b>Next Steps:</b> Graphic Organizer: Have them keep track of how characters and plot affect the theme. (RL.5.3 Learning Progression)</p>	

### Students Close to Proficient

Performance Errors & Misconceptions	Inference
<ul style="list-style-type: none"> <li>• Were inconsistent at pulling details that connect to the theme.</li> </ul>	<ul style="list-style-type: none"> <li>• May not understand the structure of the text (part to whole).</li> <li>• May not see a relationship between the theme and details that support it.</li> <li>• May not have read the whole text.</li> <li>• May have used the first sentence of each paragraph as a strategy to determine key details that support the theme.</li> <li>• May not know where to look for key details that support the theme.</li> <li>• Understand that when they quote the text, it is someone else's words, so they must cite it.</li> </ul>
<p><b>Prioritized Need:</b></p> <ul style="list-style-type: none"> <li>• Were inconsistent at pulling details that connect to the theme.</li> </ul>	

### Students Progressing

Performance Errors & Misconceptions	Inference
<ul style="list-style-type: none"> <li>• Were not able to pull an accurate theme from the text.</li> </ul>	<ul style="list-style-type: none"> <li>• May not understand the concept of the theme.</li> <li>• May not be able to infer/read between the lines.</li> <li>• May not chunk the text into pieces.</li> <li>• May not know that authors sometimes begin writing by having a theme in mind first.</li> <li>• May not know that there could be multiple themes in one text.</li> <li>• May not use the title and the focus of each paragraph to figure out the theme.</li> <li>• May not have the vocabulary to express the theme in a sentence.</li> </ul>
<p><b>Prioritized Need:</b></p> <ul style="list-style-type: none"> <li>• Were not able to pull an accurate theme from the text.</li> </ul>	

<b>Students Needing Practice</b>	
<b>Performance Errors &amp; Misconceptions</b>	<b>Inference</b>
<ul style="list-style-type: none"> <li>• Were not able to write a sentence clearly or determine the theme and key details.</li> </ul>	<ul style="list-style-type: none"> <li>• May not be decoding well.</li> <li>• May not be optimal grade-level standard for them at this point—check learning progression.</li> <li>• May not be using or know the different strategies good readers use to comprehend: visualization, making text connections, may have trouble with inference, may not monitor own reading, etc.</li> <li>• Text being read independently may not have complex themes so they may not be practicing this independently often enough.</li> </ul>
<p><b>Prioritized Need:</b></p> <ul style="list-style-type: none"> <li>• Were not able to write a sentence clearly or determine the theme and key details.</li> </ul>	

### Step 3: Set, Review, and Revise Incremental SMART Goals

The percentage of **Fourth-Grade Students** scoring Proficient or higher in **RL.4.2** will increase from **28% to 58%** by **October 15** (next Data Team meeting—October 18) as measured by **CFA 3** and administered on **October 15**.

If the team members reach the SMART Goal of 58 percent, they will then have to put a plan in place to support the students who are not in the Proficient group. This team will have one week of enrichment/intervention starting on the Monday after the October 18 Data Team meeting. If this time could not have been set aside in advance, they would have to do one of the following:

- ▶ Increase the time spent on this unit/standard knowing that doing so will impact the time designated for another unit.
- ▶ Use the intervention block built into the day for intervention aligned to common formative assessments.
- ▶ Determine how to integrate this standard into future units to provide more instruction and assessment for students who did not reach the Proficient level.

### Step 4: Select Instructional Strategies

Students Proficient or Higher				
<b>Next Step:</b> Determine examples in the text about how a character’s actions and the plot affect the theme of a story.				
Selected Instructional Strategies	Learning Environment	Time–Duration of Instruction	Materials for Teachers and Students	Assignments and Assessments
<p><b>Brace Map</b> (nonlinguistic representations): Use this map to show part to whole. The “whole” is the “theme”; the “parts” are “character examples” and “plot examples.”</p> <p><b>Direct Instruction:</b> Explain and model (three models); guided practice with kids doing at least two examples together and then releasing the class to work with a partner. Students will draw their own Brace Maps and create their own models as the teacher explains and models the steps. (one class period)</p> <p><b>Shared Reading</b> of a grade-level text.</p> <p><b>Materials:</b> Will use the assessment rubric—but will make sure the details determined focus on how characters react to problems they encounter.</p>				
Students Close to Proficient				
<b>Prioritized Need:</b> Were inconsistent at pulling details that connect to the theme.				
Selected Instructional Strategies	Learning Environment	Time–Duration of Instruction	Materials for Teachers and Students	Assignments and Assessments
<p><b>Same as Above, PLUS:</b></p> <p><b>Precision Partnering:</b> Close to Proficient students will work with Proficient students during the independent practice; the teacher will monitor and give feedback during this time. Use monitoring form to check criteria from the standard.</p> <p><b>Guided Reading:</b> Will regroup students by CFA and provide guided reading using a Brace Map to support thinking and to organize ideas (three times before next CFA).</p> <p><b>Materials:</b> Short, grade-level fiction stories; assessment rubric.</p>				

Students Progressing				
<b>Prioritized Need:</b> Were not able to pull an accurate theme from the text.				
Selected Instructional Strategies	Learning Environment	Time–Duration of Instruction	Materials for Teachers and Students	Assignments and Assessments
<p><b>Same as Above, PLUS:</b></p> <p><b>Leveled Text</b> (programmatic strategy): Will use an easier text with a very concrete theme so students can have success.</p> <p><b>Advance Organizer:</b> Complete a partial list of themes together using the stories we have read this year so far.</p> <p><b>Guided Reading:</b> Meet with a small group at least five times before next CFA, with a focus of guided reading/inference to determine theme. Increase text complexity by third session.</p>				
Students Needing Practice				
<b>Prioritized Need:</b> Were not able to write a sentence clearly or determine the theme and key details.				
Selected Instructional Strategies	Learning Environment	Time–Duration of Instruction	Materials for Teachers and Students	Assignments and Assessments
<p><b>Same as Above, PLUS:</b></p> <p>Utilize the second-grade standard to build a progression of learning around a central message, lesson, or moral. Increase the complexity by teaching each grade-level standard to mastery before moving on.</p> <p><b>Guided Reading</b> daily.</p> <p><b>Flow Map:</b> Use the Flow Map for recounting stories; graduate to the Brace Map for theme and details.</p> <p><b>Sentence Starters:</b> <i>The theme is . . . A key detail that supports the theme is . . .</i> Etc.</p> <p><b>Leveled Text:</b> Second-grade text with strong morals, lessons, etc.</p>				



### Step 5: Determine Results Indicators

Students Proficient or Higher		
<b>Prioritized Next Step:</b> Determine examples in the text about how a character’s actions and the plot affect the theme of a story.		
<b>Selected Instructional Strategy:</b> Brace Map, Direct Instruction, Shared Reading (text on grade level)		
<b>Results Indicators</b>	Adult Behaviors:	The teacher explains and models using a Brace Map each step: 1) Chunking the text by character clues. 2) Asking question in head— “What is the author trying to teach me?” 3) Highlighting clues (character responses to plot). Writes steps on the Smart Board and then models each step three times. The teacher asks questions during the guided practice referring to the steps as they go. Questions refer to clues about the character/questions that support inference making.
	Student Behaviors:	Students are making a model along with the teacher. Students are working in partnerships and are talking to their partner about the clues, examples in the text, and inferences being made.
	What to Look for in Student Work:	Information on the Brace Map is accurate. It should look very similar to the teacher’s. Students are using the following academic vocabulary when talking to each other: theme, key detail, inference.

<b>Students Close to Proficient</b>		
<b>Prioritized Need:</b> Inconsistent at pulling details that connect to the theme.		
<b>Selected Instructional Strategy:</b> Same as above, PLUS: Precision Partnering and Guided Reading		
<b>Results Indicators</b>	Adult Behaviors:	See above, PLUS: The teacher monitors the partnerships using the standard tracking grid. The teacher uses the direct instruction steps during guided reading; he or she cues kids to each step to teach them a process for determining the theme and details that relate to the theme. The Brace Map should provide a visual example of “whole to part” so that students can see relationships. The teacher gives feedback to every partnership based on the rubric or steps given in direct instruction.
	Student Behaviors:	Students talk to a Proficient partner about the theme and details that they used to make inferences about the theme. They also have a model from the focus lesson. They can use the model as a scaffold. In Guided Reading, students work to determine theme based on inferences that surround the character (using highlighters to highlight important character clues).
	What to Look for in Student Work:	There is accurate highlighting in students’ guided reading passages and they create accurate Brace Maps with accurate details.

<b>Students Progressing</b>		
<b>Prioritized Need:</b> Not able to pull an accurate theme from the text.		
<b>Selected Instructional Strategy:</b> Same as above, PLUS: Leveled Text, Advance Organizer, Guided Reading		
<b>Results Indicators</b>	Adult Behaviors:	The teacher uses a less complex text in guided reading, and uses the steps created during the focus lesson to drive guided reading instruction. The teacher directs students to use a Brace Map to track their thinking. The teacher increases text complexity to grade level by the third session.
	Student Behaviors:	Students talk with other students in their guided reading group about the possible themes using the list created. They discuss their inferences based on examples from the text that focus on a character's response to events.
	What to Look for in Student Work:	There is accurate highlighting in students' guided reading passages and accurate Brace Maps with accurate details. Students have completed the Theme Advance Organizer.

### Students Needing Practice

**Prioritized Need:** Not able to write a sentence clearly or determine the theme and key details.

**Selected Instructional Strategy:** Same as above, PLUS: Guided Reading daily, Flow Map, Sentence Starters, Leveled Text

<b>Results Indicators</b>	Adult Behaviors:	The teacher uses second-grade standards to build a progression of learning that will lead to determining the theme using a grade-level text. The teacher directs students to use a Flow Map during guided reading to support students in recounting stories with a concrete central message, lesson, or moral. Second-grade passages are used. The teacher asks questions that force students to read between the lines to determine the lesson of the story. The teacher ensures that students can recount a story before moving on to the third-grade standard (formative assessment). The teacher directs students to use the sentence starters to support writing and oral language.
	Student Behaviors:	Students discuss the text with members of their group. They practice recounting stories using a Flow Map—they write the who, what, where, when, why, and how questions that support a proficient recount.
	What to Look for in Student Work:	There is an accurate Flow Map, using details from the text (sketched or written). The teacher will listen for use of academic vocabulary during Guided Reading. All students will take a formative assessment that aligns with RL.2.2.