

Figure 2.9: Anticipatory Data-Analysis Form

Directions: Before instruction begins, complete this data-analysis form on essential standards or targets. Use it to anticipate student needs, proactively mitigate likely misconceptions or areas of confusion for students, and confirm that the data your team collects will be actionable.

Essential Standards or Targets		
Standard: RL.3.2 Targets: - Recount stories, including fables, folktales, and myths. - Determine the central message, lesson, or moral. - Explain how the central message, lesson, or moral is conveyed through key details in the text.		
What misconception or area of struggle do we anticipate for our learners with these essential standards or targets?	What will we do to mitigate this misconception or support this area of struggle during initial instruction?	What will the assessment data look like for students who struggle in this area?
Summarizing instead of finding the central message	We will start with familiar short stories with limited characters and simple plots, like Pixar Short Films or Aesop's Fables, when we give examples.	Students will choose answer C on item 1, which is a one-sentence summary, instead of the correct answer B.
Being unable to determine the central message	We will start with familiar short stories with limited characters and simple plots, like Pixar Short Films or Aesop's Fables, when we give examples.	Students will choose answers A or D on item 1, which are possible central messages but not from the paired text, instead of the correct answer B.
Connecting and justifying key details that support the central message	We will have students sort parts of their recount into key details and supporting details and have them specifically connect key details to the central message.	Students will not include key details that support the central message they've correctly identified.
Recounting the story	We will start with oral retelling. We will give students key details to sequence and have them use a graphic organizer to identify and sequence events.	Students' recount will not be based on key details. It will include either supporting details or too much extraneous information, or their recount will be inaccurate compared to the text.

Source for standard: NGA & CCSSO, 2010a.