

## STANDARDS-BASED Instructional Planning

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| <b>GRADE:</b>  |  | <b>SUBJECT:</b>                            |  |
| <b>STANDARD:</b> Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  |  |  |  |
| <b>SKILLS:</b> What students should DO   |  | <b>CONCEPTS:</b> What students should KNOW |  |
| VERBS  |  | NOUNS                                      |  |
| <br><b>Based on Assessments:</b><br><br>a. Which access skills are necessary for this standard?<br><br>b. Which skills does this student not possess?<br><br>c. What Academic BEHAVIORS (Engagement) must the student have to engage instruction?  |  |  |  |
| <b>ESSENTIAL QUESTIONS:</b><br>1. What Universal Design Strategies can reduce or neutralize the impact of the deficit areas (e.g., text to speech)<br>2. What Instructional strategies should be used in Tier 1?<br>3. How will all instruction incorporate Tier 1 materials, pacing, scope and sequence? (e.g., pre-teach, review, reteach) |  |  |  |