

STANDARDS-BASED Instructional Planning

GRADE:	SUBJECT:
STANDARD: 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.	
SKILLS: What students should DO	CONCEPTS: What students should KNOW
VERBS	NOUNS
Determine, Conveyed, Provide	Theme/Central Idea/Details Summary/Opinions/Judgments
<p>a. Which access skills (Academic Skills) must students possess to engage this standard?</p> <p>1. 1. Read text fluently 2. Listen with accuracy to text read fluently 3. Understand vocabulary in the story 4. Identify theme and details that document 5. Understand the difference between facts and opinions 6. Write a summary-with beginning, middle, end 7. Verbally provide a summary 8. Give graphic representation of a summary</p> <p>b. What Academic BEHAVIORS (Engagement) must students have to engage instruction<i>Following Directions</i></p> <p> 1. Listening 2. Self-instruction, self-monitoring 3. Asking questions 4. Asking for help 5. Verbal participation</p>	

c. What Universal Design strategies must be present in order to ensure access to content for students with limited access skills?

1. Material presented orally—read, text to speech
2. Opportunity to produce desired outcome verbally
3. Resources to convert speech to text
4. Resources to create graphic representations.

ESSENTIAL QUESTIONS for Tier 2/3 Instruction

1. **What Universal Design Strategies can reduce or neutralize the impact of the deficit areas (e.g., text to speech)**
2. **What Instructional strategies should be used in Tier 1?**
3. **How will all instruction incorporate Tier 1 materials, pacing, scope and sequence? (e.g., pre-teach, review, reteach)**