

STANDARDS-BASED TIER 3 Instructional Planning

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| GRADE: | | SUBJECT: | |
| STANDARD: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. | | | |
| SKILLS: What students should DO | | CONCEPTS: What students should KNOW | |
| VERBS | | NOUNS | |
| Based on Assessments: | | | |
| a. Which access skills does the student possess? | | | |
| b. Which skills require initial instruction or strengthening | | | |
| c. What Academic BEHAVIORS (Engagement) must the student have to engage instruction? | | | |
| ESSENTIAL QUESTIONS: | | | |
| 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) | | | |