

Reflective Tool

Directions: Use this tool to think through each unit before deconstructing the unit/tasks to create a day-to-day instructional plan.

ELA Shifts:

- Balance fiction & nonfiction
- Build knowledge in disciplines
- Staircase of complexity
- Text-based answers
- Writing from sources
- Academic Vocabulary

Key Tasks:

- Close Read
- Cite Evidence
- Analyze How & Why
- Interpret Words & Phrases
- Integrate & Evaluate Content
- Analyze Multiple Texts
- Speak
- Listen
- Write:
 - Opinion
 - Argument with claims
 - Informative/ Explanatory
 - Narrative

Daily Best Practices:

- Identify standard(s) to be taught
- Identify skills within the standard(s)
- Identify learning target categories
- Explaining
- Demonstrating
- Collaborating/Discussions
- Learning by teaching
- Whole Group
- Flexible Group
- One-to-one
- Modeling and Structured Practice
- Guided Practice
- Independent Practice
- Defending/ debating
- Real-World Prompts
- Technology as a learning tool

Date	Unit Theme/ Major Concept: Visual Literacy		Duration of the Unit: Start Date: _____ End Date: _____
Standards: (Underline and define (as needed) key terms) ELAGSEK-2RI1 ELAGSEK-2RI10 ELAGSEK-2SL3 ELAGSEK-2RI2 ELAGSEK-2W5 ELAGSEK-2SL6 ELAGSEK-2RI3 ELAGSEK-2W8 ELAGSEK-2W3 ELAGSEK-2RI8 ELAGSEK-2SL1			
Enduring Understanding (Big Ideas)- (Why is this worth studying?) Ask and answer questions about key details, to get information, seek help, or clarify meaning Identify main idea and retell key details Describe connections between individuals and pieces of information Identify reasons to support the author’s points Engage in group reading with purpose and understanding Key parts of narrative writing Respond to others’ ideas and add details to strengthen writing Recall or gather information to respond to questions Participate in collaborative conversations Speak audibly and express feelings, thoughts, ideas clearly			
Essential Question (s): How do visual images support comprehension and build text inspectors? How do visual images help writers build ideas for writing? Why does reading art like a written text enhance focus, observation, questioning, and analysis skills in all learners?			
Anticipated Questions/ Answers/ Possible Misconceptions: (What questions might students ask? What questions do I have about teaching these GSE concepts?) How do I get students to the final writing task? How many days will this take? What does convey mean? Do I have to make a dog?			
Students should KNOW... Pre-requisite Skills/ Concepts	Students should UNDERSTAND & BE ABLE TO DO...	Depth of Knowledge or Rigor & Relevance Quadrant	Evidence of Learning (Examples of Strong Work)

Formative Assessment and/ or Performance Task (Describe assessment and align to CCGPS):
Present final task products. Assess using a rubric aligned to a checklist.

Learning Target/ Progressions (Instructional Sequence): (What needs to happen overtime to help the students complete the task/ assessment?)- Describe the standards as statements of intended learning with "I Can" statements.

I can ask and answer questions.

I can find the main idea.

I can support my thinking with key details.

I can retell events in a text.

I can make connections between individuals and events in a text.

I can identify the parts of a narrative.

I can speak clearly.