## 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
<table>
<thead>
<tr>
<th>Date</th>
<th>Unit Theme/ Major Concept: Visual Literacy</th>
<th>Duration of the Unit: Start Date: _____ End Date: ______</th>
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**Standards:** (Underline and define (as needed) key terms)
- ELAGSEK-2RI1
- ELAGSEK-2RI2
- ELAGSEK-2RI3
- ELAGSEK-2RI8
- ELAGSEK-2RI10
- ELAGSEK-2RI11
- ELAGSEK-2SL3
- ELAGSEK-2SL6
- ELAGSEK-2SL7
- ELAGSEK-2SL8

**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?

<table>
<thead>
<tr>
<th>Students should KNOW... Pre-requisite Skills/ Concepts</th>
<th>Students should UNDERSTAND &amp; BE ABLE TO DO...</th>
<th>Depth of Knowledge or Rigor &amp; Relevance Quadrant</th>
<th>Evidence of Learning (Examples of Strong Work)</th>
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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.