



Lesson Planning Template

Teacher: _____ Grade: _____ Content Area/Subject: _____

PHASE 1. LESSON FOUNDATIONS

PHASE 1A. STANDARD(S) SELECTION, LEARNING OBJECTIVE AND ACADEMIC TASK, ANALYSIS

CA GRADE-SPECIFIC COMMON CORE STATE STANDARD(S)

COMMON CORE EN ESPAÑOL

LEARNING OBJECTIVE

STUDENT FRIENDLY LEARNING OBJECTIVE

ACADEMIC TASK (BY COMMUNICATIVE MODE AND LANGUAGE PROCESSES)

ANALYZE STANDARD(S)

- How has the standard(s) changed from previous grades?
- What is the necessary background knowledge for students to meet the standard(s) and what strategies will I use to assess this?
- What are the concepts (what students must know) and skills (what students must do) that will be new to my students?
- How does the standard(s) progress through future grades toward the College and Career Readiness Anchor Standard (i.e., How does the standard gradually increase in complexity?)?



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PHASE 1. LESSON FOUNDATIONS

PHASE 1B. TEXT SELECTION, ENGLISH LANGUAGE DEVELOPMENT

CONSIDERATIONS FOR SELECTING A "TEXT" FOR STUDENTS TO CONSUME (LISTEN OR READ) AND/OR FOR STUDENTS TO PRODUCE (SPEAK OR WRITE)

- Grade-level:
- Content area:
- Topic:
- Purpose(s):
- Text type:
- Audience:

CA ENGLISH LANGUAGE DEVELOPMENT STANDARDS

LANGUAGE OBJECTIVE

LANGUAGE DEMANDS

GENERAL ACADEMIC LANGUAGE

DOMAIN-SPECIFIC WORDS AND PHRASES

LANGUAGE SKILL/CROSS-LINGUISTIC TRANSFERENCE

MISCONCEPTIONS/MYTHS AND NEGATIVE TRANSFER



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PHASE 2. CREATE ACCESS

PHASE 2A. INSTRUCTIONAL SEQUENCE (NOT NECESSARILY IN THIS ORDER)

DIRECT INSTRUCTION (I do)

GUIDED INSTRUCTION (We do)

COLLABORATIVE PRACTICE (We do together)

INDEPENDENT PRACTICE (You do alone)

MATERIALS



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PHASE 2. CREATE ACCESS (CONT.)

PHASE 2B. SCAFFOLDING AND DIFFERENTIATION: MEETING THE NEEDS OF DIVERSE LEARNERS

PRIOR KNOWLEDGE

Reality Check: Given what you previously identified as necessary background and new concepts/skills (Phase 1B), how will you check students' actual level of prior knowledge related to this lesson? *Ideas* – use self reporting (survey students), KWL (what I Know, Want to know, Learned), entry slips, pretests, etc. (If you haven't done this yet, write out how you plan to do it. If you have already done this, summarize results here.)

What positive transfer, as well as difficulties and misconceptions might different types of students encounter in this lesson with regards to both *target language* (e.g. in an English classroom, the target language would be English) and *additional language* proficiencies?

How will you adapt content to . . . and/or incorporate strategies that . . .

- Make use of language backgrounds (in target & additional language/s as appropriate)
- Connect to prior knowledge (school):
- Link to background and experience (home/community):

CULTURAL RESPONSIVENESS & TEACHER AS CULTURAL MEDIATOR

How will you both connect to students' cultural backgrounds and expand students' access to other cultures and ways of interacting within this lesson?

ENGLISH LANGUAGE LEARNER TYPOLOGIES (ADAPT AS NEEDED FOR SPANISH LEARNERS)

English learners enter the classroom with diverse skills and knowledge in their primary language and in English. How will you meet the academic language needs of diverse learners? For example, ELs who have high academic language proficiency in their native language and no oral proficiency in English will need different supports and complexity of tasks than ones who have low academic language proficiency in their native language and fluent social oral proficiency in English.

In my class I have (list 3 or so types) . . . who will need the following support or expansion activities . . .

- 1.
- 2.
- 3.



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PHASE 3. MEASURE LEARNING, IMPROVE INSTRUCTION

PHASE 3A. ASSESSMENTS

FORMAL AND INFORMAL ASSESSMENTS

- **Formative (Authentic; helps to further plan instruction)**
- **Summative (Summarizes what has been learned)**
- **Diagnostic (Identifies areas for improvement)**