

<i>Teacher Name:</i>		<i>Date of Lesson:</i>	
<b>Lesson Design for Rigorous Instruction</b>			
<b>Justification for selected Standards (hint: why are you teaching this lesson?):</b> <i>This is the section where you state the purpose of this lesson.</i>			
<b>Cultural Relevance:</b> <i>This where you make a connection to your student's lives. Set the stage to make it real. For example; personal life, school culture, community,</i>			
<b>CCSS Standards (Instructional Standard AND Speaking and Listening Standard)</b> <i>This is where you state Common Core standards specific to your lesson.</i>			
<b>CCSS in Spanish:</b> <i>Using the Common Core en Espanol, find and write the standard you selected in Spanish. Note: the Common Core en Espanol is not a direct translation; it was translated to promote the same expectations and level of rigor for Spanish usage as for English usage.</i>			
<b>ELD Standard:</b> <i>Along with the specific Common Core ELD standard being addressed you will need to specify the language proficiency levels you are targeting in your lesson.</i>			
<b>Student Task/Authentic Assessment (final):</b> <i>This is where you state how you are going to assess if your students mastered the objective you state below (Not the entire standard). For example: If your objective is for students to write a paragraph, how will you assess. Will you use a rubric.</i>			
<b>Student Friendly Lesson Objective:</b> <i>State the objective in student friendly language</i>		<b>Prior Skills Needed:</b> <i>List the previous skills needed to master the objective you have stated. For Example, if your objective is to write a paragraph one of the skills needed would be the ability to write complete sentences.</i>	
<b>Language Objective:</b> <i>Specify the language needed at each proficiency level to master the lesson objective.</i> <i>Emerging:</i> <i>Expanding:</i> <i>Bridging:</i>			
<b>Academic Vocabulary (to be understood/used by end of lesson):</b> <i>Content vocabulary needed to master the objective.</i>		<b>Materials:</b> <i>This is where you would list materials needed to deliver a successful lesson. (copies, manipulatives, sentence frames, post-its, charts, computer, etc.)</i>	
<b>Teacher Actions and Responsibilities</b>		<b>Student Engagement Strategies (Speaking and Listening Standards)</b> <i>What are students doing?</i> <i>Individual/Pairs/Groups</i>	

<p><b>Ac ce ss pri or kn owl ed ge</b></p>	<p><i>This your hook. How will you get your student’s attention on the topic using what they already know taking into consideration the connection you made under the “culture relevance” section above.</i></p>	<p><i>In this section you address the speaking and listening standards with engagement strategies you will be using throughout your lesson. (ex: quick write, white boards, partner talk, group work)</i></p>
<p><b>Te ac h Ins tru cti on al Sc aff old ing on the obj ect ive</b></p>	<p><b><i>I Do – Teacher Explains and Models</i></b>  <i>In this section you will explain specifically in detail what you as the teacher are doing and saying while explaining and modeling. Make sure you keep in mind the amount of time you as the teacher are talking versus the student talk and practice.</i></p>	<p><i>(Continued from above)</i></p>
	<p><b><i>We Do – Teacher Led Guided Practice</i></b>  <i>In this section you as the teacher continue modeling with your students as you work on an activity together. Students contribute to the activity and gradually take the lead. You need to check for understanding, you will need to decide if you will shorten or lengthen the lesson based on student mastery.</i></p>	<p><i>(Continued from above)</i></p>
<p><b>For ma tiv e As ses sm ent</b></p>	<p><b><i>You Do - Checking for Understanding-Criteria for Success</i></b>  <b><i>How do you know that the students have mastered the concept?</i></b>   <i>In this section you will explain what your students will be doing after you have informally assessed for mastery. How will you informally assess your students? (Ex: thumbs up thumbs down, quick write, response cards, white board activity)</i></p>	<p><i>(Continued from above)</i></p>

<b>Ba se d on for ma tiv e as ses sm ent</b>	<b><i>Differentiated Instruction:</i></b>  <i>In this section, based on your formative assessment you will decide how to proceed with your lesson. Will you need to pull a small group or reteach the entire lesson to the group using other instructional strategies? You are anticipating how to address the outcome of your lesson.</i>	<i>(Continued from above)</i>
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**Remember - Throughout all phases of the lesson, the teacher:**

- Explicitly states or refers to the objective of the lesson;
- Emphasizes the key vocabulary essential to the learning;
- Monitors and makes individual or collective adjustments;
- Reinforces effort and provides recognition; and
- Provides specific and immediate feedback.
- Have a plan for students based on their responses during the check for understanding phase
  - o I have identified the task for students to do independent of me where they practice the new learning – this may be done independently, with partners, groups etc.)
  - o I have a plan to re-teach students who demonstrated to me during the check for understanding that they were not successful on their own. This plan includes a new way to explain/model the learning and/or additional teacher-led practice opportunities for students.