

Teacher Name:		Date of Lesson:
Lesson Design for Rigorous Instruction		
Justification for selected Standards (hint: why are you teaching this lesson?):		
Cultural Relevance:		
CCSS Standards (Instructional Standard AND Speaking and Listening Standard):		
CCSS in Spanish:		
ELD Standard:		
Student Task/Authentic Assessment (final):		
Student Friendly Lesson Objective:		Prior Skills Needed:
Language Objective: Emerging: Expanding: Bridging:		
Text(s):		
Academic Vocabulary (to be understood/used by end of lesson):		Materials:
Access to prior knowledge	Teacher Actions and Responsibilities	Student Engagement Strategies (Speaking and Listening Standards) What are students doing? Individual/Pairs/Groups
Access to prior knowledge		

Teach Instructional Scaffolding on the objective	I Do – Teacher Explains and Models	
	We Do – Teacher Led Guided Practice	
Formative Assessment	You Do - Checking for Understanding-Criteria for Success How do you know that the students have mastered the concept?	
Based on formative assessment	Differentiated Instruction:	

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.