

Lesson Name

Lesson # ___ of ___

What are the Needs of the Learners in My Class?		
Evidence-Based Learner Needs:		
Content Standards to Address Needs:		
Assessment <u>Claims</u>, Targets, and DOK level(s):		
What assessment claims and targets will be addressed?	What DOK levels will be addressed?	
Learning Intentions: What should learners know, and be able to do with that knowledge, at the end of this lesson or unit? (e.g., use standards and assessment targets for developing 'I can' statements)		
'I can' statements:		
What do I need to know and learn to meet learners' needs? <u>Practices</u> and <u>Framework</u> components that I can incorporate to help meet Learners' Needs		
CCSS ELA/ELD Framework Capacities of Literate Individuals	ELD Proficiency Levels	District Literacy Plan
NGSS Framework Science and Engineering Practices	CCSS Math Framework Standards of Mathematical Practices	HSS Framework
Instruction to Support Learning: <u>chart of ideas</u>		
<i>The Why of Learning</i> Provide multiple means of <i>engagement</i> ; creating <i>purposeful, motivated learners</i>	<i>The What of Learning</i> Provide multiple means of <i>representation</i> ; creating <i>resourceful, knowledgeable learners</i>	<i>The How of Learning</i> Provide multiple means of <i>action and expression</i> ; creating <i>strategic, goal-directed learners</i>
Options for self-regulation Options for sustaining effort and persistence Options for recruiting interest	Options for comprehension Options for language Options for perception	Options for executive functions Options for expression and communication Options for physical action
Assessment (Success Criteria):		
Short Cycle (Assessment AS and FOR learning)		
See chart below for suggestions		
Reflection of Planning, Learning, and Adjustment:		

Short Cycle Assessment Methods

Cycle	Methods	Information	Uses/Actions
Short			
Minute by Minute	<ul style="list-style-type: none"> • Observation • Questions (teachers and students) • Instructional tasks • Learner discussions • Written work/representations 	<ul style="list-style-type: none"> • Learner's current learning status, relative difficulties and misunderstandings, emerging or partially formed ideas, full understanding 	<ul style="list-style-type: none"> • Keep going, stop and find out more, provide oral feedback to individuals, adjust instructional moves in relation to learners learning status (e.g., act on 'teachable moments')
Daily	Planned and placed strategically in the lesson: <ul style="list-style-type: none"> • Observation • Questions (teachers and students) • Instructional tasks • Learner discussions • Written work/representations • Learner self reflection (e.g., Quick Write) 	<ul style="list-style-type: none"> • Learner's current learning status, relative difficulties and misunderstandings, emerging or partially formed ideas, full understanding 	<ul style="list-style-type: none"> • Continue with planned instruction • Instructional adjustments in this or the next lesson • Find out more • Feedback to class or individuals (oral or written)
Weekly	<ul style="list-style-type: none"> • Learner discussions and work products • Learner self reflections (e.g., Journaling, Interactive notebooking) 	<ul style="list-style-type: none"> • Learner's current learning status relative to lesson learning goals (e.g., have learners met the goals?, are they nearly met?) 	<ul style="list-style-type: none"> • Instructional planning for start of new week • Feedback to learners (oral or written)