

SUBJECT

Period:

Date:

Teacher:

Years of Experience:

Note: Remember to use the note section to write out additional notes. Have fun planning your lesson by infusing relevant graphics, links, video, etc.

STANDARDS

(SELECT AND PASTE THE “BASE STANDARD” AND “PERFORMANCE STANDARD” BELOW.)

- **Base Standard:**
- **Performance Standard:**

UNPACKED STANDARD

(**UNPACK** SKILLS & CONCEPTS STUDENTS NEED TO KNOW AND BE ABLE TO DO. YOU MAY ALSO LIST THE “I CAN” STATEMENT DIRECTLY UNDER THE STATED STANDARD.)

Academic Concepts (nouns/noun phrases) (What students Must Know)	Academic Skills (reasoning verbs) (What Students Must be able to Do)	Context (Practiced in what setting, framework or structure?)

ACADEMIC VOCABULARY

Tier 1: Familiar	Tier 2: Difficult	Tier 3: Challenging

ESSENTIAL TEACHING POINTS

(LIST FULL LESSON SEQUENCE FOR THIS LESSON CHUNK; DAILY INSTRUCTIONAL CHUNKS WILL NEED TO BE POSTED ON BOARD.)

Base Standard:

1st Lesson Chunk:

INTRODUCTION OF SUCCESS STRATEGY

(WHAT WILL STUDENTS USE TO ANCHOR THEIR THINKING IN SUCCESS?)

DECODING AFFIXES & WORD MEANING & FLUENCY

(HOW WILL YOU ENGAGE STUDENTS IN UNDERSTANDING THESE ACADEMIC TERMS?)

Tier 1: Easy	Tier 2: Difficult	Tier 3: Challenging

Note: Vocabulary includes academic words as well as content words from curriculum text

ANCHOR CHART(S)

(HOW WILL YOU ANCHOR STUDENTS' UNDERSTANDING OF THE ACADEMIC CONCEPTS?)

INSTRUCTIONAL DELIVERY: “I DO”

- Connect Activity #1: (2-3 minutes)

COMPREHENSION DIALOGUE

(ACCESS BACKGROUND KNOWLEDGE; DEVELOP BACKGROUND; WHERE IS THIS CONCEPT USED IN THE REAL WORLD?
WHERE DID IT ORIGINATE? WHY DO I NEED TO KNOW THIS INFORMATION?)

(continued)

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WHERE DID IT ORIGINATE? WHY DO I NEED TO KNOW THIS INFORMATION?)

(continued)

EXPLAIN & MODEL ACADEMIC CONCEPT

(USE SELF-TALK TO DEMONSTRATE HOW TO REASON THROUGH THE UNDERSTANDING AND PERFORMANCE OF THE LESSON
CHUNK. THEN ENGAGE STUDENTS IN THE PRACTICE.)

- **You will learn how to ...**
- **Example/Model:**

MODELING

(USE SELF-TALK TO DEMONSTRATE HOW TO REASON THROUGH THE UNDERSTANDING AND PERFORMANCE OF THE LESSON
CHUNK. THEN ENGAGE STUDENTS IN THE PRACTICE.)

How to Steps:

-

INTRODUCTION OF GUIDED PRACTICE ACTIVITY **(WE DO)**

(ACTIVITY MUST ALIGN WITH THE REASONING VERB AND THE CONTENT)

- Review directions. Share challenges that may take place during processing of information (“what to watch-out for”).
- Directions:

PART 3: DIFFERENTIATED SMALL GROUP INSTRUCTION

DIFFERENTIATED WORK

Tier 2: Supplemental Work	Tier 3: Intensive Intervention Work
Activities:	Activities:
Tier 1: Activities (At-Level or Above)	

DATA DRIVEN INSTRUCTION

(We Do) Teacher-Group (Remediation with immediate feedback provided for Level 1's & 2's)

- **Guided Practice Activity**
- **Collaborative Practice Activity**

(You Do)

- **Independent Work Activity**

STUDENT ENGAGEMENT: DATA DRIVEN INSTRUCTION

(We Do) Teacher-Group (Monitoring Practice Provided for Level 3 & 4's)

- **Guided Practice Activity**
- **Collaborative Practice Activity**

(You Do)

- **Independent Work Activity**

DATA DRIVEN INSTRUCTION

(We Do) Collaborative Peer Practice Provided for Level 5's

- **Collaborative Practice Activity**

(You Do)

- **Independent Work Activity**

LESSON CLOSURE

INSTRUCTIONAL MATERIALS

ASSESSMENT BLUE PRINT

COURSE TITLE

LESSON CHUNK #2

BEGIN LESSON CHUNK #2

COURSE TITLE

COURSE TITLE