Steps to writing a lesson plan

*How do I know what standards and content to cover within the lesson(s)?*

1. Examine the standard(s) you are to teach. This information is found within your curriculum scope and sequence (current teachers) or will be given to you by your cooperating teacher (candidates).
2. Determine the specific content to be covered and skills to be assessed (unpack the standards).
3. Review prior and future standards that align to the specific LSS standard(s) chosen to determine the progression of learning.
4. Examine end of unit/culminating task to determine final content, skill, and rigor required.
5. Create/determine your lesson assessment ensuring alignment to the standard to be covered. (This will become your individual student work sample to collect for data from your lesson. It does not have to be a ‘test’ or only paper/pencil.)
6. Write the objectives for the lesson that align with the standard and assessment instrument.

*How do I know what activities to plan the lesson around?*

1. Review the text being implemented within the lesson to determine text complexity and interest and appropriateness of the text.
2. Determine the Tier 2 Academic Vocabulary to be included.
3. Determine the relevance and rationale of this lesson specific to *your* students.
4. Determine any misconceptions your students may have about the content.
5. Determine what teacher materials, student materials, technology resources, and references you need to teach your lesson.
6. Add ISTE Technology Standards for Educators and Students.
7. Additional Standards for 6 ELA (reading, writing, speaking, listening, viewing, and visual representation) and Cross-disciplinary Content.
8. Explanation for Inclusion of 6 ELA (reading, writing, speaking, listening, viewing, and visual representation) and Cross-disciplinary Content Standards.
9. Add in your Teaching Strategies into the Procedures Section (whole, small, individual practice).
10. List the various types of informal assessments (anecdotal notes, technology, Kagan, etc.).

*How do I plan for all learners?*

14. Determine how you will implement differentiation by instruction and student.

15. Plan your questions. (higher-order thinking, SEED- answered through student-led small group discussion, probing)

1. Complete the rest of the Procedure Section with details for transitions, classroom management, instructional materials, attention getters, etc.
2. Create Real-time Scaffolding activities for various levels of learners concentrating on content being taught.

*What would an observer see students learning and doing if they were to watch this lesson?*

1. Add synopsis of lesson in Overview of Lesson.
2. Include Research-based Instructional Strategies’ prompt answers.