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| *OVERVIEW:* | | | |
| Teacher Candidate: | | | |
| Meaningful Unit of Instruction: | | Cultural Context: | |
| Central Focus of Learning Segment: | | | Lesson Number: |
| Language of Instruction: | Level / Grade / Proficiency Target: | | Date to be Taught: |

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| *LEARNING STANDARDS:* | |
| *Only include standards and specific portions of those standards that will be assessed in this lesson.* | |
| \*State |  |
| National |  |

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| *LEARNING OBJECTIVES AND ASSESSMENTS:* | | |
| \*Standards  Alignment | Learning Objective(s):  (communicative function + content or cultural context + form) | Informal and Formal Assessment(s):  (assessment type and what it assesses) |
| *Add or delete rows as needed.* | | |
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| *STUDENTS’ KNOWLEDGE, SKILLS, AND ASSETS:* |
| Students’ prior academic learning to be built on in this lesson and/or learning segment are: |
| Students’ real-world interests and knowledge to be built on in this lesson and/or learning segment are: |

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| *PLANNED SUPPORTS / DIFFERENTIATION:* |
| Planned supports to accompany your instruction: |
| Planned supports for students to facilitate their learning: |
| Additional means of differentiation: |
| Specific modifications and/or adaptations for learners with identified needs (e.g., IEP, 504 Plan, heritage learners) are: |

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| *INSTRUCTIONAL AND LEARNING MATERIALS, TEXTS, AND RESOURCES:* | |
| Authentic Texts and Resources |  |
| Other Texts and Resources |  |
| Learning Management System and Other Technology Resources |  |

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| *SEQUENCE OF INSTRUCTIONAL STRATEGIES AND LEARNING TASKS:* |
| *Add or delete rows as needed.* |

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| Teacher Actions: (e.g., instruction, directions, questions, comprehension checks, assessments, etc.) | Student Actions: (e.g., learning tasks, planned interactions, performances, etc.) | Estimated Time |
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*Complete this section after teaching the lesson.*

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| *ANALYSIS AND REFLECTIONS ON HIGH-LEVERAGE TEACHING PRACTICES INTEGRATION:* |
| 1. To what extent were you successful in **making the target language comprehensible to learners?** Explain. What would you add or change in the future? |
| Reflections: |
| 1. To what extent were you successful in **promoting learners’ meaningful target language interactions with you and with each other**? Explain. What would you add or change in the future? |
| Reflections: |
| 1. To what extent were you successful in **supporting learners’ interpretation and discussion of authentic text**? Explain. What would you add or change in the future? |
| Reflections: |
| 1. To what extent were you successful in **engaging learners in the examination and comparison of cultures**? Explain. What would you add or change in the future? |
| Reflections: |
| 1. To what extent were you successful in **contextualizing forms (vocabulary; grammar) with a focus forms as support for learners’ use of language functions?** Explain. What would you add or change in the future? |
| Reflections: |