|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  | **DCSD Instructional Planning Instrument** | | | | | | | | | |  |  |  |  |  |  |
|  |  |  |  | **Focus on Teaching and Learning** | | | | | | | |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | **[insert school name]** | | | | | | |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | **Weekly Components** | | | | | |  |  |  |  |  |  |  |  |
|  | **Teacher:** |  |  | | | | | | Week of: | | | | Unit Implementation Week: | | | | |  |  |
|  |  |  |  |
|  | **Co-Teacher/Para:** |  |  |  |
|  |  |  |  |
|  |  |  |  |  |
|  | **Course:** |  |  |  |  |  |  |  | **Unit Name:** | | |  |  |  |  |  |  |  |  |
|  |  | |  |  |  |  |  |  |  |  |  | |  | |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **Priority Standards:** |  |  | | | | | | | | | | | | | | | |  |
|  | **(content specific)** |  |  |
|  | **Supporting Standards:** |  |  | | | | | | | | | | | | | | | |  |
|  | **(content specific)** |  |  |
|  | **Non-Content Standards:** |  |  |  | | | | | | | | | | | | | | |  |
|  | **(WIDA, interdisciplinary** |  |  |  |
|  | **standards, literacy, etc.)** |  |  |  |
|  | **Learning Targets:** |  |  | | | | | | | | | | | | | | | |  |
|  | **(what learners will be able to** |  |  |
|  |  |  |
|  | **do at the end of the learning** |  |  |
|  |  |  |
|  | **activity)** |  |  |
|  | **Essential Question(s):** |  |  |  | | | | | | | | | | | | | | |  |
|  | **(address philosophical** |  |  |  |
|  | **foundations; contain** |  |  |  |
|  | **multiple answers; provoke** |  |  |  |
|  | **inquiry)** |  |  |  |
|  | **Big Idea(s):** |  |  | | | | | | | | | | | | | | | |  |
|  | **(main ideas, foundational** |  |  |
|  | **understandings, conclusions,** |  |  |
|  | **or generalizations)** |  |  |
|  |  |  |  |  | | | | | | | | | | | | | | |  |
|  | **Academic Vocabulary:** |  |  |  |
|  |  |  |  | | | | | | | | | | | | | | | |
|  |  |  |  |
|  |  |  |  |
|  | **STEM/STEAM/** |  |  | | | | | | | | | | | | | | | |  |
|  | **Interdisciplinary** |  |  |
|  |  |  |
|  | **Integration:** |  |  |
|  |  |  |
|  | **Engaging Performance** |  |  | | | | | | | | | | | | | | | |  |
|  | **Scenario:** |  |  |
|  | ***In the areas below, place an “X” in the box(es) to indicate the selected strategies and resources.*** | | | | | | | | | | | | | | | | |  |  |
|  |  |  |  |  |  | Activate Prior |  | Questioning | |  |  | Clarify Previous | |  |  | Phenomenon |  |  |  |
|  |  |  |  | **OPENING: Engaging** |  | Knowledge |  | (Raises questions) | |  |  | Lesson | |  |  |  |  |  |  |
|  |  |  |  | **Instructional Activity** |  | Provide |  | Scaffold | |  |  | Create Interest | |  |  | Other: |  |  |  |
|  |  |  |  |  |  | Feedback |  | Instruction | |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  | |  |  |  | |  |  |  | |  |  |
|  |  |  |  |  |  | Facilitate |  | Academic | |  |  | Cooperative | |  |  | Other: |  |  |  |
|  |  |  |  |  |  | Learning |  | Discussions | |  |  | Learning | |  |  |  |  |  |  |
|  | **Research-Based** |  |  | **WORK PERIOD:** |  |  |  |  | |  |  |  | |  |  |  |  |  |  |
|  |  |  |  | Demonstrate/ |  | Generating and | |  |  | Independent | |  |  | Other: |  |  |  |
|  | **Instructional Strategies:** |  |  | **Exploring, Explaining,** |  | Model |  | Testing | |  |  | Learning | |  |  |  |  |  |  |
|  | **(weekly strategies chosen to** |  |  | **Extending, and** |  |  |  | Hypotheses | |  |  |  |  |  |  |  |  |  |  |
|  | **guide teaching and learning)** |  |  | **Elaborating** |  | Explain/Apply/Ex |  | High-Level | |  |  | Interdisciplinar | |  |  | Other: |  |  |  |
|  |  |  |  |  |  | tend concepts |  | Questioning | |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  | y Writing | |  |  |  |  |  |  |
|  |  |  |  |  |  | and skills |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | Summarize |  | Provide Alternate | |  |  | Respond to EQs | |  |  | Other: |  |  |  |
|  |  |  |  |  |  | Lesson |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  | Explanations | |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  | **CLOSING: Evaluating** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | Allow students |  | Quick Write | |  |  | 3-2-1/K-W-L | |  |  | Other: |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | to assess their |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | own learning |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | DCSD RCD Aligned Lesson Plan Template | | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Components of this lesson plan may change according to the needs of the students. | | | | | | | | | | |  |  |  |  |  |  |  |  |

**DCSD Instructional Planning Instrument**

**Focus on Teaching and Learning**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **21st Century** | | |  | Teamwork and Collaboration | | | | |  | Innovation and Creativity | | | | | | | | | | | |  | Accessing and Analyzing Information | |  | | |  |
|  |  |  |  | | | | |  |  | | | | | | | | | | | |  |  | |  | |  |  |
|  |  | **Learning Skills:** | | |  | Initiative and Leadership | | | | |  | Critical Thinking and | | | | | | | | | | | |  | Effective oral and Written | |  | | |  |
|  |  | **(weekly strategies chosen to** | | |  |  | Problem Solving | | | | | | | | | | | |  | Communication | |  | |  |  |
|  |  |  |  | | | | |  |  |  | | |  |
|  |  | **guide student engagement)** | | |  | Curiosity and Imagination | | | | |  | Flexibility and Adaptability | | | | | | | | | | | |  | Other: | |  | | |  |
|  |  |  | | |  |  |  |  | |  | |  |  |
|  |  |  | | |  |  | | | | |  |  | | | | | | | | | | | |  |  | |  | |  |  |
|  |  |  | | |  |  | | | | |  |  | | | | | | | | | | | |  |  | |  | |  |  |
|  |  | |  |  | | |  |  |  | **Intervention Strategies** | | | | | | | | | | | | |  |  | |  | |  |  |  |
|  |  | |  | **Intervention Strategies** | | |  |  | **Specially Designed Instruction for** | | | | | | | | | | |  |  |  |  |  | |  | |  |  |  |
|  |  | |  | **(Tiers 1, 2, 3)** | | |  |  |  |  |  |  | **Strategies for English Language Learners** | | | |  |  |  |
|  |  | |  |  |  | **Exceptional Education Students** | | | | | | | | | | |  |  |  |  |  |  |  |
|  |  | |  | **Additional Support in Classroom** | | |  |  |  |  |  |  |  | |  | |  |  |  |
|  |  | |  |  |  |  |  | | |  |  |  |  |  |  |  |  |  |  |  |  | |  | |  |  |  |
|  |  | |  | Re-Voicing | | | |  |  | Conferencing | | | |  |  |  |  |  |  |  |  |  |  | Visuals/Realia | | | |  |  |  |
|  |  | |  | Explaining | | | |  |  | Additional time | | | |  |  |  |  |  |  |  |  |  |  | Front-loading | | | |  |  |  |
|  |  | |  | Prompting for Participation | | | |  |  | Small group collaboration | | | | | | | | | | | |  |  | Echoing/Choral response | | | |  |  |  |
|  |  | |  | Challenging or countering | | | |  |  | Modify quantity of work | | | | | | | | | | | |  |  | Color-coding | | | |  |  |  |
|  |  | |  | Asking “Why?” “How” | | | |  |  | Take student’s dictation | | | | | | | | | | | |  |  | Multiple exposures in different media | | | |  |  |  |
|  |  | |  | Reread | | | |  |  | Scaffold information | | | | | | | | | | | |  |  | Pair-share | | | |  |  |  |
|  |  | |  | Practice new academic vocabulary | | | |  |  | Differentiated | | | |  |  |  |  |  |  |  |  |  |  | Modeling | | | |  |  |  |
|  |  | |  |  |  | content/process/product | | | | | | | | | | | |  |  |  |  |  |
|  |  | |  |  | | |  |  |  |  |  |  | |  | |  |  |  |
|  |  | |  | Assistive technology | | | |  |  | Consistent reward system | | | | | | | | | | | |  |  | Language scaffolds: eg, sentence frames | | | |  |  |  |
|  |  | |  | Pre-teach & re-teach in a different way | | | |  |  | Refer to students’ IEP or 504 plan | | | | | | | | | | | |  |  | Deconstruct complex sentences | | | |  |  |  |
|  |  | |  | Use of manipulatives | | | |  |  | Assistive technology | | | | | | | | | | | |  |  | Increase student-to-student talk | | | |  |  |  |
|  |  | |  | Collaborative work | | | |  |  |  | | |  |  |  |  |  |  |  |  |  |  |  | Strategies vocabulary instruction | | | |  |  |  |
|  |  | |  | Create differentiated text sets | | | |  |  |  | | |  |  |  |  |  |  |  |  |  |  |  | Additional think time | | | |  |  |  |
|  |  | |  |  | | |  |  | **Gifted – Extensions for Learning** | | | | | | | | | | | | | |  |  | |  | |  |  |  |
|  |  | |  |  | | |  |  |  |  | | |  | **Tier 1** | | | | | | | | |  |  | |  | |  |  |  |
|  |  | |  | Flexible-Learning Groups | | | |  |  | Varied Pacing with Anchor Options | | | | | | | | | | | |  |  | Varied Supplemental Materials | | | |  |  |  |
|  |  | |  | Choice of Books | | | |  |  | Work Alone or Together | | | | | | | | | | | |  |  | Computer Mentors | | | |  |  |  |
|  |  | |  | Homework Options | | | |  |  | Flexible Seating | | | | | | | | | | | |  |  | Think-Pair-Share | | | |  |  |  |
|  |  | |  | Use of Reading Buddies | | | |  |  | Varied Scaffolding | | | | | | | | | | | |  |  | Open-ended Activities | | | |  |  |  |
|  |  | |  | Various Journal Prompts | | | |  |  | Varied Computer Programs | | | | | | | | | | | |  |  | Explorations by Interest | | | |  |  |  |
|  |  | |  | Student/Teacher Goal Setting | | | |  |  | Design-A-DAY | | | |  |  |  |  |  |  |  |  |  |  | Options for Competition | | | |  |  |  |
|  |  | |  |  | | |  |  |  |  | | |  | **Tier 2** | | | | | | | | |  |  | |  | |  |  |  |
|  |  | |  | Gifted Edu. Cluster Classes | | | |  |  | Alternative Assessments | | | | | | | | | | |  |  |  | Community Mentorships | | | |  |  |  |
|  |  | |  | Gifted Edu. Collaboration Classes | | | |  |  | Subject Advancement within class | | | | | | | | | | |  |  |  | Stations | | | |  |  |  |
|  |  | |  | Tiered Activities and Products | | | |  |  | Curriculum Compacting | | | | | | | | | | |  |  |  | Group Investigations | | | |  |  |  |
|  |  | |  | Use of Literature Clubs | | | |  |  | Tiered Centers | | | |  |  |  |  |  |  |  |  |  |  | Assess Students in Multiple Ways | | | |  |  |  |
|  |  | |  | Multiple Testing Options | | | |  |  | Spelling by Readiness | | | | | | | | | | |  |  |  | Student choice | | | |  |  |  |
|  |  | |  | Multiple Texts | | | |  |  | Varying Organizers | | | | | | | | | | |  |  |  | Simulations | | | |  |  |  |
|  |  | |  |  | | | |  |  |  | | |  |  |  |  |  |  |  |  |  |  |  |  | |  | |  |  |  |
|  |  | |  | **Tier 3** | | | | |  |  | | |  |  |  |  |  |  |  |  |  |  |  | **Tier 4** | | | |  |  |  |
|  |  | |  | Advanced Content (all core content) | | | | |  |  | | |  |  |  | Above grade level accelerated (all core content) | | | | | | | | | | | |  |  |  |
|  |  | |  | Resource Classes | | | | |  |  | | |  |  |  | Advanced Placement Classes | | | | | | | | | | | |  |  |  |
|  |  | |  | Independent/Directed Study | | | | |  |  | | |  |  |  | International Baccalaureate Classes | | | | | | | | | | | |  |  |  |
|  |  | |  | Socratic Seminars | | | | |  |  | | |  |  |  | Internship/Mentorships | | | | | | | | | | | |  |  |  |
|  |  | |  | **Differentiated Instruction** | | | | |  |  | | |  |  |  |  |  |  |  |  |  |  | **Assessment Evidence** | | | | |  |  |  |
|  |  | |  | **(content, process, product)** | | | | |  |  | | |  |  |  |  |  |  |  |  |  |  | **(formative, summative)** | | | | |  |  |  |
|  |  | | | | | | | | | | | |  |  |  | | | | | | | | | | | | |  |  |  |
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|  |  | |  | DCSD RCD Aligned Lesson Plan Template | | | | |  |  | | |  |  |  |  |  |  |  |  |  |  |  |  | |  | |  |  |  |
|  |  | |  | Components of this lesson plan may change according to the needs of the students. | | | | | | | | | | | | | | | | | | |  |  | |  | |  |  |  |

**DCSD Instructional Planning Instrument**

**Focus on Teaching and Learning**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | Textbooks |  |  | Lab Materials |  | Other: (List the other resources below.) | |  |
|  |  |  | Audio/Visual Aids |  |  | Course Syllabus |  |  |  |  |
|  | **Resources:** |  |  |  |  |  |  |  |  |  |
|  |  | Handouts |  |  | Dictionaries |  |  |  |  |
|  | **(weekly materials chosen to** |  |  |  |  |  |  |  |
|  |  | White Boards |  |  | Video Clips |  |  |  |  |
|  | **support teaching and** |  |  |  |  |  |  |  |
|  |  | Electronic Devices |  |  | Promethean Board |  |  |  |  |
|  | **learning)** |  |  |  |  |  |  |  |
|  |  | Supplemental Texts |  |  | Manipulatives |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  | Calculators |  |  | Internet (tech) |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | **Daily Lesson Plan for Monday** | | |  |  |  |
|  | **Pre-Instructional Activity:** |  |  | | | | | | |  |
|  | **(sponge; bell-ringer; journal;** |  |  |
|  |  |  |
|  | **allows attendance to be** |  |  |
|  | **taken)** |  |  |
|  |  |  |  |
|  |  |  |  | | | | | | |  |
|  | **Opening (ENGAGE):** |  |  |
|  | **(introduces the lesson;** |  |  |
|  | **summarizes previous lesson;** |  |  |
|  | **clarifies misconceptions)** |  |  |
|  |  |  |
|  |  |  |  |
|  |  | |  |
|  | **Work Period** |  |  | | | | | | |  |
|  | **(EXPLORE/EXPLAIN/** |  |  |
|  |  |  |
|  | **EXTEND/ELABORATE):** |  |  |
|  |  |  |
|  | **(contains the mini lesson;** |  |  |
|  |  |  |
|  | **allows students to practice** |  |  |
|  | **concept; assesses student** |  |  |
|  | **learning)** |  |  |
|  |  |  |  |
|  | **Closing (EVALUATE):** |  |  | | | | | | |  |
|  |  |  |
|  | **(summarizes lesson; ensures** |  |  |
|  |  |  |
|  | **understanding; clarifies** |  |  |
|  |  |  |
|  | **misconceptions)** |  |  |
|  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |  | **Daily Lesson Plan for Tuesday** | | |  |  |  |
|  | **Pre-Instructional Activity:** |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  | ***Opening Details:***  **TW**…in order to…  **SW**…in order to… | | | | | | |  |
|  | **Opening (ENGAGE):** |  |  |
|  |  |  |  |
|  | **Work Period** |  | ***Work Period Details:***  **TW**…in order to…  **SW**…in order to… | | | | | | |  |
|  | **(EXPLORE/EXPLAIN/** |  |  |
|  | **EXTEND/ELABORATE):** |  |  |
|  |  |  | ***Closing Details:***  **TW**…in order to…  **SW**…in order to… | | | | | | |  |
|  | **Closing (EVALUATE):** |  |  |
|  |  |  |  |
|  |  |  |  | **Daily Lesson Plan for Wednesday** | | | |  |  |  |
|  | **Pre-Instructional Activity:** |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  | ***Opening Details:***  **TW**…in order to…  **SW**…in order to… | | | | | | |  |
|  | **Opening (ENGAGE):** |  |  |
|  |  |  |  |
|  | **Work Period** |  | ***Work Period Details:***  **TW**…in order to…  **SW**…in order to… | | | | | | |  |
|  | **(EXPLORE/EXPLAIN/** |  |  |
|  | **EXTEND/ELABORATE):** |  |  |
|  |  |  | ***Closing Details:***  **TW**…in order to…  **SW**…in order to… | | | | | | |  |
|  | **Closing (EVALUATE):** |  |  |
|  |  |  |  |

DCSD RCD Aligned Lesson Plan Template

Components of this lesson plan may change according to the needs of the students.

|  |  |
| --- | --- |
|  | **DCSD Instructional Planning Instrument** |
|  | **Focus on Teaching and Learning** |
|  |  |
|  | **Daily Lesson Plan for Thursday** |
| **Pre-Instructional Activity:** |  |
|  |  |
|  | ***Opening Details:***  **TW**…in order to…  **SW**…in order to… |
| **Opening (ENGAGE):** |
|  |
| **Work Period** | ***Work Period Details:***  **TW**…in order to…  **SW**…in order to… |
| **(EXPLORE/EXPLAIN/** |
| **EXTEND/ELABORATE):** |
|  | ***Closing Details:***  **TW**…in order to…  **SW**…in order to… |
| **Closing (EVALUATE):** |
|  |
|  | **Daily Lesson Plan for Friday** |
| **Pre-Instructional Activity:** |  |
|  |  |
|  | ***Opening Details:***  **TW**…in order to…  **SW**…in order to… |
| **Opening (ENGAGE):** |
|  |
| **Work Period** | ***Work Period Details:***  **TW**…in order to…  **SW**…in order to… |
| **(EXPLORE/EXPLAIN/** |
| **EXTEND/ELABORATE):** |
|  | ***Closing Details:***  **TW**…in order to…  **SW**…in order to… |
| **Closing (EVALUATE):** |
|  |

DCSD RCD Aligned Lesson Plan Template

Components of this lesson plan may change according to the needs of the students.