

UVU Secondary Lesson Planning Guide

Name(s):	Lesson length:
Grade Level:	Subject:

I. Standards

Utah State Core Curriculum Strand(s) and Standard(s):	
Literacy Standard(s): <ul style="list-style-type: none"> • Science, ELA, Social Studies Literacy Standards • CCR Reading Standards • CCR Writing Standards 	

II. Intended Learning Outcomes

Learning Objective(s) (curriculum + literacy standard(s))	
Know and Do:	Know: Do:

III. Preparation

Teacher preparation:	
Student preparation (as applicable):	
Technology integration (as applicable):	

IV. Assessment of Student Progress

Unit summative assessment (formal): A sentence or two of how this lesson connects to the end of unit assessment (EDSC 455G)	
Lesson pre-assessment (informal or formal):	
Formative assessment(s) (informal or formal):	

Final Formative assessment (informal or formal):	
Re-engaging Learners (additional support or challenge):	

V. Students' Prior Knowledge, Skills, and Assets:	
Students' prior knowledge and skills:	Prior Knowledge: Prior Skills:
Student assets:	Personal assets: Cultural assets: Community assets:

VI. Literacy Demands and Support		
Disciplinary Literacy Demands	List the Lesson Demand(s)	List Lesson Support(s)
Discipline Specific Communication (i.e. discipline-specific texts, text modality, and genres)		
Discipline Specific Practices (i.e. performer notes in music, questioning/inquiry in science, formal critique in Art and Dance, integrating methods in STEM, uncovering bias)		
General Literacy Demands	List the Lesson Demand(s)	List Lesson Support(s)
Speaking/Listening (i.e. think-pair-share, small group discussion, fishbowl discussion)		
Reading and Writing (i.e. summarizing, paraphrasing, using graphic organizers, paragraph structure, references)		
Vocabulary (Tier 1, 2, & 3)		

VI. Literacy Demands and Support (<i>World Language students only</i>)		
Language Demands	List the Demand(s)	List Support(s)

Vocabulary:		
Communicative proficiency (Communication, Cultures, Connections, Comparisons, and Communities):		
Communication mode (interpretive, interpersonal, and presentational):		

VII. Addressing Learners' Needs:	
Accommodations/ Modifications for students with an IEPs/504s:	
Language Supports for Multilingual Learners: WIDA Stages <ol style="list-style-type: none"> 1. Entering 2. Emerging 3. Developing 4. Expanding 5. Bridging 6. Reaching 7. WIDA Can Do Descriptors	
Whole Class Differentiation: (content, process, product, and environment)	

VIII. Instructional Procedures (models of instruction, strategies, assessments, transitions, etc.)	
Model(s) of instruction or strategy(ies):	
Outline/Steps: (add boxes as needed)	Details: