

Standards Based Lesson Design

CURRICULUM

ASSESSMENT

INSTRUCTION

<u>Purpose/Objective/ Guiding Question</u>	The purpose of the lesson is to let students know what they <i>will be able to do</i> and/or <i>create</i> as a result of the lesson. This may be stated as an objective or phrased as a guiding question, which provides the context and the big idea for the work that will be accomplished.
<u>G.L.E.s/Strands</u>	These grade level expectations derived from the Washington State Essential Academic Learning Standards provide targets for what students <i>should know</i> at each grade level in the areas of <u>reading</u> , <u>writing</u> , <u>math</u> , <u>science</u> , <u>social studies</u> , and <u>elective content</u> areas.
<u>Key Academic Vocabulary</u>	This is the academic vocabulary that is key to student achievement as identified by the teacher and/or curriculum.
<u>Portfolio Evidence</u>	Teachers design and students produce evidence of their achievement to be reflected upon in their classroom portfolio. Middle School students produce portfolio evidence on their own in class.
<u>Assessment</u> <input type="checkbox"/> Formative <input type="checkbox"/> Summative	Formative and/or summative assessment linked to rubrics/standards based scoring tools.
<u>Tools</u> <input type="checkbox"/> Text <input type="checkbox"/> Graphic Organizer(s) <input type="checkbox"/> Artifact	This is the reading text or content resource by which students will examine their learning. These are tools teachers model & students use to help access learning, organize, and scaffold their thinking, and reflect on what they are learning.
<u>Do Now</u> Bloom's Taxonomy <input type="checkbox"/> Knowledge <input type="checkbox"/> Comprehension <input type="checkbox"/> Application	This is a pre reading/content area strategy of connecting with prior knowledge. It provides readiness for students to learn by reviewing something that is connected to the new concepts they will be learning in class. It should <i>not be new</i> information; it should <i>not be assessed</i> ; it <u>should involve some collaborative strategy</u> (think pair share) and/or <u>familiar skill based graphic organizer</u> ; and it <u>should be something from which the purpose/guiding question can be solicited</u> . It is best if this is an oral exercise with a written component that follows. This way students can transition between the hallway and the classroom (oral) and have something to share with the class (written) from which the purpose/guiding question of the lesson is solicited.
<u>Learning Activities</u> Bloom's Taxonomy <input type="checkbox"/> Comprehension <input type="checkbox"/> Application <input type="checkbox"/> Analysis <input type="checkbox"/> Synthesis Practice <input type="checkbox"/> Collaborative <input type="checkbox"/> Independent Lesson Sequence <input type="checkbox"/> Before <input type="checkbox"/> During <input type="checkbox"/> After	This is the heart of the lesson consisting of 3 – 4 relevant and rigorous activities that scaffold student learning following Bloom's Taxonomy. They build upon the anticipatory set foundation, the Do Now, and Before, During, and After activities. These activities should include collaborative and independent practice for students to comprehend, apply, analyze, and synthesize their learning demonstrating opportunities for differentiation. A variety of research based Tier 1 instructional strategies pace the lesson that all students engage in. Well-crafted teacher leveled questions and effective graphic organizers to help students acquire the skills and knowledge needed to master the grade level expectations/standards guide these activities.
<u>Debrief</u> Bloom's Taxonomy <input type="checkbox"/> Evaluation	This is the place where students provide feedback to the teacher and each other. This is the place where homework might be adjusted and differentiated.
<u>Homework</u>	This is independent practice of work already covered.

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Snapshot Requirements: Purpose/Objective/Guiding Question, G.L.E.'s/Strands, Do Now, Learning Activities, & Homework
Middle School Portfolio: Assessments performed independently and in class.