Submission Date:   
Teacher Name: If the team is developing one lesson, list all participant names  
School and District:   
Lesson Title:

Lesson #: 1, 2, or 3 Be sure to circle or highlight the lesson number

**CCSS Standard used:**

Participants list the standards being addressed in the lesson and include the language.

4.RI.4 – Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

4.RI.10 – By the end of year, read and comprehend informational texts, including history / social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

4.SL.1 – Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.

4.RI.1- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text

**Lesson Objectives:**

Learning Goals: (Using the language from Smarter Balanced Digital Library)

Success Criteria: (Using the language from Smarter Balanced Digital Library)

Language Objectives: (ELPs; document in the Drop Box)

**LESSON CONTENT**

**Introduction**

*Declarative knowledge – Describe the content of the lesson and how it is integrated within the series*

* Describe the concept/component skills (e.g., finding the lease common multiple, rewriting fraction as equivalent fraction, etc.) being taught in this lesson and how it fits into the sequence of the 3 lessons that will be submitted for this grant
* Include the Academic Vocabulary that will be addressed in this lesson & its definition.

(e.g., Reading Comprehension: It’s about understanding what we read. It is really important to

consider how we comprehend text. In order to comprehend, readers pay attention and think about the words and ideas as they read.)

*Conditional knowledge—Describe why students learn content and the conditions for using it*

* Why students need to learn this; real world application
* What is it preparing students for (e.g., writing an argumentative/persuasive essay)

**Development**

*Procedural knowledge—Describe the steps for guiding students to acquire the strategy/content to show coherence within the lesson*

* List your procedural steps: Introduction, demonstration, guided practice, bridge to independent practice, independent work time, conferring w/students, and closure/share.

*Differentiated instruction—Describe strategies for engaging ELL/SPED students*

* Use the English Language Proficiency Standards (ELPs).
  + Level Two – Give students sentence stems
  + Level Three – Give students sentence frames
* List the strategies (e.g., sentence frames, peer helpers, group investigations, etc.) being applied in the lesson.

*Formative Assessment—Describe instruments for monitoring learning and forms of intervention   
(Use the 4 steps of formative assessment: clarify intended learning, elicit evidence, interpret evidence, and act on evidence)*

* During the lesson, how are you embedding the formative process. What does this look like?
* How are you monitoring student learning, misconceptions, etc.?
* How will you adjust your lesson given possible misconceptions?

**Closure**

*Summative Assessment—Describe relevant instruments for monitoring and evaluating students learning*

* What assessment tool/instrument will you use for monitoring and/or eliciting information about your students’ learning (e.g., checklist, exit slip, etc.)
* How does the assessment tool/instrument connect to the success criteria?
* What was your result of your analysis?
* How are you addressing the needs of your students based upon the results?