

****Students, please click File -> Make a copy to create a new draft in your own google folder and be able to write in this document.***

**USD-DLT Lesson Plan Template
Universal Design for Learning (UDL)**

Name:

Class Analysis

Grade Level:

Subject:

Learners (maintain student confidentiality by using only their initials)	Academic Levels (Lexile level and grade level equivalent, any information from standardized testing in content area, etc.)	Assets: Interests/ Strengths/Assets/ Funds of Knowledge	Needs: IEP/504 goals and required supports/ accommodations, EL Levels and Supports, and/or life challenges
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18.			
19.			
20.			
21.			
22.			

** add more rows above as needed depending on the number of students in your given classroom.*

Cultural Responsiveness: Consider your whole class, who your students are, their assets (interests, strengths, goals) and learning needs. How will their assets and needs inform your lesson?

California Content Standard: (include number and text)

English Language Arts: [CA CCSS English Language Arts Resource & Standards](#)

Literacy in Content Areas: [CA Literacy in History/Social Studies, Science, and Technical Subjects](#)

Science: [CA Next Generation Science Standards \(NGSS\)](#)

History/Social Studies: [CA History-Social Science Framework \(2016\)](#)

Math: [CA CCSS Math Resources & Standards](#)

English Language Development (ELD): [CA ELD Standards](#)

College & Career Readiness: [CDE College and Career Readiness Anchor Standards](#)

[Common Core in Spanish](#)

[CA Standards Searchable Site](#) or you can [Download the App](#)

Language Support:

- [ELD Framework](#) Language Standard (include number and text)-
- Academic Vocabulary (key vocabulary and/or text structure vocabulary)-
- Literacy Supports:

Instructional Resources and Materials Needed (e.g., reading materials, graphic organizers, slides, support documents, educational technology).

Learning Goal(s) (what do you expect students to learn from this lesson?):

- Students will be able to (insert specific expectations)_____ by (insert assessment tool to measure meeting expectation)_____.

Formative Assessments (how will you know whether students have met or exceeded the learning objective? Note, not all assessment types need to present in each lesson):

- Pre-Assessment:
- Informal Assessment:
- Student Self-Assessment:

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Universal Design for Learning Lesson Activities (Consider what you will do in this lesson to ensure activities are engaging, accessible, and challenging. Refer to [UDL Guidelines](#) for ways to implement multiple means of engagement, representation, and expression).

- **Anticipatory Set** (How do you create a positive and safe environment? How will you activate your learners' prior knowledge and establish expectations for content-specific learning? How will you engage them in the topic? Consider [multiple means of engagement](#)):
- **Instruction** (How will you teach information and/or skills? Consider [multiple means of representation](#)):
- **Guided Practice** (How will you model the lesson-visual, auditory, hands-on?):
- **Independent Practice & Formative Assessment** (How will your students express that they have obtained the information you taught? Again, consider [multiple means of action and expression](#)):
- **Closure** (How will you ask students to demonstrate their learning? How will you clarify next steps for learning the content? How will you provide feedback? Consider [multiple means of action and expression](#)):

Inclusive Practice Self-Check (What have I done to support my students' assets as well as their learning differences that may be associated with learning English, [Dyslexia risk](#), needs identified in IEPs, 504s, and GATE plans, and needs expressed through behavior or through family communication? How have I created a culturally responsive lesson that engages my students?)

Post-Teaching Considerations:

Teacher Reflection: Describe how successful you were in using student assets and learning needs to plan an appropriate, relevant, and rigorous content-specific lesson for your whole class.

Re-teach: For those students who did not meet the content-specific learning goal(s) of this lesson, what new approach to instruction could support their progress?

Extension: If students met or exceeded the content specific learning goal(s), how could you connect instruction to develop new learning by building on what students demonstrate during this lesson?