**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
International Society for Transforming Education (ISTE) Standards for Integrating Technology

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-- considering HOW and WHY you are using technology such as smartboards, chromebooks, and other ed tech tools, and for how much time).

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?