



WIDA™ Lesson Plan Share Space

Guide to Using the Template

The purpose of this document is to provide support for educators using the template to create a lesson plan for the WIDA Lesson Plan Share Space. Guiding questions and a description of what each section in the Lesson Plan Template is provided. Please fill in as many fields as you can in order to provide the most useful information for fellow educators of ELLs.

Lesson Title: *Provide a memorable title!*

Author: *Your name (affiliation optional)*

Language Standard(s): Type an "X" in the box to the left of the subject area(s) addressed in this lesson:

Language Standard(s)	
<input type="checkbox"/>	Standard 1: Social and Instructional Language
<input type="checkbox"/>	Standard 2: The Language of Language Arts
<input type="checkbox"/>	Standard 3: The Language of Mathematics
<input type="checkbox"/>	Standard 4: The Language of Science
<input type="checkbox"/>	Standard 5: The language of Social Studies
<input type="checkbox"/>	The Language of Music and Performing Arts
<input type="checkbox"/>	The Language of Visual Arts
<input type="checkbox"/>	The Language of Technology and Engineering
<input type="checkbox"/>	The Language of Health and Physical Education
<input type="checkbox"/>	The Language of the Humanities
<input type="checkbox"/>	Other: _____

Topic: *On what content topic is the lesson focused?*

Grade Levels: *For what grade level(s) of students is this lesson intended?*

Language Domain(s): Type an "X" in the box to the left of the language domain(s) addressed in this lesson.

Language Domain(s)	
<input type="checkbox"/>	Speaking
<input type="checkbox"/>	Reading
<input type="checkbox"/>	Writing
<input type="checkbox"/>	Listening

Approximate Duration:

How long is the lesson expected to take? Is it completed on consecutive days?

Content Standards:

Which state or Common Core standards are addressed in this lesson?

Cognitive Function:

In this lesson, how will you ensure that all students have opportunities to engage in the same cognitive challenge?

The cognitive function describes the mental processes in which all students need to engage in order to complete the lesson task(s). WIDA uses Bloom’s Revised Taxonomy to indicate the cognitive function in its standards matrices. For example, are you asking your students to analyze? Evaluate? Create?

Language Target/objective(s):

What language will students use and how will they use it in the lesson?

The language target describes *what* language students will need to use in order to complete the tasks included in the lesson, as well as *how* they will use that language

Language Supports: Type an “X” in the box to the left of any supports that will be used in the lesson.

Sensory Support		Graphic Support		Interactive Support	
<input type="checkbox"/>	Real-life objects (realia)	<input type="checkbox"/>	Charts	<input type="checkbox"/>	In pairs or partners
<input type="checkbox"/>	Manipulatives	<input type="checkbox"/>	Number Lines	<input type="checkbox"/>	In triads or small groups
<input type="checkbox"/>	Pictures & photographs	<input type="checkbox"/>	Tables	<input type="checkbox"/>	In whole group
<input type="checkbox"/>	Illustrations & diagrams	<input type="checkbox"/>	Graphs	<input type="checkbox"/>	Using cooperative group structures
<input type="checkbox"/>	Magazines & newspapers	<input type="checkbox"/>	Timelines		
<input type="checkbox"/>	Physical activities	<input type="checkbox"/>	Graphic organizers: _____ _____ _____	<input type="checkbox"/>	Using the Internet or software programs
<input type="checkbox"/>	Videos & films				
<input type="checkbox"/>	Broadcasts				
<input type="checkbox"/>	Models & figures	<input type="checkbox"/>		<input type="checkbox"/>	In the native language
<input type="checkbox"/>	Other _____ _____ _____	<input type="checkbox"/>	Other _____ _____ _____	<input type="checkbox"/>	With mentors
				<input type="checkbox"/>	Other _____ _____

Description of supports:

Please provide any additional explanation needed about the supports used. For example, types of visual support or links to websites or broadcasts if available.

Assessment and Feedback:

How will you assess students' learning of content as well as language? What did they learn and how do you know?

In this section, please describe how you will assess students' learning of content as well as language. Please specify how you will provide feedback on students' language, what form that feedback will take, and what students will be expected to do in response to the feedback.

Content Assessment:

Language Assessment:

Context:

What is your class like?

Please provide a brief overview of the context of the lesson. The context may include a discussion of any or all of the following:

- Where this lesson fits in a larger unit
- What the class of students for which it is designed looks like (language levels, learning disabilities, high mobility?)
- What accommodations are in place in the room for students with special needs and what is the instructional setting (general education, sheltered English instructions, etc.)

Lesson Description:

How is this lesson delivered? What is involved?

Please describe the procedure of the lesson, including any necessary resources, materials, and preparation. You might mention the differentiation that was used for students with various English language proficiency levels in different parts of the lesson.

Reflection:

How did it go? What worked well? What would you change next time?

Please share what you learned from teaching the lesson (if you have already taught it) and/or any other recommendations you have for other practitioners who may want to try it.

Photos/Images:

Please insert any images or photographs of your resources, supports, or classroom. Please remember **not** to include pictures of any students, their names, or their work.