

Subject:	Date:
Grade:	Time:
Unit of Study:	Teacher:

Days Planned: 5	“Learning Progressions” Instructional Sequence	“Unwrapped” Skills, Concepts, and Bloom’s Taxonomy Levels Specific to Each Day’s Learning Activity	Research-Based Teaching Strategies Specific to Each Day’s Learning Activity	21 st -Century Skills Specific to Each Day’s Learning Activity
<u>Day 1</u>				
<u>Day 2</u>				
<u>Day 3</u>				
<u>Day 4</u>				
<u>Day 5</u>				

Materials / Resources (Physical)	Materials / Resources (Technology-Based)

Differentiation Strategies (Inclusive for All Students)	Differentiation Strategies (Enrichment or Extension)
Additional Supports to use during high-quality lessons:	
Tier 1 Interventions (Universals)	<u>Tier 1</u> students: Strategies to use with all students that are matched to specific learning activities/experiences.
Tier 2 Interventions (Targeted)	<u>Tier 2</u> students: (Individual names listed; strategies matched to individual students)
Tier 3 Interventions (Intensive)	<u>Tier 3</u> students: (Individual names listed; strategies matched to individual students)
Specially Designed Instruction (SDI) as per student IEP	<u>Special Education</u> students: (individual names listed with suggestions for using strategies, applying accommodations/modifications as needed)
ELL Strategies (including Sheltered Instruction) Matched to Students' Current Language Acquisition Levels	<u>ELL</u> students: (individual student names listed with corresponding language levels; suggestion for applying strategies with individual students)