ONLINE APPENDICES FOR

Digitally Supported Disciplinary Literacy for Diverse K–5 Classrooms

Jamie Colwell
Amy Hutchison
Lindsay Woodward
# English Language Arts Sample Lesson

## Using PEDDL Lesson Template

**Topic:** Stories of Immigration  
**Grade Level:** 5th Grade  
**Time Allotted:** Five 45-minute classes  
**Discipline:** ELA

### PHASE 1: Identifying Appropriate Disciplinary Literacy Practices

**State/National Standards Addressed:**
- CCSS.ELA-Literacy.RI.5.9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.  
- CCSS.ELA-Literacy.RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  
- CCSS.ELA-Literacy.SL.5.6. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

**Learning Objectives:**
1. Students will be able to integrate information from several different types of informational texts with different perspectives on the same topic.
2. Students will be able to utilize direct quotations to inform their own original claims about a text.
3. Students will be able to create a video that includes multimedia components and represents their own text analysis.

**Core Disciplinary Practice Targeted:**
1. Text analysis

### PHASE 2: Framing Disciplinary Literacy

**Essential Questions:**
1. Why is it important to understand the historical context of modern issues like immigration?  
2. How can understanding multiple perspectives of the same issue contribute to deeper understanding?

### PHASE 3: Selecting Multimodal Texts for Disciplinary Literacy

**Considerations for Disciplinary Texts:** Provide multiple types of text. Place emphasis on grounding analysis in historical, cultural, and social contexts.

**Considerations for Multimodal Texts:** Use a variety of text types to provide differentiation for diverse learners as inferencing is a more complex ELA skill.

**Considerations for Culturally and Socially Responsive Texts:** Represent a variety of different cultures and immigrants. Invite opportunities for self-reflection.
Texts:
1. A traditional text-based introduction to immigration to the United States www.tolerance.org/sites/default/files/general/TT47_Immigration%20Debate%204.pdf
3. Short first-person narratives from young immigrants (text with images) teacher.scholastic.com/activities/immigration/young_immigrants/
4. An interactive Smithsonian exhibit with images of immigration-related artifacts and descriptions americanhistory.si.edu/onthewater/exhibition/5_2.html
5. “The New Colossus” (Lazarus, 1883)

PHASE 4: Assessing Disciplinary Literacy with a Variety of Tools

Evidence and Authentic Assessments Needed to Assess Learning Objectives and Disciplinary Practices:
Students’ synthesis should reveal information taken from multiple sources. Students should use direct quotations from multiple sources to support original claims. Students should include multiple formats for information in a movie or video format.

Possible Digital Tools to Create Evidence:
Students can create a movie, using the digital tool Animoto (www.animoto.com), which integrates direct quotations from multiple sources, images, text, and the students’ voices (or video of them speaking) to demonstrate an understanding of the essential questions.

PHASE 5: Digitally Supporting Disciplinary Literacy Instruction

Preparing Students for Disciplinary Literacy Learning

Description of Instructional Approaches and Materials:
1. Review vocabulary prior to reading the Teaching Tolerance text A Brief History of Immigration in the United States, which serves to activate and create knowledge about immigration. Its length and structure follow a typical expository format, which should be recognizable to students. Use this text as a think-aloud with guided questions to model - interrogating and reflecting on how personal and prior knowledge interact with this text.
2. Review note-taking and annotation strategies for the visual and print texts used as part of this lesson.
3. Discuss other issues where students recognize that people have different experiences and views.
4. Introduce students to Animoto and how to use the features needed to complete the assessment for this lesson.
5. There are a number of different genres of writing represented in this lesson, ranging from expository to personal narrative and poetry. Thus, it is important to briefly discuss each of these structures with students prior to reading, to activate their knowledge of reading particular genres.

Digital Tools Used for Preparation: Digital texts
Guiding Students in Comprehension of Texts

Description of Instructional Approaches and Materials:

1. Present the texts in the order they are listed in Phase 3 to scaffold student understanding with increasingly more challenging texts.
2. Provide students with any type of note-making chart (digital or print) that allows students to jot notes on text and then read across notes to determine relationships.
3. Instruct students after viewing or reading each text to identify and discuss places in their notes where they recognize intertextual relationships to prepare them for the assessment. Depending on the note-taking approach, these might be included at the top of each student’s notes.
4. Ensure that the discussion of each text recognizes the author, purpose, and audience. Depending on the note-taking approach, these might be included at the top of each student’s notes.

We suggest using a content-area literacy strategy, such as Questioning the Author, to scaffold this reading and analysis of texts.

Digital Tools Used for Comprehension: Digital graphic organizer (if digital is deemed the most appropriate)

Helping Students Reflect/Synthesize Disciplinary Learning

Description of Instructional Approaches and Materials:

1. Students are supported throughout the lesson through their notes on intertextual connections and have built a synthesis in that space. Invite students to rely on those patterns they have identified to inform their own conclusions and responses to the essential questions.
2. Encourage students to view the “Hamilton” video as a model for creating a video of their own analysis, curated images from the Smithsonian collection and the young immigrants’ personal narratives, and direct quotations from all sources.
3. Remind students that they should use their notes on each text to show how those texts influenced their answers to the essential questions.

We note that this assessment/synthesis of disciplinary learning may need modification depending on students’ digital abilities. If students do not feel comfortable creating a video, a slideshow may be appropriate instead. Consider pairing students to explore the Smithsonian collection if digital comprehension is a concern.

Digital Tools for Reflecting/Synthesizing Learning: Video-making tool (e.g., Animoto)

PHASE 6: Reviewing and Reflecting

Review the planned lesson and utilize the Reflection to Reach All Learners Checklist (Figure 2.1) to guide additional instructional decisions.
Mathematics Sample Lesson
Using PEDDL Lesson Template

<table>
<thead>
<tr>
<th>Topic: Perimeters</th>
<th>Grade Level: 3rd Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time Allotted: Two 45-minute classes</td>
<td>Discipline: Mathematics</td>
</tr>
</tbody>
</table>

**PHASE 1: Identifying Appropriate Disciplinary Literacy Practices**

**State/National Standards Addressed:**
CCSS.Math.Content.3.MD.D.8. Solve real-world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.

**Learning Objectives:**
1. Students will work collaboratively to calculate the perimeter of the classroom, including determining which tools to use for their measurement, to determine how many feet of crepe paper streamer would be needed to decorate the classroom walls.
2. Students will describe the process they used to calculate the perimeter and why they believe their answer is correct, and explain their work process as they measure streamer paper and hang it on the wall to determine whether their measurement is correct.
3. Students will be able to apply their understanding of perimeter to find the perimeter of numerous objects in the classroom and discuss why the perimeter of objects with the same shape may be different and why objects with different shapes may have the same perimeter.

**Core Disciplinary Practice Targeted:**
1. Developing and communicating ideas, arguments, and rationalizations

**PHASE 2: Framing Disciplinary Literacy**

**Essential Questions:**
1. Why do we need to use measurement in everyday life?
2. How are area and perimeter related?

**PHASE 3: Selecting Multimodal Texts for Disciplinary Literacy**

**Considerations for Disciplinary Texts:** Help students see that math texts may be many different types of objects.

**Considerations for Multimodal Texts:** Use a variety of multimodal resources to consider perimeter to show how this concept is used in everyday life. These resources may be print-based or digital but should move beyond a textbook.

**Considerations for Culturally and Socially Responsive Texts:** Allow students to help locate objects in which perimeter can be measured.
**Texts:**
1. Math textbook
2. Physical objects in the classroom
3. Print and digital drawings and diagrams, such as blueprints

### PHASE 4: Assessing Disciplinary Literacy with a Variety of Tools

**Evidence and Authentic Assessments Needed to Assess Learning Objectives and Disciplinary Practices:**

Students should provide evidence of work process and calculations in determining perimeter. Students will create a model of a fence in which perimeter will be calculated. Students will photograph this model, annotate it, and submit it to a digital portfolio for feedback.

**Possible Digital Tools to Create Evidence:**
Digital portfolio (e.g., Seesaw) to capture and document perimeter calculations such as photos, drawings, videos, notes, and links to upload files from other sources. Students may document and annotate their process and products, and explain their thinking while engaging in perimeter-focused tasks (see Figure B.1).

### PHASE 5: Digitally Supporting Disciplinary Literacy Instruction

#### Preparing Students for Disciplinary Literacy Learning

**Description of Instructional Approaches and Materials:**

1. Present students with images (digital or print) of multiple perimeter-related, real-world tasks (e.g., building a raised garden, constructing a fence) and have a whole-class discussion on how math is a part of these tasks.
2. Have students think-pair-share to brainstorm other tasks in which perimeter may be found in or out of school settings.
3. Provide students with a class video bank of instructional videos on perimeter that cover vocabulary and new concepts. Allow students time to explore and view the videos on tablets or digital workstations. Numerous examples may be found at www.academy.act.org (see Figure B.2).

**Digital Tools Used for Preparation:** Digital images, tablets/laptops

#### Guiding Students in Comprehension of Texts

**Description of Instructional Approaches and Materials:**

1. Provide students access to Thinglink and a notes page (print or digitally linked class page), complete with the formula for a perimeter, for students to complete during direct instruction.
2. Provide direct instruction in the mathematical process for calculating perimeter.
3. Engage in a whole-class activity in which a fence for a dog park needs to be measured and repaired.
   a. Teacher models using a think-aloud on how to import a digital image of a dog park into Thinglink.
   b. Teacher models how to annotate the image to include calculations and explanations of calculations.

**Digital Tools Used for Comprehension:** Thinglink; digital notes page
Helping Students Reflect/Synthesize Disciplinary Learning

Description of Instructional Approaches and Materials:

1. Provide students with building blocks, a ruler, and a digital camera and have them work in small groups to construct a model of a fence, take a picture of the model, and measure the perimeter of the fence. Students also could count blocks instead of using a ruler.

2. Students should post the digital image of their model, with annotations for calculating perimeter, to SeeSaw (see Figure B.1) to reflect on their process. This digital post also allows the teacher to provide individual feedback on areas for growth or success.

Digital Tools for Reflecting/Synthesizing Learning: Digital camera; Seesaw

PHASE 6: Reviewing and Reflecting

Review the planned lesson and utilize the Reflection to Reach All Learners Checklist (Figure 2.1) to guide additional instructional decisions.

Figure B.1. Student Work in a Seesaw Interface
Figure B.2. Sample Videos on Perimeter
# Science Sample Lesson
## Using PEDDL Lesson Template

**Topic:** Human Activities: The Role of Natural Resources  
**Grade Level:** 4th Grade

**Time Allotted:** Three 45-minute classes  
**Discipline:** Science (Earth Science)

### PHASE 1: Identifying Appropriate Disciplinary Literacy Practices

**State/National Standards Addressed:**
- NGSS-4-ESS3-1. Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.
- CCSS.ELA-Literacy.RI.4.9. Integrate information from two texts on the same topic in order to write or speak about the subject.

**Learning Objectives:**
1. Students will be able to describe renewable and nonrenewable resources from which energy and fuels are derived.
2. Students will explain the environmental effects related to using at least three different types of natural resources for energy and fuel.

**Core Disciplinary Practices Targeted:**
1. Comprehending and using vocabulary particular to a discipline
2. Obtaining, evaluating, and communicating information

### PHASE 2: Framing Disciplinary Literacy

**Essential Question(s):**
1. How does the way humans interact with their environment produce lasting effects?

### PHASE 3: Selecting Multimodal Texts for Disciplinary Literacy

**Considerations for Disciplinary Texts:** Choose texts that are accessible to a wide variety of students and represent a well-balanced, research-based approach to understanding energy and natural resources.

**Considerations for Multimodal Texts:** Provide authentic examples of natural resources. Depict scientists at work, using scientific language.

**Considerations for Culturally and Socially Responsive Texts:** Support multiple representations of scientists. Explore cultures and settings unlike the local one.
Texts:
1. *Buried Sunlight* by Molly Bang and Penny Chisholm
3. National Geographic Renewable Energy 101  www.youtube.com/watch?v=1kUE0BZtTRc
4. Ted-ED 100% Renewable Energy  www.youtube.com/watch?v=RnvCbquYeIM

### PHASE 4: Assessing Disciplinary Literacy with a Variety of Tools

#### Evidence and Authentic Assessments Needed to Assess Learning Objectives and Disciplinary Practices:
To assess students’ use of appropriate vocabulary when explaining renewable and nonrenewable energy, students must draw connections between particular natural resources and appropriate environmental effects. Students should provide clear explanations of how the natural resource contributes to the environmental effects.

#### Possible Digital Tools to Create Evidence:
- Explain Everything app for communicating the descriptions of natural resources and connections to environmental effects (see Figure C.1)

### PHASE 5: Digitally Supporting Disciplinary Literacy Instruction

#### Preparing Students for Disciplinary Literacy Learning

**Description of Instructional Approaches and Materials:**
1. Establish prior knowledge with a K-W-L chart related to natural resources and environmental effects.
2. Use the K-W-L chart as a foundation for reading the texts in the lesson, with students adding to it before, during, and after each text.
3. Introduce students to the app Explain Everything and connect the features in that app to similar features in the videos. The teacher should model and provide practice with a non-content-specific example to increase student comfort using the app.
4. Prepare students for *The Boy Who Harnessed the Wind* by exploring climates and settings unlike the local one. While reading, identify specific differences and similarities in setting.

**Digital Tools Used for Preparation:** Tablets/laptops, Explain Everything app, YouTube videos

#### Guiding Students in Comprehension of Texts

**Description of Instructional Approaches and Materials:**
1. Each of these texts has a unique author and point of view. It is important to support students in understanding the representation of authors and scientists in the texts and videos.
2. The National Geographic video displays a wide variety of renewable and nonrenewable resources, but often in a collage or quickly. Pause the video to ask students what they notice, or have them work in small groups to list the different types of natural resources and environmental effects shown.
3. The Ted-ED talk is intended to be provocative. Students will need support to understand the vocabulary and global stance of this video.

4. The texts provide an introduction to the multiple formats that science texts can take. Ask students to reflect on how *Buried Sunlight* differs in tone from the National Geographic video.

5. Students also should be supported in considering why each of these texts was produced and the evidence the authors used to support their claims. Additionally, it is important to support students in identifying similarities and differences among the texts. Create a specific column in the K-W-L chart for these items for students to complete together considering author and production.

6. These texts all use important terms related to understanding renewable and nonrenewable energy. As students use their K-W-L chart to support comprehension, it is important to support them in identifying these terms.

**Digital Tools Used for Comprehension:** Video

**Helping Students Reflect/Synthesize Disciplinary Learning**

**Description of Instructional Approaches and Materials:**

1. Remind students that all four of the texts provide different lenses through which to view the concept of using natural resources for energy.

2. Students will then use the Explain Everything app to explain and illustrate relationships between natural resources and environmental effects.

**Digital Tools for Reflecting/Synthesizing Learning:** Explain Everything app, Tablets/laptops

**PHASE 6: Reviewing and Reflecting**

Review the planned lesson and utilize the Reflection to Reach All Learners Checklist (Figure 2.1) to guide additional instructional decisions.
Figure C.1. Screenshot of Explain Everything Discussing Coal Mining, Wind Energy, and Electric Power
<table>
<thead>
<tr>
<th>Topic: How Communities Change over Time</th>
<th>Grade Level: Kindergarten</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time Allotted: Two 45-minute classes</td>
<td>Discipline: Social Studies (Civics/History)</td>
</tr>
</tbody>
</table>

**PHASE 1: Identifying Appropriate Disciplinary Literacy Practices**

**State/National Standards Addressed:**

**VA Social Science SOL K.1.2.** The student will demonstrate skills for historical thinking, geographical analysis, economic decisionmaking, and responsible citizenship by gathering and classifying information, sequencing events, and separating fact from fiction to improve understanding of the community.

**CCSS.ELA-Literacy.RI.K.9.** With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

**CCSS.ELA-Literacy.SL.K.5.** Add drawings or other visual displays to descriptions as desired to provide additional detail.

**CCSS.ELA-Literacy.SL.K.6.** Speak audibly and express thoughts, feelings, and ideas clearly.

**Learning Objectives:**

1. Students will describe and illustrate events from the past.
2. Students will sequence events from the past that show how the community has changed over time.
3. Students will create their own illustrated sequence of events to show how their classroom community has changed over time.

**Disciplinary Practice Targeted:**

1. Recognizing or comprehending multiple types of text

**PHASE 2: Framing Disciplinary Literacy**

**Essential Question(s):**

1. How do communities change over time?

**PHASE 3: Selecting Multimodal Texts for Disciplinary Literacy**

**Considerations for Disciplinary Texts:** Many kindergarten students are not yet reading print-based texts independently. Thus, texts need to be in visual or audio form or be presented as read-alouds.
Considerations for Multimodal Texts: It is more age-appropriate to have students create a story or book from images that they can manipulate easily to illustrate their understanding of change in communities.

Considerations for Culturally and Socially Responsive Texts: Support multiple representations of the community by including and discussing photos that show a range of people and events.

Texts:
1. *The House on Maple Street* by Bonnie Pryor
2. Photographs showing the community as it was in the past
3. A guest speaker from the community to discuss how the community has changed over time
4. Student-created digital book about changes in the classroom community over time

**PHASE 4: Assessing Disciplinary Literacy with a Variety of Tools**

<table>
<thead>
<tr>
<th>Evidence and Authentic Assessments Needed to Assess Learning Objectives and Disciplinary Practices:</th>
<th>Possible Digital Tools to Create Evidence:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students should engage in appropriate discussion and sequencing of historical photographs. Students can create digital books to show sequencing skills and understanding of change in the classroom community over time.</td>
<td>Popplet for digital illustration and sequencing of classroom community images (see Figure D.1)</td>
</tr>
</tbody>
</table>

**PHASE 5: Digitally Supporting Disciplinary Literacy Instruction**

**Preparing Students for Disciplinary Literacy Learning**

**Description of Instructional Approaches and Materials:**
1. Guide a discussion of how historians learn about the past and generate a class list, which should include examples such as interviewing people, reading books, and looking at old photographs.
2. Introduce students to the Popplet app and show an example of what the students will be creating.
3. Prepare students for *The House on Maple Street* by asking them to think about where they live and who might have lived there before them. Ask them to pay close attention to the pictures and to be prepared to discuss what information the illustrations depict.
4. The teacher will read *The House on Maple Street* aloud. When finished, the students, as a class, will orally help the teacher recall each different group of people who lived on Maple Street, and the teacher will record the information on the board, modeling how to place it in the correct sequence.
5. Prepare students to listen to a guest speaker by compiling a class-generated list of questions students want to ask the speaker and reviewing what it means to be a good listener. Discuss the idea that the guest speaker represents only one person’s experience and other people may describe events differently.
6. Prepare students to investigate photographs depicting people and events from the past by modeling the strategies of describing what one sees and looking across photos for similarities. Discuss the idea that photographs capture only one moment in time from one point of view, and thus each photo represents one point of view.

**Digital Tools Used for Preparation:** Popplet, digital examples of historical photographs

### Guiding Students in Comprehension of Texts

**Description of Instructional Approaches and Materials:**

1. The guest speaker will discuss an aspect of local community history and illustrate the content with photographs. The teacher will display the photographs in sequence at the front of the room as the guest speaker talks.

2. In small groups, students will be given three to five photographs depicting a family, building, or event from the community’s past. Students will use photographic information from the guest speaker to sequence the events in the order in which they happened. Students will then use the photographs to discuss the history of the local community in small groups and what the photos tell them about the history of their community.

**Digital Tools Used for Comprehension:** Digital display of photographs if guest speaker uses digital images

### Helping Students Reflect/Synthesize Disciplinary Learning

**Description of Instructional Approaches and Materials:**

1. Students will work in groups to create their own digitally illustrated sequence of events to show how their classroom community has changed over time (including 3–5 events).

2. Students will include photos of objects/scenes in the classroom and drawings to illustrate the sequence of events. Students should be instructed to consider the point of view from which they are explaining the changes.

**Digital Tools for Reflecting/Synthesizing Learning:** Popplet to create digitally illustrated sequence of events

### PHASE 6: Reviewing and Reflecting

Review the planned lesson and utilize the Reflection to Reach All Learners Checklist (Figure 2.1) to guide additional instructional decisions.

**Figure D.1. Popplet Showing the Development of a School Garden**

---

*Digitally Supported Disciplinary Literacy for Diverse K–5 Classrooms*  
*Online Appendix D, SS*
PEDDL Lesson Template

<table>
<thead>
<tr>
<th>Topic:</th>
<th>Grade Level:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time Allotted:</th>
<th>Discipline:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**PHASE 1: Identifying Appropriate Disciplinary Literacy Practices**

*Identify appropriate instructional standards to guide instruction.*

*Determine what disciplinary practices or skills are involved in the standard. Consider that, in addition to discipline-specific standards, there are literacy standards that represent disciplinary practices as well.*

*Envision which discipline the practice is best suited for.*

**State/National Standards Addressed:**

1. 
2. 

**Learning Objectives:**

1. 
2. 

**Core Disciplinary Practice(s) Targeted:**

1. 
2. 

**PHASE 2: Framing Disciplinary Literacy**

*Remember that essential questions should frame inquiry into real-world situations or meaningful understandings.*

*Utilize essential questions that focus on investigation and/or experimentation, rather than focusing on a particular semantic structure.*

**Essential Question(s):**

1. 
2. 
PHASE 3: Selecting Multimodal Texts for Disciplinary Literacy

Select texts that represent a wide range of perspectives, modalities, and purposes. Consider how the texts selected are both culturally and socially responsive and meet instructional goals. Identify disciplinary vocabulary used in the selected texts to inform instruction about the varied meaning of words within the discipline.

Considerations for Disciplinary Texts:

Considerations for Multimodal Texts:

Considerations for Culturally and Socially Responsive Texts:

Texts:
1.
2.

PHASE 4: Assessing Disciplinary Literacy with a Variety of Tools

<table>
<thead>
<tr>
<th>Evidence and Authentic Assessments Needed to Assess Learning Objectives and Disciplinary Practices:</th>
<th>Possible Digital Tools to Create Evidence:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify comprehensive assessments that demonstrate an understanding of the essential questions and instructional standards.</td>
<td>Consider how digital tools can support students in representing their understanding in different ways.</td>
</tr>
<tr>
<td>Explore the important evidence needed to appropriately assess and give feedback on students’ learning, and what disciplinary practices can be reflected in the assessment.</td>
<td></td>
</tr>
</tbody>
</table>

PHASE 5: Digitally Supporting Disciplinary Literacy Instruction

Preparation for Disciplinary Literacy Learning

Reflect on the digital tools that might support students in preparing to learn about the instructional goals and essential questions for this lesson. Consider the vocabulary and other reading, writing, and communication practices students will need in order to be successful in meeting the learning objectives.

Description of Instructional Approaches and Materials:
1.
2.

Digital Tools Used for Preparation:
Guiding Students in Comprehension of Texts

Disciplinary texts often have particular structures that can support student comprehension; consider how instructional approaches about the type of texts can support students’ understanding.

Not only should students aim to comprehend the texts, but the texts should provide a connection to the essential questions for the lesson.

Disciplines have different audiences and ways of publishing information and establishing credibility. Explore ways to support students in understanding these disciplinary literacy practices if appropriate for objectives.

Consider how students can use different types of texts to gain similar understandings in order to support all learners.

Description of Instructional Approaches and Materials:

1. 

2. 

Digital Tools Used for Comprehension:

Helping Students Reflect/Synthesize Disciplinary Learning

Explore the multiple ways students can analyze the information across multiple types of texts using modes of reflection to support all learners.

Description of Instructional Approaches and Materials:

1. 

2. 

Digital Tools for Reflecting/Synthesizing Learning:

PHASE 6: Reviewing and Reflecting

Review the planned lesson and utilize the Reflection to Reach All Learners Checklist (Figure 2.1) to guide additional instructional decisions.