

Micro-Level Backwards Design

30,000 Feet: Remembering the Contextual Lens and Final Assessment

What is your contextual lens (in what situations will your students be empowered to use language?)?	What is your final assessment? Consider this as you write your learning target.

15,000 Feet: Goal Articulation: Contextualizing and Writing the Learning Target(s)

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Grammar	Vocabulary	Strategic/Pragmatic Knowledge







Step 1	Observe	How will you show your students the learning target(s) in practice? How will they explore it?
Step 2	Analyze	What do you want your students to know or notice about the learning target(s)? How will you get them to do it?
Step 3	Practice	What will your students do to practice the learning target?
Step 4	Evaluate and Reflect	What will your students do to evaluate themselves and reflect? How will you know where they are in the learning process?
Step 5	Revisit (After Teaching)	What is your plan for revisiting the learning target(s)?

0 Feet: Daily Plan: Students Experience the Learning Target



