

# CASLS Lesson Design Template

## 1. Set Goals

### A. Identify Goals (Before Class)

This phase involves selecting, refining (based on previous student performance), or writing your Can-Do Statements (learning targets). For any given lesson, you typically should have 1-3 targets.

### B. Dissect Goals (Before Class)

#### Structures

Only the necessary grammar.

#### Vocabulary

Only the necessary lexical content.

#### Strategies

Language and intercultural strategies.

## **2. Observe-Notice-Interpret**

This phase involves the articulation of learning experiences that will expose learners to communicative language in action. Any grammar or vocabulary presented at this phase should be that which is critical to the learning target (e.g. you may only need second person verbs) and should be presented within context.

Any mode may be explored here, but educators may find that learners are most engaged in the interpretive learning experiences during this phase.

## **3. Analyze-Process-Interact or Present**

This phase involves the articulation of learning experiences that build from Step 2 and engage learners in analysis and inquiry of the learning target(s). They may mark texts, engage in class or partner discussions, pose questions that require a deeper understanding of intercultural expectations and the formation or interpretation of utterances, or practice language strategies.

Any mode may be explored here, but educators may find that learners are most engaged in the interpersonal and presentational modes in this phase.

#### 4. Apply-Extend-Interact or Present

This phase involves the articulation of learning activities that require learners' active and meaningful engagement in the learning target(s). Learners may create with language in this phase or may extend their learning by deepening understanding of or broadening the contexts in which the learning target(s) is (are) explored.

Any mode may be explored here, but educators may find that learners are most engaged in the interpersonal and presentational modes here.

#### 5. Evaluation and Reflection

##### 5. Evaluation

This phase involves the articulation of activities that allow learners to evaluate the quality of their work/ their peers' work. This evaluation may be holistic (rank the work on a scale from *Can do with help* to *Can do*) or may be informed by the rubrics most appropriate to the tasks at hand.

##### 6. Reflection

This phase involves the articulation of activities that allow learners to examine their areas of strengths and any opportunities they see for improvement (opportunities which are best realized by growing from existing strengths). Learners should set goals and plans for realizing those goals in this phase. This work may be collaborative or individual.

Learners' evaluation and reflections should inform the refinement of classroom goals (Step 1).