

Lesson Level GLEAM® Instruction Mapping



Purpose: With guiding questions for each component, this tool supports lesson analysis that moves teacher execution closer to GLEAM instruction. Consider how the mindset you bring to planning shapes your practice.

Steps to Using This Tool:

1. Review the components of GLEAM instruction below.
2. Choose a lesson from your first week of instruction.
3. Internalize your lesson plan using the guiding questions in the corresponding template.
4. Afterward, reflect on how your understanding of GLEAM instruction shifted your planning perspective.

GRADE-LEVEL

Provide texts, tasks, and materials aligned to the appropriate college and career standards.

ENGAGING

Foster persistence in grade-level work that builds students' interests tied to knowledge and culture, helping them see themselves as learners with agency.

AFFIRMING

Honor and acknowledge students' ethnic, racial, and linguistic identities and their current and historical experiences within the context of grade-level work.

MEANINGFUL

Understand and critique dominant cultural norms and examine their community's social position to foster a sense of advocacy and change.

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Grade-Level	Note the standard below. What must students know, understand and be able to do?
Standard	
Know: Note the pre-requisite standards and skills.	
Understand: What connections/ understandings support students in explanations, making claims, and reasoning?	
Do: Which tasks will you discuss to assess readiness? <i>(Do the work of the exit ticket).</i>	
Engaging	How will you engage students in the lesson, address unfinished instruction, and reduce helplessness?
Where might you need to scaffold instruction?	
What opportunities will you provide to allow students to self-monitor their learning journey? Are there tools to support student processing or reflection?	
Affirming	Reflect on the possible ways you can bring students into the lesson and productively build on their cultural and academic identities.
Are there opportunities to connect or honor a student's identity and/or lived experiences?	
Which tasks will you surface to bring students into the lesson for whole-group and/or collective learning?	
Meaningful	What socio-political connections (economic, health, political, social, global) align with this lesson objective, if any?
How can you incorporate these socio-political connections?	