TEACHING ASSISTANCE GUIDE
CALIFORNIA STANDARDS CHECKLIST



PURPOSE

Teaching to the California academic standards helps ensure students receive consistent, high-quality instruction that prepares them for continued academic success.

This checklist is designed to help teachers verify that each lesson, unit, or activity aligns with state expectations while supporting engaging, student-centered learning.

Use this guide during lesson planning, curriculum development, and classroom reflection to confirm that instruction is purposeful, standards-aligned, and responsive to student needs.

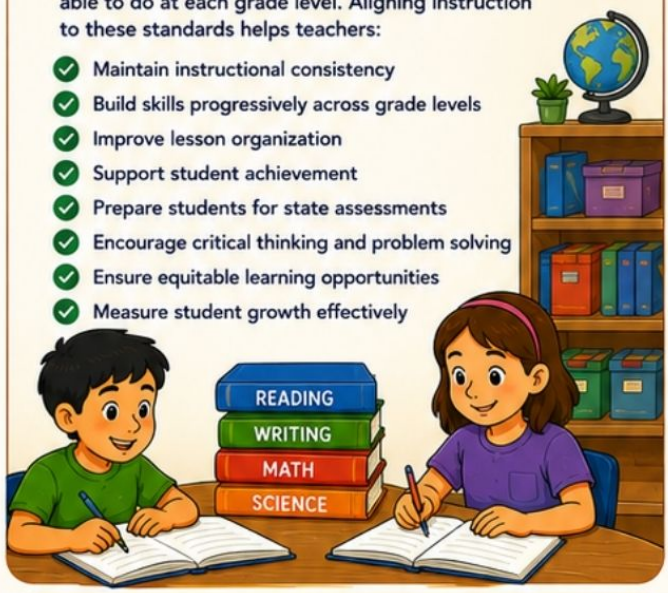
WHO CAN BENEFIT

- Transitional Kindergarten (TK)
- Kindergarten
- Elementary School (Grades K–5)
- Middle School (Grades 6–8)
- High School (Grades 9–12)
- Special Education Teachers
- Intervention Teachers
- Student Teachers
- Instructional Coaches
- Homeschool Educators following California standards

WHY STANDARDS MATTER

California's academic standards provide clear expectations for what students should know and be able to do at each grade level. Aligning instruction to these standards helps teachers:

- Maintain instructional consistency
- Build skills progressively across grade levels
- Improve lesson organization
- Support student achievement
- Prepare students for state assessments
- Encourage critical thinking and problem solving
- Ensure equitable learning opportunities
- Measure student growth effectively





BEFORE PLANNING YOUR LESSON

Review the following questions before creating instruction.

1 STANDARDS ALIGNMENT



- [ ] I identified the appropriate California standard(s).
- [ ] The lesson objective directly supports the selected standard.
- [ ] Students will understand the purpose of the lesson.
- [ ] Learning expectations are grade appropriate.
- [ ] Academic vocabulary has been identified.

2 LEARNING OBJECTIVES



- [ ] Learning objectives are specific and measurable.
- [ ] Objectives describe what students will know or be able to do.
- [ ] Success criteria are clearly defined.
- [ ] Students will understand how success is measured.

3 STUDENT READINESS



- [ ] Prior knowledge has been considered.
- [ ] Prerequisite skills have been reviewed.
- [ ] Potential misconceptions have been identified.
- [ ] Instruction builds upon previous learning.



ALIGN TODAY. TEACH PURPOSEFULLY. SUPPORT EVERY STUDENT.



When instruction aligns with California Standards, every student has the opportunity to succeed!



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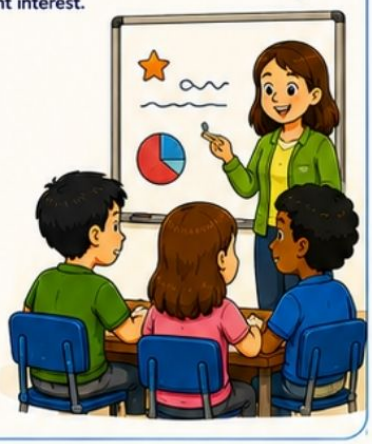
INSTRUCTIONAL PLANNING CHECKLIST

Plan with Purpose. Teach with Confidence. Inspire Every Student!

EVERY STUDENT CAN LEARN!

1 LESSON DESIGN

- [ ] Lesson introduction captures student interest.
- [ ] Teacher modeling is included.
- [ ] Guided practice is planned.
- [ ] Independent practice is included.
- [ ] Lesson closure reinforces learning.
- [ ] Student discussion opportunities are provided.
- [ ] Instruction promotes active participation.



2 DIFFERENTIATION

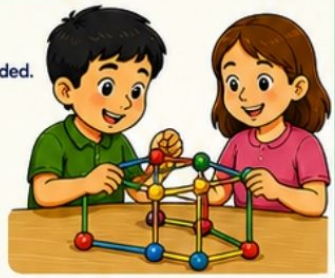
- [ ] Instruction supports diverse learning styles.
- [ ] Accommodations are planned where needed.
- [ ] English learners receive appropriate language supports.
- [ ] Students needing additional support have intervention opportunities.
- [ ] Advanced learners have enrichment opportunities.
- [ ] Flexible grouping is considered.



Small Group | Language Support | Enrichment | Flexible Grouping

3 CLASSROOM ENGAGEMENT

- [ ] Students participate actively.
- [ ] Hands-on learning opportunities are included.
- [ ] Collaboration is encouraged.
- [ ] Questions promote critical thinking.
- [ ] Students explain their reasoning.
- [ ] Multiple methods of participation are available.



Discuss | Collaborate | Think | Participate

4 ASSESSMENT

- [ ] Student understanding is checked throughout the lesson.
- [ ] Formative assessment is included.
- [ ] Assessment aligns with lesson objectives.
- [ ] Students receive meaningful feedback.
- [ ] Assessment results will guide future instruction.



Good assessment guides great teaching!

5 CLASSROOM ENVIRONMENT

- [ ] Materials are prepared.
- [ ] Technology has been tested.
- [ ] Classroom routines are established.
- [ ] Learning materials are accessible.
- [ ] Classroom expectations are clearly communicated.
- [ ] Learning environment is organized and welcoming.

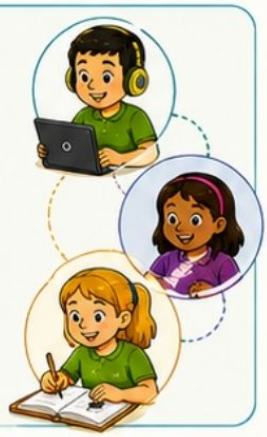


6 SUPPORTING ALL STUDENTS

High-quality instruction provides multiple opportunities for every student to succeed.

Consider whether your lesson includes:

- [ ] Visual supports
- [ ] Hands-on learning
- [ ] Collaborative activities
- [ ] Independent learning opportunities
- [ ] Small-group instruction
- [ ] Academic language support
- [ ] Flexible pacing
- [ ] Student choice when appropriate
- [ ] Opportunities for reflection





Great Teachers Change Lives!

REMEMBER

Flexible plans support student needs and lead to stronger learning outcomes!

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TEACHING ASSISTANCE GUIDE
CROSS-CURRICULAR CONNECTIONS

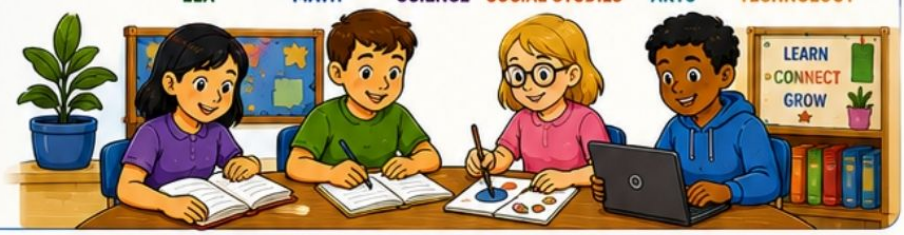
Connecting subjects. Deepening learning. Preparing students for the future!

CROSS-CURRICULAR CONNECTIONS

Whenever possible, lessons should help students make meaningful connections across subjects.

- Reading informational text during science lessons
- Writing explanations in mathematics
- Integrating visual arts into social studies
- Using data collection during science investigations
- Applying technology to research projects
- Encouraging collaboration across all content areas

ELA | MATH | SCIENCE | SOCIAL STUDIES | ARTS | TECHNOLOGY



TEACHER REFLECTION CHECKLIST

After teaching the lesson, reflect on the following:

- [ ] Students met the learning objective.
- [ ] Students demonstrated understanding of the standard.
- [ ] Assessments accurately measured learning.
- [ ] Student engagement remained high.
- [ ] Classroom routines were effective.
- [ ] Lesson pacing was appropriate.
- [ ] Materials supported instruction.
- [ ] Differentiation strategies were successful.
- [ ] Future instruction has been identified.



RECOMMENDED PLANNING SUPPLIES

Helpful classroom planning materials include:

- Lesson plan books
- Teacher planners
- Curriculum guides
- Sticky notes
- Dry erase boards
- Highlighters
- Index cards
- Classroom timers
- Student folders
- Assessment binders
- Clipboards
- Storage organizers
- Printer paper
- Laminating supplies
- Pocket charts



FREQUENTLY ASKED QUESTIONS

Do I need to address every standard in a single lesson?

No. Most lessons focus on one or a small number of standards. Over the course of a unit or school year, instruction should provide comprehensive coverage of the required grade-level standards.

Can one lesson address more than one subject?

Yes. Cross-curricular instruction often strengthens student understanding by connecting concepts across multiple content areas.

How often should I review standards?

Standards should be reviewed during unit planning, weekly lesson preparation, and whenever instructional adjustments are needed.

What if students need more time?

Effective instruction is flexible. Teachers should revisit concepts, provide additional practice, and adjust pacing based on student progress while continuing to work toward grade-level expectations.

PROFESSIONAL PLANNING TIPS

- Begin planning with the learning standard rather than the activity.
- Write student-friendly learning objectives.
- Plan assessments before selecting classroom activities.
- Prepare all instructional materials in advance.
- Build opportunities for collaboration and discussion.
- Include regular checks for understanding.
- Reflect after each lesson and make adjustments for future instruction.

ADDITIONAL RESOURCES

Pair this checklist with:

- Weekly Lesson Planning Templates
- Daily Lesson Plan Forms
- Standards Tracking Logs
- Student Assessment Records
- Teacher Reflection Journals
- Classroom Observation Checklists
- Curriculum Mapping Templates
- Professional Development Notes

DISCLAIMER

This Teaching Assistance Guide is intended to support classroom planning and instructional organization for California educators. Because California academic standards vary by grade level and subject area, teachers should always reference the current standards, curriculum frameworks, district pacing guides, and school requirements when developing lessons and assessments.



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