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| **Review Guide: ELA Lesson Plan** | The purpose of this form is to help MA programs identify exemplar lesson plans to include as samples in the program curriculum. It may also be adapted to support teachers in developing their own lesson plans for use in their classrooms. |

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| **Program** |  | | |
| **Lesson Title** |  | **Class Level / GLE Range** |  |
| **Reviewer(s)** |  | **Review Date** |  |

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| **Lesson Objectives (LO)** | **Not Evident** | **Getting There** | **Clearly**  **Evident** | **Comments/Notes** |
| The LO indicate what learners will be able to do by the end of the lesson. |  |  |  |  |
| The LO clearly align to the priority CCRSAE-ELA standards for the unit and the unit objectives. |  |  |  |
| There are a realistic number of objectives for the time frame. |  |  |  |
| The LO are assessable. |  |  |  |
| **Assessment** | **Not Evident** | **Getting There** | **Clearly**  **Evident** | **Comments/Notes** |
| Each LO has an appropriate assessment attached to it. |  |  |  |  |
| Assessment methods and criteria are clearly described and are appropriate. |  |  |  |
| **Instructional Moves** | **Not Evident** | **Getting There** | **Clearly**  **Evident** | **Comments/Notes** |
| Teachers are prompted to ensure students understand what the learning focus is in each lesson and how it relates to the larger unit (especially if students are preparing for a final project). |  |  |  |  |
| Teachers are prompted to review key concepts from the previous lesson(s) at the beginning of the lesson. |  |  |  |
| There is a clear and logical progression from more scaffolding to less  (“I do,” “We do,” “You do”) |  |  |  |
| The lesson concludes in a way that fosters student reflection on their learning, developing metacognition and transfer of learning to real-life contexts. |  |  |  |
| **Activities** | **Not Evident** | **Getting There** | **Clearly**  **Evident** | **Comments/Notes** |
| Activities focus on the comprehension of and/or the production of text, with an emphasis on at least one of the [three ELA instructional shifts](https://www.sabes.org/sites/default/files/resources/FOCUS%20on%20THE%20TEXT.pdf) (engaging with academic language, focusing on evidence, building knowledge). |  |  |  |  |
| Activities are appropriate and relevant to learners as adults and are contextualized within real-life texts, topics, and/or tasks. |  |  |  |
| Students experience multiple kinds of interactions during the lesson  (e.g., whole group, small group, pairs). |  |  |  |
| Students use technological tools and there is a clear match between the tool and the task. |  |  |  |
| **Meeting Individual Learner Needs** | **Not Evident** | **Getting There** | **Clearly**  **Evident** | **Comments/Notes** |
| Options (e.g., for texts, for activities, for assessment) are provided for students performing at different levels. |  |  |  |  |
| [Level-appropriate EBRI](https://sabes.org/content/evidence-based-reading-instruction-ebri) is included in an exemplary manner. |  |  |  |
| Different types of people and perspectives are represented and respected. |  |  |  |
| Information/content is presented in a variety of ways. |  |  |  |
| Student choice/agency is evident. |  |  |  |
| **Student Materials** | **Not Evident** | **Getting There** | **Clearly**  **Evident** | **Comments/Notes** |
| Materials have clear titles and how to access them (e.g., textbook page numbers, website URLs) to enable other teachers to find them. |  |  |  |  |
| Authentic, adult-oriented texts are included. |  |  |  |
| [Text complexity/readability levels](https://sabes.org/content/text-levels-sets-and-complexity) for texts are provided and are appropriate for the class level. |  |  |  |

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| **Useability** | **Not Evident** | **Getting There** | **Clearly**  **Evident** | **Comments/Notes** |
| Step-by-step directions for each activity are provided and are clear. |  |  |  |  |
| Estimated times for each activity are included and seem appropriate. |  |  |  |
| The plan clearly differentiates between teacher activity and student activity. |  |  |  |
| Required materials are clearly linked to specific activities. |  |  |  |
| Technology required for the lesson is likely to be easily accessed by both teachers and students. |  |  |  |
| **Overall Comments & Notes** | | | | |
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**Find useful resources and ideas at:**

<https://www.sabes.org/content/ela-support-standards-aligned-curriculum-instruction>

<https://www.sabes.org/content/guide-ccrsae-ELA-AB> (John Strucker’s guide)

<https://www.sabes.org/content/ccr-standards-ela> (charts of leveled standards)