| **Lesson Title:**  |
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| **ESOL Level: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Instructor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_** |
| **Part 1: Instructional Plan: The lesson supports the Competencies and Standards noted below.***The complexity of the lesson should progress successively from one level to the next and within each level, increasing in rigor and cognitive demand of the linguistic structures, academic vocabulary and concepts covered in the lesson.* |
| **Life & Work Competencies from Adult ESOL Framework****Subject Area Number**[ ]  Communication \_\_\_\_\_\_\_[ ]  Employment \_\_\_\_\_\_\_[ ]  Community \_\_\_\_\_\_\_[ ]  Consumer Education \_\_\_\_\_\_\_[ ]  Health \_\_\_\_\_\_\_[ ]  Civics \_\_\_\_\_\_\_[ ]  Environment \_\_\_\_\_\_\_[ ]  Mathematics \_\_\_\_\_\_\_[ ]  Learning & Thinking \_\_\_\_\_\_\_ | **College & Career Readiness (CCR) Standards from Adult ESOL Framework** [ ]  Reading Foundations # \_\_\_\_[ ]  Reading # \_\_\_\_[ ]  Writing # \_\_\_\_[ ]  Listening and Speaking # \_\_\_\_[ ]  Language #\_\_\_\_  | **English Language Proficiency** **(ELP) Standards from Adult ESOL Framework**  [ ]  **1, 8** Receptive skills: Listening and Reading [ ]  **3, 4, 7** Productive skills: Speaking and Writing  [ ]  **2, 5, 6** Interactive skills: Require collaborative use of both receptive and productive skills [ ]  **9, 10** Linguistic structures of English |
| **CCR Standards with their Corresponding ELP Standards**  |
| CCR Standard \_\_\_\_ corresponds to ELP Standard(s) \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ |
| CCR Standard \_\_\_\_ corresponds to ELP Standard(s) \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ |
| CCR Standard \_\_\_\_ corresponds to ELP Standard(s) \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ |
| CCR Standard \_\_\_\_ corresponds to ELP Standard(s) \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ |
| **Part 2: Lesson Plan Objectives and Steps** *Note: integrate technology throughout the lesson as much as possible.* |
| **a. Lesson Objective** *State what students should be able to do at the end of the lesson.* |
|  |
| **b. Warm-up Activity** *Check the type of activity to be used.* |
| [ ]  Skills/Strategies practice[ ]  Review previously learned content |
| [ ]  **Listening Skill Area****Activity Type** *Describe steps below.*[ ]  1. Picture prompt[ ]  2. Comprehension questions[ ]  3. Predict next line in a dialog[ ]  4. Identify true statements based on prompt | [ ]  **Reading Skill Area** **Activity Type** *Describe steps below.*[ ]  1. Forms[ ]  2. Table/Chart/Graph/Map[ ]  3. Article/Paragraph/Directions/Picture[ ]  4. Sign/Label/Ad/Product Label/Tag[ ]  5. Measurement Scale/Diagram |
| **Instructional Advances** | **Materials** |
| [ ]  Complex Text | [ ]  Evidence from  Text | [ ]  Content-Rich  Text | ☐ Textbook | ☐ Software | ☐ Website | ☐ Other |
| **Vocabulary** *List the vocabulary words you will target.* |
| Contextualized to Lesson | Academic  |
| **c. Introduction** *Describe how the lesson will be introduced to create motivation for the topic and activate the students’ background knowledge of the topic.* |
|  |
| **d. Presentation** *Describe the Direct Instruction (I-Do) steps for teaching the new skills and knowledge of the lesson.* |
|  |
| **e. Practice Activities***Describe the activities for each of the types of practice below. Students may need more time to complete the activities of the Small Group Practice (You-Do Together) and Individual Practice (You-Do Individually). Prepare questions that students will need answer by finding evidence from the text(s) used in the lesson.* |
| Guided Practice/Modeling *(We-Do)*  | Small Group Practice *(You-Do Together in pairs or groups)* | Individual Practice *(You-Do Individually)* |
| Questions requiring answers based in evidence from text(s) |
| **f. Differentiation of Instruction Strategies** *Select one or more of the strategies and describe below.* |
| [ ]  Process | [ ]  Content | [ ]  Product | [ ]  Learning Environment |
| **g. Student Independent Application/Reflection/Self-Assessment** *Select one or more activities and describe below.* |
| [ ]  Goal-setting exercise | [ ]  Think-Pair-Share | [ ]  Journaling | [ ]  Open-ended Project | [ ]  Other  |
| Describe:  |
| **h. Evaluation** *Select one or more of the evaluation types and describe.* |
| [ ]  **Formative** [ ]  Think-Pair-Share[ ]  Class Poll[ ]  Check list / Rubric[ ]  Quiz[ ]  Report-back session[ ]  Other \_\_\_\_\_\_\_\_\_\_\_\_\_ | Describe: | [ ]  **Summative**[ ]  End-of-Term exam[ ]  End-of-Unit/Chapter test[ ]  Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Describe: |
| **i. Extension Activity/Independent Activity/Homework/Other** *Select one or more activities and describe.* |
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