

**Florida Department of Education  
Lesson Plan Template for Instructors using the FDOE Adult ESOL Framework**

<b>Lesson Title:</b> _____																										
<b>ESOL Level:</b> _____		<b>Instructor:</b> _____			<b>Date:</b> _____																					
<b>Part 1: Instructional Plan: The lesson supports the Competencies and Standards noted below.</b> <i>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.</i>																										
<b>Life &amp; Work Competencies from Adult ESOL Framework</b>  <table style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;"><u>Subject Area</u></th> <th style="text-align: left;"><u>Number</u></th> </tr> </thead> <tbody> <tr><td><input type="checkbox"/> Communication</td><td>_____</td></tr> <tr><td><input type="checkbox"/> Employment</td><td>_____</td></tr> <tr><td><input type="checkbox"/> Community</td><td>_____</td></tr> <tr><td><input type="checkbox"/> Consumer Education</td><td>_____</td></tr> <tr><td><input type="checkbox"/> Health</td><td>_____</td></tr> <tr><td><input type="checkbox"/> Civics</td><td>_____</td></tr> <tr><td><input type="checkbox"/> Environment</td><td>_____</td></tr> <tr><td><input type="checkbox"/> Mathematics</td><td>_____</td></tr> <tr><td><input type="checkbox"/> Learning &amp; Thinking</td><td>_____</td></tr> </tbody> </table>		<u>Subject Area</u>	<u>Number</u>	<input type="checkbox"/> Communication	_____	<input type="checkbox"/> Employment	_____	<input type="checkbox"/> Community	_____	<input type="checkbox"/> Consumer Education	_____	<input type="checkbox"/> Health	_____	<input type="checkbox"/> Civics	_____	<input type="checkbox"/> Environment	_____	<input type="checkbox"/> Mathematics	_____	<input type="checkbox"/> Learning & Thinking	_____	<b>College &amp; Career Readiness (CCR) Standards from Adult ESOL Framework</b>  <input type="checkbox"/> Reading # _____  <input type="checkbox"/> Writing # _____  <input type="checkbox"/> Listening and Speaking # _____  <input type="checkbox"/> Language # _____			<b>English Language Proficiency (ELP) Standards from Adult ESOL Framework</b>  <input type="checkbox"/> <b>1, 8:</b> Receptive skills: Listening and Reading  <input type="checkbox"/> <b>3, 4, 7:</b> Productive skills: Speaking and Writing  <input type="checkbox"/> <b>2, 5, 6:</b> Interactive skills: Require collaborative use of both receptive and productive skills  <input type="checkbox"/> <b>9, 10:</b> Linguistic structures of English	
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<b>CCR Standards with their Corresponding ELP Standards</b>																										
		CCR Standard ____ corresponds to ELP Standard(s) _____																								
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<b>Part 2: Lesson Plan Objectives and Steps</b> <i>Note: integrate technology throughout the lesson as much as possible.</i>																										
<b>a. Lesson Objective</b> <i>State what students should be able to do at the end of the lesson.</i>  _____  _____																										
<b>b. Warm-up Activity</b> <i>Check the type of activity to be used.</i>  <input type="checkbox"/> Skills/Strategies practice <input type="checkbox"/> Review previously learned content																										
<input type="checkbox"/> <b>Listening Skill Type</b> <input type="checkbox"/> 1. Picture prompt <input type="checkbox"/> 2. Comprehension questions <input type="checkbox"/> 3. Predict next line in a dialog <input type="checkbox"/> 4. Identify true statements based on prompt <b>Activity</b> <i>Describe steps.</i>  _____  _____				<input type="checkbox"/> <b>Reading Skill Type</b> <input type="checkbox"/> 1. Forms <input type="checkbox"/> 2. Table/Chart/Graph/Map <input type="checkbox"/> 3. Article/Paragraph/Directions/Picture <input type="checkbox"/> 4. Sign/Label/Ad/Product Label/Tag <input type="checkbox"/> 5. Measurement Scale/Diagram <b>Activity</b> <i>Describe steps.</i>  _____  _____																						
<b>Instructional Advances</b>				<b>Materials</b>																						
<input type="checkbox"/> Complex Text	<input type="checkbox"/> Evidence from Text	<input type="checkbox"/> Content-Rich Text	<input type="checkbox"/> Textbook	<input type="checkbox"/> Software	<input type="checkbox"/> Website	<input type="checkbox"/> Other																				
<b>Vocabulary</b> <i>List the vocabulary words you will target.</i>  Contextualized to Lesson _____ Academic _____																										

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**c. Introduction** Describe how the lesson will be introduced to create motivation for the topic and activate the students' background knowledge of the topic.

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**d. Presentation** Describe the Direct Instruction (I-Do) steps for teaching the new skills and knowledge of the lesson.

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**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)
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Questions requiring answers based in evidence from text(s)

**f. Differentiation of Instruction Strategies** Select one or more of the strategies and describe below.

<input type="checkbox"/> Process	<input type="checkbox"/> Content	<input type="checkbox"/> Product	<input type="checkbox"/> Learning Environment
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**g. Student Independent Application/Reflection/Self-Assessment** Select one or more activities and describe below.

<input type="checkbox"/> Goal-setting exercise	<input type="checkbox"/> Think-Pair-Share	<input type="checkbox"/> Journaling	<input type="checkbox"/> Open-ended Project	<input type="checkbox"/> Other
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Describe:

**h. Evaluation** Select one or more of the evaluation types and describe.

<input type="checkbox"/> <b>Formative</b> <input type="checkbox"/> Think-Pair-Share <input type="checkbox"/> Class Poll <input type="checkbox"/> Check list / Rubric <input type="checkbox"/> Quiz <input type="checkbox"/> Report-back session <input type="checkbox"/> Other _____	Describe:	<input type="checkbox"/> <b>Summative</b> <input type="checkbox"/> End-of-Term exam <input type="checkbox"/> End-of-Unit/Chapter test <input type="checkbox"/> Other _____	Describe:
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**i. Extension Activity/Independent Activity/Homework/Other** Select one or more activities and describe.

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