Florida Department of Education
Adult ESOL Lesson Plan Template

Thank you for choosing Adult ESOL. This lesson planning tool is made available to you by the Adult ESOL Advisory Committee of the Florida Department of Education. Built upon proven research-based practices, this lesson plan template is designed to provide a systematic process for creating lessons for your students. Good luck and happy planning!

Lesson Title: The instructor provides the title of the lesson in the box at the top of the lesson plan.

ESOL Level: The instructor writes the ESOL Level(s) of the students in the class in this box.

Part 1: Instructional Plan: The instructor indicates the Life and Work Competencies, the College and Career Readiness Standards, and the English Language Proficiency Standards to be addressed in the lesson. These are the three main components of the FDOE Adult ESOL Framework, which can be found on the FDOE Adult Education web page.

The Life and Work Competencies are listed at the end of the FDOE Adult ESOL Framework. They represent those activities that students should be able to perform in the functional context of their every-day life and work. Most of the competencies, or life and work skills, are clustered in one or more levels of adult ESOL, some in the beginning levels 1 – 2, others in the intermediate levels 2 – 4, and the advanced levels 5 – 6. There are few competencies that span across all six levels.

The College and Career Readiness (CCR) Standards are the reading, writing, listening, speaking, and language academic skills necessary for effective communication in English. Each of these language skill areas have a set of anchor standard that identify broad, cross-disciplinary knowledge and skills. Each anchor standard has a corresponding level-specific standard illustrating level-appropriate expectations. The number of anchor standards for each of the language skill areas are as follows: three Reading Foundations, ten Reading, nine Writing, six Speaking and Listening, and six Language. They are designed for the instruction of both Adult Basic Education and Adult ESOL students as a goal marker on their educational pathway.

The English Language Proficiency (ELP) Standards are the strategic language *functions* and language *forms* that students need in order to achieve the academic skills expected of them in the CCR Standards. In other words, the ELP Standards consist of what students need to do in English (language *functions*) in order to accomplish the content-specific tasks of the CCR Standards. They also provide the supporting vocabulary, grammar, and discourse (language *forms*) that prepare students to engage with the CCR Standards.

Part 2: Lesson Plan Objective and Steps: In this section, the instructor clearly and succinctly states the primary objective of the lesson and indicates the steps that will be followed as the lesson is carried out. Throughout the lesson, the instructor is encouraged to integrate the use of technology in the activities.

  a. **Lesson Objective:** Beginning with the end in mind, state what students should be able to do by the end of the lesson. Often, the wording of the stated objective is similar to the wording used to evaluate student's attainment of the objective. For example, the stated objective of the lesson could be "Students will be able to identify/interpret voter qualifications and registration forms." This objective is based on Life and Work Competency 6.1 of the FDOE Adult ESOL Framework. For this objective, the evaluation could be "Students will demonstrate the ability to match voter qualifications with explanations of each qualification and complete a sample registration form with at least eighty per cent accuracy."

  b. **Warm-Up Activity**: Describe an activity that will create an environment for learning, assess prior knowledge, and review materials. Check the boxes to indicate if the activity will focus on "Skills and Strategies Practice" or

"Review of Previously Learned Content." Also check whether the skills practice will be "Listening" or "Reading," or both.

Instructional Advances: Indicate one or more of the three Instructional Advances of the CCR and ELP Standards your warm-up activity will focus on: Complex Text, Evidence from Text, and/or Content-Rich Text.

Materials: List the materials to be used in the lesson.

Vocabulary: List the words to be covered in the lesson. Focus on one or both of these two main types of words: High Frequency and/or Academic.

c. **Introduction**: Provide a broad overview of the content and concepts to be taught in the lesson. Introduce the purpose of the lesson by stating and writing the objectives for learners. Relate the lesson objective to learners' own lives.

d. **Presentation**: Provide direct instruction of the lesson content and concepts while also modeling the skills the students are expected to learn, using the "I-Do" part of the Gradual Release of Responsibility Model. Introduce the content and related information through a variety of modalities using visuals, realia, description, explanation, and written text. Check for understanding of the new material and make changes in lesson procedures if necessary.

e. **Practice**: After providing I-Do direct instruction and modeling, provide activities for students to practice the skills, using the next three parts of the Gradual Release Model of Responsibility Model:

- Guided practice with instructor (We-Do)
- Communicative practice (You-Do together in pairs or small groups)
- Individual practice (You-Do individually)

Introduce a variety of activities that allow learners to work in pairs or small groups, and then independently to practice the skills. Prepare evidence-based questions that students will need to find answers for from the text(s) used in the lesson.

f. **Differentiation of Instruction Strategies**: Deliver the lesson according to the different levels of ability of the students. Plan for and address these areas of differentiated instruction: Process, Content, Product, and Learning Environment. Different-level groups or individuals can work simultaneously using problem-based learning. Assign activities that correspond to the ESOL levels of the students in the class, which will allow them to work on the same concepts but with varying degrees of complexity.

g. **Student Independent Application/Reflection/Self-Assessment**: Provide activities that give opportunities for the students to apply their learning to new situations or contexts beyond the lesson. Check the box or boxes for one or more of the activities: Goal Setting, Think-Pair-Share, Journaling, or Open-Ended Project. You can also plan for your students to practice doing activities that relate to daily life and workplace settings.

h. **Evaluation**: Assess each learner's attainment of the objective. Have students engage in evaluative activities that allow you to determine if they are able to perform the skill they just practiced. Include oral, aural, written, or applied performance assessments. You can use a check list, a quiz, a report-back session, or fill in the blanks on a cloze activity.

i. **Extension Activity/Independent Activity/Homework**: Reinforce the new skills and knowledge your students have learned by assigning them activities that extend their exposure and give them more opportunities to practice. The students may do the activity in groups or independently.

Gradual Release of Responsibility Model

Two professors at San Diego University, Douglas Fisher and Nancy Frey, wrote a book on the Gradual Release of Responsibility Model, titled *Better Learning through Structured Teaching: a Framework for the Gradual Release of Responsibility*. They define the Gradual Release of Responsibility Model as "a best practice instructional model where teachers strategically transfer the responsibility in the learning process from the teacher to the students." The table below is based on their book.

GRADUAL RELEASE: Scaffolded instruction that assists in moving from teacher-centered instruction to student-centered instruction. Sometimes referred to as **"I Do – We Do – You Do"**			
Teacher-Led I-Do	**Guided Practice We-Do**	**Communicative Practice You-Do Together**	**Independent Practice You-Do Independently**
Teacher provides direct instruction and modeling	Teacher asks and answers questions, provides support to students as needed	Students work together in pairs or small groups to collaborate on activities or assignments with teacher	Students work independently to complete an activity or assignment and teacher provides feedback

<h1 style="text-align:center">References</h1>

The Academic Word List. victoria.ac.nz/lals/resources/academicwordlist

Fisher, Douglas, and Nancy Frey. *Better Learning through Structured Teaching: a Framework for the Gradual Release of Responsibility*. Association for Supervision and Curriculum Development, 2014.

Florida Department of Education (FDOE) Adult Education. fldoe.org/academics/career-adult-edu/adult-edu/

Florida Institute for the Professional Development of Adult Educators. floridaipdae.org/

Literacy Information and Communication System. lincs.ed.gov/

Teaching Excellence in Adult Literacy. lincs.ed.gov/state-resources/federal-initiatives/teal