***Comprehensive Lesson Plan Template Directions***

***(Blank template can be used for edTPA submission)***

***[Note: All words and phrases in RED can be found in the edTPA Glossary]***

***[\*Note: All items with a \* are required in a lesson submitted for edTPA scoring]***

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| **Lesson Number:** | **Title:** | | **Candidate:** |
| **Lesson Goals** | | | |
| **\*Central Focus of the Learning Segment:** *(e.g. retelling, persuasive writing)*  *What is the big idea or focus question of the* entire learning segment*? (Use verbs)*  *\*Essential Literacy Strategy for comprehending or composing text (e.g., summarizing a story or using evidence to support an argument)*  *\*Related Skills needed to apply the strategy in meaningful contexts (e.g., decoding, recalling, sequencing, writing conventions, writing paragraphs)*  **\*Standard(s) Addressed:**  *What IL Learning Standards (Common Core, NGSS, etc.) will be addressed during this lesson through the strategy and skills instruction? (List number and text- limit yourself to only those you assess during this lesson!)*  **\*Materials/ Instructional Resources:**  *What materials will you use to engage students in learning? (You may submit up to 5 additional pages of instructional materials per lesson, if needed).* | | | |
| **\*Learning Objectives:**  *What will the students know and be able to do by the end of this lesson? (use observable language with measurable verbs related to central focus)* | | **\*Assessment (both formal and informal)- Evidence of Student Understanding:**  *Describe how formative and/or summative assessment strategies provide evidence of student understanding of the concepts being taught* | |
| ***Objective 1:*** | | ***Related Assessment:*** | |
| ***Objective 2:*** | | ***Related Assessment:*** | |

*Add additional objective boxes as needed*

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| **Lesson Considerations** |
| **Pre-Assessment:**  *What assessment data do you have to show student understanding? Why are you teaching these lessons at this time and to these students? How do you know what they already understand and what they still need to learn?*  **Prior Academic Learning and Prerequisite Skills:**  *List the prior knowledge that students will need to use and build upon to be successful in this lesson*  **Misconceptions:** *Identify common misconceptions regarding the concepts addressed in this lesson (use assessment data, if available)* |

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| **Language Objectives and Demands** |
| **Identify a Language Function:**  *Identify* ***one*** *language function essential for students to learn the literacy strategy within your central focus (this is the verb associated with your central focus). Sample language functions are: analyze, argue, categorize, compare/contrast, describe, explain, interpret, predict, question, retell, and summarize. Remember to plan activities/ learning tasks in your lessons that allow student to practice this language function.*  **Key Learning Task:**  *Identify a key learning task in your plans that provides opportunities to practice the identified language function*  **Language Demands:**  *What will students need to do or understand (reading/ writing/ listening/ speaking- demands, syntax and discourse) during the lesson? Also include relevant vocabulary or key phrases.*  **Language Supports:**  *Describe the instructional supports during and prior to your task that help students understand and successfully use the language function, vocabulary, and discourse demand. (Will you model the task, allow students to work with groups, use think-alouds? How will you support them/ scaffold their learning?)* |

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|  | **\*Lesson Plan Details:** *Write a detailed outline of your class session including**instructional strategies, learning tasks, key questions, key transitions, student supports, assessment strategies, and conclusion. Your outline should be detailed enough that another teacher could understand them well enough to use them. Include what you will do as a teacher and what your students will be doing during each lesson phase. Include a few key time guidelines.* ***Note:*** *The italicized statements and scaffolding questions are meant to guide your thinking and planning. You do not need to answer them explicitly or address each one in your plan. Delete them before typing your lesson outline.* |
| **Time** | **Lesson Introduction - “Before”:** *Setting the stage, activate and build background knowledge, introduce and explain*  *How will you* ***set a purpose*** *and help students learn why today’s lesson is important to them as readers/writers/learners?*  *How will you* ***pique interest and/or curiosity*** *regarding today’s topic?*  *How will you* ***activate and build*** *on prior knowledge and experiences related to the topic?*  *How will you* ***introduce and explain*** *this strategy/skill so that students will understand the how and why?* |
|  | **Learning Activities - *“During”:*** *Active engagement in meaning making, explicit instruction, and practice (you should be checking for understanding throughout the lesson)*  *\*What* ***planned supports*** *will you use for the whole class, individuals, and/or students with specific learning needs? (Describe the instructional supports during your lesson that address diverse learning needs in order for all students to successfully meet lesson objectives. This can include possible accommodations and differentiation strategies.)*  *How will you* ***engage students in active meaning*** *making of key concepts and ideas?*  *How will you* ***model*** *this strategy/skill for your students (exemplars and/or demonstrations)?*  *How will you provide opportunities for* ***guided practice****?*  *How will students* ***independently practice*** *using the strategy and the skill it targets?*  *What* ***informal assessments*** *will you use to check for understanding at key points in the lesson? Where will these take place and what methods will you use?*  *If you are using a formative assessment in the middle of the lesson, where will it occur and how will you modify the lesson based on the results?* |
|  | **Closure - “After”:** *Restate teaching point, clarify key points, extend ideas, check for understanding*  *How will students* ***share or show what they have learned*** *in this lesson?*  *How will you* ***restate*** *the teaching point**and* ***clarify*** *key concepts?*  *How will you engage students in* ***reflection*** *on how the strategies/skills learned today can be used as readers/writers/learners?*  *How will you provide opportunities to* ***extend ideas*** *and* ***check for understanding****?* |
|  | **Extension:** *How could you extend this lesson if time permits?*  *What specific extension activity might the students do to* ***continue practicing and building meaning****?* |

**NOTE: Attach any Relevant handouts, activities, templates, PPT slides, etc. that are referenced and utilized in this lesson. For edTPA submission, list any sources used to develop your plan at the end of the Planning Commentary.**

**Lesson Plan Appendix and Commentary Section**

**[Note: Complete the Sections Below Indicated by your Course Instructor. These sections are not required for inclusion in the edTPA submission; however they will be addressed in your commentaries.]**

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| **Utilizing Knowledge about Students to Plan and Implement Effective Instruction** |
| **Building on Personal/Cultural/Community Assets:**  *Explain how your plans linked student’s prior academic learning and personal/cultural/community assets to new learning* |
| **Grouping Strategies:**  *Describe how and why students will be divided into groups, if applicable (random, ability, interest, social purposes, etc.).* |

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| **Supporting Literacy Development** |
| **Reading/Writing Connections:**  *Identify how your lesson helps students make reading/writing connections* |