

CRRE ELA Lesson Plan Template
Expanded Success Initiative – New York City Department of Education

Lesson Title:

Grade Level:

Name of Teacher:

Lesson Duration:

Allotted Class Time:

1. Learning Central Focus

<p>Student Learning Goal(s)/Objective(s)</p> <ul style="list-style-type: none">• What are the specific skills and processes students will learn in this lesson?• What are the specific concepts and reasoning students will explore/learn in this lesson.	
<p>Student Cultural Learning / Sharing</p> <ul style="list-style-type: none">• What connections are students able to make between what they are learning to their lives, communities, and interests?	
<p>Lesson Rationale</p> <ul style="list-style-type: none">• Why are you teaching this lesson?• Why are the learning tasks for this lesson appropriate for your students?• How does this lesson connect to what comes before and after it?• What (if any) theories, philosophies or research inform this lesson?	
<p>Context for Learning</p> <ul style="list-style-type: none">• Who are the students in your class?• What do I know about my students that will inform this lesson?• What school/classroom conditions might impact the planning and delivery of the lesson?	

Prior Academic Knowledge and Conceptions

- What knowledge, skills, and concepts must students already know to be successful with this lesson?
- What prior knowledge, skills and/or resources do these students have that would support the learning for this lesson?

Aim

- Essential question(s) to be answered during the lesson.

Do Now

- Activity to "jumpstart" the lesson.

Opportunities to for Analysis and/or Problem Solving

- How are students (Collectively or Individually) provided opportunities to apply the skills they have?
- Newly acquired skills?

Common Errors, Misconceptions, Partial Understandings, or Misunderstandings

- What are common errors or misunderstandings of students related to the central focus of this lesson?
- How will you address them for this group of students?

Standard(s)

- What standard(s) are most relevant to the learning goals?

2. Assessments

Describe the tools/procedures that will be used in this lesson to monitor students' learning of the lesson objective(s). Attach a copy of the assessment and the evaluation criteria/rubric in the resources section at the end of the lesson plan.

Type of assessment <i>(formative or summative)</i>	Description of assessment <i>(what is this designed to assess?)</i>	Modifications to the assessment <i>(so that all students may demonstrate their learning)</i>	Evaluation criteria: What evidence of student learning does the assessment provide? <i>(related to the learning objectives and central focus)</i>	How will you give feedback to students on this assessment and for what purpose? <i>(Consider whole class, individual and group levels)</i>

2. Academic Language Demand(s)

What language function do you want students to develop in this lesson? What must students understand in order to be intellectually engaged in the lesson?	
What content-specific terms (vocabulary) do students need to meet the learning objective for this lesson?	
What specific way(s) will students need to use language (reading, writing, listening and/or speaking) to participate in learning tasks and demonstrate their learning for this lesson?	
What are your students' abilities with regard to the oral and written language associated with this lesson?	
How will you support students so they can understand and use the language associated with the language function and other demands in meeting the learning objectives of the lesson?	

4. Instructional Strategies and Learning Tasks

Description of what the teacher (you) will be doing and/or what the students will be doing.

*** The questions in the boxes are not meant to be answered directly but are there to guide your thinking & planning*

<p>Opening/Introduction ___ 3 minutes</p> <ul style="list-style-type: none">• How will you start the lesson to engage and motivate students in learning?	
<p>Instruction/Steps of the Lesson <i>Create a numbered list of steps for the body of your lesson.</i> ___ 45 minutes</p> <ul style="list-style-type: none">• What will you and the students do during the lesson?• What will you do to engage students in developing understanding of the lesson objective(s) and concepts?• How will you link the new content (skills and concepts) to students' prior academic learning and their personal/cultural and community assets?• How will you transition smoothly from one learning activity to the next?• How will students apply what they have learned?• How will you determine if students are meeting the intended learning objectives? and interests?	
<p>Closure ___ 5 minutes</p> <ul style="list-style-type: none">• How will the key points of the lesson be articulated? By whom?• What questions or prompts will you use to elicit student articulation of their learning?• How will students rethink and revise their understanding and work?	
<p>Differentiation/ Planned Support ___ 5 minutes</p> <ul style="list-style-type: none">• How does your instructional design for this lesson meet individual and group needs?• How will you support students with gaps in the prior knowledge that is necessary to be successful in this lesson?• How will you provide enrichment for students with a strong understanding of the lesson concepts?	

<p>Interactions</p> <ul style="list-style-type: none"> • How and why are students interacting with one another (how are students grouped)? • How and why are students interacting with texts? • How and why are students interacting with the teacher? 	
<p>Flexibility</p> <ul style="list-style-type: none"> • What might not go as planned and how can you be ready to make adjustments? 	
<p>Materials</p> <ul style="list-style-type: none"> • What materials does the teacher need for this lesson? • What materials do the students need for this lesson? 	

5. Analyzing Teaching

To be completed after the lesson has been taught

<p>Reflecting on the Lesson</p> <ul style="list-style-type: none"> • What worked? • What didn't? • For whom? 	
<p>Informing future instruction</p> <ul style="list-style-type: none"> • What instructional changes do you need to make as you prepare for future lessons? • How did you use the assessment(s) to determine what worked, what didn't, and for whom? • How well did your feedback help students meet the learning goals? 	
<p>Proposed changes</p> <ul style="list-style-type: none"> • If you could teach this lesson again to this group of students what changes would you make to your instruction? 	
<p>Reasoning</p> <ul style="list-style-type: none"> • Why will these changes improve student learning? What research/ theory supports these changes? 	

6. Sources/Resources

Acknowledge and cite any sources used in developing this lesson. Attach handouts, materials and each assessment and associated evaluation criteria/rubric.