ENGLISH LESSON PLAN TEMPLATE

Teacher Candidate Name:

Date:

Title of Learning Segment:

Lesson Title:

Context/Brief Description of Class (grade level, gender, diversity, assets, special needs, etc.):

Next Generation ELA Standards or CCSS Addressed:

Central Focus of learning segment. This should “support students to use textual references to construct meaning from, interpret, or respond to complex text, as well as to create a written product that interprets or responds to a text” (edTPA Handbook, p. 6):

Duration (Typically, plan for about 40 minutes of a lesson and arrange for reading-writing workshop or alternative for the rest of the block. Include a 5-minute mini-lesson on some aspect of language or grammar that relates to the lesson or the text you are using.):

Prerequisite Knowledge and Skills (Students should already know…..Students should already be able to……):

Objectives in Behavioral Terms (SWBAT):

Content (Declarative) Knowledge (What will students be able to state, define, etc.? Include academic language and other vocabulary.):

Process (Procedural) Knowledge (What skills will the students have? What will they be able to do? Keep Bloom’s Taxonomy in mind.)

Dispositional Knowledge (What will students feel, value, appreciate?):

Materials/Resources (Include technology; address text complexity, both quantitative and qualitative; attach materials when feasible. List the books and other materials you will have on display, or ready for enrichment or extra support. Be sure to cite sources of any texts not created by you):

Attention to Language Development:

-Main Academic Language Function (choose from terms such as analyze, synthesize, summarize, evaluate, compare, contrast, justify, describe, explain):

-Academic Language Demands:

- vocabulary, including content-specific terms and words from the focus text:

-syntax:

-discourse:

Anticipatory Set (Motivational opening):

Teacher Activities (List and develop your strategies. Include some direct instruction. Script some of what you’ll say if appropriate. Be sure to teach a relevant mini-lesson on some aspect of language or grammar. Describe development of lesson as well as closure. Show how you will model and/or scaffold.):

Student Activities:

Differentiated Instruction (materials at different levels of difficulty; adaptations for students with special needs; modifications for advanced learners; attention to English Learners; choices based on interests, language supports, etc.):

Diversity and Social Justice Issues (How is your lesson culturally relevant? Are you using multicultural literature? Are you addressing injustices, and/or ways to actively make society and the world better?):

Enrichment Opportunities for students needing more challenge:

Assignments: (homework; outreach to family and/or community):

Assessments (Clearly describe how you will know if your students met the lesson’s objectives. Include formative and/or summative assessments. Assessments may be embedded within the activities. Include rubrics when appropriate.):

Analysis of Student Learning and Reflection (Complete this part after your lesson is taught; or, anticipate what kinds of things you’ll be reflecting on when you do actually teach the lesson. Analyze your teaching and your students’ learning. Ask yourself whether you would have enjoyed the lesson when you were in high school. Was the lesson engaging and intellectually stimulating? Were your objectives met? How do you know? Were there surprises? Did your methods of grouping work? How did you address needs of specific learners? What might you do differently next time, and why?):