

**UNIT TITLE:** \_\_\_\_\_ **LESSON TITLE:** \_\_\_\_\_  
**STUDENT TEACHER:** \_\_\_\_\_ **DAY:** \_\_\_\_\_ **TIME:** Length of period \_\_\_\_\_ **ROOM:** \_\_\_\_\_  
**SCHOOL:** \_\_\_\_\_ **SUBJECT:** \_\_\_\_\_ **GRADE LEVEL:** \_\_\_\_\_

**EQUIPMENT/MATERIALS/RESOURCES/REQUIRED:** \_\_\_\_\_

**INSTRUCTIONAL STRATEGIES UTILIZED:** **In this section choose from:**  
**direct instruction/lecture; guided practice; individual practice; cooperative learning; and/or inquiry learning/problem solving**

**1 OBJECTIVE(S) OF LESSON (ALIGN WITH STANDARDS AND ASSESSMENTS):**  
*WHAT STUDENTS WILL BE ABLE TO DO, INCLUDES COMMUNICATION PROCESSES* [CORRELATE TO STATE CONTENT STANDARDS](#)  
**Give specific statements of what students will know and be able to do. Include key vocabulary and communication processes (reading, writing, speaking, listening) as appropriate. Begin:**  
*The students will...*

**2 Standards:**  
Content *Select from K-12 content standards. Include the wording.*  
ELA *Select from ELA standards listed below. Include the wording.*  
*Sample for 7/8<sup>th</sup> grade:*  
**1.0 Word Analysis, Fluency, and Systematic Vocabulary Development**  
 Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.  
*Sample for 9-12 grade:*  
**1.0 Word Analysis, Fluency, and Systematic Vocabulary Development**  
 Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.  
**2.0 Reading Comprehension (Focus on Informational Materials)**  
 Students read and understand grade-appropriate material. They analyze organizational patterns, arguments, and positions advanced.  
ELD *Select from appropriate sections below. Include the wording.*  
*Sample for 9-12 grade:*  
 Negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing communication of others.

**3 LESSON INTRODUCTION: THIS WILL GET STUDENTS' ATTENTION FOCUSED ON THE OBJECTIVE(S) – INCLUDES CONNECTING TO PRIOR CONTENT KNOWLEDGE AS WELL AS TO THEIR LIFE EXPERIECES AND INTERESTS WITH A BRIEF DESCRIPTION OF WHAT THE TEACHER WILL DO, WHAT THE STUDENTS WILL DO, LENGTH OF ACTIVITY, AND STUDENT GROUPINGS: INDEPENDENT (I), PAIR (P) SMALL GROUP (SG) OR WHOLE GROUP (WG).**  
**This is a short activity that engages/motivates the learners connecting content to their experiences (cultural background and previous learning).**

Briefly describe what the teacher will do.	Briefly describe what the students will do.	Anticipate length of activity in minutes.	Grouping I P SG WG
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**4 LESSON AND STUDENT LEARNING ACTIVITIES (PROVIDE DETAIL): THIS IS THE BODY OF THE LESSON. PROVIDE DETAIL ABOUT WHAT BOTH TEACHER AND STUDENTS WILL DO, LENGTH OF ACTIVITY, AND GROUPINGS: INDEPENDENT (I), PAIR (P) SMALL GROUP (SG) OR WHOLE GROUP (WG).**  
**This is the body of the lesson. Place each activity in a different box. Add boxes to the table as needed as needed.**

Briefly describe what the teacher will do.	Briefly describe what the students will do.	Anticipate length of activity in minutes.	Grouping I P SG WG
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**5 LESSON CLOSURE: THIS WILL SUMMARIZE AND CONNECT THE LEARNING TO OBJECTIVE(S) – INCLUDES HOW THE TEACHER HELPS STUDENTS TO PROCESS AND ORGANIZE WHAT WAS LEARNED WITH A BRIEF DESCRIPTION OF WHAT THE TEACHER WILL DO, WHAT THE STUDENTS WILL DO, LENGTH OF ACTIVITY, AND STUDENT GROUPINGS: INDEPENDENT (I), PAIR (P) SMALL GROUP (SG) OR WHOLE GROUP (WG).**  
**This is a short activity that summarizes the learning and relates to the objectives.**

Briefly describe what the teacher will do.	Briefly describe what the students will do.	Anticipate length of activity in minutes.	Grouping I P SG WG
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**6 ADAPTATION OF LESSON PLAN (INSTRUCTION AND ASSESSMENT, INCLUDING MODELING IN DIFFERENT WAYS, HANDS-ON, MEANINGFUL, PROMOTES ENGAGEMENT, AND COMMUNICATION PROCESSES, FOR:  
Describe how teachers support individual groups of students. Identify the communication processes as appropriate. Some examples follow:**

ENGLISH LEARNERS	<p>Adaptation of text, such as annotated book  Link to cultural background  Identification of key vocabulary  Comprehensible input  Vocabulary support work such as banks with definitions  Graphic organizers provided to students  Time given to work with a partner  Summary of reading provided to students  Dictionary available to students  Pictures, objects, graphs, charts, video of topic  Different assignments and assessments given</p> <p><u>SIOP FEATURES</u></p>
STRUGGLING READERS	<p>Vocabulary support work such as banks with definitions  Graphic organizers provided to students  Summary of a reading provided to students  Oral material provided  Time given to work with a partner</p>
RESOURCE STUDENTS/ Students with Disabilities	<p>Vocabulary support-work banks  Graphic organizers provided to students  Time given to work with a partner  Summary of reading provided to students  Annotated book provided to students  Pictures, objects, graphs, charts, video of topic provided to students  Use of computers and/or other assistive technology  Sequence of activities identified  Different assignment and assessments given</p>
ADVANCED STUDENTS	<p>Provide a variety of text and specialized resources  Differentiate assignments and assessments given  Use inquiry-based, discovery learning exercises  Incorporate technology as a tool  Time to work with a partner  Independent study</p>

**7 ASSESSMENT STRATEGIES (FOR TYPE, INDICATE EN (ENTRY-LEVEL), PM (PROGRESS-MONITORING), OR S (SUMMATIVE)  
Samples of EN, P and S follow.  
Assessments may be performance-based, oral and/or written.  
Please use a separate row for each assessment strategy.**

TYPE	TITLE/ AND FORM See examples below.	IMPLEMENTATION What does this look like? How are students grouped?	FEEDBACK STRATEGY How does the teacher give feedback to students?	HOW WILL INFORM RETEACHING How does teacher make decisions for re-teaching material/skills?
EN	Quiz K of KWL/quick write oral questions	paper and pencil, individual; paper and pencil, group; oral questions to individuals	praise correct	teacher determines what content to include in lesson
PM	Homework/ Independent Practice	<u>Written Examples</u> paper and pencil; individual; teacher walks around and monitors progress	teacher shows correct answers on screen and students self-correct; teacher individually grades and gives comments and corrections as needed	teacher reteaches material if 20% students do not master an objective

	PM	Check for Understanding	<b>Oral or Kinesthetic Examples</b> students mark responses on white board and show teacher; students indicate with "clicker" with computer response system; students indicate response with thumbs up/thumbs down; teacher asks questions for individuals to answer;	praise correct	teacher reteaches material if 20% students do not master an objective
	S	Test Essay Project/poster PowerPoint/Website Skit Group Presentation	individual or group paper and pencil or performance/ submission of product	Praise, correct teacher uses rubric to grade and returns comments on students' <u>papers</u> teacher gives oral feedback teacher gives written feedback	teacher analyzes misconceptions and/or mistakes and re-teaches specific objectives

**8 REFLECTION/EVALUATION OF LESSON (CONSIDER FAMILY/COMMUNITY INVOLVEMENT STRATEGIES WHEN APPROPRIATE)**

– INCLUDES WHAT THE TEACHER INITIALLY EXPECTS TO GO WELL AND TO BE CHALLENGING, WITH A LATER ADDITION OF WHAT ACTUALLY HAPPENED AND WHAT THE TEACHER WOULD CHANGE FOR THE FUTURE.

**Summarize purpose of lesson or evaluate the lesson (What would you change to improve the lesson?).**

**PLEASE NOTE:** This lesson plan format is utilized by the Department of Secondary Education to demonstrate the elements of effective lesson planning. Your Program Advisor may require a different format.

# English/Language Arts Standards Grade 7/8

## READING

### 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

### 2.0 Reading Comprehension (Focus on Informational Materials)

Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose

### 3.0 Literary Response and Analysis

Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works.

## WRITING

### 1.0 Writing Strategies

Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through stages of the writing processes needed.

### 2.0 Writing Applications (Genres and Their Characteristics)

Students write narrative, expository, persuasive, and descriptive texts of at least 500-700 words in each genre. Writing demonstrates a command of standard American English and research, organizational, and drafting strategies outlined in Writing Standard 1.0

## WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

### 1.0 Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions appropriate to the grade level.

## LISTENING AND SPEAKING

### 1.0 Listening and Speaking Strategies

Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.

### 2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0

# English/Language Arts Standards Grade 9-12

## READING

### 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.

### 2.0 Reading Comprehension (Focus on Informational Materials)

Students read and understand grade-appropriate material. They analyze organizational patterns, arguments, and positions advanced.

### 3.0 Literary Response and Analysis

Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent themes.

## WRITING

### 1.0 Writing Strategies

Students write coherent and focused texts that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose and progression through the stages of the writing process.

### 2.0 Writing Applications (Genres and Their Characteristics)

Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

## WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

### 1.0 Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions.

## LISTENING AND SPEAKING

### 1.0 Listening and Speaking Strategies

Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.

### 1.0 Speaking Applications (Genres and Their Characteristics)

Students deliver polished formal and extemporaneous presentations that combine traditional rhetorical strategies of narration, exposition, persuasion, and description. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

# GUIDE TO CALIFORNIA ELD STANDARDS (page 1; see also <http://www.cde.ca.gov/cdepress/Eng-Lang-Dev-Stnd.pdf> )

## LISTENING AND SPEAKING: Strategies and Applications

	Beginning	Intermediate	Advanced
Comprehension	Answer simple questions with one- to two-word responses. Respond to simple directions and questions by using physical actions and other means of nonverbal communication. Begin to speak with a few words or sentences by using a few standard English grammatical forms and sounds. Use common social greetings and simple repetitive phrases independently. Ask and answer questions by using phrases or simple sentences. Retell stories by using appropriate gestures, expressions, and illustrative objects.	Ask and answer instructional questions by using simple sentences. Listen attentively to stories and information and identify important details and concepts by using both verbal and nonverbal responses. Ask and answer instructional questions with some supporting elements.	Demonstrate understanding of most idiomatic expressions by responding to such expressions and using them appropriately.
Organization and Delivery of Oral Communication	Begin to be understood when speaking, but usage of standard English grammatical forms and sounds may be inconsistent. Orally communicate basic personal needs and desires.	Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information. Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules are not followed.	Negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing communication of others.

## WRITING: Strategies and Applications

	Beginning	Intermediate	Advanced
Penmanship Organization and Focus	Copy the alphabet legibly. Copy words posted and commonly used in the classroom. Write simple sentences by using key words commonly used in the classroom. Write phrases and simple sentences that follow English syntactical order.	Follow a model given by the teacher to independently write a short paragraph of at least four sentences. Write legible, simple sentences that respond to topics in language arts and other content areas. Create cohesive paragraphs that develop a central idea and consistently use standard English grammatical forms even though some rules may not be followed. Write simple sentences about an event or a character from a written text. Produce independent writing that is understood when read but may include inconsistent use of standard grammatical forms.	Develop a clear thesis and support it by using analogies, quotations, and facts appropriately. Write a multiparagraph essay with consistent use of standard grammatical forms.

## WRITING: English-Language Conventions

	Beginning	Intermediate	Advanced
Punctuation, Capitalization, and Spelling	Use capitalization when writing one's own name. Use capitalization at the beginning of a sentence and for proper nouns. Use a period at the end of a sentence and a question mark at the end of a question. Produce independent writing that includes partial consistency in the use of capitalization and periods and correct spelling. Produce independent writing with consistent use of capitalization, punctuation, and correct spelling.		

# GUIDE TO CALIFORNIA ELD STANDARDS (page 2; see also <http://www.cde.ca.gov/cdepress/Eng-Lang-Dev-Stnd.pdf> )

## READING: Word Analysis, Fluency, and Systematic Vocabulary Development

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
<b>Phonemic Awareness, Decoding, Word Recognition,</b>	Recognize and produce the English phonemes that are like the phonemes students hear and produce in their primary language. Recognize and produce English phonemes that are unlike the phonemes students hear and produce in their primary language. Produce most English phonemes while beginning to read aloud.	Produce English phonemes while reading aloud. Recognize sound/symbol relationships and basic word-formation rules in written text. Apply knowledge of English phonemes in oral and silent reading to derive meaning from literature and texts in content areas.	Apply knowledge of sound/symbol relationships and basic word formation rules to derive meaning from written text.
<b>Concepts About Print Vocabulary and Concept Development</b>	Produce simple vocabulary to communicate basic needs in social and academic settings. Demonstrate comprehension of simple vocabulary with an appropriate action. Retell stories by using simple words, phrases, and sentences. Recognize simple affixes, prefixes, synonyms, and antonyms. Begin to use knowledge of simple affixes, prefixes, synonyms, and antonyms to interpret the meaning of unknown words. Recognize the difference between the use of the first- and third-person points of view in phrases or simple sentences.	Use more complex vocabulary and sentences to communicate needs and express ideas in a wider variety of social and academic settings. Recognize simple antonyms and synonyms in written text. Expand recognition of them and begin to use appropriately. Apply knowledge of vocabulary to discussions related to reading tasks. Read simple vocabulary, phrases, and sentences independently. Read narrative and expository texts aloud with the correct pacing, intonation, and expression. Use expanded vocabulary and descriptive words in oral and written responses to written texts. Recognize and understand simple idioms, analogies, and figures of speech in written text. Recognize that some words have multiple meanings and apply this knowledge to written text. Recognize the function of connectors in written text.	Apply knowledge of academic and social vocabulary while reading independently. Be able to use a standard dictionary to find the meanings of unfamiliar words. Interpret the meaning of unknown words by using knowledge gained from previously read text. Understand idioms, analogies, and metaphors in conversation and written text.

## READING: Reading Comprehension

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
<b>Comprehension and Analysis of Grade-Level Appropriate Text</b>	Respond orally to stories read aloud and use physical actions and other means of nonverbal communication. Respond orally to stories read aloud, giving one- to two-word responses in answer to factual comprehension questions. Understand and follow simple one-step directions for classroom related activities.	Understand and follow simple written directions for classroom related activities. Read text and orally identify the main ideas and draw inferences about the text by using detailed sentences. Read and identify basic text features, such as the title, table of contents, and chapter headings. Respond to comprehension questions about text by using detailed sentences.	
<b>Comprehension and Structural Features of Informational Materials</b>	Identify the basic sequence of events in stories read aloud, using important words or visual representations, such as pictures and story frames. Respond orally to stories read aloud, using phrases or simple sentences to answer factual comprehension questions.	Identify, using key words or phrases, the basic sequence of events in stories read.	Read and orally respond to familiar stories and other texts by answering factual comprehension questions about cause-and-effect relationships. Read and orally respond to stories and texts from content areas by restating facts and details to clarify ideas. Explain how understanding of text is affected by patterns of organization, repetition of main ideas, syntax, and word choice. Write a brief summary of a story.