

# SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

COLLEGE OF ARTS AND SCIENCES (CAS)

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

## **Narrative Introduction**

Begin with a one-page narrative essay, which operates as your evaluator's introduction to your teaching situation and its various contexts. In your own words, and in language you could share with students and others, introduce your plan and explain why you are doing what you are doing. Begin with the grade level and what students are working on in this lesson—and then include anything that would be useful for an evaluator to know.

Consider (but do not limit yourself to) the following prompts:

- Where has your class been before you have arrived at this point? Where are you headed?
- How have you created your face-to-face or distance learning environment? (e.g., policies, general organization, etc.?)
- What's been going on in this specific class with these particular students in this particular class that is being observed? Any highlights? Any concerns?
- What strategies or methods work best with your students? (Why?)
- How does this lesson fit into your larger curricular unit?
- How does the lesson fit into the school's comprehensive English curriculum?
- Why is it important that you cover this material? That is, beyond meeting Illinois Learning Standards, what is the practical reasoning behind today's objectives?
- As always, think carefully about audience. Remember that this plan is a *written document*. Your evaluators have nothing other than what you include to enable their comprehension of your pedagogical intentions; explain the context fully.

Lesson Planner for English Teacher Candidates	
<b>Student Teacher</b>	
<b>Class &amp; Grade</b>	
<b>Unit Topic</b>	What's the organizing idea or essential question for the larger unit?
<b>Today's Topic</b>	What's today's main topic for this lesson?
<b>Text(s)</b>	What piece of literature or informational text are students reading?
<p><b>Today's Class Objectives</b> Briefly list what your students will do. This is today's plan in miniature. Many teachers write a version of this list as an opening slide or entering announcement, depending on the platform.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• read...</li> <li>• write...</li> <li>• explore...</li> <li>• discuss...</li> <li>• work on...</li> </ul>	
<p><b>Illinois Learning Standards</b> The Illinois Common Core Learning Standards are located at the following website: <a href="http://www.isbe.net/Pages/Learning-Standards.aspx">www.isbe.net/Pages/Learning-Standards.aspx</a>. In addition, there are MSWord and Excel versions of the CCSS posted at our Bb site for easy copy/paste. List a few of the appropriate grade-level standards addressed by this lesson. Do not overdo—i.e., locate the most applicable standards. For example, here are a few standards listed in a sample format:</p> <p><u>Grades 11-12, Reading Literature, Standard 5:</u> CC.11-12.R.L.5 Craft and Structure: Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p><u>Grades 11-12, Language, Standard 4a:</u> CC.11-12.L.4.a Vocabulary Acquisition and Use: Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p><u>Grades 11-12, Speaking and Listening, Standard 1a</u> CC.11-12.SL.1.a Comprehension and Collaboration: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>	

### **Student Outcomes Aligned with Standards**

Translate the concepts and skills included in the Common Core State Standards into various attainable outcomes. Considering the standards you have listed above, what will students be able to do by the end of the lesson? In parentheses after each of the points, tie the outcomes to the standards listed above (CCSS in-text citation). Use standards-based academic language, but digest it into your own voice. Here are some action verbs for your consideration.

By the end of class today, students will be (better) able to:

- analyze the text’s resolution (CC.11-12.R.L.5) [sample]
- understand vocabulary from context clues (CC.11-12.L.4.a) [sample]
- collaborate on developing questions for discussion (CC.11-12.SL.1.a) [sample]
- define... compare... interpret... visualize...
- identify... explain... apply...
- speak about... compose...
- create... unpack...

### **Student Assessments**

List your formative and summative assessments; offer brief explanations for each. How will you measure student progress throughout this lesson or learning segment? How will you assess (informally and formally) that your students have learned what they are supposed to have learned? In other words, what assessment activities and instruments will help you evaluate your students’ processes of learning and their products? This list should include the immediate formative assessments associated with this plan as well as longer term summative assessments that are part of the larger unit (ongoing writing projects/presentations, summative paper, etc.). Think carefully about the Illinois Common Core Learning Standards and outcomes listed directly above. How will you know that students have achieved the outcomes you have listed? Tie each assessment to the standards listed above (as with the outcomes, offer CCSS in-text citations). An assessment may help measure more than one standard.

### **Required Materials**

List exactly what you and your students need. Attach any materials that your evaluator requires to understand your plan, including links to or copies of the texts and all of your activities, exercises, and assignments. Use parenthetical statements to refer your reader to any attachments or other preparatory materials. Here are some examples for customization:

- Technology—e.g., computers, tablets, etc.
- Textbook, novel, or PDF—e.g., copy of reading material (see attachment #1)
- Activities and exercises (see attachment #2)
- Ongoing major assignment (see attachment #3)
- Teacher’s notes—e.g., prepared prompts for close reading and writing tasks (included in the activities section)

**Opening**

## Getting Started

- If distance learning, how will you make the online lesson available to your students?
- How will you mark attendance or participation?
- How will you remind students about the content of previous classes, thus activating their prior knowledge?
- Will you have students complete any warm-up activities?

**Major Activities**

## Step-by-Step List and Content Preparation (include time estimates?)

- Create a comprehensive list and develop each aspect of your plan (including whole-class, small-group, and individual work). You have laid out the bare bones in your objectives and outcomes. Now fully flesh out the class period.
- Think explicitly about vocabulary demands. How will you facilitate the use of words and phrases appropriate to the discipline? Think also about other language demands, including discipline-specific discourse and syntactic organization. As with the edTPA, you'll need to be able to identify and describe the instructional and/or language supports that you have built into the lesson. The edTPA asks specifically for planned language supports (see the edTPA's Academic Language Handout: Secondary English Language Arts).
- If you plan to lead a whole-class discussion at a certain point in the class, then list your prompts and explain how you plan to encourage students to speak to one another. How will you elicit and enable meaningful discussion?
- If you plan to deliver a mini-lecture (on, for example, a literary concept, a rhetorical strategy, a grammatical construct, or historical context), what will you say? Include your prepared notes or presentation.
- Think carefully about how you will logically order the things that you need to do and how you will enable students to do what you want them to do (modeling, examples, etc.).
- Think about how and when you will connect the day's activities to the prior knowledge or personal experience of the students. Be explicit about how you will invite students to make/recognize connections.
- Note parenthetically when a separate handout accompanies an activity or assignment. Remember that you should have already listed all of the required materials for the class in the appropriate section of this planning form. (Refer again to the listed attachments.)
- If your major activities are particularly dense or potentially time-consuming, you should consider mentioning which activities might be delayed until the next lesson. Essentially, are you prepared to be flexible if necessary?

**Closure****Wrapping Up & Continuing Work**

- How will you achieve some form of closure at the end of this lesson?
- Will you have students fill in exit slips or complete other concluding activities?
- How will you prepare students for upcoming lessons? For example, will you refer students to a shared calendar?
- Is there an accompanying assignment for extending this lesson's work?

**Post-Lesson Reflection****Impact on Student Learning**

After you have taught this lesson, reflect specifically on your projected student outcomes and the assessments you employed. Analyze student work for error patterns, make data-based propositions to improve student learning, and think about how to improve by refocusing and adjusting your teaching plans. Consider the following prompts:

- How was the plan delivered and was the delivery effective?
- How did you collect student responses to your activities, exercises, and assignments?
- How do you know whether this plan positively impacted student learning?
- After an analysis of student work for error patterns and successes, how will you use the data you collected to refocus your plan to improve student learning?
- How did you accommodate for students with Individualized Education Programs (IEPs) and other special needs? In other words, how did you differentiate your instruction so all students at all levels were challenged and engaged?

**Teacher Performance****→ Pre-Teaching**

Create a list of questions/prompts that you want to think about in terms of your personal teaching performance.

**→ Post-Teaching**

Discuss your experience with this plan and analyze your teaching performance—as both a collaborator with and leader of your students. Respond to your pre-teaching prompts (included directly above) as well as any questions or comments posed by your supervising professor.

**Sources**

## Lesson Origins and List of Works Cited

Begin with a one-paragraph explanation about this lesson's origin. Have you implemented or adapted an idea from Burke's textbook? Did you borrow and adapt from your cooperating teacher? Were you inspired by a particular lesson you observed in the past? Is this plan something you came up with entirely on your own? If so, how did inspiration strike? Record the origins of all of your various ideas, activities, and materials.

After the above explanation, include bibliographic entries for information from textbooks, websites, library databases, literary texts, and anything else you used in your plan (follow Modern Language Association guidelines—aka MLA style). Be sure to list entries for all borrowed materials—for example, handouts from teacher resource websites like the NCTE's *ReadWriteThink* or the NEH's *EDSITEment*. Here are a few examples:

Burke, Jim. *The English Teacher's Companion: A Completely New Guide to Classroom, Curriculum, and the Profession*. 4th ed., Heinemann, 2013.

*Common Core State Standards for English Language Arts*. Illinois Learning Standards, Illinois State Board of Education (ISBE), 2020, [www.isbe.net/Pages/English-Language-Arts.aspx](http://www.isbe.net/Pages/English-Language-Arts.aspx). Accessed 23 Sep. 2020.

O'Connor, Beth. "Censorship in the Classroom: Understanding Controversial Issues." *ReadWriteThink*, International Literacy Association/National Council of Teachers of English (ILA/NCTE), 2016, [www.readwritethink.org/classroom-resources/lesson-plans/censorship-classroom-understanding-controversial-203.html](http://www.readwritethink.org/classroom-resources/lesson-plans/censorship-classroom-understanding-controversial-203.html). Accessed 23 Sep. 2020.

Wheatley, Phillis. "To the Right Honorable William, Earl of Dartmouth." *Poetry Foundation*, 2016, [www.poetryfoundation.org/poems-and-poets/poems/detail/47706](http://www.poetryfoundation.org/poems-and-poets/poems/detail/47706). Accessed 23 Sep. 2020.