

## Lesson Planner for Student Teachers: Secondary English Language Arts

### Instructions for English Teacher Candidate

Create a formal daily plan (using the following format) for each observational evaluation. Each section should be fully developed according to the explanatory guidelines established here. Adjust as needed. The various sections in the table are not representative of any particular length requirement. See Blackboard for a blank MSWord version of this document. Think carefully about audience. Remember that this plan is a *written document*. Your evaluator has nothing other than what you include here to enable his or her comprehension of your pedagogical intentions; therefore, you must explain the context fully.

### Context: Narrative Introduction

This is your evaluator's introduction to your classroom and its various contexts. Consider the following prompts but also include anything that would be useful for an observer to know. What grade are you teaching? What are students working on today? Where has your class been before you have arrived at this point? Where are you headed? How have you created your classroom environment (e.g., seating, policies, general organization, etc.)? What's been going on in this specific class with these particular students? What strategies or methods work best with your students? (Why?) How does this lesson fit into your larger curricular unit? Is it interdisciplinary? 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 the Common Core State Standards listed in the plan, what is the pedagogical reasoning behind today's objectives? In your own words, and in language you could share with students, why are you doing what you are doing?

Lesson Planner for English Teacher Candidates: Sample 50-Minute Plan	
<b>Student Teacher</b>	
<b>Grade Level</b>	
<b>Unit Topic</b>	What's the organizing idea or essential question for the unit?
<b>Today's Topic</b>	What's today's main topic?
<b>Text(s)</b>	What piece of literature or informational text are students reading?
<p><b>Today's Class Goals</b> List what your students will do. This is today's plan in miniature. Many teachers write a version of this list on the whiteboard. 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>	

### Illinois Common Core Learning Standards

The Illinois Common Core Learning Standards are located at the following website: <https://www.isbe.net/Pages/Learning-Standards.aspx>. 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:

#### Grades 11-12, Reading Literature, Standard 5:

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.

#### Grades 11-12, Language, Standard 4a:

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.

#### Grades 11-12, Speaking and Listening, Standard 1a

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.

### Student Outcomes Aligned with Common Core

Translate the concepts and skills included in the Common Core into a few attainable outcomes. Considering the standards you have listed above, what will students be able to do by the end of the lesson (or lessons)? In parentheses after each of the points, tie the outcomes to the standards listed above. As much as possible, employ the academic vocabulary contained within the CCSS. We've listed a bunch of 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]
- compare... interpret... define...
- identify... explain... apply...
- speak about... compose...
- create... unpack...
- collaborate on/with...
- visualize...

[edTPA Academic Language Demands: Functions and Discourse]

### 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 exam, 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?

### **Required Materials**

List exactly what you need to bring to class and, when appropriate, attach any materials that your evaluator requires to understand your plan, including links to or copies of the texts and assignment sheets to be used in class. If you are using a school's textbook, then provide a copy to your supervisor when he/she arrives for the observation. Use parenthetical statements to refer your reader to any attachments or other preparatory materials.

- Technology—e.g., computers, tablets, projector w/screen
- Textbook, novel, or photocopy—e.g., copy of reading material (see attachment #1)
- Handouts or other materials for students (see attachment #2)
- Assignments for students (see attachment #3)
- Teacher's notes—e.g., prepared prompts for close reading and writing tasks (included in the activities section)

Most likely, you will not be handing each student a print copy of every attachment because some of the materials will be better projected on screen or listed on the board; however, for the convenience of your student teacher supervisor, you should attach or link to all materials.

### **Opening**

Getting Started (5 minutes?)

- How will you make all students feel welcome from the moment they enter the room? How will you mark attendance?
- Will you post a brief plan on the board? How will you remind students about the content of previous classes, thus activating their prior knowledge?
- Will you have students journal or complete any other warm-up activities?

### **Major Activities**

To Do List and Content Preparation (40 minutes? timeline? time estimates?)

1. 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 goals and outcomes. Now fully flesh out the class period.
2. 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. When you're developing your 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 Secondary English Language Arts Academic Language handout).

3. If you plan to lead a whole-class discussion at a certain point in the class, then list your prompts or explain how you plan to encourage students to speak to one another. How will you elicit and enable meaningful discussion?
4. 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.
5. 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.).
6. 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.
7. 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.
8. If your major activities are particularly dense or potentially time-consuming, you should consider mentioning which activities might be either assigned for homework or delayed until the next class period in the event that one portion of the class runs long. (Essentially: are you prepared to be flexible if necessary?)

[edTPA Academic Language Demands: Vocabulary, Discourse, and Syntax]

### Closure

Wrapping up & Homework (5 minutes?)

- 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 the next class (or classes)? For example, will you have students make a note in journals or homework notebooks/itineraries?
- Is there an accompanying homework assignment?

### Post-Lesson Reflection: Impact on Student Learning

[Leave the reflection section blank if you have not taught the plan in its 50-minute format.]

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 refocus your teaching plans to improve student learning. In other words, 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?

Reflect on the classroom environment that you have been striving to create. How have you established a learning environment that promotes respect and support for all students, given the various individual differences of ethnicity, race, class, gender, language, culture, and

ability? In the lesson presented above, 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 should be thinking about in terms of your personal teaching performance. Consider the English teacher performance standards from the NCTE. See the “NCTE/NCATE Standards for Initial Preparation of Teachers of Secondary English Language Arts, Grades 7-12” (approved October 2012), located at our Blackboard site.

[Always complete the pre-teaching section.]

#### → Post-Teaching

Discuss your experience with this plan and analyze its efficacy. Use the prompts included directly above as well as the various comments from your supervisor’s observation report.

[Leave the post-teaching section blank if you have not taught the plan in its 50-minute format.]

### Sources

#### Lesson Origins and List of Works Cited

Begin by explaining where the ideas for this lesson originated. 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? The idea is to record the origins 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*. National Governors Association Center for Best Practices, Council of Chief State School Officers, 2010, [www.corestandards.org/ELA-Literacy/](http://www.corestandards.org/ELA-Literacy/).

O’Connor, Beth. “Censorship in the Classroom: Understanding Controversial Issues.” *ReadWriteThink*, International Literacy Association, 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).

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).