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| **ESOL Lesson Plan: Review Guide** | The purpose of this review guide is three-fold:  1. to support teachers in writing cohesive, coherent lesson plans  2. to help programs assess, revise, and improve their lesson plans  3. to guide programs and teachers in creating exemplary lesson plan models for others to follow |

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| **Program** |  | | |
| **Lesson Title** |  | **Class Level / NRS Level** |  |
| **Reviewer(s)** |  | **Review Date** |  |

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|  | **COMMENTS/NOTES** |
| **Lesson Objectives**  Are there both language and content objectives? (e.g., L*anguage Objective*: *students will ask for and provide information about their work experiences using present-perfect and simple past verb tenses; Content Objective: students will describe (in writing) the skills, experience, and education required for selected jobs)*  Do the language objectives address targeted vocabulary and grammar topics needed to access the content?  Are the content objectives engaging and culturally relevant to the learners?  Do the objectives begin with an action verb to indicate what learners will be able to do by the end of the lesson?  Are the objectives:   * rigorous (i.e., require critical thinking)? * not simply activities? (e.g., *students will listen to a recording* is an activity; *students will explain the main idea of a recording* is an objective) * realistic for the time frame? * measurable? * clearly connected to the unit goal and unit outcome/culminating assessment? * clearly connected to the assessments, MA ELP benchmarks, and learning plan?   Is digital literacy addressed in the objectives? (This may not be evident in all lessons.) |  |
| **Learning Target Statements**  Are the learning targets written as “I can …” statements that clearly describe what students will be able to do by the end of the lesson (e.g., I can explain…, I can give examples of… Before I could…, now I can…)?  Are the learning targets clearly aligned with the content and language objectives and the assessments? |  |
| **EVIDENCE OF LEARNING/ASSESSMENTS**  Do the assessments measure the extent to which learners are meeting the objectives and benchmarks?  Do the assessments include tasks that are authentic and have a communicative purpose?  Are the assessments rigorous (i.e., require critical thinking.)?  Do the assessment tools have clear criteria to measure progress/success (rubric, checklist, etc.)?  Do the assessments provide students with information about their progress?  Do learners have options for how they demonstrate learning (i.e., products are differentiated and culturally responsive)? |  |
| **MA ELP STANDARDS and BENCHMARKS**  Does the lesson integrate benchmarks from the Reading, Writing, and Speaking & Listening strands and if applicable, from the Civics and/or Navigating Systems strands?  Are the MA ELP standards and benchmarks aligned with the objectives and assessments and appropriate for students at this level?  Are both the notation and the shortened wording of the benchmark included? |  |
| **TARGET VOCABULARY AND GRAMMAR**  Does the listed vocabulary include both basic and academic vocabulary (i.e., Tier 1,2, and 3 words)?  Do the targeted grammar/language structures connect to the objectives and the assessments? |  |
| **LEARNING PLAN**  **Introduction**  Are the learning target statements shared with the students?  Are connections made to students’ prior knowledge?  Are key concepts from the previous lessons(s) reviewed? |  |
| **Body of Lesson**  Are the activities rigorous, appropriate, and relevant to adult learners?  Are the activities contextualized within real-life texts, topics, and tasks?  Is support provided for learners to make connections to their lives?  Do the activities follow the “I do”, We do”, “You do” model (steps to gradually release responsibility for learning to the learners)?  Is direct instruction provided as needed?  Are the directions for accomplishing the task clear and thorough?  Are formative assessments and feedback included as checks for understanding to determine students’ readiness to move on or need for scaffolding or differentiation?  Do the lesson activities include opportunities to develop all four skills--reading, writing, listening, and speaking skills?  Do learners have opportunities to practice new language and content knowledge and use them in authentic communicative activities?  Do students engage in rigorous tasks to develop critical thinking and problem-solving skills?  Do students experience multiple kinds of interactions during the lesson  (e.g., whole group, small group, pairs)?  Is there a variety of interactive activities incorporated to foster student engagement?  Is Information/content presented in a variety of modalities?  Are scaffolding and differentiation provided to meet individual student needs (e.g., students with low literacy, learning difficulties, etc.)?  Are students provided opportunities to access and discover new content independently (i.e. deductively vs. inductively)?  Do students use technology to find, evaluate, consume, create, organize, communicate, and share digital content with a clear match between the tool and the task? (Technology may not be used in every lesson.)  Are the activities clearly connected to the objectives and assessments? |  |
| **Materials/time**  Do the materials have clear titles and information to access them (e.g., textbook page numbers, website URLs)?  Do the materials include authentic, adult-oriented, and culturally relevant texts?  Are the materials aligned with the objectives and lesson activities?  Is the allotted time realistic to introduce the activity and for students to complete the tasks,provide scaffolded and differentiated instruction in language skills and content, provide ongoing formative assessment and feedback to students? Are estimated times for each activity included and appropriate? |  |
| **Closing/Wrap-Up**  Does the teacher recap what was covered in the lesson and provide an overview of the upcoming lessons?  Is time provided for students to reflect on the target statements and their success and progress? |  |
| **Teacher Reflection**  If completed, does the teacher include comments about what went well in the lesson, what changes will need to be made to the next lesson, and what changes will be made to the lesson plan for future use? What is the basis (e.g., assessment data, student feedback, teacher observation) for these changes? |  |