This annotated self-check resource is designed to prompt educators to engage in collaboration and continuous exploration of each component of the Next Generation ESL Lesson Planning Template and Thinking Process as they develop lessons.

Educators can use this tool to:

* Identify components of the lesson that need development or further revision - to inform next steps
* Ensure alignment of all components within the lesson plan as well as connections to the unit plan and relevant frameworks (WIDA English Language Development Standards Framework, 2020 Edition and Massachusetts Curriculum Frameworks)
* Highlight strengths, remaining issues or concerns, and/or areas for improvement throughout the planning process
* Collaborate on lesson planning, giving and receiving feedback on lesson plan drafts to/from colleagues

The tool includes each key component of the Lesson Template, a rating system to help identify the level of completion for each component, and space to indicate relevant notes and/or comments for future work. Educators can follow this process as they use the tool:

1. Review their lesson plan alongside the tool using criteria on the first column.
2. Assign the appropriate rating for each component to track their current level of development on the second column:



1. Write down additional thoughts on the Notes/Comments column.

**Lesson Planning Template Self-Check Tool**

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| **INTRODUCTION** |
| *Criteria* | *Rating* | *Notes/Comments* |
| 1. Lesson number, day number, name, and expected duration (in minutes) are included.
 |  |  |
| 1. Lesson overview presents **knowledge and skills** the lesson will help students develop that are directly connected to **unit Focus Language Goals** (FLGs).
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| 1. Lesson overview presents **what students will be doing and why** and explains **how students will use language** across communication modes.
 |  |  |
| 1. Lesson overview highlights how the language being developed is **connected to analytical and academic practices, concepts, and/or habits of thinking** embedded in the Frameworks (WIDA ELD Standards Frameworks, 2020 Edition and the Massachusetts Curriculum Frameworks).
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| 1. Background information explicitly states **prior knowledge/skills** students already have acquired or need to have acquired before the lesson.
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| 1. Background information explicitly states **knowledge and skills that need to be introduced or built** before the lesson as well as **strategies or activities** to help students develop them.
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| **LESSON FOUNDATION** |
| *Criteria* | *Rating* | *Notes/Comments* |
| 1. Lesson lists **Focus Language Goals** (FLGs) from with Stage 1 addressed.
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| 1. Lesson lists salient **content connections** from Stage 1 addressed.
 |  |  |
| 1. Lesson includes **language objectives** developed based on Next Generation ESL Project’s flexible formulas.
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| 1. **Language objectives** are student-friendly, observable and measurable, specific and realistic, time-appropriate, inclusive and equitable.
 |  |  |
| 1. **Language objectives** will lead to academic language growth for students (rather than focusing on language that students already know/can use).
 |  |  |
| 1. Lesson lists relevant unit **Essential Question(s)** addressed.
 |  |  |
| 1. Lesson includes a variety of **assessments** (formative, diagnostic, benchmark, peer and self-assessment, formal and informal, etc.) to measure progress towards language objectives and provide feedback students can use to move their learning forward.
 |  |  |
| 1. Lesson **assessments are aligned** with unit Focus Language Goals (FLGs) from Stage 1 and Stage 2.
 |  |  |
| 1. Lesson includes **discourse dimension** language features related to Stage 1 that students will practice in the lesson.
 |  |  |
| 1. Lesson includes **sentence dimension** language features related to Stage 1 that students will practice in the lesson.
 |  |  |
| 1. Lesson includes **word/phrase dimension** language features related to Stage 1 that students will practice in the lesson.
 |  |  |
| 1. Lesson gives students opportunities to develop **proficiency across communication modes** (listening, reading, viewing, speaking, writing, representing).
 |  |  |
| 1. Academic, social, and instructional language practiced in the lesson is **appropriately calibrated** to students’ language proficiency levels.
 |  |  |
| 1. Lesson includes a variety of **instructional practices, strategies** **and/or scaffolds** that will be used.
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| 1. Lesson includes **graphic, sensory, and interactive supports** that will be used to ensure all students (students who are struggling, students below and above grade level, etc.) can meaningfully engage and learn.
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| **STUDENT CONSIDERATIONS** |
| *Criteria* | *Rating* | *Notes/Comments* |
| 1. Lesson lists **sociocultural considerations** applicable to this lesson.
 |  |  |
| 1. Lesson **connects to and builds on** **students’** assets, backgrounds, identities, experiences, and interests.
 |  |  |
| 1. Lesson **draws upon and offers opportunities** for students to consider multiple perspectives, think critically about real-world issues, use language to respond and engage with these issues, and develop habits of mind necessary for civic engagement.
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| 1. Lesson lists **anticipated student pre-conceptions/misconceptions** and **how these may be addressed** during the lesson.
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| **LESSON IN ACTION** |
| *Criteria* | *Rating* | *Notes/Comments* |
| 1. Lesson activities **flow logically and are appropriately sequenced** (from simple to more complex, through gradual release of responsibility, etc.)
 |  |  |
| 1. Lesson activities help students **make progress towards language objectives and unit goals**/components from Stage 1.
 |  |  |
| 1. Lesson provides ample **opportunities for students to engage in high-quality interactions** (conversations, discussions, dialogue, cooperative or collaborative learning, etc.).
 |  |  |
| 1. Lesson provides distinct opportunities for both **guided and independent practice**.
 |  |  |
| 1. Lesson includes **troubleshooting considerations**, such as ideas for what to do if students are not progressing through the lesson as planned.
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| 1. Lesson includes **multiple means** of engagement, representation, action and expression (Universal Design for Learning or UDL Guidelines).
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| 1. Lesson provides opportunities for **formatively assessing student learning** **and using this information** (to adjust instruction, go give feedback to students, to adapt scaffolds and supports, etc.).
 |  |  |
| 1. Lesson clearly outlines “**Opening**” activities.
 |  |  |
| 1. Lesson clearly outlines “**During the Lesson**” activities.
 |  |  |
| 1. Lesson clearly outlines “**Closing**” activities.
 |  |  |
| 1. Lesson lists a variety of resources that will be used to promote learning.
 |  |  |
| 1. Lesson activities and resources are **culturally, racial/ethnic, and linguistically sustaining** (free of bias, resources are balanced in their portrayal of people from different groups, instruction draws on/connects to students’ cultural and linguistic practices and knowledge, etc.).
 |  |  |
| 1. Lesson resources **incorporate Universal Design (UDL) guidelines** and provide opportunities for students to **engage with multimodal materials** to reflect language use in the real world.
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**What Next?** After reviewing lesson plan drafts using this self-check tool, educators can go back to finalize and/or improve sections of the plan as needed. The tool can be used to complete multiple checks throughout the development process.