

Next Generation ESL MCU Development at the Lesson Level

August 2019



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# 5 Next Generation ESL MCU Development at the

# Lesson Level

Line

This section contains curriculum development thinking processes, templates, and tools at the lesson level. Here you will find the ESL MCU [lesson plan template](#LPTemplate), the [annotated lesson plan template](#AnntdLPTemplate), and some guidance on writing lesson-level [language objectives](#LangObj).

The lesson plan template is a tool which educators can use to develop more detailed lessons based on the summary of key learning events and instruction in Stage 3. It has been well documented that a well-structured lesson is the key to effective teaching—at the heart of being a good teacher. Researchers such as Hattie, Popham, and Marzano have confirmed that students make significant academic progress each year when educators include specific elements such as learning objectives, guided practice, and frequent formative check-ins in their lesson plans (Schmoker, 2013). Lesson planning can be a creative process that combines the teachers’ knowledge of language learning and teaching pedagogy within the context of a specific classroom, curriculum, and learners. Lesson planning gives the teacher space to be deliberate in choosing objectives, formative assessment, and sequence of activities, checking for alignment throughout the planning. Lessons are should not taught in isolation, but linked to past and futures lessons, the unit plan, and the standards.

## 5.1 Lesson Plan Template

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| **Lesson \_\_**  **Day \_\_** | **Lesson Name** | **Estimated Time:** |

**Brief overview of lesson:**

**What students should know and be able to do to engage in this lesson:**

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| --- | --- | --- | --- |
| **LESSON FOUNDATION** | | | |
| **Unit-Level Focus Language Goals to Be Addressed in This Lesson** | | **Unit-Level Salient Content Connections to Be Addressed in This Lesson** | |
|  | |  | |
| **Language Objective** | | **Essential Questions Addressed in This Lesson** | |
|  | |  | |
| **Assessment** | | | |
|  | | | |
| **Thinking Space: What Academic Language Will Be Practiced in This Lesson?** | | | |
| **Discourse Dimension** | **Sentence Dimension** | | **Word Dimension** |
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| **Instructional Tips/Strategies/Suggestions for Teacher** | | | |
|  | | | |
| **STUDENT CONSIDERATIONS** | | | |
| **Sociocultural Implications** | | | |
|  | | | |
| **Anticipated Student Pre-Conceptions/Misconceptions** | | | |
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| **THE LESSON IN ACTION** |
| **Day \_\_ Lesson Opening** |
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| **During the Lesson** |
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| **Lesson Closing** |
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Lesson 1 Resources



## 5.2 Annotated Lesson Plan Template

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| This annotated self-check is designed to prompt educators to engage in collaboration and continuous exploration of each component of the Next Generation ESL Project unit template. We suggest that unit writing teams use the following notation to track their current level of development within each Blue box : | | |
| Minus sign | Still in development—include why you rated it this way (for example, “we have not focused in depth on this component yet”). | |
| Check mark | Completed, aligned, and in keeping with UbD and WIDA | |
| Plus sign | Component exceeds expectations. | |
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| **Lesson \_\_ Day \_\_** | **Lesson Name** | Lesson number, day number, and lesson name are included.  Blue box |
| This component situates specific lessons within the larger lesson sequence of a unit. It includes not only the lesson’s position within the unit (or lesson number), but also the specific days within a unit that are devoted to a particular lesson (for lessons that are longer than one instructional period). | |
| **Estimated Time:** Specify the estimated time (in increments of 45–60 minutes) that will be needed to complete the lesson. | | Time (in minutes) is included.  Blue box |

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| **Brief overview of lesson:**  Provide the *what* and *why* of the lesson:   * Briefly state *what* students will be doing and *why* students will be doing it. * Explicitly state connections to Stages 1 and 2 to help ensure alignment (e.g., “Students will develop an understanding of…”).   In composing the overview, please consider these additional reflective questions:   * Does the lesson connect directly to unit FLGs? * What skill(s) or knowledge is this lesson going to help students to develop? * How will students use language? What language will students process and produce in the four domains? * Is the language being developed in the context of the analytical practices and concepts embedded in the [Frameworks](http://www.doe.mass.edu/frameworks/current.html), key academic practices, and/or academic habits of thinking? | Overview of lessonincludes:   * What students will be doing.   Blue box   * Why students will be doing it.   Blue box   * Connections to Stages 1 and 2.   Blue box  Reflective questions were used to inform writing the lesson overview:  Blue box |
| **What students should know and be able to do to engage in this lesson:**  In preparing for the lesson, it is important to consider what knowledge and skills students have already developed that will help them in the lesson, and what background knowledge they need to have developed before the lesson. The two-step process of activating and building background knowledge helps educators tap into what students already know, build upon it, and address any gaps that may exist.  Reflective questions for activating background knowledge:   * What earlier lessons can we connect the current lesson to? (Make these connections explicit for students) * What language, knowledge, and skills did students develop in a previous lesson that can help them access the current lesson? * In what ways does the lesson connect to student backgrounds, experiences, and identities?   Reflective questions for building background knowledge:   * What language may students need to have learned before the lesson? * What background knowledge may need to be built before the lesson? * What skills may need to be introduced before the lesson? * What strategies or activities can you incorporate to build students’ background knowledge? | Lesson explicitly states prior knowledge/skills students already have acquired or need to have acquired before the lesson.  Blue box  Lesson explicitly states knowledge/skills that need to be developed before the lesson.  Blue box  Reflective questions were used to determine what students should know/be able to do before starting the lesson.  Blue box |

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| **LESSON FOUNDATION** | |
| **Unit-Level Focus Language Goals to Be Addressed in This Lesson** | |
| Each lesson must be aligned with Stage 1. Start by focusing on one FLG, although others may repeat or appear in this lesson.  Note here what unit FLG this lesson is aligned with. | **FLGs** addressed in the lesson (aligned with Stage 1) have been listed.  Blue box |
| **Unit-Level Salient Content Connections to Be Addressed in This Lesson** | |
| These standards from the [Frameworks](http://www.doe.mass.edu/frameworks/current.html) are content connections that the lesson will directly address. Remember, these standards are selected in collaboration with the content teacher at the unit level, before developing the lessons, and ESL teachers arenot explicitly assessing content for which they are not licensed.Content standards appear here as context for language learning, or as the vehicle through which language will be taught. | **Salient content connections** have been listed.  Blue box |

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| **Language Objective** |  |
| Begin with one or two language objectives.  When designing language objectives, educators should begin by thinking about what language students will be using, the language they want to see and hear students using, and how they want to see and hear students using language. Consider the language functions inherent in the FLGs, related forms and features of the [three dimensions of academic language](https://wida.wisc.edu/sites/default/files/resource/Features-of-Academic-Language.pdf), prioritized knowledge and skills for the FLG, language domains, etc. Note that language objectives should address more than just vocabulary.  Language objectives must be lesson-level outcomes that are [S.M.A.R.T.](http://www.doe.mass.edu/edeval/resources/implementation/): specific and strategic (S), measurable (M), action-oriented (A), rigorous, realistic and results-focused (R), and timed (T). For further guidance on developing language objectives, see this guide’s sections on [writing language objectives](#AddToolsatLesLev).  Reflective questions for writing a language objective:   * Is it student-friendly? * Will it lead to academic language **growth?** Or is this language that students already know/can use? * Is it observable? * Is it measurable? How will we assess students in relation to it? How will students self-monitor/self-assess their progress in relation to it? * Is it specific? * Is it realistic? * Is it time-appropriate? * How does this lesson fit with the larger progression of the unit? What is the connection to the previous lesson? The next lesson? The larger goals of the unit?   Now that you have designed and tested your objectives, remember to plan for explicitly stating/sharing the objectives with the students during the lesson. Remember, language objectives are for both the teacher and the student. They are meant to be discussed and understood by students, not simply “posted” as a procedural display. Having a clear understanding of the objective fosters ownership of learning by the students and makes learning expectations visible within the classroom. | **Language objectives** have been developed in keeping with the Next Generation ESL Project’s flexible formulas.  Blue box  The reflective questions were used to reflect upon/test language objectives.  Blue box |
| **Essential Questions Addressed in This Lesson** | |
| This component ties to Stage 1 to maintain alignment.  In each lesson, students should be developing the language, knowledge, and skills necessary to facilitate answering the unit’s essential questions. Educators should ask themselves: “Which of the unit’s essential questions does this lesson address?” If no essential question is addressed, the lesson needs revision. | **Essential question(s)** have been listed.  Blue box |
| **Assessment** | |
| In designing assessments for the lesson, remember that all listed language objectives must be assessed. In other words, assessment is tied directly to language objectives. The assessment gives teachers and students a visible way to determine whether lesson language objectives have been met. Collect evidence of student language use at the word/phrase, sentence, and discourse dimensions. For more information about the intended assessment framework for the Next Generation ESL MCUs, see Section 4.3 of this guide.  It is beneficial to use a variety of assessment processes, procedures, and types to provide students with a variety of means and opportunities to demonstrate their learning. Educators should consider these four categories of assessment and related reflection questions when developing assessments:   * In what ways can **student self-assessment/self-monitoring** be promoted? * What **observational data** can be collected to measure and determine student learning and language growth in relationship to the lesson’s language objectives? * What **formative assessment(s)** can be used to measure and determine student learning and language growth? Is process-oriented, specific, meaningful feedback offered to students? * What **summative assessment(s)** can be used to measure and determine student learning and language growth?   It is also beneficial to design relevant, meaningful, authentic assessment to consider what to do if students have not met identified objectives by the end of the lesson, and to find ways to adjust instruction based on assessment results. | The lesson includes a variety of **assessments**.  Blue box  Lesson **assessments** are aligned with unit FLGs.  Blue box |

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| --- | --- | --- |
| **Thinking Space: What Academic Language Will Be Practiced in This Lesson?** | | |
| **Discourse Dimension** | **Sentence Dimension** | **Word Dimension** |
| The thinking space gives educators a place to consider and note academic language within the lesson. It is not a space to identify and unpack new academic language to teach. Targeted academic language for the unit and each lesson has already been planned in the unit plan.  The thinking space could include, but is not limited to, tiering of vocabulary, notes on cognates that one might make explicit during a teaching moment, polysemous words targeted, language learned in prior lessons in the unit that continues to be practiced and built upon, descriptions of what the targeted language in this lesson looks like and sounds like for students at different proficiency levels, etc. In sum, this component helps teachers further flesh out lesson details to inform instruction.  Students should develop language proficiency in all four language domains (listening, reading, reading, and writing). When completing the thinking space, consider these questions:   * In what ways will students demonstrate listening proficiency? * In what ways will students demonstrate speaking proficiency? * In what ways will students demonstrate reading proficiency? * In what ways will students demonstrate writing proficiency? | | **Academic language** practiced in the lesson has been identified within each dimension:   * Discourse dimension.   Blue box   * Sentence dimension.   Blue box   * Word/phrase dimension.   Blue box  Lesson gives students opportunities to develop proficiency in all four language domains.  Blue box  **Academic language** practiced in this lesson is appropriately calibrated for student proficiency levels.  Blue box |
| **Instructional Tips/Strategies/Suggestions for Teacher** | | |
| The goal of ESL MCUs is to help students to become independent learners. Scaffolds and supports are used to help all learners to participate in lesson activities and resources without diminishing the high expectations for understanding. However, as students progress, scaffolding and supports should be removed and/or exchanged.  Educators can use the “[gradual release of responsibility](http://fisherandfrey.com/uploads/posts/Release_EL.pdf)” method to scaffold instruction and provide supports. For more information on scaffolding, see “[Meeting Students’ Needs Through Scaffolding](https://www.engageny.org/sites/default/files/resource/attachments/scaffolding_student_needs.pdf).”   1. When determining what scaffolds may be needed to help students access the curriculum, consider the following:  * What sensory supports might you use? * What graphic supports might you use? * What interactive supports might you use?   WIDA provides the following examples of possible instructional supports (see page 11 of WIDA’s “[2012 Amplification of the English Language Development Standards](https://wida.wisc.edu/teach/standards/eld)” booklet):   * Sensory supports: real-life objects (realia), manipulatives, pictures and photographs, illustrations, diagrams, drawings, magazines and newspapers, physical activities, videos and films, broadcasts, models and figures. * Graphic supports: charts, graphic organizers, tables, graphs, timelines, number lines. * Interactive supports: in pairs or partners, in triads or small groups, in a whole group, using cooperative group structures, with the Internet (websites) or software programs, in the native language (L1), with mentors.  1. Educators should also think about students who are above and below grade-level students. Consider the following:  * What supports will I need to put in place for struggling students? * What supports will I need to put in place for students who are above grade level? In what ways can I extend the learning for advanced students?  1. Consider opportunities for multiple means of representation, action and expression, and engagement. Remember to incorporate [UDL guidelines](http://www.udlcenter.org/aboutudl/udlguidelines). (Throughout ESL MCU development—in accord with [UDL principles](http://www.udlcenter.org/aboutudl/whatisudl)—writing teams were encouraged to consider opportunities for incorporating technology and give students a variety of ways to access the curriculum, in response to the different ways they might process information).   For more instructional tips, see Section 7.1.5. | | A variety of **instructional tips/strategies/ suggestions for teacher** have been listed.  Blue box  Graphic supports that can be used have been considered.  Blue box  Sensory supports that can be used have been considered.  Blue box  Interactive supports that can be used have been considered.  Blue box  Supports for struggling students and students below grade level have been considered.  Blue box  Supports for above-grade-level students have been considered.  Blue box |

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| --- | --- |
| **STUDENT CONSIDERATIONS** | |
| **Sociocultural Implications** | |
| Identify the lesson’s specific sociocultural implications and implications. Educators should consider students in in a particular class: how their identity, knowledge, culture, proficiency in English, home language(s), literacy level, academic readiness, beliefs, values, and experiences might interact with the academic context of the lesson (including register, genre/text type, topic, and task/situation, andthe students’ relationship to other participants’ identities and social roles.) For example, instead of saying “Students may be sensitive to war during class discussions,” advise the teacher to consider which students may have experienced war firsthand and therefore may have a very strong reaction to the class discussion in this lesson.  Reflection questions to consider:   * Does the lesson connect to student backgrounds, identities, experiences, and interests? * Does the lesson draw upon and offer opportunities to consider multiple perspectives? * Does the lesson provide opportunities to engage in critical thinking about issues and use language to respond and engage with these issues? * Does the lesson provide opportunities for students to think critically about real word issues so as to prepare students to become active citizens? * Does the lesson provide opportunities to develop the habits of mind necessary for active citizenry?   For more information on sociocultural implications, see Section 4.4.4. | **Sociocultural implications** applicable to this lesson have been listed.  Blue box  **Sociocultural implications** applicable to this lesson were derived in consideration of the reflective questions and guidance.  Blue box |
| **Anticipated Student** **Pre-Conceptions/Misconceptions** | |
| This section highlights areas where students may hold conflicting or false assumptions about lesson topics, texts, or tasks. These are different from sociocultural implications in that they may stem from a lack of information or erroneous knowledge about a topic, whereas sociocultural implications are directly related to students’ cultural experiences and specific backgrounds. Sociocultural implications may be deeply connected to culture and identify (and should be addressed with sensitivity); pre-conceptions and misconceptions can often be easily addressed. For example, a teacher taught a lesson about Martin Luther King, Jr., and some students thought he had been an American president. This was a factual misconception that needed to be addressed before the lesson. | **Anticipated student pre-conceptions/ misconceptions** have been listed.  Blue box |

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| **THE LESSON IN ACTION** | |
| **“Lesson Opening**,” “**During the Lesson,”** and “**Lesson Closing”** sections describe and explain each activity or task in the lesson. The Center for Applied Linguistics’ “[GO TO Strategies](http://www.cal.org/what-we-do/projects/project-excell/the-go-to-strategies)” booklet provides a wealth of activities, strategies, and scaffolds that can be used in lessons.  Key considerations:   * **Alignment.** When designing the lesson, educators should double-check for alignment between Stage 1, Stage 2, Stage 3, and the lesson. They can do this by reviewing the lesson in relation to Stage 1 of the unit plan and highlighting the academic language, knowledge, skills, and understandings addressed in this lesson. * **Opportunities for high-quality student discussion**. Consider the balance of teacher speak and student speak. * **Providing guided practice.** Lesson plans should include both guided practice and opportunities for independent practice. * **Troubleshooting.** What alternative sources/resources could be used? What could teachers do if students are not progressing through the lesson as planned? * **UDL guidelines.** Consider opportunities for multiple means of representation, action and expression, and engagement. * **Logical flow/sequencing of tasks.** Lesson activities and tasks should progress logically. | Alignment between Stages 1 and 2 and the lesson has been double-checked. Academic language, knowledge, skills and understandings addressed in the lesson have been noted.  Blue box  The lesson provides ample opportunities for students to engage in high-quality discussions.  Blue box  The lesson distinguishes between guided practice and independent practice activities and/or tasks.  Blue box  Troubleshooting questions have been considered, including what to do if students are not progressing through the lesson as planned.  Blue box  The lesson incorporates opportunities for multiple means of representation, action and expression, and engagement (UDL).  Blue box  Lesson activities and tasks flow logically.  Blue box |
| **Lesson Opening** | Lesson opening has been drafted, in keeping with main considerations.  Blue box |
| **During the Lesson** | “During the Lesson” has been drafted, in keeping with main considerations.  Blue box |
| **Lesson Closing** | Lesson closing has been drafted, in keeping with main considerations.  Blue box |

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| --- | --- |
| **Lesson # Resources** includes a list of resources as well as fully developed lesson-specific materials (graphic organizers, sample images, charts/graphs, handouts, etc.).    In choosing these resources, educators should consider print and non-print resources, as well as opportunities for incorporating technology. Since students vary in how they process information, educators should also provide a variety of different opportunities and means for students to access the curriculum. Types of resources to consider:   * Nonfiction text: primary source documents, speeches, newspaper articles, magazines, letters, journal articles, essays, studies, etc. * Fiction: prose, poetry, historical fiction, etc. * Other text-based resources: songs, pamphlets, announcements, pictures; charts; graphics, etc. * Maps: print, digital, interactive, etc.   When selecting resources, educators should consider opportunities for multiple means of representation, action and expression, and engagement ([UDL principles](http://www.udlcenter.org/aboutudl/udlguidelines)). | **Resources** to be used in the lesson are listed and/or included.  Blue box  A variety of types of resources were identified and chosen.  Blue box  Resources selected incorporate UDL principles.  Blue box |

## 5.3 Additional Tools at the Lesson Level

Notice that some tools listed under “Additional Tools at the Unit Level”, (see Section 4.4), are iterative, such as the Micro Function Dissection Tool (see Section 4.4.2), Unpacking Academic Language Chart (see Section 4.4.3), and Sociocultural Context Implications (see Section 4.4.4). This means they may also be useful in developing lessons.

### 5.3.1 Language Objectives in the Next Generation ESL MCUs

When it is clear what teachers are teaching and what students are learning, student achievement increases (Hattie, 2011)

In effective ESL lesson planning, language objectives are designed with the intention of making expectations of ESL instruction transparent, explicit, and understood, to *both* to the teacher and students. Teachers need clear language learning objectives to assess students in an ongoing way, to provide effective feedback to students about how to be successful along the way, and to guide next teacher and student moves in the learning process. The most valuable consumer of language objectives is the *student.* Students must understand expectations, how the lesson’s tasks and activities relate to those expectations for learning, and how much closer they have come to achieving them by the end. Students help themselves when they understand the intention of learning expectations, and criteria for success.

Teachers help themselves by creating objectives that are as precise as possible. The more precise the language objective, the better the teacher can design and get the lesson accomplished without getting lost. Language objectives help us by explicitly specifying:

* What students need to do.
* What students need to know in order to be able to do it.
* A way to know that students have done it.

The language objective, aligned to Stages 1 and 2 of the unit, informs and drives the assessment section. The formative assessment (see Section 4.3.2) component that accompanies the language objective is critical: when connected to visible learning, it allows for data collection and creates opportunities for feedback. Spending a few extra minutes developing well-designed language objectives increases the efficiency of lesson planning.

Language objectives are included in written curricula because ESL teachers use their knowledge of ELs and of the content to design effective curricula that impact our ELs and move them along a continuum of language growth. Each step along this continuum involves teacher assessment and student self-assessment, setting new expectations in the form of language objectives that lead to new language growth. Seeing results, understanding progress, and formulating clear next steps are important to both the teacher and learner. If objectives serve their purpose, and teachers and students use them jointly in the classroom, with purpose, the result for the student is self-motivation, power, and agency in their own learning process and success. Research shows it also results in increased achievement (Hanover Research, 2014).

**Language Objectives within the Written Curriculum vs. the Classroom**

In written ESL units and lessons, language objectives provide a step-by-step set of curricular expectations and building blocks to larger goals and language growth. They also inform the design of a learning sequence for a particular group of ELs and are based on many forms of student data, assessment data, and knowledge about both students and the subject matter.

In the classroom, and during lessons, the teacher move of posting written language objectives on a board (or reading them out loud) does not necessarily create the visibility and understanding that will help students and teachers working toward the objective. Teachers must also help students develop a deep understanding of what they are supposed to learn, and what success will look like. Language objectives help students see how lesson tasks relate to expectations for learning, and what they are expected to learn by the end of the lesson.

Next Generation ESL Project MCU language objective models—and their component parts, as presented below—explicitly reflect the big picture intention of the focus of ESL instruction: success in language development and academic classes. Language objectives will come alive as educators and students discuss, understand, and co-construct the learning process.

**ESL MCU Language Objective Components and Features**

* **Language function.** Language objectives include the language functions inherent in unit FLGs. Sample language functions include, but are not limited to, WIDA’s Key Uses of Academic Language (Recount, Explain, Argue, and Discuss) and the micro functions listed in the Collaboration Tool (see Section 3.2) (e.g., describe, sequence, evaluate, justify), or ways in which language is used to meaningfully communicate ideas across different contexts. This strategic language use or function is present at all levels of the curriculum and assessment, from the yearlong map to the unit level (through FLGs) to the lesson level (through specific language objectives). Each is part of the language development continuum and houses language development within rich meaningful context.
* **Forms and features of academic language.** At the lesson level, the language objectives contain the most fine-grain and specific forms and features for language instruction that are embedded in the language functions and Key Uses of Academic Language. Within the WIDA framework, [features of academic language](https://wida.wisc.edu/sites/default/files/resource/Features-of-Academic-Language.pdf) are represented across the word/phrase dimension (such as the term “graph”), the sentence dimension (such as the type of sentence: simple, compound, complex, etc.) and the discourse dimension (such as the way in which coherence is achieved through the use of pronouns). Academic language forms and features in the word/phrase, sentence, and discourse dimensions need to be explicitly taught to ELs, and these discrete language building blocks contribute to the broader strategic language uses/functions. Forms and features articulated in the language objective represent an instructional planning prioritization and sequencing of language instruction at the lesson level that leads to longer-term growth and increasingly sophisticated language use.
* **Content connection.** Along with instruction of key language uses/functions and academic language features and forms, language objectives should include a content connection or analytical practice—something that makes visible the larger thinking that these pieces of language are expressing.

This acknowledges that that at every level of the curriculum, language is a tool for development and communication of meaning, and a lever to academic achievement. Language forms and features are presented as choices at the student’s disposal as he/she constructs and communicates meaning within a given context.

* **Language domain.** Teachers can include a language domain (listening, reading, writing, speaking) within the language objective. Alternatively, the objective can also be accompanied by a teacher-made visual/symbol referencing L, S, R, or W to further identify focus on a particular domain within which language forms, functions, and features in the lesson objective will be used.
* **Differentiation by ELP level.** Each lesson in the Next Generation ESL Project MCUs includes a language objective (or objectives) geared toward a range of students within the classroom identified in the unit plan. This is a result of the Stage 1 establishment of skills and knowledge for the unit, prioritized for the proficiency level range targeted in the unit. Even within an ELP level 1–2 classroom, for example, there may be a range of proficiencies across language domains. The teacher may opt to write multiple language objectives differentiated for different ELP levels of students, or may use the same language objective for all EL students, with different supports and different timeframes for either practice or mastery of particular language uses or forms/features. The important thing is that objectives be intentionally designed based on student learning, making expectations for learning visible to every student and teacher.
* [**S.M.A.R.T.**](http://www.doe.mass.edu/edeval/training/teachers/Workshop3-Handouts.pdf)**:** Language objectives for each lesson should be:[[1]](#footnote-1)
* **S** = **S**pecific and **S**trategic. Language objectives should be specific so educators can determine whether they have been achieved. They should also be strategic, i.e., serve an important purpose for students.
* **M** = **M**easurable. Language objectives should be measurable so that progress toward a goal can be evaluated and managed.
* **A** = **A**ction-oriented. Language objectives should have active, not passive verbs, to showcase how students will engage with lesson tasks and texts to achieve the goal.
* **R** = **R**igorous, **R**ealistic, and **R**esults-focused. Language objectives should make clear what will change because this goal has been achieved. Language objectives need to describe a realistic yet ambitious result, stretching students toward learning but not be out of reach.
* **T** = **T**imed. Language objectives need a final deadline, or expectations for when students will engage with the knowledge and/or skill they incorporate. In this context, we are encouraging teachers to have a clear vision of what students will be able to do by the end of the lesson.

**Language Objective Models Incorporating ESL MCU Features**

**Model 1** 

***Example:***

* Students will be able to use their knowledge of characterization to compare and contrast characters in *Maniac Magee* using *similar to, different from, greater than,* and *smaller than.*

****

**Model 2** 

***Examples:***

* Students will be able to compare and contrast historical accounts from different points of view *orally* by using *similar to, different from, in contrast,* and *similarly.*

****

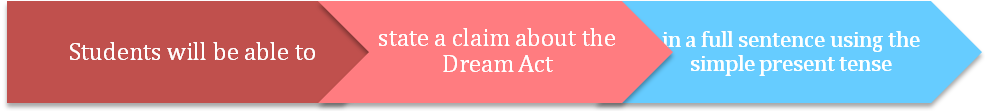
* Students compare and contrast characters using *similar to, different from, greater than,* and smaller than in a *written* paragraph.

****

**Model 3** 

***Example:***

* Students will be able to state a claim about the Dream Act in a full sentence using the simple present tense.

****

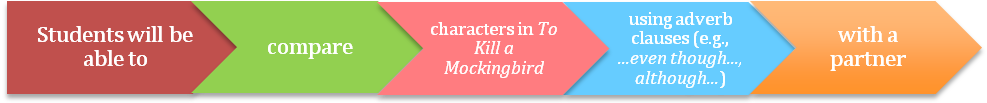
**Model 4** 

***Examples:***

* Students will be able to compare events of the Civil War using adjectives (e.g., *the most significant event, more obstacles than…*) and a graphic organizer.

****

* Students will compare characters in *To Kill a Mockingbird* using adverb clauses (e.g., *Scout…even though…,* *Although Atticus…*) with a partner.

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**Model 5**

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***Example:***

* Students will be able to report a group consensus using past tense citation verbs: *determined, concluded.*

****

### 5.3.2 Lesson Planning Protocol

This protocol[[2]](#footnote-2) is designed to help teachers collaboratively develop standards-based and objective-driven lessons.

Preparations and Materials

* Time: 60–90 minutes. Adjust as needed.
* Copies of or access to the texts (videos, articles, problem sets) to be used in the lesson.
* Copies of the lesson planning protocol.
* Copies of the FLG Dissection Tool and the Micro Function Dissection Tool—ideally filled out beforehand by the presenting teacher.

**Process**

1. **Roles (2 minutes)**

* Determine roles: facilitator, presenting teacher(s), time keeper, note-taker.
* Determine how to record notes—e.g., on procedures sheet, in Google Doc.

1. **Norms (3 minutes)**

* Review suggested norms of collaboration and select a norm to focus on for the session.

1. **Set context for the lesson (5 minutes)**

* The presenting teacher shares background information about the lesson to be developed. This may include, but need not be limited to, information about any of the following:
  + Class dynamics and student needs.
  + Any background knowledge of students.
  + Content connections to be addressed in the lesson.
  + Essential questions addressed in the lesson.
* After the teacher shares, the group may ask clarifying questions about the context.

1. **Revisit the FLG (10–15 minutes)**

* The presenting teacher shares the place in the progression of the learning plan (Stage 3) and the FLG that will be used in the lesson.
* The group analyzes the FLG to determine the essential concepts and skills students will develop through engagement with the text. Use the FLG Dissection Tool (see Section 4.4.1) and/or Micro Function Dissection Tool (see Section 4.4.2).

1. **Craft the language objectives (10–20 minutes)**

* The group collaborates to write the [language objective](#_Language_Objectives_in_1) for the lesson. The presenting teacher may want to share his or her ideas first. A suggested sentence starter for the objectives: “After the lesson, students will be able to independently apply their knowledge of…to…by…”
* The group may work collaboratively to write the language objectives for the lesson. The presenting teacher has the prerogative to share his or her ideas first.

1. **Develop formative assessment (5–10 minutes)**

* The group determines how students will demonstrate evidence for meeting the objective(s).

1. **Academic language (5–10 minutes)**

* The presenting teacher shares the academic language that will be addressed in the lesson, noting if the productive and receptive modes and each dimension are addressed:
  + Discourse
  + Sentence
  + Word/phrase

1. Analyze texts and materials (5–10 minutes)

* The presenting teacher shares any pre-selected materials and text(s) students may be engaging with and briefly explains why they were chosen.
* The group reviews the materials and asks clarifying questions.
* The group discusses the extent to which the materials align with the FLGs, salient content connection (academic standard), and objectives.

1. Design and sequence activities (10–15 minutes)

The following questions are designed as a springboard to generate ideas for strategies and activities to create a strategic sequence of engaging activities to support student learning. It is not necessary to have an activity for every question.

*Lesson Opening*

* + How will the objectives be communicated at the beginning of and throughout the lesson?
  + What knowledge or skills do students need to have or practice before engaging with the text(s)? How will they do this?
  + How will students set goals for their learning?
  + What direct instruction is needed, if any? How will it be provided?

*During the Lesson*

* How will students engage with materials?
* How will students gather information or take notes?
* How will students think deeply about the information they gathered?
* How will students practice what was introduced?

*Lesson Closing*

* How will students apply what they learned? What is novel about this?

1. Review Lesson (5 minutes)

Review the activities in the instructional sequence to check the following. Make necessary adjustments.

* What are some sociocultural implications that need to be addressed?
* What are some anticipated student pre-conception/ misconceptions students might hold about the lesson topics, text, or tasks?
* How will the teacher offer students multiple means of representation, action and expression, and engagement? ([UDL principles](http://www.udlcenter.org/aboutudl/udlguidelines))

1. Debrief the Process (5 minutes)

* Participants share reflections about the process and insights they gained from the conversation.
* Facilitator collects feedback about the process.

|  |
| --- |
| **LESSON NOTES** |
| **Lesson Title:** |
| Background/Context Notes |
| Materials Notes |
| Text(s): |
| Potential Challenges |
| Focus Standard(s) |
| Objectives |
| Formative Assessment/Evidence Ideas |
| Instructional Sequence |
| Lesson Opening |
| During the Lesson |
| Lesson Closing |



### 5.3.3 Looking at Student Work Protocol

This protocol can be used to examine student work samples throughout the ESL MCUs.

**Goal:** to build data literacy and analysis of focus language goals to inform future learning

**Time:** 45-60 minutes

**Format:** for use in collaborative teacher times (i.e. PLC meeting)

**Materials:** Copies of student work to be examined**,** Copies of relevant assignment materials, identified focus language goals (FLGs) (preferably analyzed beforehand)

1. **Determine roles (2 minutes)**

Facilitator, Presenter, Time Keeper, Recorder, Process Observer

1. **Review the Norms (3 minutes)**

Review collaborative norms and select a norm to focus on for the session. For example, norms might include:

* Focus on evidence
* Work toward consensus
* Stick to the time limits for each step of the process.

1. **Present the Work (5 minutes)**
   * Presenter briefly shares student work and explains expectations for focus language goals and context of content standards. Information about the work should be minimal as to not bias the group.
   * Presenter shares student grade level, and English language proficiency level.
2. **Pose Guiding Question for Feedback (3 minutes)**

Presenting teacher poses a guiding question to direct the analysis and feedback.

1. **Examine Artifacts (5 minutes)**

* Group members silently examine the work and take notes
* Participants ask clarifying questions about the work. These are short and intended to clarify, not probe.

1. **Identification of Effective Practices (2 minutes)**

* Share initial feedback- e.g. exemplary elements, novel ideas, etc.
* These can be about the instructional design or student work.

1. **Procedures for Analysis (30 minutes)**

* The facilitator uses the procedures below to foster collaborative conversations around the analysis of the student work.
* For each section, the facilitator looks for agreement among the group members
* While the presenting teacher is welcome to contribute to the conversation and answer questions, he or she should focus on listening and taking notes.

*Guiding Questions for Feedback*

1. *Observations about the Student work*

*Make non-evaluative observations and descriptions of student work. Descriptions may include observations about single pieces of work or patterns across the samples.*

* What do you notice?
* What patterns and trends do you see?
* What similarities and differences exist across the range of student work?

1. *Make Inference and Knowledge and Skills (5 minutes)*

* What skills and knowledge are demonstrated through the work?
* What evidence is there/not there in relation to the Knowledge and Skills in the unit’s Focus Language Goals?

1. *Analyze the Student Work in Relation to the Focus Language Goals (15 minutes)*

* Did the student meet the projected trajectory toward the Focus Language Goals? How do you know? Refer to unit’s Focus Language Goals and WIDA Performance Definitions for Speaking and Writing.[[3]](#footnote-3)
* What strengths are evidence in the student work?
* What evidence is there of complete mastery of knowledge and skills as they relate to the FLGs?
* What evidence is there of partial mastery of the knowledge and skills as they relate to the FLGs and intended level of rigor?
* Where is the evidence lacking as it relates to the knowledge and skills in the FLGs?
* What are the next steps for student language development?

1. **Feedback and Reflection (5–10 minutes)**

Once analysis has ended, presenter may ask clarifying questions of the discussion and share reflections about the analysis and feedback.

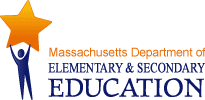
1. **Debrief (2–5 minutes)**

Facilitator leads a debrief of the process as follows:

* How did this analysis help us support student success?
* How could this analysis be improved?
* What other reflections do group members have?

### 5.3.4 Preparation Sheet for Educators[[4]](#footnote-4)

|  |  |  |  |
| --- | --- | --- | --- |
| **Presenter:** | | **Grade(s)/ELP levels:** | |
| **Presenters:** To help everyone get the most out of the limited time to collaborate, make sure to complete the following checklist before meeting with the group.   * Make enough copies of any lesson materials (lesson, texts, etc.) * Complete and make enough copies of this document. This should only take 10 minutes to complete! | | | |
| **Brief description of lesson/context** | | | |
| **Language objective (if not included in lesson materials)** | | | |
| **Unpacking**  In the spaces below, record the language objective and academic connection (content standard or key academic practice) of the lesson, as well as any stated or implied knowledge from the language objective or standard that will be taught in the lesson. | | | |
|  | ***Focus learning: language objective and academic connection*** | |  |
|  | ***Prior knowledge*** | ***Prior skills*** |  |
|  | ***Knowledge to teach/review*** | ***Skills to teach/practice*** |  |
|  |  |  |  |
| **What type of feedback would you like?** | | | |



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Jeffrey C. Riley

Commissioner

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1. Adapted from Massachusetts Department of Elementary and Secondary Education (2014), p. 4. [↑](#footnote-ref-1)
2. Adapted with permission from WestEd. [↑](#footnote-ref-2)
3. Keep in mind that English language proficiency is a developmental process and not necessarily a linear process. Thus, you may notice that students may demonstrate a range of abilities within and across each English language proficiency level. Because students differ in their native language proficiency, academic background, and other individual differences, their learning trajectories may vary across domains and across different types of tasks in different disciplines. We must remember that ELL status is temporary status that does not categorize a student (e.g., “a Level 1 student”), “but, rather, identifies what a student knows and can do at a particular stage of ELP (e.g., ‘a student at Level 1’ or ‘a student whose listening performance is at Level 1’)” (Shafer-Willner 2013b). [↑](#footnote-ref-3)
4. Adapted with permission from WestEd. [↑](#footnote-ref-4)