

# Lesson Plan for Literacy Coaches Description

## **Standard Lesson Plan Heading:**

- Candidate \_\_\_\_\_
- Date \_\_\_\_\_
- Practicum Supervisor \_\_\_\_\_
- Grade level \_\_\_\_\_
- Title of unit of which this lesson is a part \_\_\_\_\_
- Lesson title \_\_\_\_\_

## **Definitions of Standard Lesson Plan Criteria:**

**1. Content Area: (IRA: 2.1- 2.3):**

Candidates should: (1) indicate the predominant content area (in addition to the focus on reading and literacy) to be addressed in the lesson, and (2) how the candidate will work with a classroom teacher and/or paraprofessional when implementing the lesson.

**2. Purpose/Goals: (IRA: 2.1- 2.3; 3.1-3.4):**

Candidates should describe: (1) what the students will learn as a result of their participation in the lesson, (2) why the goals of the lesson are important, and (3) how this lesson addresses the student's/students' specific literacy strengths and needs.

**3. Objectives: (IRA: 2.1- 2.3):**

Candidates should identify: (1) the specific objectives that they want their students to achieve, and (2) briefly describe how they will demonstrate that they have achieved them.

**4. IRA, Common Core and/or New York State Standards: (IRA: 2.1-2.3; 3.1- 3.3; 4.1- 4.4):**

Candidates should identify the specific IRA and Common Core and/or NYS standards or performance indicators they will address in the lesson. This section should be written as a narrative, and should not be presented as a list of standards.

**5. Assessment: (IRA: 3.1- 3.3):**

Candidates should describe: (1) the methods and strategies they will use to measure student learning throughout the lesson and at its conclusion, (2) what will count as "evidence" of learning, (3) the ways that the assessment in the lesson is connected to more summative assessments, and (4) how the assessment in this lesson will inform instruction (both the reading specialist's and the classroom teacher's) on an ongoing basis.

**6. Community Knowledge and Experience: (IRA: 4.1, 4.2, 4.4):**

Candidates should describe: (1) how they will account for, or incorporate students' knowledge and experiences in the lesson, and (2) how their knowledge and experiences will be shared or included in the learning process so that they are engaged with their students as a member of the learning community.

**7. Procedure: (IRA: 2.1- 2.3):**

Candidate should describe: (1) how the lesson will begin, (2) the activities that will help students to achieve the learning objectives of the lesson, (3) the duration of each of the main components of the lesson, (4) how transitions will be made between the major components of the lesson, (5) strategies for altering the procedure if the lesson does not go as planned, and (6) how they will conclude the lesson.

**8. Resources:** (IRA: 2.3; 4.1, 4.2):

Candidate should: (1) list the human and material resources they will need to conduct the lesson, (2) describe how these will be used to enhance learning, (3) when applicable, how they will be distributed, and (4) what resources the classroom teacher and/or paraprofessional will need.

**9. Applications, Connections & Extensions:** (IRA: 4.1- 4.4):

Candidates should describe how they will help students to apply what they have learned, make connections to other topics, concepts or ideas, and extend their learning beyond the lesson.

**10. Inclusive Instruction:** (IRA:2.1- 2.3):

Candidates should describe: (1) how the lesson will be inclusive of all students' strengths and abilities, and (2) how it will address the diversity characteristics most relevant to their population, including English language ability, hearing, sight and mobility impairments, social and cultural norms and traditions, sexual orientation, academic ability, etc.

**11. Focus on Reading and Literacies:** (IRA: 2.1- 2.3; 4.1- 4.4):

Candidates should describe how this lesson meets the particular needs of a student and/or classroom teacher in terms of reading and literacy. Candidate should describe a wide range of strategies that will be used when working with this student, how they will demonstrate and model reading and writing for real purposes and how the candidate will work with the classroom teacher and/or paraprofessional to accomplish the lesson objectives?

**12. Collaborating with Teachers, Paraprofessionals, and other school personnel** (IRA: 2.1- 2.3; 4.1- 4.4):

Candidates should describe how they provide support for classroom teachers, paraprofessionals, and/or other school personnel in their selection and use of a wide variety of instructional strategies and materials, grouping options, and pedagogical approaches that accommodate the developmental, cultural, and linguistic diversity of their students. They should describe how they assist in designing programs that intrinsically and extrinsically motivate students.

**13. Personal Reflection:** (IRA: 4.1- 4.4):

Candidates should reflect on: (1) their ability to construct a meaningful learning community, (2) the strengths and limitations of the lesson, (3) the strategies for how the lesson could be revised in the future, including (4) methods to effectively revise instructional plans to motivate all students and (5) any insights they gained about their students and themselves as individuals or professionals as a result of the lesson.

*IRA Standards: 2.1- 2.3; 3.1-3.4; 4.1- 4.4*

## LESSON PLAN FORMAT

Candidate \_\_\_\_\_ Date \_\_\_\_\_

Practicum Supervisor \_\_\_\_\_ Grade Level \_\_\_\_\_

Subject Area in addition to reading and literacy (if applicable) \_\_\_\_\_

Duration \_\_\_\_\_

Title of unit (of which this lesson is a part) \_\_\_\_\_

Lesson Title \_\_\_\_\_

### **Content Area:**

What are the predominant content areas you are addressing (in addition to reading and literacy)? How will you make connections to other content areas (curriculum integration)? How will you work with the classroom teacher and/or paraprofessional in this lesson?

### **Purpose/Goals:**

What do you want your students to learn from this lesson? What is the goal of this lesson and why is it important? How are the lesson goals related to other ongoing areas of study? How does this lesson address the student's /students' specific literacy strengths and/or needs?

### **Objectives:**

What specific objectives do you want your students to achieve? What will your students do to accomplish the goal/s of the lesson? (e.g. Students will create a graphic organizer to ...)

### **IRA, Common Core and/or New York State Standards**

What are the specific IRA, Common Core and/or state standards, key ideas, performance indicators, and major understandings that you will address in this lesson? Explain how this lesson meets these standards in a brief narrative.

### **Assessment:**

#### **Summative**

- a. How will you know students have learned what you wanted them to learn, that the objectives have been accomplished, and that the goals have been achieved? What will count as evidence of learning? How does this summative assessment of the lesson link to your summative unit and/or curriculum assessments?

#### **Formative**

- b. How will your assessment inform instruction on an ongoing basis? How will you assess in the process of student learning throughout the lesson and how will you make adjustments? Contextualize the answer to this question to possible scenarios that could take place during the lesson, including how you will work with the classroom teacher to inform his/her instruction.

### **Community Knowledge and Experience:**

How will you help the students make connections to what students know and have experienced? How will you bring students' experiences and knowledge into this lesson? How will you use students' knowledge and experience as resources for this lesson (and for your curriculum more generally)? How will you

connect your own personal and professional knowledge to the lesson so you are included as a member of the learning community?

**Procedures/Format:**

How will you begin this lesson? What activities will help achieve your goal/s and objectives? How will you organize these activities? How long will each of the main components of the lesson last? How will you handle transitions within the lesson? What back up plans do you have if the lesson does not go as you expect? How will you end the lesson?

**Resources:**

What materials/resources will you need? How will you distribute them? What will the classroom teacher and/or paraprofessional need for this lesson?

**Applications, Connections, Extensions:**

How will you follow up what was learned in future lessons? How will you assist students in making connections between what they learn in this lesson to other lessons or to larger issues beyond the classroom?

**Inclusive Instruction:**

How will this lesson be inclusive of all students' abilities and capabilities? How will you design instruction to meet the strengths/needs of a heterogeneous group of students (e.g. social, cultural, linguistic, ability, etc. differences)?

**Focus on Reading and Literacies:**

What range of strategies will you use with a student who needs extra support in reading and literacy? How will you work with the classroom teacher to implement these strategies?

**Collaborating with Teachers, Paraprofessionals, and other school personnel:**

What supports will you offer classroom teachers, paraprofessionals, and/or other school personnel in their selection and use of a wide variety of instructional strategies and materials, grouping options, and pedagogical approaches? How will you help teachers and paraprofessionals design instruction that addresses the developmental, cultural, and linguistic diversity of their students? How will you assist in designing programs that intrinsically and extrinsically motivate students?

**Personal Reflection:**

Evaluation of lesson: What went well? What would you change? What did you learn about the students? What did you learn about yourself? How did you construct a meaningful learning community?

What follows are the rubrics that will be used to evaluate the lesson plan.