|  ELA Lesson Plan |
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| **Name:** |
| **Grade Level:** | **Duration of Lesson(s):** |
| **Text(s) Title:** | **Materials Needed:** |
| **Author(s):** |
| **B.E.S.T. Focus Standard (select one):** *Include B.E.S.T. number and text of standard***Supporting B.E.S.T. Standard(s):***B.E.S.T. number only***Academic Vocab. in the Standard (Tier 2):** *List academic vocabulary* | **Connected Content Standards:***Standard number and text of standard***Academic Vocab. in the Standard (Tier 2):***List academic vocabulary***Content-Specific Vocabulary from the Text (Tier 3):***List content vocabulary* |
| **ELA Expectations (EEs):** *B.E.S.T. number only*  |
| **Mini-Lesson #1****Engage Thinking:***Make a connection and state the focus for the lesson. Indicate how you will engage your students in the lesson.***I Do (Explicit Teaching)****Model During Reading of the Text (stop at significant point(s) in the text to model):***Indicate stopping point(s) and provide brief description(s) of the think aloud. This may be reflected through the collaborative creation of an anchor chart.* **We Do (Student Engagement)****Guided Practice: Annotate, Pair, Share:***Based on teacher observation, students’ responses during active engagement may signal that additional modeled support is required prior to continuing active engagement.**Indicate stopping point(s) and provide brief description(s) of the active engagement opportunity(ies) in which students will participate. Select active engagement tool teacher will utilize.***Scaffolding:** *Indicate how you will support the students when released to practice what they just learned.***Share and Reflect:** *Indicate how students will reflect on their learning.***You Do (Check for Understanding with Authentic Student Practice)****Apply Understanding (independently and/or collaboratively with peers):***Indicate how students will apply learning their learning during authentic independent practice (e.g., may include reading, writing, word work, and listening practices).***Mini-Lesson #2****Engage Thinking:***Make a connection and state the focus for the lesson. Indicate how you will engage your students in the lesson.***I Do (Explicit Teaching)****Model During Reading of the Text (stop at significant point(s) in the text to model):***Indicate stopping point(s) and provide brief description(s) of the think aloud. This may be reflected through the collaborative creation of an anchor chart.* **We Do (Student Engagement)****Guided Practice: Annotate, Pair, Share:***Based on teacher observation, students’ responses during active engagement may signal that additional modeled support is required prior to continuing active engagement.**Indicate stopping point(s) and provide brief description(s) of the active engagement opportunity(ies) in which students will participate. Select active engagement tool teacher will utilize:* **Scaffolding:** *Indicate how you will support the students when released to practice what they just learned.***Share and Reflect:** *Indicate how students will reflect on their learning.***You Do (Check for Understanding with Authentic Student Practice)****Apply Understanding (independently and/or collaboratively with peers):***Indicate how students will apply learning their learning during authentic independent practice (e.g., may include reading, writing, word work, and listening practices).* |