| 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).* | |