

LP Element	LP1	LP2	Notes
1. Learning Standard	✓	✓	NG ELA standard coded in correct format and written out
2. Content Overview	✓	✓	<i>Use the discourse of your discipline to explain your content. What content are you teaching? Explain purpose for learning: How will this make students college- and career-ready? This section is attempted.</i>
7. Objective	✓	✓	Written out clearly and includes all three parts (condition, action verb, criteria)
8. Method(s) of Assessment & Evaluation Criteria	✓	✓	<i>How will you capture information to analyze what each student has learned about the objective? (see “assessment” & “evaluation criteria” in edTPA Handbook glossary)</i>
9. Prerequisite Skills and/or Knowledge Needed in Order to Meet the Objective	✓	✓	“In order to meet the objective of this lesson, students need to know...”
10. Next Instructional Step in the Learning Sequence	✓	✓	<i>If all students were to achieve the objective, what is the next lesson in this learning sequence?</i>
11. Assets of Student(s) for this Lesson		✓	- What do you your students already know academically and what can they do academically? -What do you know about your students’ everyday experiences, cultural backgrounds and practices, and interests? (see “assets” in edTPA glossary)
12. Needs of students for this lesson.		✓	<i>What are they still learning to do?</i> (see #9 above)
13. Differentiation of Assessment and Evaluation Criteria		✓	<i>Indicate how you will differentiate the assessment and/or evaluation criteria for the needs identified in the box 8.</i> (see “assessment” & “evaluation criteria” in edTPA glossary)
14. Language Function		✓	What is the language function of this lesson? What are students <i>doing</i> , academically speaking? (e.g., are they ‘defining’ or ‘identifying’ etc.?)

15. Key Vocabulary Words/Phrases Critical for Achievement of Objective	✓	✓	15a. Multiple meaning words that have <u>subject-specific meaning</u> in this lesson that differ from everyday life; 15b. <u>Cross-discipline</u> general academic vocabulary (see Coxhead. 2000)
16. Academic Syntax and/or Discourse		✓	What structures of written and/or oral language need to be explicitly taught for achievement of the objective? (see Making Good Choices p. 14)
17. Research and/or Theory Guiding this Lesson Plan (specific to language demands)		✓	In 1-2 sentences cite and justify evidence that supports your identification of these specific language demands. For instance, is there something we read this semester, related to literacy education, that made you make the instructional moves you've made in your LP?
18. Total Time Allotted	✓	✓	How long will the entire lesson take?
19. Instructional Model	✓	✓	-Guided Release Of Responsibility -Direct Instruction -Launch, Explore, Summarize -Early Childhood Emergent Model OTHER:
20. Learning Arrangement	✓	✓	Whole class, small group, pairs, centers, and/or individual
21. ECE only			Do not complete this section at this time.
22. Materials	✓	✓	List all materials and resources (including technology) for teachers and students for this lesson.
23. Research and/or theory guiding this lesson plan (specific to instruction)		✓	In 1-2 sentences cite and explain evidence that justifies these instructional decisions. Consider what we've read during the semester for this (e.g., Gradual Release of Responsibility)
24. Timeframe	✓	✓	How long will the introduction last?
25. Transition	✓	✓	What will you say/do to help students transition into the introduction
26. Introduction	✓	✓	Teacher actions/strategies/questions and students tasks and strategies for introduction.

27. Introduction Differentiation		✓	<i>How will you accommodate students' individual needs based on answer to #9 above (see differentiation toolbox for ideas)</i>
28. Formative Assessment Strategies		✓	<i>How will you know if all students are learning what you think you are teaching DURING the introduction? (see "formative assessment" in edTPA glossary & toolbox for ideas and the Ongoing Assessment Toolbox)</i>
29. Timeframe	✓	✓	How long is the development?
30. Transition	✓	✓	<i>What will you say/do to help students transition into the development?</i>
31. Development	✓	✓	Teacher actions/strategies/questions and students tasks and strategies for development.
32. Development Differentiation		✓	<i>How will you accommodate students' individual needs based on answer to #9 above (see differentiation toolbox for ideas)</i>
33. Formative Assessment Strategies		✓	<i>How will you know if all students are learning what you think you are teaching DURING the development? (see ongoing assessment toolbox for ideas)</i>
34. Timeframe	✓	✓	How long is the closing?
35. Transition	✓	✓	<i>What will you say/do to help students transition into the closing?</i>
36. Closing	✓	✓	Teacher actions/strategies/questions and students tasks and strategies for closing.
37. Closing Differentiation		✓	<i>How will you accommodate students' individual needs based on answer to #9 above (see differentiation toolbox for ideas)</i>
38. Formative Assessment Strategies		✓	<i>How will you know if all students are learning what you think you are teaching DURING the closing? (see ongoing assessment toolbox for ideas)</i>

39. Transition to next instructional activity			<i>What will you say/do to help students transition to the next activity that occurs after this lesson?</i>
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