

Final: Integrated ELA/ELD Lesson Plan (200 points)

Using CSP, UDL & SDAIE Strategies

TPEs: 3.1, 3.2, 3.4, 3.5, 3.6, 4.1, 4.5, 4.7, 5.1, 6.1, 6.3, 7.1, 7.2, 7.3, 7.5, 7.6, 7.7, 7.9
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Purpose

The purpose of this assignment is to develop the Teacher Candidate's lesson plan literacy skills and assess their understanding of specific planning considerations for teaching young Dual Language Learners (DLLs). This practice is meant to support and promote their success on the Site Visitation Project (SVP); the Fresno Assessment of Student Teachers for Teacher Candidates during initial student teaching.

Instructions

Develop a Lesson Plan using this [Lesson Plan Template](#). This should be an integrated lesson that integrates instruction in both foundational literacy skills and meaning making using, at minimum, an ELA/ELD standard (or equivalent for early ed.) and a content standard of your choice. The Lesson Plan should also include practices that align with Universal Design for Learning. Be sure to pay close attention to the following components:

- Brief Summary of the Lesson
- Grade Level
- Topic
- Lesson Objective(s)
- Language Objective(s)
- Planning Considerations for Multilingual Learners
- Assessment Plan
- Procedures (step-by-step instructions/descriptions)
- Closure
- Reflection on Practice (1 page)

There may be additional components depending on the grade level.

Reflection

Address the following prompts:

1. What resources did you find most helpful for learning about developing this lesson plan? Why were these resources most helpful to you? (TPE 3.1, 3.2, 3.4, 3.5)
2. As you were planning your lesson, what did you learn about creating engaging and meaningful learning opportunities for young students? (TPE 1.4, 4.1, 4.2, 4.5, 4.7)
3. As you were planning your lesson, what did you learn about providing access to curriculum to all learners including young dual language learners? (TPE 1.1, 1.2, 2.2, 2.4, 3.1, 3.2, 3.4, 3.5, 3.6, 4.1, 4.3, 4.4, 4.5, 4.7)
4. How did your lesson plan include attention to both foundational literacy skills and meaning making? (TPE 7.4, 7.6)

5. How did your lesson plan support students in expressing themselves effectively both orally and in writing? (TPE 7.8)
6. How did you plan your lesson to build on students' existing linguistic repertoires, including home languages and dialects, and to demonstrate that you accept and encourage translanguaging? (TPE 7.7)
7. How did this assignment help you think about how to build connections between school and home? What are some other ways you would want to build a collaborative partnership with families in the future? (TPE 1.3, 1.5, 4.3)
8. How did this assignment help you think about how to implement equitable assessments for all young children? Consider the challenges in assessing linguistically diverse Dual Language Learners DLLs. (TPE 5.1, 5.7, 7.3, 7.6, 7.7, 7.10, 7.11)
9. How did this assignment help you to think about how to plan instruction aligned with California's Multi-Tiered System of Support (TPE 7.2)?
10. Other reflections about what you learned from this assignment. (TPE 6.1, 6.3)

Scoring Rubric aligned to the Teaching Performance Expectations (TPEs)

TPEs	Does Not Meet Expectations (0 points)	Progressing Toward Expectations (1 points)	Meets Expectations (2 points)
<p>3.1. Demonstrate knowledge of current state adopted standards (e.g., Preschool Learning Foundations and Curriculum Frameworks, as well as the K-3 Student Content Standards and Frameworks), and use that knowledge to <u>organize curriculum and create developmentally appropriate play-based activities, cross disciplinary activities/lessons, both child-led and teacher guided activities</u> to promote all children’s learning.</p>			
<p>Demonstrate knowledge of current state adopted standards and organize curriculum</p>	<p>Lesson plan <u>lacks knowledge</u> of state adopted standards and <u>does not effectively organize curriculum</u> or incorporate developmentally appropriate play-based activities, cross disciplinary activities/lessons, or both child-led and teacher guided activities to promote all children's learning.</p>	<p>Lesson plan shows <u>some knowledge of state adopted standards</u> and effectively organizes curriculum and incorporates developmentally appropriate play-based activities, cross disciplinary activities/lessons, and either child-led or teacher guided activities to promote all children's learning.</p>	<p>Lesson plan demonstrates <u>thorough knowledge of state adopted standards and effectively organizes curriculum</u> and incorporates developmentally appropriate play-based activities, cross disciplinary activities/lessons, and both child-led and teacher guided activities to promote all children's learning.</p>
<p>3.2. Use subject specific pedagogy in accordance with the Preschool Learning Foundations and applicable K-3 Student Content Standards within and across the core curriculum, including a focus on language, literacy, and mathematics.</p>			
<p>Subject Specific Pedagogy</p>	<p>Lesson plan <u>lacks utilization of subject specific pedagogy</u> in accordance with the Preschool Learning Foundations and applicable K-3 Student Content Standards within and across the core curriculum, with <u>little to no focus</u> on</p>	<p>Lesson plan <u>somewhat utilizes subject specific pedagogy</u> in accordance with the Preschool Learning Foundations and applicable K-3 Student Content Standards within and across the core curriculum, with a</p>	<p>Lesson plan <u>effectively utilizes subject specific pedagogy</u> in accordance with the Preschool Learning Foundations and applicable K-3 Student Content Standards within and across the core curriculum, including</p>

	language, literacy, and mathematics.	<u>moderate focus</u> on language, literacy, and mathematics.	a <u>strong focus</u> on language, literacy, and mathematics.
3.4. Set individualized <u>goals and objectives</u> for content learning and make appropriate <u>instructional adaptations</u> to promote access to the core curriculum for all children.			
Goals & Objectives; Instructional Adaptations	Lesson plan <u>lacks clear individualized goals and objectives</u> for content learning and <u>does not</u> make appropriate instructional adaptations to promote access to the core curriculum for all children.	Lesson plan sets <u>some individualized goals and objectives</u> for content learning and makes <u>some instructional adaptations</u> to promote access to the core curriculum for all children.	Lesson plan sets <u>clear individualized goals and objectives</u> for content learning and <u>effectively makes appropriate instructional adaptations</u> to promote access to the core curriculum for all children.
3.5. Promote core curriculum knowledge in all children, including monolingual and multilingual children, children with disabilities and children with other learning needs, by adapting the curriculum, implementing differentiated instruction, and providing explicit support for vocabulary and academic language development.			
Promote core curriculum knowledge in ALL children	Lesson plan <u>lacks promotion of core curriculum knowledge</u> in all children, including monolingual and multilingual children, children with disabilities, and children with other learning needs, through adaptation of the curriculum, implementation of differentiated instruction, and provision of support for vocabulary and academic language development.	Lesson plan <u>somewhat promotes core curriculum knowledge in all children</u> , including monolingual and multilingual children, children with disabilities, and children with other learning needs, by adapting the curriculum, implementing differentiated instruction, and providing <u>some support</u> for vocabulary and academic language development.	Lesson plan <u>effectively promotes core curriculum knowledge in all children</u> , including monolingual and multilingual children, children with disabilities, and children with other learning needs, by adapting the curriculum, implementing differentiated instruction, and providing <u>explicit support</u> for vocabulary and academic language development.
3.6. Remove barriers to development and learning and provide access through instructional			

<p>strategies which include, but are not limited to, the following:</p> <ul style="list-style-type: none"> • using developmentally appropriate instructional technology, • applying principles of Universal Design for Learning (UDL): multiple means of engagement, representation, and action and expression, • using Multi-Tiered System of Supports (MTSS), including assistive technology. 			
Access through Instructional Strategies	<p>Lesson plan <u>lacks removal of barriers to development and learning and does not provide access through instructional strategies</u>, including the use of developmentally appropriate instructional technology, application of principles of Universal Design for Learning (UDL), and utilization of Multi-Tiered System of Supports (MTSS), including assistive technology.</p>	<p>Lesson plan <u>somewhat removes barriers to development and learning and provides some access through instructional strategies</u>, including the use of developmentally appropriate instructional technology, application of principles of Universal Design for Learning (UDL), and utilization of Multi-Tiered System of Supports (MTSS), including assistive technology.</p>	<p>Lesson plan <u>effectively removes barriers to development and learning and provides access through instructional strategies</u>, including the use of developmentally appropriate instructional technology, application of principles of Universal Design for Learning (UDL), and utilization of Multi-Tiered System of Supports (MTSS), including assistive technology.</p>
<p>4.1. Plan activities and lessons that build on what children know, accommodate children’s developmental needs and learning preferences and provide opportunities for large group, small group, and individual hands-on learning experiences.</p>			
Accommodation of Children’s Developmental Needs	<p>Lesson plan <u>lacks planning of activities</u> and lessons that build on what children know, accommodate children's developmental needs and learning preferences, and <u>provide minimal opportunities</u> for large group, small group, and individual</p>	<p>Lesson plan <u>somewhat plans activities</u> and lessons that build on what children know, accommodate children's developmental needs and learning preferences, and <u>provide some opportunities</u> for large group, small</p>	<p>Lesson plan <u>effectively plans activities</u> and lessons that build on what children know, accommodate children's developmental needs and learning preferences, and <u>provide ample opportunities</u> for large group, small</p>

	hands-on learning experiences.	group, and individual hands-on learning experiences.	group, and individual hands-on learning experiences.
4.5. Integrate movement, kinesthetic activities, and other types of multisensory experiences within activities/lessons to support the development of different dimensions of children’s development.			
Multisensory Experiences	Lesson plan <u>lacks integration</u> of movement, kinesthetic activities, and other types of multisensory experiences within activities/lessons to support the development of different dimensions of children's development.	Lesson plan <u>somewhat integrates</u> movement, kinesthetic activities, and other types of multisensory experiences within activities/lessons to support the development of different dimensions of children's development.	Lesson plan <u>effectively integrates</u> movement, kinesthetic activities, and other types of multisensory experiences within activities/lessons to support the development of different dimensions of children's development.
4.7. Plan and adapt developmentally, linguistically, and culturally responsive learning activities / lessons, instructional materials, and resources for all children including mono- and multilingual learners to provide access to the core curriculum.			
Developmentally, Linguistically, and Culturally Responsive Learning	Lesson plan <u>lacks planning and adaptation</u> of developmentally, linguistically, and culturally responsive learning activities/lessons, instructional materials, and resources for all children, including mono- and multilingual learners, to provide access to the core curriculum.	Lesson plan <u>somewhat plans and adapts</u> developmentally, linguistically, and culturally responsive learning activities/lessons, instructional materials, and resources for all children, including mono- and multilingual learners, to provide some access to the core curriculum.	Lesson plan <u>effectively plans and adapts</u> developmentally, linguistically, and culturally responsive learning activities/lessons, instructional materials, and resources for all children, including mono- and multilingual learners, to provide access to the core curriculum.
5.1. Demonstrate and apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer culturally responsive,			

developmentally and linguistically appropriate classroom assessments, including use of scoring rubrics, and use the results to help plan and modify instruction and to document children’s learning over time.			
Assessments	Teacher Candidate <u>lacks a clear understanding</u> and application of different types of assessments, including the use of scoring rubrics. Lesson plan <u>does not effectively</u> use assessment results to plan and modify instruction, and it <u>does not adequately</u> plan to document children's learning over time.	Teacher Candidate shows a <u>basic understanding</u> and application of different types of assessments, including the use of scoring rubrics. Lesson plan <u>somewhat</u> uses assessment results to plan and modify instruction, and it <u>partially</u> plans to document children's learning over time.	Teacher Candidate demonstrates a <u>thorough understanding</u> and application of different types of assessments, including the use of scoring rubrics. Lesson plan <u>effectively</u> uses assessment results to plan and modify instruction, and it <u>includes a comprehensive plan</u> to document children's learning over time.
6.1: Reflect on one’s own practice and use this information to improve teaching and learning in the ECE context.			
Reflection	The reflection <u>lacks</u> significant self-reflection and a commitment to improving teaching and learning in the early learning context.	The reflection includes <u>some</u> self-reflection and a commitment to improving teaching and learning in the early learning context.	The reflection shows a <u>deep level of self-reflection</u> and a commitment to improving teaching and learning in the early learning context.
6.3. Demonstrate professional responsibility for learning environments, including responsibility for the learning outcomes of all children along with appropriate concerns and policies regarding the privacy, health, and safety of children.			
	The lesson plan and reflection <u>lack a clear demonstration of professional responsibility</u> for learning environments. It <u>does</u>	The lesson plan and reflection <u>show a basic level of professional responsibility</u> for learning environments. It	The lesson plan and reflection demonstrate a <u>high level of professional responsibility</u> for learning environments. It

Professional Responsibility	<u>not effectively show a commitment</u> to the learning outcomes of all children and <u>does not adequately incorporate</u> appropriate concerns and policies regarding the privacy, health, and safety of children.	<u>somewhat demonstrates a commitment</u> to the learning outcomes of all children and <u>incorporates some</u> appropriate concerns and policies regarding the privacy, health, and safety of children.	shows a <u>strong commitment</u> to the learning outcomes of all children and <u>incorporates appropriate</u> concerns and policies regarding the privacy, health, and safety of children.
7.1. Plan and implement evidence-based literacy instruction appropriate to children’s age, grade, and development (including children’s linguistic, cognitive, and social strengths) that is grounded in an understanding of California’s English Language Arts and Literacy Standards, English Language Development Standards, and Preschool Learning Foundations; the themes of the English Language Arts/English Language Development Framework (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) and their integration; and the Preschool Curriculum Framework.			
Understanding of standards, frameworks, and curriculum foundation	The lesson plan <u>does not demonstrate an understanding</u> of the mentioned standards, frameworks, and curriculum foundation.	The lesson plan <u>partially demonstrates an understanding</u> of the mentioned standards, frameworks, and curriculum foundation.	The lesson plan <u>demonstrates a thorough understanding</u> of the mentioned standards, frameworks, and curriculum foundation.
7.2. Plan and implement evidence-based literacy instruction appropriate to children’s age, grade, and development (including children’s linguistic, cognitive, and social strengths) that is grounded in an understanding of Universal Design for Learning; California’s Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3–Referrals for intensive intervention); and the California Dyslexia Guidelines, including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for children at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics).			
Instructional Approaches & Guidelines	The lesson plan <u>does not demonstrate an understanding</u> of the mentioned instructional approaches and guidelines.	The lesson plan <u>partially demonstrates an understanding</u> of the mentioned instructional approaches and	The lesson plan <u>demonstrates a thorough understanding</u> of the mentioned instructional approaches and

		guidelines.	guidelines.
<p>7.3. Incorporate asset-based pedagogies and inclusive approaches and culturally and linguistically affirming and sustaining practices in literacy instruction, recognizing and incorporating the diversity of children’s cultures, languages, dialects, and home communities. Promote children’s literacy development in languages other than English in multilingual (dual language and bilingual education) programs.</p>			
Inclusive Approaches: Asset-Based Pedagogies & CLSP	The lesson plan <u>lacks a clear incorporation</u> of Culturally & Linguistically Sustaining Pedagogies (CLSP), and <u>improvements are needed</u> in fostering inclusivity, cultural responsiveness, and respect for diverse backgrounds and perspectives.	The lesson plan <u>somewhat incorporates</u> Culturally & Linguistically Sustaining Pedagogies (CLSP), but <u>improvements could be made</u> in fostering inclusivity, cultural responsiveness, and respect for diverse backgrounds and perspectives.	The lesson plan <u>demonstrates a strong incorporation</u> of Culturally & Linguistically Sustaining Pedagogies (CLSP), <u>fostering inclusivity</u> , cultural responsiveness, and respect for diverse backgrounds and perspectives.
<p>7.5. Foundational Skills. Develop children’s foundational skills according to standards and expectations specified for children’s age and grade. Develop children’s skills in print concepts, including letters of the alphabet; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences; decoding and encoding; morphological awareness; and text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity), through instruction that structured and organized as well as direct, systematic, and explicit and that includes practice in connected, decodable text. Create literacy environments that are print rich and that foster interest in print; engage young children actively and deliberately with games, books, poetry, oral storytelling, and songs that draw their attention to print, the manipulation of sounds, and alphabet letters. Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax. Advance children’s progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression.</p>			
Foundational Skills	The lesson plan <u>does not adequately address</u> the foundational skills specified for the targeted age and	The lesson plan <u>partially addresses</u> the foundational skills specified for the targeted age and grade level.	The lesson plan <u>effectively addresses</u> the foundational skills specified for the targeted age and grade level.

	grade level.		
<p>7.6. Meaning Making. Engage children in meaning making by building on prior knowledge and using age-appropriate literary and informational texts (print, digital, and oral) that are appropriately complex and that mirror children’s backgrounds, including their cultures, languages, genders, and abilities. Engage children in questioning and discussion to develop their literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical listening, speaking, reading, and writing. Engage children in reading, listening, speaking, writing, and viewing closely to draw information from texts, ask and answer questions, and support analysis, reflection, and research. Ensure that literacy experiences for young children include reading aloud, modeling, and assisting children in making predictions, retelling and reenacting, and responding to and generating questions about stories, picture books, and other texts.</p>			
Age-appropriate texts that reflect children's backgrounds	The lesson plan <u>does not incorporate</u> age-appropriate texts that reflect children's backgrounds.	The lesson plan <u>partially incorporates</u> age-appropriate texts that reflect children's backgrounds.	The lesson plan <u>effectively incorporates</u> age-appropriate texts that reflect children's backgrounds.
<p>7.7. Language Development. Promote children’s oral and written language development by providing rich exposure to and experience with varied forms of language and responding attentively to children’s language use. Develop children’s language by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings as children listen, speak, read, and write with comprehension and effective expression. Create environments that foster oral and written language development, including discipline-specific academic language. Enhance language development by engaging children in the creation of diverse print, oral, digital, and multimedia texts. Conduct instruction that leverages children’s existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.</p>			
Language Development Strategies	The lesson plan <u>does not demonstrate</u> strategies to promote children's oral and written language development.	The lesson plan <u>partially demonstrates</u> strategies to promote children's oral and written language development.	The lesson plan <u>effectively demonstrates</u> strategies to promote children's oral and written language development.
<p>7.9. Content Knowledge. Promote children’s content knowledge by engaging children in literacy instruction, in all pertinent content areas, that integrates reading, writing, listening, and speaking in discipline-specific ways, including through printed and digital texts and multimedia; discussions; experimentation; hands-on explorations; and wide and independent reading and read alouds and by providing choices that reflect and expand their interests. Teach children to navigate increasingly complex literary and informational texts relevant to the</p>			

discipline, research questions of interest, and convey knowledge in a variety of ways. Promote digital literacy and the use of technology, including the ability to find, evaluate, use, share, analyze, create, and communicate digital resources safely and responsibly, and foster digital citizenship.			
Literacy Instruction & Content Knowledge	The lesson plan <u>does not effectively integrate</u> literacy instruction with content knowledge in discipline-specific ways.	The lesson plan <u>partially integrates</u> literacy instruction with content knowledge in discipline-specific ways.	The lesson plan <u>effectively integrates</u> literacy instruction with content knowledge in discipline-specific ways.

Pay attention to the underline terms to ensure you meet expectations.

Integrated ELA/ELD Lesson Plan using CSP Scoring Rubric

Criteria	Does not yet Meet Expectations (1 point)	Progressing Towards Expectations (5 points)	Meets Expectations (10 points)
Brief Summary of the Lesson	The summary is incomplete or unclear.	The summary provides a general overview of the lesson, but lacks clarity or conciseness.	The summary provides a clear and concise overview of the lesson, including the main activities and goals.
Grade Level	The grade level is not appropriate for an early childhood classroom.	The grade level is somewhat appropriate for an early childhood classroom.	The grade level is appropriate for an early childhood classroom (Pk-3rd grade).
Topic	The topic is not relevant or aligned with the subject matter content standards and ELD and/or ELA standards.	The topic is somewhat relevant and aligned with the subject matter content standards and ELD and/or ELA standards.	The topic is relevant and aligned with the subject matter content standards and ELD and/or ELA standards.
Lesson Objective(s)	The lesson objective(s) are unclear or not stated.	The lesson objective(s) somewhat state what students will be able to accomplish by the end of the lesson.	The lesson objective(s) clearly state what students will be able to accomplish by the end of the lesson.
Language Objective(s)	The language objective(s) are unclear or not stated.	The language objective(s) somewhat state what students will be able to accomplish by the end of the lesson.	The language objective(s) clearly state what students will be able to accomplish by the end of the lesson.
Planning Considerations for Multilingual Learners	The lesson plan does not include considerations for multilingual learners.	The lesson plan includes some considerations for multilingual learners, but lacks detail or appropriateness.	The lesson plan includes detailed and appropriate considerations for multilingual learners with different levels of English proficiency.

Assessment Plan	The assessment plan is incomplete or does not align with the lesson objective(s).	The assessment plan is somewhat comprehensive and aligns with the lesson objective(s), but may lack some details for meaningful evaluation of student learning.	The assessment plan is comprehensive and aligns with the lesson objective(s), allowing for meaningful evaluation of student learning.
Procedures	The procedures are incomplete or unclear.	The procedures are somewhat outlined and provide general instructions for implementing the lesson, but lack clarity or differentiation strategies.	The procedures are clearly outlined and provide step-by-step instructions for implementing the lesson, including differentiation strategies for diverse learners.
Closure	The closure is incomplete or does not effectively wrap up the lesson.	The closure somewhat wraps up the lesson, but lacks opportunities for reflection or extension of learning.	The closure effectively wraps up the lesson and provides opportunities for reflection and extension of learning.
Culturally Sustaining Pedagogies	The lesson plan lacks a clear incorporation of Culturally Sustaining Pedagogies, and improvements are needed in fostering inclusivity, cultural responsiveness, and respect for diverse backgrounds and perspectives.	The lesson plan somewhat incorporates Culturally Sustaining Pedagogies, but improvements could be made in fostering inclusivity, cultural responsiveness, and respect for diverse backgrounds and perspectives.	The lesson plan demonstrates a strong incorporation of Culturally Sustaining Pedagogies, fostering inclusivity, cultural responsiveness, and respect for diverse backgrounds and perspectives.

Reflection on Practice	The reflection is superficial or does not provide meaningful insights on how to improve teaching and learning in the ECE context for young learners of culturally and linguistically diverse backgrounds.	The reflection demonstrates some understanding of one's own practice and provides some insights on how to improve teaching and learning in the ECE context for young learners of culturally and linguistically diverse backgrounds.	The reflection demonstrates a deep understanding of one's own practice and provides meaningful insights on how to improve teaching and learning in the ECE context for young learners of culturally and linguistically diverse backgrounds.
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Holistic Score

- Meets expectations 56 - 110 points
- Progressing towards expectations 12 - 55 points
- Does not yet meet expectations 0 - 11 points