

English Language Arts lesson plan template with *The 6 Principles for Exemplary Teaching of English Learners* for future secondary education teachers

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State Standards or Extended Standards	
Lesson Objective(s) (LOs): CONTENT and LANGUAGE OBJECTIVES must be observable and measurable. Have at least two specific objectives, but no more than three, unless easily justified.	<i>See The 6 Principles, Practice 3A (pp. 61–63) for questions to plan and to state content and language objectives with measurable verbs.</i> <i>See The SIOP Model, Lesson Preparation (pp. 31-47).</i>
Essential Questions	<i>See Principle 3A (pp. 61–62) to help frame the Essential Questions. (Ask yourself these questions to get the big picture.)</i>
IEP goal or Individual Learning Targets (ILTs) <i>** IEPs Goals/ILTs should connect to the lesson. State how your instruction will address a student’s IEP goal or ILT.</i>	<i>See Principle 1: Know your Learners (pp. 51-55). Create charts (Figure 3.1, p. 52) to identify learners and then to develop strategies to ensure success for all students.</i> <i>Review the section for Special Education Directors and Gifted and Talented Program Directors (pp. 124–126) to aid adaptation of lesson delivery.</i>
Lesson Assessments: Plan formative assessments for first few days of instruction, and a summative assessment for the last day. You <u>do not need a summative assessment each day, but have to have one on the final day of any learning segment.</u> Note whether assessments planned <u>are informal or formal.</u>	<i>See Principle 5, Practice 5C (pp. 85-88) to develop formative and summative assessments that are fair, reliable, and valid.</i> <i>See The SIOP Model, Review & Assessment (pp. 235–240, 244-248).</i> Informal Assessments: (add more if necessary) - Formal Assessments: (at least one is required) -

<p>Materials: Include and identify planned supports for whole class and individual students</p>	<p><i>See The 6 Principles, Practices 3D and 3F (pp. 69–71, 73–74) for scaffolding for whole class, groups, peers, and individuals.</i></p>
<p>Anticipatory Set/Introduction</p> <ul style="list-style-type: none"> - Hook the students - Incorporate students’ assets - Appeal to prior knowledge - Links to prior knowledge or earlier lesson(s) 	<p><i>See The 6 Principles, Practices 3B, 3C, and 3E (pp. 63–69, 71-73) for hooks and links to the students’ assets and background knowledge.</i></p> <p><i>See The SIOP Model, Building Background (pp. 76–83).</i></p>
<p>Instructional Sequence:</p> <ul style="list-style-type: none"> - <u>Include components of academic language</u> within the instructional lesson. <u>Emphasize where they occur in the instruction.</u> - Write out questions you plan to ask students (higher-order thinking from Bloom’s Taxonomy). - Write out steps for demonstrating instructional strategies. - Include technology you plan on using. - Accommodations and Modifications should be clearly identifiable. 	<p><i>See The 6 Principles, Practices 3C and 3D, especially pages 68–71, for the integration of academic language throughout the lesson.</i></p> <p><i>See The 6 Principles, Tables 3.2 (p. 68) and 3.4 (p. 81) and Practice 3G (pp. 74–75) to form questions to develop higher-order thinking.</i></p> <p><i>See The SIOP Model, Strategies (pp. 139–141)</i></p> <p><i>See The 6 Principles, Practices 3B–4B (pp. 63–81) for instructional strategies and adjustments to be used throughout the lesson, especially Table 3.1 (p. 64).</i></p> <p><i>See The 6 Principles, Practices 2A (p. 57), 2C (p. 59), 3B (pp. 65–66), and 4A (p. 78) for ideas to incorporate technology. Review the section for Technology Coordinators too (p. 132).</i></p> <p><i>See Principle 4 (pp. 77-81) for details to adapt the lesson.</i></p>

<ul style="list-style-type: none"> - Highlight/emphasize appeals to students' assets. - Incorporate differentiated instruction; highlight/emphasize how you support whole class and individual learning. 	<p><i>See The 6 Principles, Practices 3E (pp. 71–73) and 3H (p. 76) to emphasize students' assets.</i></p> <p><i>See The 6 Principles, Practice 3F (pp. 73–74) to provide levels of instruction. See The SIOP Model, Differentiating for Multilevel Classes sections in chapters 2–9.</i></p>
<p>Closure</p> <ul style="list-style-type: none"> - How will the conclusion of your instruction help provide evidence that students understand objectives from the lesson? Refer to assessment plan. - Consider how you will link this lesson to the next, or a previous lesson or segment. 	<p><i>See The 6 Principles, Concluding Instruction section in Table 3.2 (p.68) and Practices 5A-5C (pp. 82–88) for assessments.</i></p> <p><i>See The 6 Principles, Appendix B: The 6 Principles Checklist for Teachers (pp. 167-170).</i></p>

Resources:

Echevarria, J., Vogt, M.E., Short, D., & Toppel, K. (2024). *Making Content Comprehensible for Multilingual Learners: The SIOP Model* (6th ed.). Pearson.

TESOL International Association. (2024). *The 6 Principles for Exemplary Teaching of English Learners: Grades K–12* (2nd ed.). TESOL Press.