

Lesson Plan/Learning Map Special Education ESN/MMSN

Candidate's Name:		ID#:	Today's Date:
NUSP's Name:		SSP's Name:	<input type="checkbox"/> ESN or <input type="checkbox"/> MMS
Grade Level(s):	Lesson Topic:		Content Area: <input type="checkbox"/> English/ELD <input type="checkbox"/> Math <input type="checkbox"/> Other []
Type of Service Delivery: <input type="checkbox"/> Special Day Classroom <input type="checkbox"/> Learning Center <input type="checkbox"/> General Education Co-Teaching <input type="checkbox"/> General Education <input type="checkbox"/> Resource Center <input type="checkbox"/> Other []			

PLANNING (TPEs 2 & 4)

A. Student Information & IEP/ELD Goals

1. What is/are the relevant IEP goal(s) of the targeted students? [type responses here]
 2. Describe reading intervention and/or diagnostic techniques to be included in the lesson plan.
 3. What is/are the English Language Development Standards (ELD) goal(s) for targeted EL students (including reclassified ELs)? []
 4. How have the California DOE Dyslexia Guidelines * <https://www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.PDF> been referenced in the planning of the lesson? []
*see further resources below
 5. Describe below the assets of the targeted students:
- Academic readiness: []

<ul style="list-style-type: none"> • Language proficiency: []
<ul style="list-style-type: none"> • Cultural & linguistic background: []
<ul style="list-style-type: none"> • Social and emotional development: []
<ul style="list-style-type: none"> • Physical/health considerations: []
<ul style="list-style-type: none"> • Behavior considerations: []
<ul style="list-style-type: none"> • Interests/preferences: []
B. Content Standards, Curriculum, & Learning Objectives
1. List the grade level California Common Core State Standards (CA-CCSS) (include number and description of standard): []
2. List the content specific learning objective: []
3. List the ELD standard(s): []
4. List the ELD specific learning objective(s): []
5. List the adopted curriculum: []
6. Describe below any Universal Design for Learning (UDL) Principles used in this lesson: <ul style="list-style-type: none"> <input type="checkbox"/> Multiple Means of Engagement: [] <input type="checkbox"/> Multiple Means of Representation: [] <input type="checkbox"/> Multiple Means of Action & Expression: []
7. Describe below any adaptation of instruction and materials:
<input type="checkbox"/> Differentiation: []
<input type="checkbox"/> Accommodations: []

<input type="checkbox"/> Modifications: []
8. State the learning objective in student-friendly language (what will students learn from the lesson?): []
9. Identify prior knowledge (bridges from past lessons): []
C. Resources & Specialized Support
1. Identify the materials needed for the lesson: []
<ul style="list-style-type: none"> • Instructional Technology: []
<ul style="list-style-type: none"> • Assistive Technology: []
2. Describe function and role of any support staff (paraprofessional, SLP, behavior specialist, EL specialist, other): []
3. <input type="checkbox"/> Rubric is attached to this lesson plan.
D. Establish a Consistent, Organized, & Respectful Learning Environment
1. Barrier-free space (physical classroom arrangement): []
2. Specialized equipment: []
3. Safe space (sensory area, break area): []

TEACH & ASSESS (TPEs 1, 3, & 5)
A. Introduction of the Lesson
1. What is the essential question/hook? []
2. What is the connection to real life application? []
3. How do you check for understanding (make connections to prior learning)? []

4. Behavioral expectations are <input type="checkbox"/> stated orally AND <input type="checkbox"/> posted.
B. Explicit Teaching – I DO
1. How will you explain and model the lesson content (think alouds, demonstration, etc)? []
2. How will you provide multiple opportunities to respond and provide feedback on performance? []
3. How will you use higher order thinking (HOTS)/critical thinking skills? []
4. How will you check for understanding during the “I DO” lesson? []
C. Explicit Teaching – WE DO (Guided Practice)
1. Flexible Grouping Practice: <input type="checkbox"/> whole group <input type="checkbox"/> small group-same ability <input type="checkbox"/> small group-mixed abilities <input type="checkbox"/> pair/partners <input type="checkbox"/> 1-to-1
2. How will you scaffold the guided practice? []
3. How will you provide multiple opportunities to respond and provide feedback on performance? []
4. How will you provide positive & constructive feedback (learning & behavior) (ongoing assessment)? []
5. How will you check for understanding during the “WE DO” lesson? []
D. Explicit Teaching – YOU DO (Independent Practice)
1. How will you assess independent practice? <input type="checkbox"/> observation <input type="checkbox"/> exit ticket <input type="checkbox"/> worksheet <input type="checkbox"/> academic discourse <input type="checkbox"/> work product <input type="checkbox"/> other []
2. How will you provide positive and constructive feedback? On learning: [] On behavior: []
3. How will you evaluate the need to <ul style="list-style-type: none"> • Reteach? [] • Extend/enrich? []

4. Closure – What are the next steps/follow up to content learning? []

PLANNING AHEAD – REFLECTION (TPEs 1, 5, 6) *These are things to be considered while presenting the lesson and to be addressed in a reflection after the lesson. The list below is for informational purposes only at this point.*

A. Reflection on Lesson Effectiveness

1. How effective was the lesson planning in achieving the lesson objective?

2. What was the evidence of student learning (assessments)?

3. Provide specific examples of adaptations made during the lesson (what worked, what would you do differently?).

B. Using Student Assessment Information

1. How will student assessment information be used to inform the next lesson (reteach, extend)?

2. How was the rubric used?

C. Ensuring Equitable Access

1. How will you ensure equitable access to the content-specific learning goals for all students in future lessons?

2. What strategies will you implement to address the diverse learning needs of your students?

Lesson Planning Resources specific to Literacy:

- **California Commission on Teacher Credentialing:** [Resource Guide on Preparing Teachers for Effective Literacy Instruction](#)
- **California Dept. of Education: Dyslexia Guidelines:** <https://www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.PDF>
- **California Dept. of Education: General information on dyslexia** <https://www.cde.ca.gov/schooldirectory/details?cdscode=37683120000000>
- **California Dept. of Education: Literacy :** <https://www.cde.ca.gov/ci/cl/>
- **California Dept. of Education: ELA/ELD Framework :** <https://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp>
- **Suggested Journals:**
- *Reading Research Quarterly* <https://ila.onlinelibrary.wiley.com/journal/19362722>
- *The Reading Teacher* <https://ila.onlinelibrary.wiley.com/journal/19362714>
- *Journal of Adolescent & Adult Literacy* <https://ila.onlinelibrary.wiley.com/journal/19362706>