

Lesson Plan Analysis

Lesson: _____

Use this document to record information/evidence from the sample lesson plan. Evidence should consider the Core Actions. You may also record potential questions you have beyond the lesson. Evidence recorded will be integrated into the Feedback Summary worksheet.

Core Action 1: Focus each lesson on a high-quality text (or multiple texts).

Discussion Questions

What text(s) will be used in the lesson?

Is there evidence that the text was evaluated for complexity?

What evidence can be noted for the text exhibiting exceptional craft and thought and/or providing useful information? What are the central ideas of the text?

What is the intended learning for the lesson?

Which standard(s) are targeted in this lesson?

Does the lesson plan for a majority of the time to be spent reading, writing, or speaking about the text?

Core Action 2:

Employ questions and tasks, both oral and written, that are text-specific and accurately address the analytical thinking required by the grade-level standards.

Discussion Questions

How are question, activities, and tasks designed and sequenced to guide students to the central ideas and development of the text to build knowledge?

How will students be expected to use evidence from this text to demonstrate understanding and support their ideas (e.g., Think, Pair, Share; journal; small group discussion, act it out, etc.)?

Which vocabulary words, phrases, and sentences demand time and attention because they are:

- **critical to comprehension *or***
- **valuable words for students to know *or***
- **related to the central idea of the text?**

How are they addressed in the lesson?

If present, what is the culminating task for the lesson? How will students demonstrate understanding of the structure, concepts, ideas, or details of the text?

**Core Action 3:
Provide all students with opportunities to engage in the work of the
lesson.**

Discussion Questions:

What scaffolds are planned so that all students will persevere through difficult tasks?

What supports are planned for students who read below grade level?

What extensions are planned for students who read above grade level?

What consideration and opportunities for student progress toward independent reading of this text are built into the lesson?

How are language and foundational skill practice addressed (for grades K-5, if applicable) in the lesson?

Beyond the Lesson

Discussion Questions:

Are there indications that this text is one of a sequence designed to build knowledge?

Is there evidence of how this lesson fits within longer-term content goals?

Is there evidence of support for increasing independence in writing or speaking?