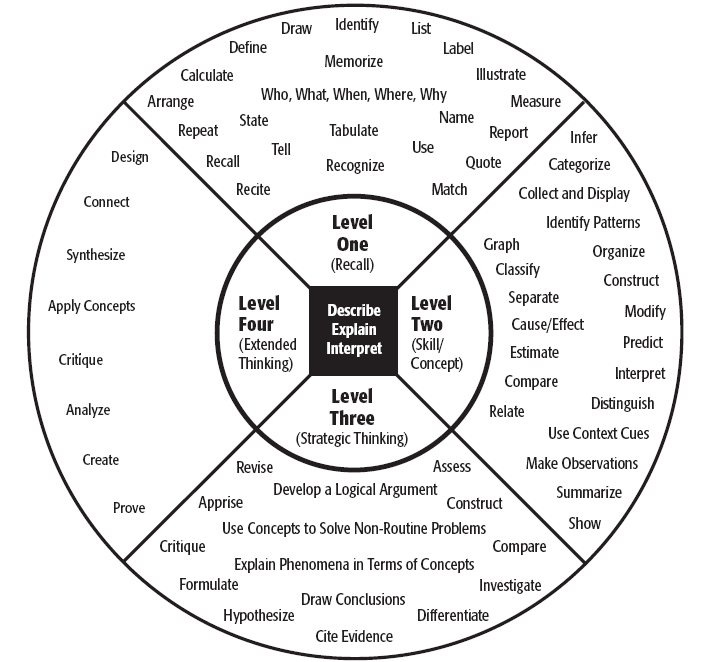
**Improving Language Skills**

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| Standard(s): L 4.1 and L 5.1 | Instructional Shift(s) and Explanation: |
| Length of Lesson: 90 Minutes | **EFL’s Targeted:** |
| Materials and Resources Needed: Lined paper, Achieving TABEsuccess Language Level A, Handouts (teacher generated) | |

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| Objective | DOK Level(s) | Activity(ies) | Assessment(s)/Check(s) for Understanding |
| * Use correct capitalization | 2 | Give students handout with 3 sentences that they have to correct with help of a partner. Then each partnered group will write in their own words the capitalization rules as sentences. | Each student will independently do the check up from Achieving TABE success Language level A p. 142, 146, 150. |
| * Use comma's correctly in all situations | 2 | Review the comma rules, then each student will give examples of the rules by writing sentences showing the rules. | Each student will independently do the check up from Achieving TABE success Language level A p. 162, 166, 170, 174. |
| * Spell grade appropriate words correctly | 2 | Have a list of vocabulary words, and would use the vocabulary words in the sentences the students wrote in the two previous two activities. | Would check student’s sentences to see if the vocabulary words were correctly used. |

*\*Objectives should be tied directly to DOK Levels, an activity, and a form of assessment.*

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| Lesson Flow |
| Warm Up/Introduction: On the board together as a class, show examples of misused punctuation, absent punctuation and misspelled words and how it changes the meaning of the sentence. Use several examples and ask the students what it means before changing or adding the punctuation and what it means after the punctuation is changed. |
| Direct Instruction/Classroom Activities: As a class, go over all three objectives and the rules for each objective. Each student is given a list of vocabulary words to use throughout the activities. Go through each vocabulary word and as a class give the definitions for each. Split the class up in to two groups. One group does the correct capitalization activity while the other group does the comma activity. After each group finishes the lesson, they switch to do the other lesson. Use a projector to put each group’s work on the board and discuss as a class. |
| Recommended Strategies: Since we teach in a correctional setting, our students vary greatly in functioning level. Because of these varied levels, we incorporated whole group, small group and individual work. In our experience with these students, allowing the students to teach each other help them build their confidence in the skills learned as well as builds more class rapport. |
| Differentiation options: To differentiate this instruction, we would use different leveled books for our instructional material. We would also give a different vocabulary list for the students of different grade levels. |
| Assessments: Produce a writing sample of at least three paragraphs, five sentences each using correct punctuation, capitalization and correct spelling of vocabulary words, |
| Independent/Distance/Homework Options: Use the rest of the TABE lessons from the book for homework. |

[](http://www.google.com/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&docid=p30Z6fLBnETREM&tbnid=3BiBjse4ExeIOM:&ved=0CAUQjRw&url=http://theteachablemoments.wordpress.com/2012/03/08/dok-is-not-a-verb-and-it-is-not-blooms-taxonomy-in-a-circle/&ei=2VOYU-r5CtLNsQSpn4LgCA&bvm=bv.68693194,d.cWc&psig=AFQjCNEhpUPWlItP8Z9C6ZJLXC_1E7v7uA&ust=1402578252955798)**Lesson Planning Resources**

**Webb’s DOK Levels:**

DOK Level 1: Recall and Reproduction

DOK Level 2: Skills/Concepts

DOK Level 3: Strategic Thinking

DOK Level 4: Extended Thinking

*Every lesson delivered should hit more than one DOK level. For a more detailed explanation of DOK and a comparison to Bloom’s Taxonomy click* [*here*](http://blogs.mtlakes.org/curriculum/files/2012/10/Screen-Shot-2012-10-21-at-4.57.09-PM.png)*.*

**Standards & Instructional Shifts:**

Indiana Adult Education is using the College and Career Readiness Standards for Adults developed by OCTAE. You can access a copy of the standards [here](http://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf) to assist you in identifying the standards aligned to and the instructional shifts targeted in your lesson plan

**A note about this lesson plan template:**

This lesson plan template was created in 2012 and revised in 2014 to better reflect standards based education and assessment changes. The original was designed by Indiana Adult Education Teachers during a statewide teacher meeting. In addition to identifying the required “components” of a lesson plan, teachers also contributed a list of “characteristics” of good lesson plans: *engaging, fun, visual examples, accommodates for learning styles, clear and concise, flexible within structure, allows for student ownership, includes modifications and adaptations, evokes passion, builds on previous knowledge, and appropriately reflects its audience.*