

## Components of an Effective Secondary Language Arts Lesson

Before presenting a lesson, refer to the assessment blueprint on the unit. Gray areas can take place at various points during a lesson.

### Introduction

- Set the stage for today's lesson—can use a short writing activity (journal) that introduces the lesson, connects the lesson to prior knowledge, or grabs the student's attention often by showing relevance. Provide why this knowledge is important.
- Provide a brief oral or written review of recently taught material and relate to today's lesson.
- Students should be held accountable for any homework assigned. Check for homework, answer questions, etc. (keep this brief and relevant to recent instruction).

### Daily Objective

- State and write objective introducing the day's main lesson. Connect daily objective with prior learning.

### Concept and Skill Development

- Use a variety of teaching modalities to appeal to all learners. State lesson, write on board, have student take notes. If possible have students "do something physical" with the information (write, draw, act, build, discuss, etc.). Try and relate to or use several areas (art, music, literature, history, or other content areas).

### Guided / Independent / Group Practice

- Can do at different times throughout the lesson to help students process information.
- Practice concepts/skills embedded in the lesson.
- Provide students with time to question, think, analyze, and discuss.
- If the students are starting a piece of writing, have them begin the pre-writing stage. Peer share and peer discussion may help with idea development.

### Homework

- Homework assignments should be relevant, consist of what the teacher values most, and include a variety of assessments.
- Students should note homework, insuring they understand the assignment and ask questions if necessary.

### Closure

- Briefly summarize objective, relate to future learning and reiterate homework guidelines (3-5 minutes.)

## Secondary Language Arts Teacher Expectancies

### A Good Faith Effort to Teach the Curriculum

#### Lessons

- are based upon course syllabi,
- are aligned with course benchmarks, and
- use an adopted text/program.

### A Balanced Delivery of Instruction

#### Lessons incorporate instruction in

- concept development and linkage;
- high level thinking skills, creative and critical thinking;
- vocabulary development;
- basic facts;
- reading, writing, and thinking processes; and
- appropriate use of technology.

### Instructional strategies to facilitate student learning

#### Lessons include:

- the *Components of an Effective Lesson*,
- reading and writing (not the same as note-taking),
- visual, auditory, and tactile presentation techniques,
- oral recitation, oral drill, and memory aids,
- over-teach and over-learn (provide concentration time and teach students how to study);
- effective questioning, and
- note-taking.

### Other considerations that impact student achievement

- Instructional time is used effectively by working bell-to-bell.
- Assessment is based on the *Backward Assessment Model*.
- Professional communication takes place between and within grade levels/courses.
- The "My Kid" standard: Is this how I would want *my kid* to be taught?
- Positive student/teacher relationships.
- Build success upon success.