Outcomes	**Student Goals**	**NRS EFL Level 2 Materials**
Students will be able to read the English language	Students will be able to read classwork	Ten new vocabulary words and their meanings and blank index cards **Time Frame** **One Hour**

Standard	**Learner Prior Knowledge**
Read with Understanding	Students must have basic knowledge of sounding out letters in the English language

COPS	**Benchmarks**	**Activities**	**Assessment/ EVIDENCE**
Determine the reading purpose Select reading strategies appropriate to the purpose Monitor comprehension and adjust reading strategies Analyze the information and reflect on its underlying meaning Integrate it with prior knowledge to address reading purpose	R 2.1 Recognize basic survival words and signs (e.g., stop, enter, exit). R 2.2 Use strategies to understand text (e.g., decode familiar words, recognize common sight words, use pictures, picture dictionary, or basic ESOL dictionary). R 2.3 Use strategies to monitor decoding and word recognition of letters, words, and numerals (e.g., reread question). R 2.4 Seek clarification by rereading. R 2.5 Draw conclusions (e.g., from graphics, from words). R 2.6Complete a task (e.g., follow simple one-step directions such as "Open book to page 20").	**Presentation:** Teacher supplies each student with 10 index cards. Teacher writes new vocabulary word and definition on the board. Practice: 1. Students copy on one side of the index card the new vocabulary word and on the other side of the card the meaning of the new vocabulary word. 2. Students compose a sentence for each word on their own vocabulary cards using the meaning side of the card. 3. Students each shuffle their own pile of cards. Teacher calls on students randomly to read the word they find on top of their pile and the sentence they have composed on the reverse side of that card. Application: Students develop a stronger vocabulary in the English language.	Teacher observation o everyday conversation

Reflection/Evaluation/Next Steps	Purposeful & Transparent --Did the lesson meet the learners' purposes? Is the purpose of the lesson clear? **Contextual**--Did the lesson have a real life context? **BUILDING EXPERTISE**--Did the lesson build on what the learner already knew?
NEXT STEPS	