



Lesson Analysis Checklist

PART I: Contextualize Your Lesson

The information below provides a context for the interpretive reading lesson based on the textbook chapter in which it occurs.

Teaching Context	
Chapter / Unit Learning Objectives	Students will be able to
Chapter / Unit Language Forms (grammar and vocabulary)	
Chapter / Unit Cultural Content	
Authentic Text(s)	
Communicative Mode(s)	Interpersonal Interpretive Presentational
Lesson Source	Textbook Website Instructor Other:

PART II: Analyze Your Lesson

In this section you will analyze the activities from the textbook lesson using the information from Part I and your understanding of the Knowledge Processes of multiliteracies pedagogy.

First, list the activities in your lesson:

Now analyze your acivities using the chart below.

ACTIVITY	1	2	3	4	5	6	7	8
Context Analysis Enter the number of are the specific foculactivity, leave that be	us of each ac							
Which chapter/unit learning objectives does the activity address?								
Which chapter/unit language forms does the activity address?								
Which chapter/unit cultural content does the activity address?								
Knowledge Proces Indicate which know some activities may	vledge proce	ss each activ	vity correspo	nds to by ch	ecking the ap	opropriate bo	ox in the table	e. Note that
Does this activity engage students in experiencing?								
Does this activity engage students in conceptualizing?								
Does this activity engage students in analyzing?								
Does this activity engage students in applying?								

Telei to your arraiys	is to help you answer the questions below.
Does the lesson these in your rev	align with your chapter/unit learning objectives? Which objectives are not met? Is it important to address ised lesson?
Does the lesson and cultural cont	sufficiently target your chapter/unit language forms or cultural content? What chapter/unit language forn ent are present in your authentic text(s)? How can you address these in your revised lesson?
missing knowled understand how	include all four Knowledge Processes? Which are absent from the lesson? How can you incorporate ge processes to ensure that students work with authentic text(s) to express their thoughts and opinions, language forms are used to express ideas, interpret the importance and consequences of ideas, and us w knowledge in creative ways?
 Which activities for new activities do 	rom the original lesson must be adapted or eliminated to address any gaps you identified in #1-3? What you need to create to help feel these gaps?