

## Editorial Checklist for Review of FLLITE Lessons

Please evaluate the extent to which you feel the lesson achieves the following criteria. Use the question prompts to help in framing your additional feedback.

Evaluation criteria	Yes, definitely	Yes, to some extent	Uncertain or moderately	No, not adequately	No, not at all
<b>A. Preparatory Steps</b>					
<i>Norms &amp; conventions</i> – Does the lesson show evidence of a sufficient level of understanding of genre conventions, language norms, and conventional cultural practices embedded in the text/s?					
<i>The Literary</i> – Does the textual analysis adequately identify the metafunctions and types of play in the text/s? Is there another/other types of play that could be identified that would improve the lesson?					
<i>Messages/Themes</i> – Are the stated message/s and theme/s adequately supported by evidence in the text?					
<b>B. Lesson Structure</b>					
<i>Text choice, objectives, level appropriateness</i> – Are the text/s, objectives, and level of the activities well matched to the intended course level? Would the text and lesson be better fitted to a different level? Can the objectives be better stated or envisioned?					
<i>Scaffolding</i> – Are a variety of pedagogical modes/acts incorporated? Are the activities sequenced coherently to support learners in a) Moving beyond basic comprehension questions or formal competencies and requiring students to interpret meaning when reading/viewing/listening? b) Developing students' understanding of language use through application of the pertinent areas of language <i>play</i> in the redesigning task?					
<i>Instructional language/s</i> (e.g. L1/English, L2) – Are these used purposefully and clearly?					
<i>Background and context</i> – Is sufficient background and contextual information given to students or made available to them through student research?					

<i>Critical feeling and languacality</i> – Does the lesson invoke critical feeling along with critical thinking? Does it effectively foster <i>languacality</i> along with languaging?					
<i>Perspectivizing cultural activities</i> – Does the lesson consider what kind of social action the text is engaged in? Does the lesson relate the text/s to larger practices of cultural activity?					
<i>Fulfilling objectives</i> – Are there other types of activities for the desired pedagogical modes/acts that might better support the objectives?					
<i>Assessment</i> – Are formative assessment modes built into the lesson? Do these modes reflect FLLITE principles? – process over products (designing and redesigning); peer editing/peer response (social meaning design); reflection (creative and critical awareness of available designs)					
<b>C. Open Education</b>					
<i>Licensing and citation</i> – Does the lesson give a URL for copyrighted content (text, image, video, etc.) and a CC-CY or CC-BY-SA license for open content?					