

Checklist for Review of FLLITE Lessons

Evaluation criteria	Yes, definitely	Yes, to some extent	Uncertain or moderately	No, not adequately	No, not at all
A. Lesson Structure					
<i>Level appropriateness</i> – Is the level of the activities well matched to the text/s, topic/s and category/categories of literary play at the core of the lesson? Are instructed and institutional languages used purposefully?					
<i>Lesson scaffolding</i> – Are the activities sequenced coherently to support learners moving towards more complex language use? Are a variety of pedagogical acts incorporated?					
B. FLLITE Principles					
<i>Textual thinking</i>					
<i>Genre</i> – Does the lesson show evidence of a sufficient level of understanding of the genre conventions? Does the lesson treat the text holistically?					
<i>Message / Theme</i> – Does the lesson move beyond basic comprehension questions or formal competencies and require students to see how the theme or message is constructed across the text?					
<i>Contextual thinking</i>					
<i>Background information</i> – Is sufficient background information given or made available to through student research?					
<i>Cultural practice</i> – Does the lesson try to relate this text or set of texts to larger practices of cultural activity? Does the lesson consider what kind of social action the text is engaged in?					
<i>Literary thinking</i>					
<i>The literary in the everyday</i> – Does the lesson move beyond basic comprehension questions or formal competencies requiring students to <i>play</i> with making meaning? Does it incorporate the “literary in the everyday”?					
<i>Language play</i> – Does the lesson develop students' understanding of language use through the pertinent areas of language play?					
C. Open Education					
<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?					