**ELA LESSON PLAN TEMPLATE**

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| **OVERVIEW** | | | |
| Lesson Title: | | Unit Title: | |
| Lesson #: | CCRS and GLE Range: | Class Level: | |
| Length of Lesson in # of Hours: # of Classes: | | Teacher(s): | |
| **STAGE 1 – PLANNING for DESIRED RESULTS** | | | |
| **LESSON OBJECTIVES** | | | |
| *By the end of this lesson, students will be able to:* | | | |
| **CCR LEVEL-SPECIFIC STANDARDS THAT SUPPORT AND ALIGN WITH THE LESSON OBJECTIVES** | | | **KEY INSTRUCTIONAL SHIFTS** |
|  | | | *Indicate those addressed in this lesson:*   * Practice with complex text and its academic language * Ground reading, writing, and speaking in evidence from literary and informational texts * Build knowledge through content-rich nonfiction |
| **ESSENTIAL QUESTION(S)** *(optional)* | | |
|  | | |
| **PRIOR KNOWLEDGE NEEDED** | | | |
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| **STAGE 2 – EVIDENCE of LEARNING** | | | |
| *Ways that students and I will know the extent to which objectives have been met:* | | | |

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| **STAGE 3 -- ACTION MATERIALS TIME**  *(optional)* | | | |
| **INTRODUCTION**  *Guiding Question*   * *Why is this important for students to learn? (hook, connection, relevance)* |  |  |  |
| **BODY**  *Guiding Questions*   * *What text(s) will be the basis of this lesson?* * *What academic and content vocabulary will students learn?* * *What questions should I pose to engage students, elicit comprehension, and foster thinking and reasoning?* * *What opportunities will students have to practice ELA skills (Reading, Writing, Speaking and Listening, and Language)?* * *What opportunities will students need for scaffolding and differentiation?* * *How are the CCRS Instructional Shifts for ELA evidenced in student performance?* |  |  |  |
| **CLOSING**  *Guiding Question*   * *How will I bring closure to the lesson and provide opportunities for student reflection (i.e., transfer of knowledge/skills)?* |  |  |  |
| **POST-TEACHING REFLECTION**  *Guiding Question*   * *What changes or adaptations would I make?* |  | | |

***Use these links: “***[***Standards-Aligned Classroom***](http://www.sabes.org/sites/sabes.org/files/resources/CCRS%20Standards%20Aligned%20Classroom.pdf)***”,*** [***Instructional Planning Guide for ELA***](http://www.sabes.org/sites/sabes.org/files/resources/Instructional%20Practice%20Guide%20for%20ELA.pdf)***, “***[***Three Key Shifts***](http://www.sabes.org/sites/sabes.org/files/resources/FOCUS%20on%20THE%20TEXT.pdf)***”***