**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
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| **ESSENTIAL QUESTION(S)** *(optional)* |
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| **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)*
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| **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?*
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| **CLOSING***Guiding Question** *How will I bring closure to the lesson and provide opportunities for student reflection (i.e., transfer of knowledge/skills)?*
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| **POST-TEACHING REFLECTION***Guiding Question** *What changes or adaptations would I make?*
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***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)***”***