**ELA Lesson Plan Template** [Revised January 2022. Find related resources at <https://sabes.org/content/ela-curriculum-hub>]

|  |  |  |  |
| --- | --- | --- | --- |
| **Lesson Topic/ Title** |  | **Class Level /GLE** |  |
| **Unit Title**  (if applicable) |  | **Teacher Name** |  |

|  |  |  |
| --- | --- | --- |
| **CCRSAE**  *(use notation & shorthand)* | **ELA Learning Objectives**  By the end of this lesson, students will be able to: | **Evidence of Learning**  Students will show their learning by: |
|  |  |  |
|  |  |  |
|  |  |  |

*(add rows as needed)*

*(adjust for space and delete commentary as needed)*

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Texts and Other Resources** | | | |
| * *Include authentic print and/or digital texts that are appropriate for adults.* * *Include texts that accurately and respectfully represent diverse identities, cultures, and perspectives.* | | | * *Include text complexity level for each text.* * *List instructional videos, websites, and handouts for students.* * *Include hyperlinks.* |
|  | | | |
| **Instructional Shifts**  *(Which ones are addressed in this lesson?)* |  | Engage 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. | |

*(adjust for space and delete commentary as needed)*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Instructional Process**  *Sequence and concisely describe culturally-responsive and evidence-based instruction.* | | | | |
| * *Incorporate the “I do,” “We do,” “You do” model.* * *Contextualize skill instruction within authentic texts and tasks.* * *Incorporate a variety of tasks and interactions that foster engagement.* * *Support learners in making connections to their lives.* | | | * *Involve students in using technology to find, evaluate, consume, create, organize, communicate, and share digital content.* * *Include choice and flexibility where appropriate to meet diverse needs.* * *Provide additional modifications as needed for English Learners, students with learning disabilities (LD), and students at different levels.* | |
| **PART OF LESSON** | **TIME / MATERIALS** | **STEP-BY-STEP DIRECTIONS** | | **FURTHER DIFFERENTIATION**  *(e.g., EL, LD, different levels)* |
| **Warm-Up/Introduction**   * *Review unit goal/cumulative project.* * *Review key learnings from previous lesson(s)/Activate prior knowledge.* * *Introduce the objectives -- and address why they are important.* |  |  | |  |
| **Body**   * *Explain and model 1) the target knowledge or skill and/or 2) processes to follow to accomplish tasks.* * *Provide scaffolded practice and feedback.* * *Engage learners in inquiring, exploring, and problem-solving.* * *Include multiple kinds of interactions (e.g., whole group, small group, pairs).* * *Pose questions that require critical thinking and evidence from text.* * *Use technology appropriate to the task(s).* |  |  | |
| **Wrap-Up/Reflection**   * *Lead reflection in what students learned and how they might use what they learned in their lives.* * *Preview the next lesson.* |  |  | |