**ELA/Literacy Lesson Template**

1. **Original source (e.g., publisher, lesson, page number) of this lesson**:
2. **Intended level of the lesson:**
3. **Brief description of how the lesson is to be used (e.g., a replacement lesson, an addition to the original resource, to fill specific gaps):**
4. **Suggested time to spend on the lesson (e.g., number of learning sessions, hours/minutes):**
5. **Learning goals of the lesson (i.e., big ideas/key understandings):**

1. **Level-specific CCR ELA/Literacy standards (4-8) that are targets of the lesson:**
2. **Complexity of the text that is the focus of the lesson.**

Quantitative Measure: Refer to the *Quantitative Analysis Chart (#3)* for assistance.

**Quantitative Measure: \_\_\_\_\_\_\_\_ Level: \_\_\_\_\_\_\_\_\_\_**

Qualitative Features:For each dimension, note specific examples from the text that make it more or less complex. Refer to the *Informational Text and Literary Text Qualitative Rubrics* (#6) for assistance.

**Meaning/Purpose**

**Structure**

**Language**

**Knowledge Demands**

1. **Academic vocabulary words that demand attention and are related to the big ideas.**

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| --- | --- |
| **These words merit less time and attention**  (They are concrete and easy to explain, or describe events, ideas, processes, concepts or experiences that are familiar to your students.) | **These words merit more time and attention**  (They are abstract, have multiple meanings, and/or are a part of a large family of words with related meanings. These words are likely to describe events, ideas, processes or experiences that most of your student will be unfamiliar with.) |
| Page [number] - [word] – [Definition]  Page [number] - [word] – [Definition]  Page [number] - [word] – [Definition]  Page [number] - [word] – [Definition]  Page [number] - [word] – [Definition] | Page [number] - [word] – [Definition]  Page [number] - [word] – [Definition]  Page [number] - [word] – [Definition]  Page [number] - [word] – [Definition]  Page [number] - [word] – [Definition] |

1. **Focus of text-dependent questions (check those that apply):**

|  |  |  |
| --- | --- | --- |
| * Focus on determining central ideas or themes and analyzing their development **(CCR Reading Standard 2)** | * Focus on summarizing the key supporting details and ideas **(CCR Reading Standard 2)** | * Focus on analyzing how and why individuals, events, and ideas develop and interact **(CCR Reading Standard 3)** |
| * Focus on why the author chose a particular word / phrase **(CCR Reading Standard 4)** | * Focus on defining the most powerful academic words **(CCR Reading Standard 4)** | * Focus on how specific word choices shape meaning and tone **(CCR Reading Standard 4)** |
| * Focus on examining the impact of sentence or paragraph structures or patterns **(CCR Reading Standard 5)** | * Focus on looking for pivot points in the paragraph or sections of the text **(CCR Reading Standard 5)** | * Focus on how an author’s ideas are developed and refined by particular sentences, paragraphs, etc. **(CCR Reading Standard 5)** |
| * Focus on how point of view or purpose shapes the content or style **(CCR Reading Standard 6)** | * Focus on integrating and evaluating content presented in diverse media and formats **(CCR Reading Standard 7)** | * Focus on specific claims and overarching arguments **(CCR Reading Standard 8)** |
| * Focus on the relevance and sufficiency of the evidence authors present **(CCR Reading Standard 8)** | * Focus on how two or more texts address similar themes or topics (**CCR Reading Standard 9)** | * Focus on how authors writing about the same topic shape their presentation of key information (**CCR Reading Standard 9)** |

List level-specific text-dependent questions based on the areas of focus identified in the chart above. (Refer to the *Checklist for Evaluating Question Quality (#4)* for assistance.)

1. **Text-based writing assignment(s), including a culminating writing assignment.** (Refer to the *Checklist for Evaluating Question Quality (#4)* for assistance.)
2. **Extension texts or research project(s) connected to this text.** (Refer to the *Promoting Volume of Reading (#7)* for assistance.)
3. **Notes to instructors who will use this lesson:**