

CORE's ELA Lesson Planning and Preparation Form

Lesson Title:

Standards:

<p>Learning Objective(s) & Assessment Target(s):</p> <p>Language Objective for ELs:</p>	<p>Materials:</p>
<p>Lesson Source (program, page, etc.):</p>	<p>Key Vocabulary:</p>
<p>Key Background Knowledge:</p>	<p>CCSS Instructional Shifts Addressed:</p> <p> <input type="checkbox"/> Balance of Informational & Literary Text <input type="checkbox"/> Text-Based Answers <input type="checkbox"/> Knowledge in the Disciplines <input type="checkbox"/> Writing from Sources <input type="checkbox"/> Staircase of Complexity <input type="checkbox"/> Academic Vocabulary </p>
<p>Depth of Knowledge Levels Addressed:</p> <p> <input type="checkbox"/> Level 1: Recall & Reproduction <input type="checkbox"/> Level 3: Strategic Thinking & Reasoning <input type="checkbox"/> Level 2: Skills & Concepts <input type="checkbox"/> Level 4: Extended Thinking </p> <p>Questions and/or tasks addressing targeted levels:</p>	
<p>Formative Assessment How will you and your students know if they have met the objectives of the lesson?</p>	
Teacher actions	Student actions
<p>Intro (___ minutes) Brief preview/explanation of objective and expectations.</p>	
<p>Model/Demonstration (___ minutes) Explicit explanations, think-alouds, visual or worked models, small steps working toward mastery, etc.</p>	

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<p>Guided Practice (___ <i>minutes</i>) Checks for understanding/misconceptions, strategies for engagement, and feedback for extending, confirming, and/or correcting student responses.</p>	
<p>Monitor Checks for understanding/formative assessment.</p>	
<p>Adjust Instruction/Reteaching Support for students who are not mastering the concept or skill and/or English language learners or students needing intensification.</p>	
<p>Repeat Guided Practice/Monitor/Adjust as Needed</p>	
<p>Independent Practice/Extension/Connections/Tutoring Practice, extensions, or applications of the skills/concepts learned. Tutoring for students requiring additional support.</p>	
<p>Closure (___ <i>minutes</i>) Explicitly connect ideas, concepts, and skills together, and clearly connect to the lesson objective(s).</p>	

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Universal Lesson Design Features

Overarching Principles

1. Multiple means of presentation of information to students (e.g., audio, video, text, speech, Braille, still photos, or images)
2. Multiple means of expression by students (e.g., writing, speaking, drawing, video recording)
3. Multiple means of engagement for students (e.g., to meet differing needs for predictability, novelty, or group interaction)

Rose & Meyer (2002)

Applying Universal Design to Curricula

1. Big ideas. Curricula emphasize major concepts, principles, categories, rules, techniques, and hierarchical structures related to critical ideas and themes.
2. Conspicuous strategies. Curricula include explicit instruction on steps to complete required tasks.
3. Mediated scaffolding. Curricula include questioning, feedback, and prompts.
4. Strategic integration. Big ideas are explicitly linked within and across curricula.
5. Judicious review. Previously taught content is reviewed and linked to applications.
6. Primed background knowledge. New content is linked to and builds on students' background knowledge.

Simmons & Kame'enui (1996)

Webb's Depth of Knowledge

Depth of Knowledge (DOK) supports the creation and/or analysis of the expectation or cognitive demand (the complexity) expected by curricular activities, assessment tasks, and standards. Reading examples:

LEVEL 1: Recall & Reproduction	
<ul style="list-style-type: none"> • Requires students to use simple skills or abilities to recall or locate facts from the text, describe/explain who, what, where, when, or how • Focus on basic initial comprehension, not on analysis or interpretation • Items require shallow/literal understanding of text presented and often consist of verbatim recall from text or simple understanding of a single word or phrase 	arrange, define, draw, identify, illustrate, label, list, match, memorize, name, quote, recall, recite, recognize, repeat, state, tell, use, who, what, when, where, why
LEVEL 2: Skills & Concepts	
<ul style="list-style-type: none"> • Requires both initial comprehension and subsequent processing of text or portion of text • Important concepts are covered but not in a complex way • Items at this level may include words such as "paraphrase, summarize, interpret, infer, classify, organize, collect, display, and compare" • Items may require students to apply skills and concepts that are covered in level 1 	categorize, cause/effect, classify, compare, construct, distinguish, interpret, modify, predict, organize, relate, show, summarize, use content clues
LEVEL 3: Strategic Thinking & Reasoning	
<ul style="list-style-type: none"> • Requires deep knowledge • Students encouraged to go beyond text • Students asked to explain, generalize, or connect ideas • Students must be able to support their thinking, citing references from the text or other sources • Items may involve abstract theme identification, inferences between or across passages, application of prior knowledge, or text support for analytical judgment about a text 	apprise, assess, compare, construct, cite evidence, critique, develop a logical argument, differentiate, draw conclusions, hypothesize, investigate, revise
LEVEL 4: Extended Thinking	
<ul style="list-style-type: none"> • Requires complex reasoning, planning, developing, and thinking, most likely over an extended period of time, such as multiple works by the same author or from the same time period. • Students take information from at least one passage and are asked to apply this information to a new task. • They may also be asked to develop hypotheses and perform complex analyses of the connections among texts. Some examples that represent but do not constitute all of Level 4 performance are <ul style="list-style-type: none"> • Analyze and synthesize information from multiple sources. • Examine and explain alternative perspectives across a variety of sources. • Describe and illustrate how common themes are found across texts from different cultures. 	analyze, apply concepts, connect, create, critique, design, prove

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Effective Lesson Format

1. **Purpose or Learning Objective:** "Carefully formulated," "clearly stated"
2. **Introduction:** "Brief preview or explanation of why that objective is worth learning and—of particular importance—how it will be assessed"
3. **Modeling/Demonstrating:** "Teachers not only explain but explicitly show students, in very small, deliberately calibrated steps, how to do the working and thinking necessary to succeed on the assessment"
4. **Monitor:** "To ensure that every student is attentive and engaged"
5. **Guided Practice:** "Recursive cycle that starts with students applying or practicing each small step that the teacher has just modeled"
6. **Monitor:** Check for understanding/formative assessment
7. **Adjust Instruction:** "By reteaching or enlisting students' expertise by having them work in pairs to help each other"
8. **Repeat Steps 5–7:** "Until all or almost all students are ready to complete the assignment, project, or assessment by themselves"
9. **Independent practice** and/or tutor students needing additional support

Schmoker (2013)

CCSS ELA Instructional Shifts

1 Balance of Informational & Literary Text

- Students read a true balance of informational and literary texts.

2 Knowledge in the Disciplines

- Students build knowledge about the world (domains/content areas) through **text** rather than the teacher or activities.

3 Staircase of Complexity

- Students read the central, grade-appropriate text around which instruction is centered. Teachers are patient, and create more time and space and support in the curriculum for close reading.

4 Text-Based Answers

- Students engage in rich and rigorous evidence-based conversations about text.

5 Writing from Sources

- Writing emphasizes use of evidence from sources to inform or make an argument.

6 Academic Vocabulary

- Students constantly build the transferable vocabulary they need to access grade-level complex texts. This can be done effectively by spiraling like content in increasingly complex text.

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