



Common Core Sample ELA Template for Multi-Day Lesson Plans or Units

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This sample template may be used for daily lesson planning, however all components may not be represented each day.

If used for unit planning, all components should be represented.

Grades 3-12

Aligned to the EQUIP Rubric (Formerly Tri-State Rubric)

ISBE Sample Template

Title of Lesson Unit

Time Frame

Materials

A

Purpose for Instruction/Essential Questions (Dimension I)

B

Alignment to the Depth of the Common Core (Dimension I)

Targeted Standards: (Must be assessed in this lesson/unit.)

Reading

Writing

Speaking/Listening

Language

Additional Standards: (These standards are addressed but not assessed.)

Reading

Writing

Speaking/Listening

Language

C

Student Learning Outcomes Aligned to CCSS (Dimension I)

Targeted Standards in Student-Friendly Language

Webb's Depth of Knowledge:

Check all that apply.

 Recall Skill/Concept Strategic Thinking Extended Thinking

D

Key Areas of Focus (Dimension II)

Close Reading

Text(s) to Be Read Closely

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Other Text(s)/Media to Incorporate in Unit

Check all that apply.

- Informational Text
- Literature
- Other: _____

Text-Dependent Questions

Crafted to support close reading and writing from sources.

Which Bloom's Levels Are Addressed?

Check all that apply.

- Remembering
- Understanding
- Applying
- Analyzing
- Evaluating
- Creating

Writing from Sources

Display reading proficiency through writing tasks.

Check all that apply.

- Note Taking
- Quick Write
- Essay
- Journal/Logs
- Summary
- Research Project
 - Short
 - Extended
- Other: _____

Vocabulary

Tier 2 Words

See template description.

Tier 3 Words

See template description.

Research-Based Strategies:

For example: Marzano, Frayer, Etc.

E

Instructional Supports (Dimension III)

- Provides support reading complex texts
- Provide complex texts or tasks for more advanced students
- Motivation and engagement
- Promote independence through reduction of supports

Possible Supports: Check all that apply.

- Chunk the Text
- Peer Support/Group Work
- Providing Background Knowledge
- Pre-Teach Vocabulary
- Annotation
- Graphic Organizer/Task to record learning
- Visual or Written Summaries
- Other

F

Assessments (Dimension IV)

Align to Section B.

- Evidence to prove students can perform targeted standard independently
- Assessment is free from bias
- Rubrics/guidelines/scoring criteria to interpret student performance are available

Formative:

Summative:

Reflection:

What worked well within the unit?

What might I consider changing?

How did students respond?

Was the length/time I planned realistic?