



ISBE Sample Template

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

Grades K-2
Aligned to the EQuIP Rubric

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: (Note standards that will be assessed in this unit with a *)

Note the Reading, Writing, Speaking & Listening, Language and Foundational Standards this Lesson/Unit will address.

C

Student Learning Outcomes Aligned to CCSS (Dimension I)

Targeted Standards in Student-Friendly Language

D**Key Shifts (Dimension II)****Close Reading/Close Listening****Text(s) to Be Read Closely****Other Text(s)/Media to Incorporate in Unit**

Check all that apply.

- ☐ Informational Text
- ☐ Literature
- ☐ Other: _____

Text-Based Evidence

Provide on-going opportunities for students to have text-based discussions and writing through specific thought-provoking questions about common texts (including read-alouds and when applicable, illustrations, audio/video and other media)

Which Bloom's Levels Are Addressed?

Check all that apply.

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

Writing to Sources—Provide Varied Writing Opportunities

List the different writing opportunities provided for students. Balance communicating thinking and answering questions with self-expression and exploration.

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)**

- ☐ Provide support by reading /listening to 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 ☐ Annotation
- ☐ Peer Support/Group Work ☐ Graphic Organizer/Task to record learning
- ☐ Providing Background Knowledge ☐ Other
- ☐ Pre-Teach Vocabulary

F**Assessments (Dimension IV)**

Assessment(s) must align to Section B (Targets).

- ☐ Evidence to prove students can perform targeted standard(s) 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?