

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

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)**

Title of Lesson Unit	<input type="text"/>	Time Frame	<input type="text"/>	Materials	<input type="text"/>
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## A Purpose for Instruction/Essential Questions (Dimension I)

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

Common Core Standards Targeted

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

Reading	Writing	Speaking/Listening	Language
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

**Additional Standards: These standards are addressed but not assessed.**

Reading	Writing	Speaking/Listening	Language
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

## 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

Check all that apply.

Informational Text

Literature

Other \_\_\_\_\_

Text to be Read Closely

Other Text(s)/Media to Incorporate in Unit

### Text-Dependent Questions

Crafted to support close reading and writing from sources.

### Which Bloom's Levels Are Addressed?

Remembering

Analyzing

Understanding

Evaluating

Applying

Creating

### Writing to Sources

Display reading proficiency through writing tasks.

Check all that apply.

Research Project

Note Taking

Short

Extended

Quick Write

Other \_\_\_\_\_

Essay

Summary

Journal/Logs

### 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 Assessment (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?