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**RLA/Science/Social Studies Lesson Planning Template Location:**

**Lesson Title: Unit Title (Optional): Unit Placement: #**

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| **NRS Level(s):** **Content Area(s):** **Length of Lesson:** |
| [**CCR Standards**](http://kyae.ky.gov/educators/ccrs/ccrsdocs/2CCRSforELALiteracy.pdf)**Lead CCR** [Anchor Standard](http://kyae.ky.gov/NR/rdonlyres/9FB77A0A-B8A8-4ED9-B1B2-8CD39D7ADA9B/0/CCRSforELALiteracy.pdf)**Lead CCR** Level-Specific Standard**Supporting CCR Standards**Level-Specific Standards[**Employability Standard(s)**](http://kyae.ky.gov/educators/emplystndrds/EmployabilityStandards.pdf)**:** |
| **Textual Analysis:** [**Key Shifts**](http://kyae.ky.gov/educators/ccrsbi/1/1ELACCRKeyShifts.pdf) |
| **Key Shift #1 Complexity** | Text #1 |  |
| Quantitative Rating (Publisher, Lexile, or ATOS) and NRS Level |  |
| Overall Qualitative Rating |  |
| Qualitative Analysis |  | ComplexityRating | For each characteristic below, provide a simple, one-or-two-sentence description for each qualitative factor. |
| Meaning/Purpose |  |  |
| Text Structure |  |  |
| Language Features |  |  |
| Knowledge Demands |  |  |
| Reader Task Considerations |  |
| Text #2 | If used |
| Quantitative Rating (Publisher, Lexile, or ATOS) and NRS Level |  |
| Overall Qualitative Rating |  |
| Qualitative Analysis |  | Complexity Rating | For each characteristic below, provide a simple, one-or-two-sentence description for each qualitative factor. |
| Meaning/Purpose |  |  |
| Text Structure |  |  |
| Language Features |  |  |
| Knowledge Demands |  |  |
| Reader Task Considerations |  |
| Text #3 | If used |
| Quantitative Rating (Publisher, Lexile, or ATOS) and NRS Level |  |
| Overall Qualitative Rating |  |
| Qualitative Analysis |  | ComplexityRating | For each characteristic below, provide a simple, one-or-two-sentence description for each qualitative factor. |
| Meaning/Purpose |  |  |
| Text Structure |  |  |
| Language Features |  |  |
| Knowledge Demands |  |  |
| Reader TaskConsiderations |  |

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| **Key Shift #2 Evidence** | In what ways did the qualitative analysis of the text guide the text-based questions and writing prompts?  |
| **Key Shift #3 Building Knowledge** | In what content area or around what topics does the text selection build knowledge? |
| **Additional Materials** |  |
| **Key Vocabulary** |  |
| **Use of Technology** |  |
| **Lesson Purpose** | Why is this topic important to the learner? |
| **Lesson Objective(s)****Student Target** | At the end of this lesson, students will be able to: “I can…” |
| **Assessing Mastery of the Objectives** | By the end of this lesson, the students will be able to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(Learning Target) as evidenced by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(Performance of Understanding).  |
| **Pre-teaching** | **Introduction and Explanation** |  |
| **Teaching** | **Instructional Delivery** |  Text Used:Text-dependent questions and/or writing prompts for Instructional Delivery Text: |
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| **Guided Practice** | Text Used: Text-dependent questions and/or writing prompts for Guided Practice Text: |
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| **Independent Practice** | Text Used:Text-dependent questions and/or writing prompts for Independent Practice Text: |
| **Post-teaching** | **Reflection, Closure, & Connection** |  |

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| Instructor |  | Email |  |