



## Lesson Planning Template: Exemplar

Teacher: LYONS Grade: 4 Content Area/Subject: ENGLISH LANGUAGE ARTS

### PHASE 1. LESSON FOUNDATIONS

#### PHASE 1A. STANDARD(S) SELECTION, LEARNING OBJECTIVE AND ACADEMIC TASK, ANALYSIS

**CA GRADE-SPECIFIC COMMON CORE STATE STANDARD(S)**

*WRITE OPINION PIECES ON TOPICS OR TEXTS, SUPPORTING A POINT OF VIEW WITH REASONS AND INFORMATION.(W.4.1)*

**COMMON CORE EN ESPAÑOL**

*ESCRIBEN PROPUESTAS DE OPINION SOBRE TEMAS O TEXTS, APOYANDO UN PUNTO DE VISTA CON RAZONES E INFORMACIÓN (W.4.1).*

**LEARNING OBJECTIVE/ STUDENT FRIENDLY LEARNING OBJECTIVE**

*IN AN ORGANIZED ESSAY, STUDENTS WILL BE ABLE TO COMMUNICATE OPINIONS THAT ARE SUPPORTED BY EVIDENCE FROM A CHOSEN TEXT.  
BY THE END OF CLASS, I WILL BE ABLE TO SUPPORT MY OPINION USING FACTS AND DETAILS IN THE TEXT, AS EVIDENCED BY MY ESSAY.*

**ACADEMIC TASK (BY COMMUNICATIVE MODE AND LANGUAGE PROCESSES)**

*FORM AN OPINION BASED ON EVIDENCE IN THE TEXT AND WRITE AN EXPOSITORY ESSAY THAT ANSWERS THE FOLLOWING PROMPT: IN YOUR OPINION, WHAT WAS THE BEST ROUTE FOR FORTY-NINERS TO MIGRATE TO CA DURING THE GOLD RUSH OF 1849?*

**ANALYZE STANDARD(S)**

- **How has the standard(s) changed from previous grades?**
- **What is the necessary background knowledge for students to meet the standard(s) and what strategies will I use to assess this?**
- **What are the concepts (what students must know) and skills (what students must do) that will be new to my students?**
- **How does the standard(s) progress through future grades toward the College and Career Readiness Anchor Standard (i.e., How does the standard gradually increase in complexity?)?**

*WRITE ARGUMENTS TO SUPPORT CLAIMS IN AN ANALYSIS OF SUBSTANTIVE TOPICS OR TEXTS USING VALID REASONING AND RELEVANT AND SUFFICIENT EVIDENCE.(W.CCR.1)*

*STUDENTS CAN ALREADY INTRODUCE AND PROVIDE A CONCLUDING STATEMENT ABOUT THE TOPIC OR TEXT.*

*STUDENTS CAN ALREADY STATE OPINIONS; SUPPORT OPINIONS; PROVIDE REASONS.*

*STUDENTS WILL BE ABLE TO SUPPORT A POINT OF VIEW WITH REASONS AND INFORMATION*

*STUDENTS WILL BE ABLE TO CREATE AN ORGANIZED AND STRUCTURED ESSAY WITH INTRODUCTION, SUPPORTING EVIDENCE AND CONCLUSION.*

*STUDENTS WILL LINK OPINIONS AND REASONS USING WORDS, PHRASES AND CLAUSES.*

*STUDENTS WILL USE MORE COMPLEX LANGUAGE FOR TRANSITIONS.*



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## PHASE 1. LESSON FOUNDATIONS

### PHASE 1B. TEXT SELECTION, ENGLISH LANGUAGE DEVELOPMENT

#### CONSIDERATIONS FOR SELECTING A "TEXT" FOR STUDENTS TO CONSUME (LISTEN OR READ) AND/OR FOR STUDENTS TO PRODUCE (SPEAK OR WRITE)

- **Grade-level:**
- **Content area:** *ENGLISH LANGUAGE ARTS/SOCIAL SCIENCE*
- **Topic:** *GOLD RUSH/MIGRATION AND IMMIGRATION*
- **Purpose(s):**
- **Text type:** *EXPOSITORY, INFORMATIONAL TEXT*
- **Audience:**

#### CA ENGLISH LANGUAGE DEVELOPMENT STANDARDS

*WRITING LITERARY AND INFORMATIONAL TEXTS TO PRESENT, DESCRIBE AND EXPLAIN IDEAS AND INFORMATION, USING APPROPRIATE TECHNOLOGY (ELD.4.PART1.C10.INTERACTING IN MEANINGFUL WAYS.PRODUCTIVE)*

*SUPPORTING OWN OPINIONS AND EVALUATING OTHERS' OPINIONS IN SPEAKING AND WRITING (ELD.4.PART1.C11.INTERACTING IN MEANINGFUL WAYS.PRODUCTIVE)*

*UNDERSTANDING TEXT STRUCTURE (ELD.4.PART11.A1.LEARNING ABOUT HOW ENGLISH WORKS.STRUCTURING COHESIVE TEXTS)*

*UNDERSTANDING COHESION (ELD.4.PART11.A2.LEARNING ABOUT HOW ENGLISH WORKS.STRUCTURING COHESIVE TEXTS)*

*CONNECTING IDEAS (ELD.4.PART11.C6.LEARNING ABOUT HOW ENGLISH WORKS.CONNECTING AND CONDENSING IDEAS)*

*CONDENSING IDEAS (ELD.4.PART11.C7.LEARNING ABOUT HOW ENGLISH WORKS.CONNECTING AND CONDENSING IDEAS)*

#### LANGUAGE OBJECTIVE

*STUDENTS WILL BE ABLE TO COMMUNICATE AN OPINION THROUGH SPEAKING AND WRITING.*

#### LANGUAGE DEMANDS

*LISTEN TO DIRECTIONS; READ A TEXT; FORM AN OPINION; WRITE THE OPINION DOWN AND TALK ABOUT IT WITH A PARTNER*

#### GENERAL ACADEMIC LANGUAGE

*SUPPORT; OPINION; TOPIC SENTENCE; EVIDENCE; THESIS STATEMENT*

#### DOMAIN-SPECIFIC WORDS AND PHRASES

*GOLD-RUSH; MIGRATE; CAPE HORN*

#### LANGUAGE SKILL/CROSS-LINGUISTIC TRANSFERENCE

*FOR EXAMPLE: "EVIDENCE IN THE TEXT" AND "EVIDENCIA DEL TEXTO"*

#### MISCONCEPTIONS/MYTHS AND NEGATIVE TRANSFER

*"IMMIGRATION" VERSUS "EMIGRATION"*



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### PHASE 2. CREATE ACCESS

#### PHASE 2A. INSTRUCTIONAL SEQUENCE (NOT NECESSARILY IN THIS ORDER)

##### **DIRECT INSTRUCTION (I do)**

*EXPLICIT INSTRUCTION ON THE STRUCTURE AND PARTS OF AN INFORMATIONAL TEXT  
EXPLICIT INSTRUCTION ON FINDING EVIDENCE IN THE TEXT TO FORM AN OPINION*

##### **GUIDED INSTRUCTION (We do)**

*READ THE TEXT  
STRUCTURED PEER-TO-PEER DIALOGUE: WITH A PARTNER AND USING THE PROVIDED CHECKLIST AS A GUIDE TO YOUR DISCUSSION,  
WRITE AN OPINION ESSAY ABOUT THE BEST ROUTE FOR FORTY-NINERS TO MIGRATE TO CA DURING THE GOLD RUSH OF 1849.*

##### **COLLABORATIVE PRACTICE (We do together)**

*STRUCTURED PEER-EDITING USING THE PROVIDED WORKSHEET.*

##### **INDEPENDENT PRACTICE (You do alone)**

*INDEPENDENT REVISION OF OPINION ESSAYS USING PEER FEEDBACK*

##### **MATERIALS**

*16 CHECKLISTS FOR STRUCTURED PEER-TO-PEER DIALOGUE ABOUT TEXT (1 PER GROUP OF 2)  
8 WORKSHEETS FOR STRUCTURED PEER-EDITING (1 PER TABLE)*



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### PHASE 2. CREATE ACCESS (CONT.)

#### PHASE 2B. SCAFFOLDING AND DIFFERENTIATION: MEETING THE NEEDS OF DIVERSE LEARNERS

##### PRIOR KNOWLEDGE

Reality Check: Given what you previously identified as necessary background and new concepts/skills (Phase 1B), how will you check students' actual level of prior knowledge related to this lesson? *Ideas* – use self-reporting (survey students), KWL (what I Know, Want to know, Learned), entry slips, pretests, etc. (If you haven't done this yet, write out how you plan to do it. If you have already done this, summarize results here.)

What positive transfer, as well as difficulties and misconceptions might different types of students encounter in this lesson with regards to both *target language* (e.g. in an English classroom, the target language would be English) and *additional language* proficiencies?

How will you adapt content to . . . and/or incorporate strategies that . . .

- Make use of language backgrounds (in target & additional language/s as appropriate)
- Connect to prior knowledge (school):  
*STUDENTS LEARNED IN SCIENCE ABOUT BIRD MIGRATION PATTERNS.*
- Link to background and experience (home/community):  
*STUDENTS' PERSONAL AND FAMILY IMMIGRATION STORIES.*

##### CULTURAL RESPONSIVENESS & TEACHER AS CULTURAL MEDIATOR

How will you both connect to students' cultural backgrounds and expand students' access to other cultures and ways of interacting within this lesson?

*MANY OF MY STUDENTS ARE IMMIGRANTS OR HAVE PARENTS WHO ARE IMMIGRANTS TO THE UNITED STATES. THESE STUDENTS HAVE UNIQUE AND NUANCED INSIGHT INTO THE EXPERIENCE OF MOVING TO A NEW AND DIFFERENT PLACE. SPECIAL SENSITIVITY TO ISSUES RELATED TO REFUGEE STUDENTS IS WARRANTED.*

##### ENGLISH LANGUAGE LEARNER TYPOLOGIES (ADAPT AS NEEDED FOR SPANISH LEARNERS)

English learners enter the classroom with diverse skills and knowledge in their primary language and in English. How will you meet the academic language needs of diverse learners? For example, ELs who have high academic language proficiency in their native language and no oral proficiency in English will need different supports and complexity of tasks than ones who have low academic language proficiency in their native language and fluent social oral proficiency in English.

*IN MY CLASS I HAVE (LIST STUDENT NAME)... WHO WILL NEED THE FOLLOWING SUPPORT OR EXPANSION ACTIVITIES ...*



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### PHASE 3. MEASURE LEARNING, IMPROVE INSTRUCTION

#### PHASE 3A. ASSESSMENTS

##### FORMAL AND INFORMAL ASSESSMENTS

- **Formative (Authentic; helps to further plan instruction)**
- **Summative (Summarizes what has been learned)**
- **Diagnostic (Identifies areas for improvement)**