

Title & Date of the Lesson:

Aim:

SWBAT:

Standards:

Materials:

Vocabulary:

CCSS Instructional Shifts Addressed:

- Balance of Informational & Literary Text
- Text-Based Answers
- Knowledge in the Disciplines
- Writing from Sources
- Staircase of Complexity
- Academic Vocabulary

Depth of Knowledge Levels Addressed:

- Level 1: Recall & Reproduction
- Level 3: Strategic Thinking & Reasoning
- Level 2: Skills & Concepts
- Level 4: Extended Thinking

Mini (20m):

Model (__ minutes)

Key/Essential Questions:

Independent or Group Practice/Extension/Connections:

Differentiated Instruction:

Advanced Group:

On Level Group:

Strategic Intervention Group:

Share:

Homework:

Webb’s Depth of Knowledge: Depth of Knowledge (DOK) supports the creation and/or analysis of the expectation or cognitive demand (the complexity) expected by curricular activities, assessment tasks, and standards.
Reading examples:

LEVEL 1: Recall & Reproduction	
<ul style="list-style-type: none"> ● Requires students to use simple skills or abilities to recall or locate facts from the text, describe/explain who, what, where, when, or how ● Focus on basic initial comprehension, not on analysis or interpretation ● Items require shallow/literal understanding of text presented and often consist of verbatim recall from text or simple understanding of a single word or phrase 	arrange, define, draw, identify, illustrate, label, list, match, memorize, name, quote, recall, recite, recognize, repeat, state, tell, use, who, what, when, where, why
LEVEL 2: Skills & Concepts	
<ul style="list-style-type: none"> ● Requires both initial comprehension and subsequent processing of text or portion of text ● Important concepts are covered but not in a complex way ● Items at this level may include words such as “paraphrase, summarize, interpret, infer, classify, organize, collect, display, and compare” ● Items may require students to apply skills and concepts that are covered in level 1 	categorize, cause/effect, classify, compare, construct, distinguish, interpret, modify, predict, organize, relate, show, summarize, use content clues
LEVEL 3: Strategic Thinking & Reasoning	
<ul style="list-style-type: none"> ● Requires deep knowledge ● Students encouraged to go beyond text ● Students asked to explain, generalize, or connect ideas ● Students must be able to support their thinking, citing references from the text or other sources ● Items may involve abstract theme identification, inferences between or across passages, application of prior knowledge, or text support for analytical judgment about a text 	apprise, assess, compare, construct, cite evidence, critique, develop a logical argument, differentiate, draw conclusions, hypothesize, investigate, revise
LEVEL 4: Extended Thinking	
<ul style="list-style-type: none"> ● Requires complex reasoning, planning, developing, and thinking, most likely over an extended period of time, such as multiple works by the same author or from the same time period. ● Students take information from at least one passage and are asked to apply this information to a new task. ● They may also be asked to develop hypotheses and perform complex analyses of the connections among texts. Some examples that represent but do not constitute all of Level 4 performance are <ul style="list-style-type: none"> ● Analyze and synthesize information from multiple sources. ● Examine and explain alternative perspectives across a variety of sources. ● Describe and illustrate how common themes are found across texts from different cultures. 	analyze, apply concepts, connect, create, critique, design, prove

CCSS ELA Instructional Shifts

1 Balance of Informational & Literary Text

- Students read a true balance of informational and literary texts.

2 Knowledge in the Disciplines

- Students build knowledge about the world (domains/content areas) through **text** rather than the teacher or activities.

3 Staircase of Complexity

- Students read the central, grade-appropriate text around which instruction is centered. Teachers are patient, and create more time and space and support in the curriculum for close reading.

4 Text-Based Answers

- Students engage in rich and rigorous evidence-based conversations about text.

5 Writing from Sources

- Writing emphasizes use of evidence from sources to inform or make an argument.

6 Academic Vocabulary

- Students constantly build the transferable vocabulary they need to access grade-level complex texts. This can be done effectively by spiraling like content in increasingly complex text.