Middle and high school lesson plan template (grades 6-12)

Course / unit		**Date**	
Grade / period		**Minutes**	
Essential question		**Standard (verify locally)**	

Learning target	**Success criteria**

Part	Min	Teacher does	Students do	Check / evidence
Do now / bell ringer Retrieval or entry question				
Mini-lesson Explain and model; keep it short				
Guided practice Practice with feedback				
Collaborative task Pairs or groups apply it				
Independent task Each student shows the target				
Exit ticket One or two questions on the target				

Academic vocabulary	**Likely misconceptions**

Accommodations (IEP / 504 / ELL)	**Extension and homework**

Middle and high school example: Grade 9 ELA, evaluating an argument

Illustrative 50-minute lesson. The teacher chooses a short, age-appropriate opinion piece; no specific article is assumed.

Course / unit	English 9, Argument unit	**Minutes**	50
Grade / period	Grade 9	**Essential question**	When is a claim worth believing?
Standard (verify locally)	CCSS.ELA-LITERACY.RI.9-10.8: delineate and evaluate the argument and specific claims in a text	**Materials**	Opinion piece (about 600 words), claim-evidence chart, exit ticket

Learning target	**Success criteria**
I can judge whether an author's evidence is relevant and sufficient for the claim.	I identify the central claim; I label two pieces of evidence as relevant or not; I explain whether the evidence is sufficient, citing the text.

Part	**Min**	**Teacher does**	**Students do**	**Check / evidence**
Do now	5	Project two ads for the same product. Ask which one gives a reason you could check.	Write one sentence and share with a partner.	Scan for "because" statements.
Mini-lesson	10	Define claim, evidence, relevant, sufficient. Model with one paragraph of the article, thinking aloud.	Take notes in the chart.	Cold-call one definition back.
Guided	10	Read paragraph 2 together; class votes relevant or not for each piece of evidence.	Vote, then justify with a quotation.	Hinge question on one tricky example.
Collaborative	12	Assign paragraphs 3-5 to groups of three.	Complete the chart for their paragraph; report one judgment.	Circulate with the success criteria.
Independent	8	Pose the question: is the author's evidence sufficient overall?	Write a paragraph answer with two quotations.	Collected.
Exit ticket	5	One new claim with two pieces of evidence.	Mark each piece relevant or not and explain.	Sort into ready / partly / not yet.

Accommodations	**Extension and homework**
Chart with sentence starters; article with glossed vocabulary; read-aloud option for paragraph 1.	Find one missing piece of evidence the author could have used. Homework: apply the chart to a second short piece.

Original Draft My Lesson layout, free to use and adapt. Standards in the examples are cited for US schools that use them; check your own state or district framework before teaching.