



## ReadWriteThink Lesson Plan Author Guidelines

To get started on your lesson plan, review the following information on the required portions of every lesson plan, and let us know if you have any questions.

### Lesson Plan Title

Provide a clear, descriptive title for your lesson, one that will attract readers searching for content-specific ideas. The title should be fewer than ten words and different from titles already on the site. Clear titles are more important than “cute” titles.

### Abstract

Provide a brief description to be used in the lesson index, not to exceed 50 words. The abstract appears on the lesson plan index, so it needs to tell a teacher enough about your lesson plan to decide whether she wants to look at the complete lesson. Mention the keywords in your short description as well as the title of any texts that are not obvious in the title of the lesson.

### Overview

Provide a general description of the lesson, not to exceed 100 words. A simple way to write this section is to expand your abstract, adding more details and information on the activities and texts.

### Grade Band

Indicate the grade level band: K-2, 3-5, 6-8, or 9-12. Your lesson can fit only ONE of the four grade bands.

### Estimated Lesson Time

Estimate the amount of time necessary to complete the lesson. As typical lessons often include multiple class sessions, estimate the time required for each session, if appropriate. State the number of sessions ONLY. Include any additional information about scheduling in the Instructional Plan. *Examples: One 50-minute session, or Three 10-minute sessions.*

### Standards

Choose the NCTE/IRA Standards the lesson addresses, referring to them by number. A complete listing of the standards can be found at <http://www.ncte.org/about/over/standards/>.

### From Theory to Practice

Provide a theoretical/conceptual foundation for your lesson. In general terms, this section might be what you'd imagine telling a family member, another faculty member, or an administrator who asks you why this lesson is pedagogically sound.

Your Theory to Practice section should refer to one or more publications. NCTE publications are preferred. Please cite the reference completely using MLA format.

### Student Objectives

List clear and appropriate student objectives in a numbered list. Remember that objectives are NOT a simple to do list, but a statement of the underlying abilities that students will practice and improve by completing the lesson. You might refer to the language of your state standards or Bloom's taxonomy for examples.

## Instructional Plan

The instructional plan is comprised of the following five parts:

### Resources

List the items students need to complete all tasks, including electronic links, texts, student handouts, etc. Be sure to include all handouts and student interactives in your bulleted list.

### Preparation

Describe the activities or tasks the teacher needs to complete before the lesson. Include details on scheduling the lesson, gathering texts, and making any copies necessary for the lesson.

### Instruction and Activities

Divide the lesson into separate class sessions, and for each, outline the specific steps required to teach the lesson. Provide as much detail as possible, and be sure to integrate handouts, student materials, and Web sites.

### Extensions (optional)

List any alternatives or follow-up activities that relate to the lesson, but that are not fully outlined in this piece. Links to related ReadWriteThink lessons are also included here (e.g., a lesson plan about writing narratives might link to the Peer Review: Narrative lesson plan).

### Web Resources

List Internet resources for your lesson. State the site title, give the page URL, and include an annotation (using complete sentences). All resources must meet the Web Resources Criteria, which are explained at <http://www.readwritethink.org/resources/criteria.html>.

## Student Assessment/Reflections

Explain the assessment activities for the lesson plan. The selected assessment should be appropriately matched to the student objectives and the learner. This section should explain both the artifacts and how they will be assessed. For example, if students create a book report include details on how that book report should be assessed.