Teaching ELA for CHANGE Lesson Plan Template[1]

CORE TEXT	What is the text you'll use to engage students in critical literacy?
POSSIBILITIES TO TEACH FOR CHANGE	How can you use this text to support students as they **C**hallenge injustice to **H**elp make a difference in the world by **A**sking and answering tough questions and **N**oticing ways to **G**et involved and **E**ngaged in making the world a better place?[2] How can you use this text to teach for CHANGE? • How can you use this text to challenge injustice? • What questions can your students ask that can lead to further developing/expanding their sociopolitical consciousness? • What opportunities for you and your students to get involved and engaged in advocating for needed change does this text provide?
LEARNING OBJECTIVE(S)[3]	What should students know or be able to do by the end of the lesson? *This section should be based on the possibilities to teach for CHANGE, on the standards you are required to teach, and on the literacy practices valued in ELA*
ASSESSMENT	What is the work or assignment students will complete and submit for a grade?

[1] Any teacher may use this template. Feel free to adjust it as needed.
[2] I discuss this acronym at length in my book *Teaching for CHANGE in the ELA Classroom: Integrating Social Justice and Critical Literacy for Grades 9-12* (Stockwell, 2025).
[3] This lesson plan template follows the backward design framework established by Wiggins and McTighe in their book *Understanding by Design* (2005), which encourages teachers to begin lesson planning by focusing first on student learning (i.e., the learning objective), then identifying what will qualify as evidence that students have achieved the learning objective. Once that is established, teachers plan the lesson's activities and how they'll support their students in accomplishing the learning objective.

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LEARNING ACTIVITIES & STRATEGIES[4]	What are the learning activities and/or strategies you will use to support students in accomplishing the learning outcome?
LESSON CONCLUSION	How will you conclude the lesson in a way that reinforces the critical emphasis and inspires CHANGE?

[4] As you plan the learning activities, I suggest you think through how you'll engage students in the gradual release of responsibility (i.e., "I do it," "we do it," "you do it together," and "you do it alone"; see Fisher & Frey, 2013).

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Resources

Books that Inspired This Template:

- Fisher, D., & Frey, N. (2013). *Better learning through structured teaching: A framework for the gradual release of responsibility* (2nd ed.). ASCD.
- Stockwell, D. (2025). *Teaching for CHANGE in the ELA classroom: Integrating social justice and critical literacy for grades 9-12.* Routledge.
- Wiggins, G. P., & McTighe, J. (2005). *Understanding by design* (2nd ed.). ASCD.

Suggestions for Writing Learning Outcomes:

- Teaching Innovation and Pedagogical Support. (2022, July 26). *Using Bloom's Taxonomy to write effective learning objectives*. University of Arkansas. https://tips.uark.edu/using-blooms-taxonomy/

Ideas Learning Activities and Teaching Strategies:

- *AdLit. (n.d.).* Reading and writing strategies*. https://www.adlit.org/in-the-classroom/strategies*

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