

# Literacies-Based Lesson Plan: Blank Template

This template is part of the [Companion Website](#) materials for *Literacies in Language Education: A Guide for Teachers and Teacher Educators* (Paesani & Menke, 2023)

<b>LESSON TITLE</b>			
<b>LESSON CONTEXT</b>			
<b>LEARNING OBJECTIVES</b>			
<i>At the end of this lesson, students will be able to...</i>			
1.			
2.			
<b>LESSON CONTENT</b> (add rows as needed)			
<b>Texts used in the lesson</b>	<b>Targeted Language Forms</b> (vocabulary, grammar, pronunciation, etc.)	<b>Targeted Conventions</b> (organization, genre features, formatting, etc.)	<b>Targeted Cultural Content</b> (products, practices, perspectives)
<b>INSTRUCTIONAL SEQUENCE</b>			

(add rows as needed)		
<b>STAGE 1: Preparing to interact with texts</b> <ul style="list-style-type: none"> <li>• Access background knowledge and prior experiences</li> <li>• Build new background knowledge</li> <li>• Make predictions about a text</li> <li>• Provide linguistic support <ul style="list-style-type: none"> <li>○ For language forms (grammar, vocabulary, conventions) in the text</li> <li>○ To communicate about textual themes (e.g., key expressions and language forms for carrying out communicative functions)</li> </ul> </li> </ul>	<b>Suggested Knowledge Processes:</b> <ul style="list-style-type: none"> <li>• Experiencing</li> <li>• Conceptualizing</li> <li>• Analyzing</li> </ul>	
Learning Activities	Multiliteracies Knowledge Process	Implementation
	____ Experiencing ____ Conceptualizing ____ Analyzing ____ Applying	Day # ____  ____ In class ____ Out of class
<b>STAGE 2: Building global comprehension</b> <ul style="list-style-type: none"> <li>• Literal, factual understanding</li> <li>• Move from the familiar to the unfamiliar</li> </ul>	<b>Suggested Knowledge Processes:</b> <ul style="list-style-type: none"> <li>• Experiencing</li> <li>• Conceptualizing</li> </ul>	
Learning Activities	Multiliteracies Knowledge Process	Implementation
	____ Experiencing ____ Conceptualizing ____ Analyzing ____ Applying	Day # ____  ____ In class ____ Out of class
<b>STAGE 3: Understanding meaningful details</b>	<b>Suggested Knowledge Processes:</b>	

<ul style="list-style-type: none"> <li>Discover details about the cultural content of a text</li> </ul>	<ul style="list-style-type: none"> <li>Experiencing</li> <li>Analyzing</li> </ul>	
<b>Learning Activities</b>	<b>Multiliteracies Knowledge Process</b>	<b>Implementation</b>
	___ Experiencing ___ Conceptualizing ___ Analyzing ___ Applying	Day # ____  ___ In class ___ Out of class
<b>STAGE 4: Making form-meaning connections</b> <ul style="list-style-type: none"> <li>Identify and understand how a text is constructed and expresses meaning</li> <li>Focus on grammar, vocabulary, genre conventions, organizational features</li> <li>Hypothesize about language use in a text</li> </ul>	<b>Suggested Knowledge Processes:</b> <ul style="list-style-type: none"> <li>Conceptualizing</li> <li>Analyzing</li> </ul>	
<b>Learning Activities</b>	<b>Multiliteracies Knowledge Process</b>	<b>Implementation</b>
	___ Experiencing ___ Conceptualizing ___ Analyzing ___ Applying	Day # ____  ___ In class ___ Out of class
<b>STAGE 5: Analyzing and contextualizing textual meaning</b> <ul style="list-style-type: none"> <li>Evaluate and contextualize what is learned</li> <li>Build critical reflection and analysis skills</li> <li>Analyze global and local practices and perspectives</li> </ul>	<b>Suggested Knowledge Processes:</b> <ul style="list-style-type: none"> <li>Analyzing</li> </ul>	
<b>Learning Activities</b>	<b>Multiliteracies Knowledge Process</b>	<b>Implementation</b>
	___ Experiencing	Day # ____

	<input type="checkbox"/> Conceptualizing <input type="checkbox"/> Analyzing <input type="checkbox"/> Applying	<input type="checkbox"/> In class <input type="checkbox"/> Out of class
<b>STAGE 6: Applying knowledge</b> <ul style="list-style-type: none"> <li>• Demonstrate knowledge and skills</li> <li>• Use language in new and creative ways</li> <li>• Apply new understandings</li> </ul>	<b>Suggested Knowledge Processes:</b> <ul style="list-style-type: none"> <li>• Analyzing</li> <li>• Applying</li> </ul>	
<b>Learning Activities</b>	<b>Multiliteracies Knowledge Process</b>	<b>Implementation</b>
	<input type="checkbox"/> Experiencing <input type="checkbox"/> Conceptualizing <input type="checkbox"/> Analyzing <input type="checkbox"/> Applying	Day # _____ <input type="checkbox"/> In class <input type="checkbox"/> Out of class
<b>STAGE 7: Summarizing and reflecting</b> <ul style="list-style-type: none"> <li>• Summarize what was learned</li> <li>• Personal reactions to learning experience</li> <li>• Self-assessment of learning experience</li> <li>• Peer feedback</li> </ul>	<b>Suggested Knowledge Processes:</b> <ul style="list-style-type: none"> <li>• Conceptualizing</li> <li>• Analyzing</li> <li>• Applying</li> </ul>	
<b>Learning Activities</b>	<b>Multiliteracies Knowledge Process</b>	<b>Implementation</b>
	<input type="checkbox"/> Experiencing <input type="checkbox"/> Conceptualizing <input type="checkbox"/> Analyzing <input type="checkbox"/> Applying	Day # _____ <input type="checkbox"/> In class <input type="checkbox"/> Out of class

## BIBLIOGRAPHY

CARLA. (2022). *Social justice lesson plan template: Blank form*. Social Justice in Language Education.

<https://carla.umn.edu/socialjustice/templates.html>

Paesani, K., Allen, H. W., & Dupuy, B. (2016). *A multiliteracies framework for collegiate foreign language teaching*. Pearson.

## ATTRIBUTION

How to cite:

Paesani, K., & Menke, M. (2022). *Literacies-based lesson plan: Blank template*. Literacies in Language Education: Companion Website.

<https://carla.umn.edu/literacies/book/>



This work is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International](https://creativecommons.org/licenses/by-nc-sa/4.0/) license.