

Checklist to Guide English Language Arts/Literacy Lesson Development and Revision Template¹

This template is designed to assist in the following three-lesson alignment processes:

- To accompany your development of a lesson from a published resource.
- To accompany your development of a teacher designed lesson.
- To serve as a final quality check of a lesson during the lesson study process.

1. Determine the quantitative and qualitative complexity of the text that is the focus of the lesson:

Quantitative Measure: _____ Level: _____

Qualitative Features: For each dimension, note specific examples from the text that make it more or less complex. (*I = Informational Text; L = Literary Text*)

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| <p>Structure</p> <ul style="list-style-type: none"> • Organization (<i>I & L</i>) • Text Features (<i>I</i>) • Graphics (<i>I & L</i>) | <p>Language Clarity and Conventions</p> <ul style="list-style-type: none"> • Conventinality (<i>I & L</i>) • Vocabulary (<i>I & L</i>) • Sentence Structure (<i>I & L</i>) |
| <p>Knowledge and Demands</p> <ul style="list-style-type: none"> • Subject Matter Knowledge (<i>I</i>) • Life Experiences (<i>L</i>) • Intertextuality (<i>I & L</i>) | <p>Meaning / Purpose</p> <ul style="list-style-type: none"> • Purpose (<i>I</i>) • Meaning (<i>L</i>) |

¹ Drawn from essential elements of the *Lesson Planning Tool* from Student Achievement Partners. Accessed January 18, 2015: <https://achievethecore.org/page/962/lesson-planning-tool>

3. Follow the two-step process for creating text-dependent/specific questions sequenced to build knowledge:

Step 1: Review the questions currently included in the lesson and determine if the series of text-dependent/specific questions support students' engagement with and understanding of the text.²

Mark the statements that are true of the lesson's current questions.

- Students must read the text to answer each question.
- Questions require that students use evidence from the text to support their claims.
- Question scaffolding is used support students' understanding of the big ideas and the key information from the text.
- Questions point students to the most challenging and important parts of the text.
- Questions go beyond the text to make other connections only after the text has been explored.
- Questions reflect level-specific standards. **(Use chart to determine the alignment to the CCR Reading Standards)**

Overall Rating: Are the questions provided in the lesson text-dependent/specific?

- Yes – All questions meet the requirements listed above
- No – None of the questions meet the requirements listed above
- Some – Some of the questions meet the requirement listed above

Is question scaffolding used to support student understanding and to build knowledge?

- Yes
- No

² Use the Checklist for Evaluating Question Quality (#4) to assist with the development of good text-based questions and writing assignments for items 5 and 6.

Question #3 (continued):

Step 2:

1. Create text-dependent/specific questions that draw evidence and learning from the text and address the CCR reading standards.
2. Identify and list Domain, Anchor and Level for each of the CCR reading standards being addressed by the text-dependent/specific question.
3. Identify and List the DOK Level for each question.
4. Once questions are written, scaffold (sequence) the questions in the proper order for building knowledge.

| Question | Standard | DOK | Scaffold |
|----------|----------|-----|----------|
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**Note – Writing text-dependent/specific questions and identifying CCR standards to be addressed in your lesson is a circular process. You may find a need to go back and revise or refine your questions to ensure that most questions are written at the DOK 2 and 3 levels and are aligned to the CCR standards.*

4. Follow the two-step process for creating text-dependent/specific questions that will address the writing and speaking standards.

Step 1: Review the text-dependent writing and speaking questions/assignments currently included in the lesson and determine if they meet the criteria listed below.

Mark the statements that are true of the lesson’s current questions/assignments.

- All writing assignments demand that students write to the text and use evidence.
- All speaking assignments demand that students reference evidence from their reading.
- The culminating assignment leads students to display their understanding and learning of the big idea(s) from the text.
- The culminating assignment is sufficiently structured so students at this level can experience success in demonstrating their learning.
- For all writing and speaking assignments, instructions to teachers and students are clear about what must be performed to achieve proficiency.

Step 2: (If needed)

1. Create text-dependent/specific questions/activities that will address the CCR writing and speaking standards.
2. Identify and list Domain, Anchor and Level for each of the CCR writing and speaking standards being addressed by the text-dependent/specific question/assignment.
3. Identify and List the DOK Level for each question.

| Question | Standard | DOK |
|----------|----------|-----|
| | | |
| | | |

**Note – Writing text-dependent/specific questions and identifying CCR standards to be addressed in your lesson is a circular process. You may find a need to go back and revise or refine your questions to ensure that most questions are written at the DOK 2 and 3 levels and are aligned to the CCR standards.*

5. **Build knowledge:** How is student learning extended through related readings or research?³

Step 1: Mark the statements that are true of the lesson's current questions and/or assignments.

- Websites or links to other readings that would expand student knowledge on the text's topic are listed.
- Other related and commonly available texts to extend this lesson are listed.
- Suggested ideas for brief research projects are listed.
- Suggested ideas for a culminating activity is listed.

Step 2: Plan to extend students' knowledge by identifying additional high quality texts that support the development of a line of inquiry. The development of a line of inquiry should involve texts that expose students to cross curricular content.

Complete the following tasks to build a line of inquiry.

- Identify texts that build knowledge around a topic through cross curricular content.
- Identify texts to provide varied opportunities for students to apply what they are learning in authentic and practical adult oriented contexts. (eg. basic workplace and employability skills and knowledge identified in the Foundational Skills Framework and/or Career Pathways)

³ Use Promoting Volume of Reading (#7) to assist with the development of independent reading and research projects.

6. **Establish the learning goals:** What text(s) is(are) the focus of the lesson? What are the big ideas of the text? How do those relate to the learning goals for students in the lesson? What must students know and be able to do to meet the goals? How long should the lesson take to complete (e.g., number of class sessions or hours)? What is the intended level of the lesson?

| | |
|--|---|
| “Big ideas” or key ideas of lesson | |
| Learning Objectives | <i>Student will be able to:</i> |
| Length of lesson | |
| Intended Instructional Level (A, B, C, D, E) | |
| Original Source of lesson | <input type="checkbox"/> Teacher designed lesson <input type="checkbox"/> Publisher designed lesson <i>Publisher</i> _____ <i>Page(s) #</i> _____ |

Notes:

7. **List notes to instructors who will use the lesson:** Identify and include suggestions or notes to the instructors who will use this lesson. Include information relating to scaffolds and supports for students.

Notes: