English Language Arts (ELA)/Literacy
Lesson Development and Revision Template (ELA Tool 5)[1]

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. **Establish learning objectives for the lesson.**
   a. NRS levels of students to whom this lesson will be taught: _____

   b. College and Career Standards (CCRS) ELA that will be the focus of the lesson (Suggested to select at least one reading or language standard, and at least one writing or speaking and listening standard):

Strand	Anchor	Level	Standard

   c. The lesson objectives:

Lesson Objectives

   d. The context of the lesson (i.e., content area and topic):

Lesson Context

   e. Length of lesson (amount of time): _____

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[1] Adapted from College and Career Readiness Standards-in-Action Version 2, August 2016

2. Select and Analyze Texts.

   a. Title of text to be used for this lesson: _____

   b. Use the "Text Complexity Quantitative Analysis Tool" to analyze the text to determine if it is at the appropriate level for your learners:

      Quantitative Measure: _____   Level: _____

   c. Use the "Qualitative Analysis Rubric" to analyze the text:
      (*I = Informational Text; L = Literary Text*)

Text Feature	Specific examples from the text that demonstrate complexity level	Slightly Complex	Moderately Complex	Very Complex	Exceedingly Complex
Structure Organization *(I & L)* Text Features *(I)* Graphics *(I & L)*		○	○	○	○
Language Clarity and Conventions Conventionality *(I & L)* Vocabulary *(I & L)* Sentence Structure *(I & L)*		○	○	○	○
Knowledge Demands Subject Matter Knowledge *(I)* Life Experiences *(L)* Intertextuality *(I & L)*		○	○	○	○
Purpose / Meaning Purpose *(I)* Meaning *(L)*		○	○	○	○
Overall Placement		○	○	○	○

3. Identify Vocabulary.
   a. Identify 5–10 vocabulary terms that you will focus on during the lesson. List the words with their meanings in the chart below.

The majority of the vocabulary (approximately 80%) should be Tier 2 words, which are academic words used in various content areas; however, you may need to focus on some Tier 1 words, which are common words that are used in our daily lives, depending on your students' levels. You may also need to explain some Tier 3 words, which are words that have specific meanings for a particular content area, although these should not be the focus of vocabulary instruction.

Tier 1 (if needed)	Tier 2 (main focus)	Tier 3 (if needed)

4. Identify and/or create text-dependent questions.

Step 1:
a. Review any questions already included with the text and use the "Checklist for Evaluating Question Quality" to determine if they are text-dependent/specific and support students' engagement with an understanding of the text.

b. 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 to 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 address skills in level-specific standards.

c. Provide an overall rating.

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.

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

☐   Yes

☐   No

Step 2:
a. Based on your analysis of the existing questions in Step 1, determine whether you need to revise any of the existing questions to make them text-dependent/specific or create new text-dependent/specific questions.

b. Use the chart below to list the revised/new questions, making sure they meet the criteria in Step 1. Include:
      i. Standards addressed by the question
     ii. Depth of Knowledge (DOK) level
    iii. The order in which the questions will be asked (Scaffolding)

Question	Standard Addressed	DOK Level	Scaffolding (order)

5. Identify and/or create text-dependent writing and/or speaking and listening assignments.

Step 1:

a. Review the writing and speaking questions/assignments currently included in the lesson and determine if they meet the criteria listed below.

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

☐   All writing assignments demand that students write about 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:

a. Based on your analysis of the existing writing and speaking questions/assignments in Step 1, determine whether you need to revise any of the existing questions/assignments to make them text-dependent/specific or create new text-dependent/specific questions/assignments.

b. Use the chart below to list the revised/new questions, making sure they meet the criteria in Step 1. Include:
    i. Standards (writing or speaking and listening) addressed by the question/assignment
    ii. Depth of Knowledge (DOK) level

Question / Assignment	Standard (Writing or Speaking and Listening)	DOK Level

6. Identify ways for students to build knowledge around the lesson's topic.

a. Consider how students can build knowledge about the lesson's topic through extended learning opportunities, e.g., readings, websites, activities, research projects.

b. Consider linking future lessons with this one by focusing on the same topic to build a line of inquiry.

c. Consider opportunities to explore cross-curricular content based on the lesson's topic, as well as content focused on the skills listed in the Foundation Skills Framework.

Lesson Topic: _____

Additional resources, lesson ideas, projects, etc.	How they will be used to expand learning