Using the ELA Lesson Development and Revision Template

Using the ELA Lesson Development and Revision Template
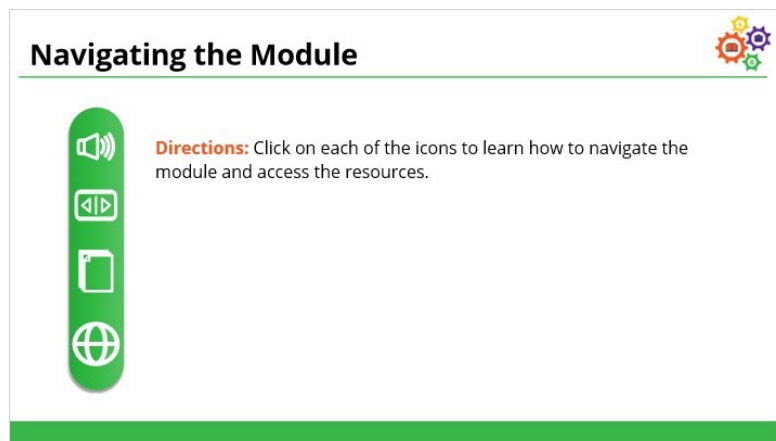

Notes:

Welcome to the learning module Using the ELA Lesson Development and Revision Template.
Click on the Next button to begin.

Navigation Tips

Notes:

If this is your first time participating in an online module, please click on each of the icons to learn how to navigate and access resources. When you are ready, please

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click Next to continue.

Introduction

Notes:

In this module, we will walk through the English Language Arts Lesson Development and Revision Template, which is used to develop teacher-designed lessons and lessons based on published resources, as well as to evaluate the quality of lessons during the Lesson Study process. If you are doing the latter, you should have a lesson available to use as we work through this module.

Prior to viewing this module, we recommend that you become familiar with the Key Shifts for English Language Arts in the College and Career Readiness Standards by either viewing the on-demand module titled, "College and Career Readiness Key Shifts for English Language Arts," or the module titled, "Using the CCR Standards ELA Resource Alignment Tool."

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Objectives

Objectives

Create or revise lessons that are aligned to the College and Career Readiness Standards (CCRS) and focused on the Key Shifts for English Language Arts (ELA).

- Analyze texts for appropriate complexity.
- Identify vocabulary to be focused on during instruction.
- Identify and create text-dependent questions.
- Scaffold text-dependent questions based on Depth of Knowledge (DOK).
- Identify and create text-dependent writing and speaking and listening assignments.
- Identify ways for students to build knowledge about lesson topics.

Notes:

By following the process and using the tools described in this module, you will be better able to create or revise lessons to ensure that they are aligned to College and Career Readiness Standards and focus on the Key Shifts for English Language Arts: text complexity, evidence, and building knowledge.

To meet that objective, we will focus on a number of specific tasks, which are listed on the screen. Take a moment to read through these.

Tools we will be using

Tools we will be using

- Lesson Development and Revision Template (ELA Tool 5)
- College and Career Readiness Standards (CCRS)
- Text Complexity Quantitative Analysis Tool (ELA Tool 2/3)
- Qualitative Analysis Rubric (ELA Tool 6)
- Checklist for Evaluating Question Quality (ELA Tool 4)
- CCRS Text-Dependent Question Stems
- A Guide for Using Webb's Depth of Knowledge with Common Core State Standards
- Promoting Volume of Reading to Build Knowledge (ELA Tool 7)
- Teacher-generated or published lesson (optional)

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Notes:

Throughout this module, we will be referring to and using a number of tools and resources. Before proceeding, please make sure you have downloaded the tools and resources that are listed on the slide. These are available in the Resources tab as well as on the Pennsylvania Adult Education Resources website.

The first tool listed, the "Lesson Development and Revision Template," will be the main tool with which we will be working.

Lesson Development and Revision Template

Notes:

Before we take a closer look at the steps within the Lesson Development and Revision Template, let's discuss what this template is used for. This template is designed to accompany your development of a lesson from a published resource, or of a teacher-designed lesson. It can also be used to serve as a final quality check of a lesson during the lesson study process.

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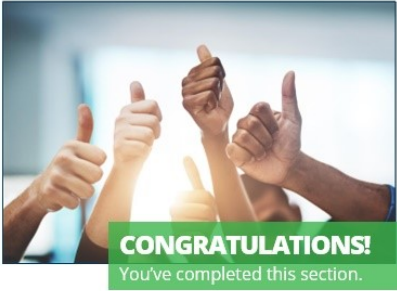
End Section

Notes:

Congratulations, you've reached the end of this section. Please advance to the next section to continue the module.

Learning Objectives

Section 1: Learning Objectives

Notes:

In Section 1, we will examine learning objectives.

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No matter what you are using the template for, we see that the first step is to "establish learning objectives for the lesson." It is crucial to begin the lesson planning or revision process by thinking about who your students are, what their current educational levels are, what their goals are, and which College and Career Readiness Standards you should focus on to support them in making progress toward their goals.

Click Next to continue.

Establishing Learning Objectives for the Lesson

Notes:

Begin working on the template by filling in your students' NRS levels. Depending on how your classes are set up, this may be one level or a range of levels. Either way, it's important to consider this when selecting the standards that the lesson will target.

Once you have the NRS levels filled in, determine which College and Career Readiness Standards your lesson is targeting. It is recommended that you include at least one reading or language standard, and at least one writing or speaking and listening standard, but it is okay if your lesson does not target all of the strands of ELA standards. Also, try not to include too many standards, which may be difficult to focus on all in the same lesson. Rather, select a few that you will be able to teach and assess if the students are proficient in the skills in the standards.

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Next, write one or more objectives for your lesson based on the skills listed in the standards you selected. There is a short module available in the PD Portal called "Writing Lesson Objectives" if you would like to learn more about how to write specific, measurable objectives.
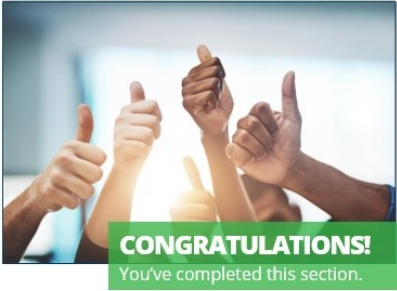
Finally, identify the context and topic of the lesson and how long the lesson will take to complete. For example, if your lesson focuses on the skill of finding the main idea and supporting details of a text, which is CCRS Reading Anchor 2, the context could be the scientific method and include a text about that topic.

End Section

Notes:

Congratulations, you've reached the end of this section. Please advance to the next section to continue the module.

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Text Complexity

Section 2: Text Complexity
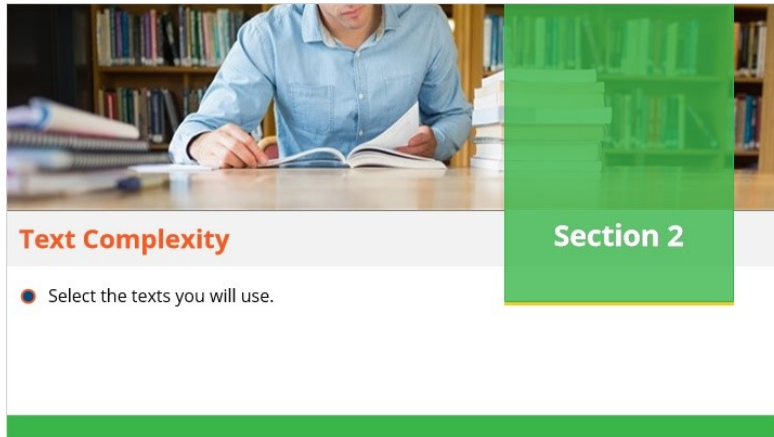
Notes:

In Section 2, we will examine Text Complexity.

Once you've determined the objectives for the lesson, the next step is to select the texts you will use. If you are revising a lesson, you may already have one or more texts to use. If you are developing a new lesson, you will have to locate one or more texts that will allow you to teach the skills and content you identified in Step 1. As we work through an analysis of the texts you have selected, you may need to consider if different texts would be more appropriate. Therefore, you may have to complete this step more than once and analyze multiple texts to find the best ones for your lesson. Take a moment to locate or identify the text you would like to analyze. Click Next to continue.

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## *Selecting and Analyzing Texts – Quantitative Analysis*

Notes:

Start by listing the title of the text you have selected. Then, use the "Text Complexity Quantitative Analysis Tool" to complete a quantitative analysis of the text and fill in the measure and level for the text. For directions about how to use the "Text Complexity Quantitative Analysis Tool," please refer back to the "Using the CCRS Resource Alignment Tool for English Language Arts" module.

At this point it's important to consider if the text you have selected is at the appropriate level for your students. If it is not, stop and look for a new text to use for this lesson. For example, if your students are at CCRS level C, but the text you just analyzed is coming in at level E, the text is likely too advanced for your students, which means they will have a very difficult time using the text for the purposes of the lesson.

Take a moment now to identify an appropriate text for your lesson. Once you have a text at the appropriate level for your students, it's time to move on to the qualitative analysis.

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Selecting and Analyzing Texts – Qualitative Analysis
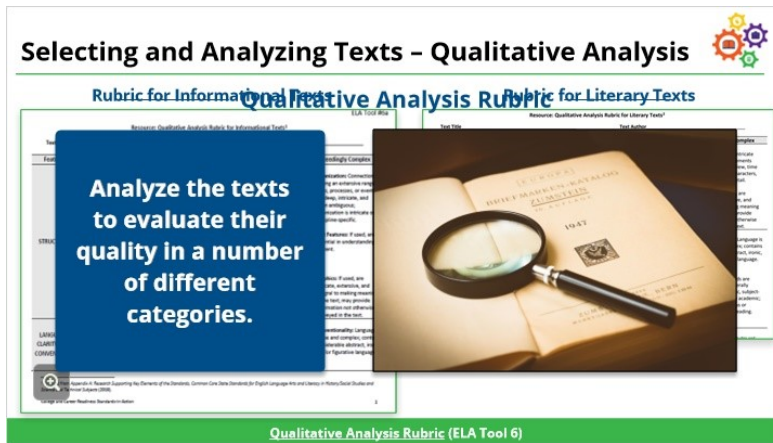
Notes:

In addition to analyzing the quantity of texts to determine if they are at the appropriate level for your students, we also analyze the texts to evaluate their quality in a number of different categories. To do this, we can use the "Qualitative Analysis Rubric." The first thing to note is that there are actually two different rubrics included, one for informational texts and one for literary texts. The informational rubric is the first two pages of the document and the literary rubric is the last two pages. When analyzing the texts for your lesson, make sure you are using the correct rubric.

Take some time to look through the rubric and consider the features of the texts you selected. For each text feature, list some notes and rate it based on its complexity. It's important to remember that there is no expectation that every text we use in our lessons will be exceedingly complex. This analysis is used to give you, the instructor, a better understanding of the complexity your students will encounter in the texts and allow you to determine if it is appropriate for them. We want to allow our students opportunities to engage with complex texts, but the texts should be at a complexity that is best suited to students' levels.

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Selecting and Analyzing Texts – Qualitative Analysis

Notes:

Once you have rated the complexity of your text, complete the chart on the ELA Lesson Development and Revision Template accordingly.

Identifying Vocabulary

Notes:

In addition to the quantitative and qualitative analyses of the texts, we also include vocabulary in the key shift of text complexity. When we create or revise lessons, we want to ensure that we identify at least five, and at most ten, vocabulary words to provide instruction and activities for. The majority of these should be Tier 2 words,

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which are academic words that have multiple meanings or can be used in various contexts. You may also want to focus on Tier 1, or everyday words, if you're working with emergent readers. Additionally, you may need to explain meanings for Tier 3 words, which are content-specific terms.

What is Academic Vocabulary?

Notes:

Remember, there are distinct differences between basic sight words, academic vocabulary, and content-specific words.

Tier 1 words are sight words or words that have concrete definitions. Tier 3 words are words that are specific to a content area or topic. Think of scientific words like photosynthesis, for example, that have little use outside of botany.

Tier 2 words are key for students to master and understand deeply. Why? Because academic words such as justify, expand, maximum and barren are found in many content area texts such as social studies, science, mathematics, English and history texts. Understanding these terms greatly increases comprehension of academic texts. Multiple exposures and practice with Tier 2 vocabulary is vital.

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Identifying Vocabulary

Notes:

Take a few minutes to read through the text you are using and list at least five words which you can use for instruction in the corresponding columns.

While focusing on instructional strategies is beyond the scope of this module, you will want to identify strategies or activities that you can use to introduce and provide practice with using these vocabulary words. Vocabulary is a critical component in reading comprehension, and focusing on five words each lesson or each week can make a big impact on your students' vocabulary knowledge and reading skills over even a short period of time.

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End Section

Notes:

Congratulations, you've reached the end of this section. Please advance to the next section to continue the module.

Evidence

Section 3: Evidence

Notes:

In Section 3, we will examine Evidence.

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Now that you've determined the texts you will use and the vocabulary you will focus instruction on, it is time to consider what the learners will do with the texts. The primary focus of this section is text-dependent questions, or questions that require students to use evidence from the texts in their responses.
Click Next to continue.

Identifying and/or Creating Text-Dependent Questions – Step 1

Notes:

Once you have a text selected for your lesson, examine and evaluate any comprehension questions that follow the text. Most texts included in textbooks, or on educational websites, include a set of comprehension questions for learners to answer after reading the text. However, these questions might not always be "text-dependent," meaning that they require learners to use direct evidence from the text to answer them. They also may not be scaffolded in a way that will support learners in building up to more complex questions.

To evaluate the existing questions, you can use the tool called the "Checklist for Evaluating Question Quality." This tool will guide you in your evaluation. Take a few minutes to do this.

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Step 1

Notes:

Once you have examined all of the questions using this tool, complete "Step 1" of the "Identify and/or create text-dependent questions" section on the Lesson Development and Revision Template. Check off the statements that are true of the existing questions, and then give them an overall rating. Also, mark whether the existing questions are scaffolded, or arranged in a way that asks learners to start with less complex questions and build up to more complex questions, thus allowing them to build knowledge that will help them be successful with the more complex questions.

Step 2

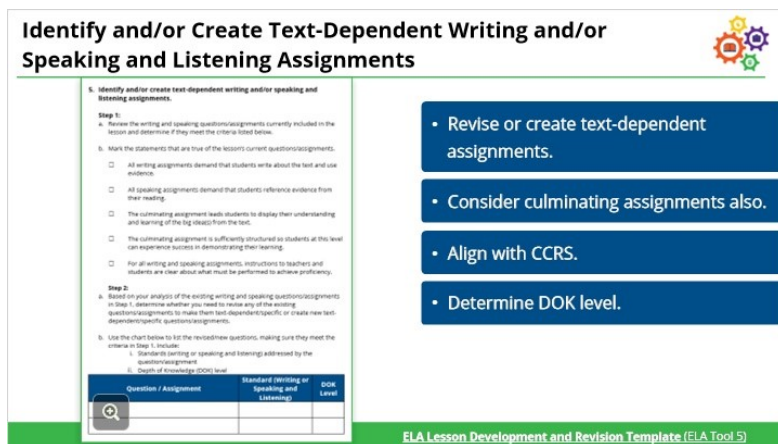# Using the ELA Lesson Development and Revision Template

Notes:

Based on your evaluation of the existing questions, you will need to determine if they need revisions to make them text-dependent, or if you need to create additional questions to replace ones that are not. In Step 2 of the section "Identify and/or create text-dependent questions," there is a chart where you can write your new or revised questions. This chart also includes spaces for you to list which College and Career Readiness standard each question addresses, which level of Depth of Knowledge it is, and in what order it will be arranged, or scaffolded.

There are a couple of tools that can assist you in completing this section of the template. The first is called "CCRS Text-Dependent Question Stems." This tool provides examples of questions that are aligned to each of the Reading anchors in the CCRS. You can also use "A Guide for Using Webb's Depth of Knowledge with Common Core State Standards," which will help you determine the Depth of Knowledge levels for questions, and which also has lists of question stems for each level.

Take some time to look through these tools, create or revise your questions, and complete the chart.

Speaking and Listening Assignments

Notes:

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After evaluating, revising, and/or creating text-dependent questions for your lesson, it's time to consider additional writing or speaking and listening assignments for the lesson. For this section, we will follow a similar process as we did in the previous section. Just like with text-dependent questions, in writing and speaking and listening tasks and assignments we want students to support their answers with evidence from the texts they have read.

For this section of the template, you should consider any existing writing or speaking and listening tasks or assignments that are specific to the text or lesson you selected, as well as any culminating assignments that learners will complete after a series of lessons, including the one you are working on. One short note regarding culminating assignments: When we consider culminating assignments, we are referring to BOTH the key shifts of evidence and building knowledge, as culminating assignments typically require learners to demonstrate their knowledge by using evidence from multiple texts or sources. We will further explain this in the next section.
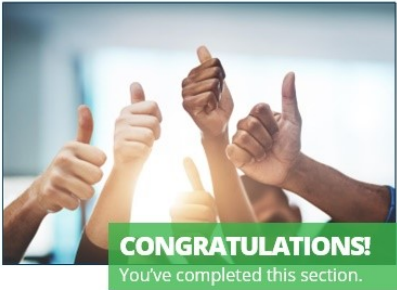
Take a few minutes to examine any existing writing or speaking and listening activities and complete the checklist under Step 1 of the "Identify and/or create text-dependent writing and/or speaking and listening assignments" section. Once you do that, complete the chart in Step 2 with revised or new questions or assignments. Like we did before, make sure that they are aligned to a CCR Standard and list the DOK level.

End Section

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Notes:

Congratulations, you've reached the end of this section. Please advance to the next section to continue the module.

Building Knowledge

Section 4: Building Knowledge

Notes:

In Section 4, we are now ready to look at the final key shift in ELA, Building Knowledge. We will consider ways for learners to build knowledge about lesson topics to develop a broad base of knowledge that will support their success in college and careers.
Click Next to continue.

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Identifying Ways for Students to Build Knowledge Around the Lesson's Topic

Notes:

The final thing we will consider with this template is ways for learners to build knowledge around the topic you are focusing on in your lesson. Presenting a new topic to learners, and only giving them the opportunity to read a single text, or participate in a single lesson, is not enough for learners' to fully comprehend the topic in its entirety. It is important for learners to have opportunities to extend their learning and create a solid base of knowledge upon which to build their learning. Therefore, the last section of the template asks you to think about ways to create extended learning opportunities.

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Identifying Ways for Students to Build Knowledge Around the Lesson's Topic

Notes:

Are there ways that you can provide opportunities for additional readings, resources, or projects? Take a look at the tool called, "Promoting Volume of Reading to Build Knowledge" for ideas. Can you fit the topic of this lesson in with additional lessons, even from other content areas, to develop a sequence of lessons focused on a problem or question, or what we call a line of inquiry? Helping learners find connections between different content areas, or cross-curricular connections, is a great way for them to build their knowledge. Can you make connections between this lesson and workplace skills such as those listed in the Transferable Skills? Take a few moments to think about this and do some research, then complete the chart on the template.

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End Section

Notes:

Congratulations, you've reached the end of this section. Please advance to the next section to continue the module.

Expand Your Learning

Section 5: Expand Your Learning

Notes:

In Section 5, the final section of this module, we will discuss ways to expand *your*

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learning about CCRS-aligned lessons.

Click Next to continue.

Expand your Learning

Notes:

Now that you've completed the process of developing or revising an ELA lesson that is aligned to the CCRS and the key shifts, where should you go from here? There are a number of opportunities available for you to further your learning about the CCRS and lesson planning. First, it is recommended that you talk with your agency's in-house professional development specialist, or IHPDS, about what you learned in this module. Perhaps your agency's professional learning community, or PLC, is working on aligning lessons to the standards.

The process and tools you learned about in this module can help with that PLC work. There are many other modules and tools available on the PA Adult Education Resources website that you can explore to learn more about standards-aligned lesson planning and additional CCRS protocols. There are also courses offered through the PD Portal that focus on standards-aligned lesson planning. Talk with your IHPDS about the possibility of enrolling in one of these courses.

Finally, the best way to learn more about the standards is to use them regularly. By

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consistently reading the standards, aligning your lessons and classroom activities to them, and using the tools when planning lessons, you will feel more and more comfortable and confident in using the standards and planning lessons. Ultimately, this will lead to better outcomes for your students.

Ending

Notes:

Congratulations! You have completed the Using the ELA Lesson Development and Revision Template module. Be sure to download any resources you want to save by clicking on the Resources tab.

Click on the Exit button below to close the module.