**Checklist to Guide ELA/Literacy Lesson Development[[1]](#footnote-1)**

This list is designed to accompany your development of a lesson and serve as a final quality check of that lesson for the Lesson Study.

1. **Set up the lesson and establish the learning goal:** What text(s) am I using in the lesson? What are the big ideas of the text? How do those relate to the learning goals for students in this lesson? What must students know and be able to do in order to meet the goals? How long do I think this lesson will take to complete (e.g., number of class sessions or hours)? What is the intended level of this lesson?

* *The lesson has been filled out with answers to these questions.*

1. **Identify the level-specific CCR ELA/literacy standards that are the target of the lesson.**

* 4-8 standards are identified as targets of the lesson.
* The selected standards represent a mixture of reading, writing, speaking and listening standards.

1. **Determine the complexity of texts:** Has this text already been evaluated for complexity from a trusted source?

* *If so, this information has been transferred to your lesson (go on to #3).*

If not, use *Text Complexity Tools (#2, #3, #6)* to evaluate the quantitative and qualitative complexity of the text(s) to complete the template.

* *The text has been evaluated for quantitative complexity (if possible).*
* *The qualities of the text that make it challenging have been identified.*
* *This information has been transferred to your lesson.*

1. **Identify vocabulary words:** Have I identified the academic vocabulary words from the textthat demand attention and are related to the big ideas?

* *At least 5-10 high value general academic vocabulary words from the text(s) have been selected and entered in your lesson template.*

1. **Create questions that draw evidence and learning from the text:** Have I created a series of questions to support students’ engagement with and understanding of the text? (Use the *Checklist for Evaluating Questions (#4)* to assist with the development of good text-based questions.)

* *Students have to read the text to answer each question.*
* *Questions require that students use evidence from the text to support their claims.*
* *A series of questions are included to support students’ understanding the big ideas and the key information from the text.*
* *Questions point students to the most challenging and important parts of the text.*
* *Questions reflect level-specific standards.*
* *Questions stay focused on the text and only go beyond it to make other connections in extension activities after the text has been explored.*

1. **Create writing assignments:** Have I provided a variety of writing assignment(s) tied to the text students are reading (e.g., notes, summaries, short responses, brief research, or formal essays)? How will I support student writing with additional resources like note-catchers or other organizing tools? What culminating activity will I include that will demonstrate students’ understanding of the big idea(s)? (Use the *Checklist for Evaluating Questions (#4)* to assist with the development of good writing prompts.)

* *All writing assignments demand that students write to the text and use evidence.*
* *Writing assignments (short responses, summaries, etc.) are described that will lead to the culminating student assignment.*
* *Culminating assignment leads students to display their understanding and learning of the Big Idea(s) from the text.*
* *Culminating assignment is sufficiently structured so students at this level can experience success in capturing their learning.*
* *For all writing assignments, instructions to teacher and student are clear about what must be performed to achieve proficiency.*

1. **Build Knowledge:** How will I extend student learning through related readings or research? (Use *Promoting Volume of Reading (#7)* to assist with the development of independent reading and research projects.)

* *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.*

1. **Notes to Instructors who will use this lesson:**

* *Helpful suggestions or notes to the instructors who will use this lesson are listed, including scaffolds and supports for students.*

1. Drawn from essential elements of the Lesson Planning Template from Student Achievement Partners. http://achievethecore.org/lesson-planning-tool/ [↑](#footnote-ref-1)