

ELA Lesson (or Unit) Planning & Revision Guide¹

Lesson Title / Topic

Context / Theme

Intended Instructional Level

Central Text(s) that is (are) the focus of the lesson	
Original source (e.g., publisher, lesson, page #)	
Big ideas of the focus text	
Learning Goals for students, & how they relate to the textual big ideas	
What students must know and be able to do to meet the learning goals	

After completing the revision process, fill out the following and revise the above chart if needed.

<p>Level-specific ELA CCRS targeted in this unit or lesson</p> <p>see anchor standards chart or full CCRS, both available at www.sabes.org/resources</p>	
<p>Suggested time to spend on the unit or lesson (# of learning sessions, duration, ...)</p>	
<p>Notes to instructors who will use this unit or lesson</p>	

¹ Adapted from *Lesson Planning Tool* from Student Achievement Partners. <http://achievethecore.org/lesson-planning-tool>

**Quantitative level of Text Complexity²
for the Main Text:**

NRS Educational Functioning Level	CCR Levels of Learning	ATOS Analyzer	Degrees of Reading Power	Flesch-Kincaid	The Lexile Framework
Beginning ABE Literacy	A (K – 1)				
Beginning Basic Education	B (2 nd – 3 rd)	2.75 – 5.14	42 – 54	1.98 – 5.34	420 – 820
Low Intermediate Basic Education	C (4 th – 5 th)	4.97 – 7.03	52 – 60	4.51 – 7.73	740 – 1010
High Intermediate Basic Education	D (6 th – 8 th)	7.00 – 9.98	57 – 67	6.51 – 10.34	925 – 1185
Low Adult Secondary Education	E (9 th – 10 th)	9.67 – 12.01	62 – 72	8.32 – 12.12	1050 – 1335
High Adult Secondary Education	E (11 th – CCR)	11.20 – 14.10	67 – 74	10.34 – 14.2	1185 – 1385

Qualitative Features of Text Complexity

Use the Qualitative Rubric for Informational Text or for Literary Text, depending on your primary text (<http://www.sabes.org/content/rubrics-qualitative-analysis-text-complexity>) to determine the overall qualitative complexity of the text.

Note here any specific examples from the text that make it more or less complex:

Meaning/Purpose	Structure (Organization, Graphics, Text Features)
Language (Vocabulary, Sentence Structure, Conventions)	Knowledge Demands (Intertextuality, Subject Matter, Life Experiences)

² This research-based chart represents the “staircase” of text complexity that will allow students to reach levels of proficiency that will be used to deem them college- and career-ready once they exit Level E.

Vocabulary

Academic (Tier 2) words that demand attention and are related to the big ideas:

These words merit more time and attention.	These words merit some time and attention.
<i>These words are likely to describe events, ideas, processes, or experiences that are unfamiliar to most of your students. They are abstract, have multiple meanings, and/or are a part of a large family of words with related meanings.</i>	<i>They are concrete and easy to explain, or describe events, ideas, processes, concepts, or experiences that are familiar to your students.</i>

If applicable, Content Vocabulary (words or phrases) that also need attention:

Answering with Text-Based Evidence

An effective set of text-dependent questions delves systematically into a text to guide readers toward extracting the key meanings or ideas found there.

What is the focus of the questions accompanying your main text? Check those that apply.

<input type="radio"/> Focus on determining central ideas or themes & analyzing their development <i>(CCR Reading Standard 2)</i>	<input type="radio"/> Focus on summarizing the key supporting details & ideas <i>(CCR Reading Standard 2)</i>	<input type="radio"/> Focus on analyzing how and why individuals, events, & ideas develop and interact <i>(CCR Reading Standard 3)</i>
<input type="radio"/> Focus on why the author chose a particular word/phrase <i>(CCR Reading Standard 4)</i>	<input type="radio"/> Focus on defining the most powerful academic words <i>(CCR Reading Standard 4)</i>	<input type="radio"/> Focus on how specific word choices shape meaning & tone <i>(CCR Reading Standard 4)</i>
<input type="radio"/> Focus on examining the impact of sentence or paragraph structures or patterns <i>(CCR Reading Standard 5)</i>	<input type="radio"/> Focus on looking for pivot points in or connections between two parts of the text <i>(CCR Reading Standard 5)</i>	<input type="radio"/> Focus on how an author’s ideas are developed and refined by particular sentences, paragraphs, etc. <i>(CCR Reading Standard 5)</i>
<input type="radio"/> Focus on how point of view or purpose shapes the content or style <i>(CCR Reading Standard 6)</i>	<input type="radio"/> Focus on integrating and evaluating content presented in diverse media and formats <i>(CCR Reading Standard 7)</i>	<input type="radio"/> Focus on specific claims & overarching arguments <i>(CCR Reading Standard 8)</i>
<input type="radio"/> Focus on the relevance & sufficiency of the evidence authors present <i>(CCR Reading Standard 8)</i>	<input type="radio"/> Focus on how two or more texts address similar themes or topics <i>(CCR Reading Standard 9)</i>	<input type="radio"/> Focus on how authors writing about the same topic shape their presentation of key information <i>(CCR Reading Standard 9)</i>

Suggestions for framing text-dependent questions

If you need to enhance the quantity or quality of level-specific, text-dependent questions, use the “Checklist for Evaluating Question Quality in a Text or Lesson” (<http://sabes.org/content/checklist-evaluating-text-dependent-question-quality>). Along with the focus chart, above, this checklist can also be useful in writing new text-dependent questions. If you are facing a blank slate, try:

- Unpacking the most challenging portions of the text
- Noticing what is missing from or understated in the text
- Investigating the beginnings and endings of the text or sections of the text
- Tracking patterns across sections of the text
- Looking for pivot points in the text
- Testing comprehension of ideas and arguments in the text
- Examining the impact of sentence structures in the text
- Exploring the impact of the choice of particular words or phrases in the text
- Defining and comprehending academic vocabulary in context

Writing Assignments & Connected Texts

Revise or Create a Culminating Writing Assignment, which:

- requires deep understanding of the key understandings of the text, acquired through answering the well-sequenced text-dependent and text-specific questions.
- demands that students “write to the text” and use evidence.
- reflects mastery of one or more of the standards
- has clear instructions about what is required to achieve proficiency.
- is worthy of the time required
- is structured to be completed independently by students

**Culminating
Writing
Assignment**

Connected Texts:³

How is student learning extended through related readings or research? Provide opportunities for students to read additional texts related to the lesson or unit’s main text, whether as part of class or outside.

Staying with a topic and building expertise regarding it is a powerful way to accelerate knowledge, acquire vocabulary, and strengthen reading comprehension. Information overlap from different texts is a plus, not a problem. What is known helps connect to what is new; repetition is key to learning new academic vocabulary that is not learned in direct instruction.

General Tips on Finding Additional Texts -- Consider:

- Materials that are available in both print and digital formats
- Non-word “text”, such as videos, graphics, charts, maps, photos
- Book excerpts
- Primary documents

Selecting Additional Texts: Consider the complexity, quality, and relevance of each suggested text or resource.

**Possible Extension
and/or Independent
Reading Texts**

Other notes and ideas about this unit or lesson:

➔ Go back and fill in the second half of page one.

³ Refer to “[Build Knowledge by Promoting Volume of Reading](http://www.sabes.org/resources)” (find at <http://www.sabes.org/resources>)

Lesson Planning / Revision Guide Checklist

(1) Lesson set-up & Learning Goals:

- Intended level of this lesson
- Central Text(s) that is (are) the focus of the lesson
- Big ideas of the focus text
- Learning goals for students in this lesson, and how the textual big ideas relate to them
- What students must know and be able to do to meet the learning goals
- Estimated duration (e.g., # of class sessions or hours)?
- Other Notes

(2) Standards

- Identify 3-8 CCR ELA/literacy core Anchor Standards for this lesson.
 - drawn from at least two of the four areas of Reading, Writing, Language, and Speaking & Listening.
 - separated into Primary vs. Secondary Focus as necessary
 - level-specific (check the CCRS for levels.)

(3) Text complexity:

- Evaluate text for quantitative complexity from a trusted source (if possible).
- Identify text qualities that make it challenging.

(4) Vocabulary:

- Select at least 5 high-value general academic vocabulary words (Tier 2) from the text(s) that demand attention and are related to the big ideas of the text.
- Keep in mind any content vocabulary.

(5) Text-Dependent Questions:

- A series of questions is included to support students' engagement with and understanding of the big ideas and key information from the text. These questions:
 - require that students have to read the text to answer each question.
 - require that students use evidence from the text to support their claims.

- point students to the most challenging and important parts of the text.
- reflect level-specific standards.
- go beyond the text to make other connections only after the text has been explored.

(6) Writing assignments:

- A writing assignment—or a variety (e.g., notes, summaries, short responses, brief research, or formal essays) — has been developed that is tied to the text(s) students are reading.
- All writing assignments demand that students write to the text and use evidence from the text.
- The lesson includes supports for student writing, such as note-catchers or other organizing tools.
- 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 capturing their learning.
- Instructions to teachers and students are clear about what must be performed to achieve proficiency.

(7) Building knowledge:

- Students are able to build knowledge through the content of the text &/or through related readings or research.
- 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.

(8) Notes to instructors:

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