

LESSON PLANNING AND REFLECTION: ELA/LITERACY

Quick-Reference Question Guide

The questions in this resource support a thoughtful reflection on ELA/literacy instruction. These questions are ideal for:

- Personal lesson planning
- Personal reflection on a lesson
- Peer-to-peer or coaching discussions
- Discussion within a PLC or other professional learning setting

These questions are aligned to college- and career-ready expectations and derived from the [Lesson Planning Tool](#) on Achieve the Core. They can be used in conjunction with the [Instructional Practice Guide \(IPG\)](#), [Lesson Planning Tool](#), and [Beyond the Lesson Discussion Questions](#).





Evaluating for Text Complexity

K-2: What is the title of the read-aloud anchor text(s) (e.g., book, article, etc.) I will use in the lesson?

3-12: What is the title of the anchor text(s) (e.g., book, article, etc.) I will use in the lesson?

How does the anchor text contribute to the goal of building students' vocabulary and knowledge through a high volume of reading on connected topics?

Are the experiences, perspectives, and/or content of the selected text culturally relevant to your students and/or expand students' knowledge of others and the world?

Has this anchor text already been evaluated for its complexity using a **trusted qualitative or quantitative evaluation tool**?

Quantitative complexity: Select the tool you will use to determine the quantitative level. What is the quantitative measure for your text?

Qualitative complexity: Please choose which best applies to your text: **Literary or Informational**. Considering the text complexity rubric that best applies, what features make this text complex? Consider meaning, purpose, structure, language features, and knowledge demands, using the rubric above for more reference.

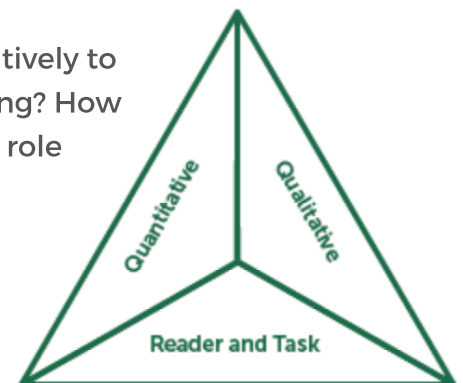


Reader and Task Considerations

How will I ensure students do the majority of the work in the lesson?

How will I provide students opportunities to build understanding through productive struggle? How will I contribute feedback to student responses to provide support for students in this process?

How will I provide students with opportunities to work collaboratively to discuss each other's thinking and clarify or improve understanding? How will I support students during these opportunities? What will my role be during this collaboration?





The Big Idea and Culminating Task

What are the Big Ideas of the text?

How will students demonstrate understanding of the Big Ideas and what will the culminating task be?

How will the culminating task provide for authentic learning, application of literacy skills, student-directed inquiry, analysis, evaluation, and/or reflection?



Planning for Text-Dependent Questioning, Activities, and Tasks

What questions, activities, and tasks will I use to support students' understanding of this text?

Text-Dependent Questioning:

- Create a series of text-dependent questions structured to bring the reader to an understanding of the text. Reflect on your qualitative analysis of the text to guide your questioning.
- Answer the questions with examples of evidence from the text.
- Consider how students will engage with or answer each text-dependent question (e.g., Think, Pair, Share, journal, small group discussion, act it out, annotate, etc.).
- When you are done, sequence the questions you created so as to guide students to the Big Ideas and development of the text.

What vocabulary words demand time and attention because they are critical to comprehension or are supportive of growing students' academic vocabularies? (Once you have determined these words, you may choose to create student-friendly definitions or additional text-dependent questions.)

What standards (reading, writing, speaking & listening, and/or language) do students work with in the lesson? Do the questions, activities, and tasks align to work required by these grade-level standards?

How will I integrate targeted instruction as needed in areas such as grammar and conventions, writing strategies, discussion rules, and all aspects of foundational reading (if applicable)?



Student Supports

How will I check for understanding throughout the lesson?

What **scaffolds** will I employ for students who are struggling with understanding during the lesson?

What supports will I provide for students who read below the grade-level text band?

What extensions will I provide for students who read above the grade-level text band?