STUDENT ACHIEVEMENT PARTNERS

Questions within the Instructional Practice Guide: Lesson Planning Tool (organized by planning module, in the order the questions appear in the tool):

Module	Navigation Item	Question	Core Action and Indicator
Planning a Standards-Aligned Close Reading Lesson	Text Choice	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?	**Core Action 1:** Focus each lesson on a high-quality text (or multiple texts).
Planning a Standards-Aligned Close Reading Lesson	Text Analysis: Complexity	K-2: Has this anchor text already been evaluated for its read-aloud complexity from a trusted source? 3-12: Has this anchor text already been evaluated for complexity from a trusted source?	**Core Action 1:** Focus each lesson on a high-quality text (or multiple texts).
Planning a Standards-Aligned Close Reading Lesson	Text Analysis: Grade-Level/Timing	Am I confident the anchor text(s) are at or above the complexity level expected for the grade and time in the school year?	**Core Action 1:** Focus each lesson on a high-quality text (or multiple texts). **Indicator B:** The anchor text(s) are at or above the complexity level expected for the grade and time in the school year.
Planning a Standards-Aligned Close Reading Lesson	Quantitative Measure	Select the tool you will use to determine the quantitative level (See LPT).	**Core Action 1:** Focus each lesson on a high-quality text (or multiple texts). **Indicator B:** The anchor text(s) are at or above the complexity level expected for the grade and time in the school year.

Planning a Standards-Aligned Close Reading Lesson	Quantitative Measure	What is the quantitative measure for your text? (See LPT)	**Core Action 1:** Focus each lesson on a high-quality text (or multiple texts). **Indicator B:** The anchor text(s) are at or above the complexity level expected for the grade and time in the school year.
Evaluating for Qualitative Text Complexity	Literary/Informational Choice	Please choose which best applies to your text: Literary or Informational?	**Core Action 1:** Focus each lesson on a high-quality text (or multiple texts). **Indicator A:** (3-12): A majority of the lesson is spent reading, writing, or speaking about text(s). (K-2): A majority of the lesson is spent listening to, reading, writing, or speaking about text(s).
Evaluating for Qualitative Text Complexity: Literary	Meaning	Note specific examples from the text that make it more or less complex. Evaluate the complexity of the text by selecting one of the following: - Exceedingly Complex - Very Complex - Moderately Complex - Slightly Complex -	**Core Action 1:** Focus each lesson on a high-quality text (or multiple texts). **Indicator C:** The text(s) exhibit exceptional craft and thought and/or provide meaningful information in the service of building knowledge; where appropriate, the texts are richly illustrated (K-2).
Evaluating for Qualitative Text Complexity: Informational	Purpose	Note specific examples from the text that make it more or less complex. Evaluate the complexity of the text by selecting one of the following: - Exceedingly Complex - Very Complex - Moderately Complex - Slightly Complex -	**Core Action 1:** Focus each lesson on a high-quality text (or multiple texts). **Indicator C:** The text(s) exhibit exceptional craft and thought and/or provide meaningful information in the service of building knowledge; where appropriate, the texts are richly illustrated (K-2).
Evaluating for Qualitative Text Complexity	Text Structure	Note specific examples from the text that make it more or less complex. Evaluate the complexity of the text by selecting one of the following: (Organization, Text Features, and Use of Graphics) Exceedingly Complex - Very Complex - Moderately Complex - Slightly Complex -	**Core Action 1:** Focus each lesson on a high-quality text (or multiple texts). **Indicator B:** The anchor text(s) are at or above the complexity level expected for the grade and time in the school year.

Evaluating for Qualitative Text Complexity	Language Features	Note specific examples from the text that make it more or less complex. Evaluate the complexity of the text by selecting one of the following: (Conventionality, Vocabulary, and Sentence Structure) Exceedingly Complex - Very Complex - Moderately Complex - Slightly Complex -	**Core Action 1:** Focus each lesson on a high-quality text (or multiple texts). **Indicator B:** The anchor text(s) are at or above the complexity level expected for the grade and time in the school year.
Evaluating for Qualitative Text Complexity	Knowledge Demands	Note specific examples from the text that make it more or less complex. Evaluate the complexity of the text by selecting one of the following: (Subject Matter Knowledge and Intertextuality) Exceedingly Complex - Very Complex - Moderately Complex - Slightly Complex -	**Core Action 1:** Focus each lesson on a high-quality text (or multiple texts). **Indicator B:** The anchor text(s) are at or above the complexity level expected for the grade and time in the school year.
The Big Idea & Culminating Task	The Big Idea	What are the Big Ideas of the text?	**Core Action 1:** Focus each lesson on a high-quality text (or multiple texts). **Indicator C:** The text(s) exhibit exceptional craft and thought and/or provide meaningful information in the service of building knowledge; where appropriate, the texts are richly illustrated (K-2).

The Big Idea & Culminating Task	Culminating Task	How will students demonstrate understanding of the Big Idea and what will the culminating activity be? How will I provide for authentic learning, application of literacy skills, student-directed inquiry, analysis, evaluation and/or reflection?	**Core Action 2:** Employ questions and tasks, both oral and written, that are text-specific and accurately address the analytical thinking required by the grade-level standards. **Indicator A:** Questions and tasks address the text by attending to its particular qualitative features: its meaning/purpose and/or language, structure(s), or knowledge demands. **Core Action 3:** Provide all students with opportunities to engage in the work of the lesson. **Indicator A:** The teacher poses questions and tasks for students to do the majority of the work: speaking/listening, reading, and/or writing. Students do the majority of the work of the lesson. **Indicator C:** The teacher expects evidence and precision from students and probes students' answers accordingly. Students provide text evidence to support their ideas and display precision in their oral and/or written responses.
Reader and Task	Reader Considerations: Student Engagement	How will I ensure students do the majority of the work in the lesson? How will I provide students the opportunity to directly engage with the text?	**Core Action 3:** Provide all students with opportunities to engage in the work of the lesson. **Indicator A:** The teacher poses questions and tasks for students to do the majority of the work: speaking/listening, reading, and/or writing. Students do the majority of the work of the lesson.
Reader and Task	Reader Considerations: Student Engagement	How will I provide students opportunities to build understanding through productive struggle?	**Core Action 3:** Provide all students with opportunities to engage in the work of the lesson. **Indicator B:** The teacher cultivates reasoning and meaning making by allowing students to productively struggle. Students persevere through difficulty.

Reader and Task	Reader Considerations: Student Engagement	What specifically will I do to ensure students provide precise text evidence when writing and/or speaking about text? How will I contribute feedback to student responses to provide support for students in this process?	**Core Action 3:** Provide all students with opportunities to engage in the work of the lesson. **Indicator C:** The teacher expects evidence and precision from students and probes students' answers accordingly. Students provide text evidence to support their ideas and display precision in their oral and/or written responses.
Reader and Task	Reader Considerations: Student Engagement	How will I provide students 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?	**Core Action 3:** Provide all students with opportunities to engage in the work of the lesson. **Indicator D:** The teacher creates the conditions for student conversations where students are encouraged to talk about each other's thinking. Students talk and ask questions about each other's thinking, in order to clarify or improve their understanding.
Reader and Task	Tasks: 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?	**Core Action 3:** Provide all students with opportunities to engage in the work of the lesson. **Indicator E:** The teacher deliberately checks for understanding throughout the lesson and adapts the lesson according to student understanding. When appropriate, students refine written and/or oral responses.
Reader and Task	Tasks: Integrate Targeted Instruction	K-5: How will I integrate targeted instruction in such areas as grammar and conventions, writing strategies, discussion rules and all aspects of foundational reading (if applicable)? 6-12: How will I integrate targeted instruction in such areas as grammar and conventions, writing strategies, or discussion rules?	**Core Action 3:** Provide all students with opportunities to engage in the work of the lesson. **Indicator F:** When appropriate, the teacher explicitly attends to strengthening students' language and reading foundational skills. Students demonstrate use of language conventions and decoding skills, activating such strategies as needed to read, write, and speak with grade-level fluency and skill.

Text-Dependent Questions, Activities, and Tasks	Text-Dependent Questions and Activities	1. Create a series of questions structured to bring the reader to an understanding of the text. 2. Answer the question, with examples of evidence from the text. 3. Create an activity to go with each question. Consider how students will engage with this text-dependent question or how they will answer the question (e.g. Think, Pair, Share; journal; small group discussion, act it out, etc.) When you are done, sequence the questions you created in the order that you would ask them so as to guide students to the central idea and development of the text.	**Core Action 2:** Employ questions and tasks, both oral and written, that are text-specific and accurately address the analytical thinking required by the grade-level standards. **Core Action 3:** Provide all students with opportunities to engage in the work of the lesson.
Text-Dependent Questions, Activities, and Tasks	Vocabulary	What vocabulary words demand time and attention because they are critical to comprehension or are related to the big picture? Once you have determined these words, you may choose to create additional text-dependent questions to address this vocabulary.	**Core Action 2:** Employ questions and tasks, both oral and written, that are text-specific and accurately address the analytical thinking required by the grade-level standards. **Indicator C:** Questions and tasks attend to the words (academic vocabulary), phrases, and sentences within the text.
Add Standards	Standards	What standard(s) am I targeting in this lesson? Start typing below to pull up one or more grade-level standards.	**Core Action 1:** Focus each lesson on a high-quality text (or multiple texts). **Core Action 2:** Employ questions and tasks, both oral and written, that are text-specific and accurately address the analytical thinking required by the grade-level standards.

Questions within the Instructional Practice Guide: Lesson Planning Tool (organized by Core Action and Indicator from the Instructional Practice Guide):

Core Action and Indicator	Module	Navigation Item	Question
Core Action 1: Focus each lesson on a high-quality text (or multiple texts).	Planning a Standards-Aligned Close Reading Lesson	Text Choice	3-12: What is the title of the anchor text(s) (e.g. book, article, etc.) I will use in the lesson? K-2: What is the title of the read-aloud anchor text(s) (e.g. book, article, etc.) I will use in the lesson?
	Planning a Standards-Aligned Close Reading Lesson	Text Complexity	3-12: Has this anchor text already been evaluated for complexity from a trusted source? K-2: Has this anchor text already been evaluated for its read-aloud complexity from a trusted source?
Core Action 1: Focus each lesson on a high-quality text (or multiple texts). Focus each lesson on a high-quality text (or multiple texts). **Indicator B:** The anchor text(s) are at or above the complexity level expected for the grade and time in the school year.	Planning a Standards-Aligned Close Reading Lesson	Text Analysis	Am I confident the anchor text(s) are at or above the complexity level expected for the grade and time in the school year?
	Planning a Standards-Aligned Close Reading Lesson	Quantitative Measure	Select the tool you will use to determine the quantitative level.
	Planning a Standards-Aligned Close Reading Lesson	Quantitative Measure	What is the quantitative measure for your text?

	Evaluating for Qualitative Text Complexity	Language Features	Note specific examples from the text that make it more or less complex. Exceedingly Complex - Very Complex - Moderately Complex - Slightly Complex -
	Evaluating for Qualitative Text Complexity	Knowledge Demands	Note specific examples from the text that make it more or less complex. Exceedingly Complex - Very Complex - Moderately Complex - Slightly Complex -
Core Action 1: Focus each lesson on a high-quality text (or multiple texts). Focus each lesson on a high-quality text (or multiple texts). **Indicator C:** The text(s) exhibit exceptional craft and thought and/or provide meaningful information in the service of building knowledge; where appropriate, the texts are richly illustrated (K-2).	Evaluating for Qualitative Text Complexity: Literary	Meaning	Note specific examples from the text that make it more or less complex. Evaluate the complexity of the text by selecting one of the following: Exceedingly Complex - Very Complex - Moderately Complex - Slightly Complex -
	Evaluating for Qualitative Text Complexity: Informational	Purpose	Note specific examples from the text that make it more or less complex. Evaluate the complexity of the text by selecting one of the following: Exceedingly Complex - Very Complex - Moderately Complex - Slightly Complex -
	The Big Idea & Culminating Task	The Big Idea	What are the Big Ideas of the text?

Core Action 1: Focus each lesson on a high-quality text (or multiple texts). **Core Action 2:** Employ questions and tasks, both oral and written, that are text-specific and accurately address the analytical thinking required by the grade-level standards.	Add Standards	Standards	What standard(s) am I targeting in this lesson? Start typing below to pull up one or more grade-level standards.
Core Action 2: Employ questions and tasks, both oral and written, that are text-specific and accurately address the analytical thinking required by the grade-level standards. **Indicator A:** Questions and tasks address the text by attending to its particular qualitative features: its meaning/purpose and/or language, structure(s), or knowledge demands. **Core Action 3:** Provide all students with opportunities to engage in the work of the lesson. **Indicator A:** The teacher poses questions and tasks for students to do the majority of the work: speaking/listening, reading, and/or writing. Students do the majority of the work of the lesson. **Indicator C:** The teacher expects evidence and precision from students and probes students' answers accordingly. Students provide text evidence to support their ideas and display precision in their oral and/or written responses.	The Big Idea & Culminating Task	Culminating Task	How will students demonstrate understanding of the Big Idea and what will the culminating activity be? How will I provide for authentic learning, application of literacy skills, student-directed inquiry, analysis, evaluation and/or reflection?
Core Action 2: Employ questions and tasks, both oral and written, that are text-specific and accurately address the analytical thinking required by the grade-level standards. **Core Action 3:** Provide all students with opportunities to engage in the work of the lesson.	Text-Dependent Questions, Activities, and Tasks	Text-Dependent Questions and Activities	1. Create a series of questions structured to bring the reader to an understanding of the text. 2. Answer the question, with examples of evidence from the text. 3. Create an activity to go with each question. Consider how students will engage with this text-dependent question or how they will answer the question? (e.g. Think, Pair, Share; journal; small group discussion, act it out, etc.).

			When you are done, sequence the questions you created in the order that you would ask them so as to guide students to the central idea and development of the text.
Core Action 2: Employ questions and tasks, both oral and written, that are text-specific and accurately address the analytical thinking required by the grade-level standards. **Indicator C:** Questions and tasks attend to the words (academic vocabulary), phrases, and sentences within the text.	Vocabulary	Vocabulary	What vocabulary words demand time and attention because they are critical to comprehension or are related to the big picture? Once you have determined these words, you may choose to create additional text-dependent questions to address this vocabulary. What vocabulary words demand time and attention but are not related to the big picture?
Core Action 3: Provide all students with opportunities to engage in the work of the lesson. **Indicator A:** The teacher poses questions and tasks for students to do the majority of the work: speaking/listening, reading, and/or writing. Students do the majority of the work of the lesson.	Reader and Task	Reader Considerations: Student Engagement	How will I ensure students do the majority of the work in the lesson? How will I provide students the opportunity to directly engage with the text?
Core Action 3: Provide all students with opportunities to engage in the work of the lesson. **Indicator B:** The teacher cultivates reasoning and meaning making by allowing students to productively struggle. Students persevere through difficulty.	Reader and Task	Reader Considerations: Student Engagement	How will I provide students opportunities to build understanding through productive struggle?
Core Action 3: Provide all students with opportunities to engage in the work of the lesson. **Indicator C:** The teacher expects evidence and precision from students and probes students' answers accordingly. Students provide text evidence to support their ideas and display precision in their oral and/or written responses.	Reader and Task	Reader Considerations: Student Engagement	What specifically will I do to ensure students provide precise text evidence when writing and/or speaking about text? How will I contribute feedback to student responses to provide support for students in this process?

Core Action 3: Provide all students with opportunities to engage in the work of the lesson**.** **Indicator D:** The teacher creates the conditions for student conversations where students are encouraged to talk about each other's thinking. Students talk and ask questions about each other's thinking, in order to clarify or improve their understanding.	Reader and Task	Reader Considerations: Student Engagement	How will I provide students 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?
Core Action 3: Provide all students with opportunities to engage in the work of the lesson**.** **Indicator E:** The teacher deliberately checks for understanding throughout the lesson and adapts the lesson according to student understanding. When appropriate, students refine written and/or oral responses.	Reader and Task	Tasks: 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?
Core Action 3: Provide all students with opportunities to engage in the work of the lesson**.** **Indicator F:** When appropriate, the teacher explicitly attends to strengthening students' language and reading foundational skills. Students demonstrate use of language conventions and decoding skills, activating such strategies as needed to read, write, and speak with grade-level fluency and skill.	Reader and Task	Tasks: Integrate Targeted Instruction	K-5: How will I integrate targeted instruction in such areas as grammar and conventions, writing strategies, discussion rules and all aspects of foundational reading (if applicable)? 6-12: How will I integrate targeted instruction in such areas as grammar and conventions, writing strategies, or discussion rules?