

NOVEL ELA ESSENTIALS TOOL

Arc 1 - Creating Conditions for Independent Learning

Use this Arc 1 tool for an observation of the first **first 30 minutes** of class time (lesson launch, through the end of the first Inquiry Loop).
For more detailed criteria for these components of the lesson, see Novel ELA's [Classroom Look For + Action Step](#) Tool

Outcome	Indicators	Core Question:	Raw Data:	Notes/Evidence
LESSON LAUNCH	Student Readiness for Lesson + Lesson Purpose	☐ Is the lesson launch complete and under 10-15 minutes ? To be “ complete ,” must include all 3: ☐ HW Accountability (HW Quiz, Do First or Annotation Check) ☐ Build the narrative ☐ Articulated throughline ☐ When present, word, world, or disciplinary knowledge or build the narrative , students must cognitively lift ¹ on two or more occasions.	Overall (all must be yes) Yes No ☐ ☐	
TIME IN TEXT	Time in Text	☐ Are students reading in a modality appropriate for the purpose of the task? ☐ Are students spending 8+ consecutive minutes reading or referring to the grade-level text? ☐ Teacher has exemplar annotations ² on their text copy or lesson plan in hand ?	Overall (all must be yes) Yes No ☐ ☐	
	Independent Thinking - Annotations or Synthesis Jots	Visible Thinking/Synthesis Jot:: In a count of 10 students ³ , are 80% + students making their thinking visible through annotations? ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐	Yes No ☐ ☐	
	Purposeful Annotations	Quality of Annotations/Synthesis Jot: For the same 10 students, are 80% + producing annotations aligned to the purpose of the task? ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐	Yes No ☐ ☐	
STUDENT ENGAGEMENT	Engaged and Productive	Take this count three times, about every 10 minutes, during the observation: What percent of students are on-task and engaged ⁴ in the work of the lesson at this time? Engagement count 1: _____ Optional description of task: _____ Engagement count 2: _____ Optional description of task: _____ Engagement count 3: _____ Optional description of task: _____	> 80% on ALL instances Yes No ☐ ☐	

¹ **Cognitive lift** is any opportunity for students to think about and process content independently of the teacher. If the teacher does not prompt the class to think or show thinking, then the opportunity *does not* count as cognitive lift.

²

³ A **count of 10 students** should be a consecutive count, meaning the observer looks at 10 students' annotations "in a row" to get a random sample of annotative engagement / quality.

⁴ **Engaged** means students are actively doing or grappling with the assigned task at any given point in time during the lesson - ex: making relevant contributions, taking notes, tracking their text, actively listening

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Arc 2 - Elevating Student Outputs

Use this Arc 2 tool for an observation of the **last 30 minutes** of class time (end of the Inquiry Loops, Writing Skillbuilders, and Prep for the Exit Ticket).
For more detailed criteria for these components of the lesson, see Novel ELA's [Classroom Look For + Action Step](#) Tool

Outcome	Indicators	Core Question	Raw Data	Notes/Evidence
ACTIVE MONITORING	Body Position	☐ At the release of student work time, does the teacher manage the space to start (i.e. positively narrates, be seen looking, name what they are hunting for in student work as they circulate “When I come around, I’m looking for..”)? ☐ Does the teacher circulate efficiently around the classroom to look at student work during a 5+ min task?	Overall (all must be yes) Yes No ☐ ☐	
	Data Collection	☐ Does the teacher use a tracker to <u>collect data on student outputs</u> and to identify ideas to leverage for showcall/ batch feedback?		
	Revise to Bar	☐ In their circulation, does a teacher offer 1:1 support at least 5 times? ☐ ☐ ☐ ☐ ☐ ☐ If more than 40% of students are off track, does the teacher leverage a scaffold or responsive strategy to student data?		
TEXT-DEPENDENT DISCUSSION	Discussion Engagement <i>Priming Habits for Arc 3</i>	☐ In a whole-group discussion, do we hear ideas from at least FOUR different student voices ? ☐ ☐ ☐ ☐ ☐ In discussion, are there at least THREE instances of students sharing <u>ideas that directly reference text evidence</u> ? ☐ ☐ ☐	Overall (both must be yes) Yes No ☐ ☐	
PREPARING TO WRITE	Primed to Write	☐ If a Writing Skillbuilder is present in a lesson, does the teacher include: 1) clear modeling; 2) guided practice; 3) ample time and opportunity for application? ☐ Are students given time to prepare for the demands of the daily assessment (“Prep for the Assessment”)? ☐ Teacher has students make meaning of the assessment prompt through defining key language, checking for understanding, or student annotation. ☐ Students are provided a set of clear CFS for the task ☐ Students have an opportunity to prepare and organize their ideas.	Overall (all must be yes) Yes No ☐ ☐	
DIFFERENTIATION	Equitable Supports	During at least one task, there is evidence of a teacher implementing <u>a Tier 2 support specified in their LP for the appropriate subgroup of students</u> . See an outline of supports used in Novel lessons here . Note: The teacher may implement these supports on their own or in coordination with the support of a co-teacher.	Overall Yes No ☐ ☐	

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Arc 3 - Collaborative, Data-Driven Discourse

Use this Arc 3 tool for an observation of the **middle 30 minutes** of class time (both Inquiry Loops, including student discourse).
For more detailed criteria for these components of the lesson, see Novel ELA's [Classroom Look For + Action Step](#) Tool

Outcome	Indicators	Core Question:	Raw Data:	Notes/Evidence
ACTIVE MONITORING	Data Collection	☐ Does the teacher conclude active monitoring with data that informs their discussion launch? ☐ Does the teacher leverage data from student synthesis jots as a launching point for discussion?	Overall (both must be yes) Yes No ☐ ☐	
TEXT-DEPENDENT DISCUSSION	Discussion Launch	☐ To be " complete ," discussion launch must include all 3: ☐ Explicitly names a habit of discussion of focus for the day ☐ Leverage a strategic discussion engagement strategy (stop and jot, turn and talk, cold call) that give students think-time and keep lift on students? ☐ Pose the discussion question in the lesson plan (without over-scaffolding the question)	Overall (all must be yes) Yes No ☐ ☐	
	Quality of Student Discussion	☐ Group Engagement: Are 90% of students engaged during discussion (taking notes, tracking speaker, non-verbal cues?) ☐ Citing Text Evidence: Do 3+ students provide text evidence to support their thinking? ☐ Audible and Precise Language: Do 3+ students use audible voice, formal tone, and disciplinary-specific vocabulary relevant to the discussion prompt?	Overall (all must be yes) Yes No ☐ ☐	
	Data-Driven Pivots	☐ Is the teacher actively recording/tracking student ideas (on exemplar, on tracker or notepad) throughout the discussion to inform the discussion pivots? ☐ During the discussion, does the teacher use a minimally invasive pivot to push students to more precise responses ? <i>This may include modifying the starting modality, using purposeful pivots, providing feedback, and/or inviting reflection and metacognition</i> ☐ Does the teacher prompt students to revise their synthesis jots, annotations, or notes based on their learnings from the class discussion?	Overall (all must be yes) Yes No ☐ ☐	
DIFFERENTIATION	Equitable Supports	At least once during discussion, there is evidence of a teacher implementing a Tier 2 support or language strategy specified in their LP for the appropriate subgroup of students . Note: The teacher may implement these supports on their own or in coordination with the support of a co-teacher.	Yes No ☐ ☐	

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Arc 4 - Instructive Feedback

Use this Arc 4 tool for an observation of the **middle 30 minutes** of class time (both Inquiry Loops, including student discourse).
For more detailed criteria for these components of the lesson, see Novel ELA's [Classroom Look For + Action Step](#) Tool

Outcome	Indicators	Core Question:	Raw Data:	Notes/ Evidence
DATA-DRIVEN AND TEXT DEPENDENT DISCUSSION	Collaborative Construction of Meaning	☐ Do two or more scholars directly reference each others' ideas? Ss should: • Speak respectfully even if disagree; and • Paraphrase or synthesize across original idea(s) in own words, before • Elaborating, clarifying, building on, challenging, questioning, or qualifying.	Yes No ☐ ☐	
FEEDBACK	Instructive Feedback & Application	☐ Does the teacher provide instructive feedback on student thinking or work, either 1:1 or to the class, at least three times in a 10-minute window within the observation that clearly communicates: • What students should do differently • Why incorporating this feedback will improve student read/thinking/writing • How students can incorporate the feedback • Belief that students can meet these expectations ☐ For each instance of feedback, does the teacher prompt and allot time for students to make the revision or reapply the skill?	Overall (all must be yes) Yes No ☐ ☐	
DIFFERENTIATION	Equitable Supports	☐ Does teacher LP, exemplar, or tracker include evidence that they analyzed student work? ☐ During at least two tasks, there is evidence of a teacher implementing a Diverse Learner or MLL support specified in their LP <i>for the appropriate subgroup of students</i> . Note: The teacher may implement these supports on their own or in coordination with a co-teacher.	Yes No ☐ ☐	