

EQuIP Review Feedback



Lesson/Unit Name: "On the Rainy River" and "The Red Convertible" (Module 4, Unit 1)

Content Area: English language arts

Grade Level: 11

Overall Rating:

E

Exemplar

Dimension I – Alignment to the Depth of the CCSS

The lesson/unit aligns with the letter and spirit of the CCSS:

- ✓ Targets a set of grade-level CCSS ELA/Literacy standards.
- ✓ Includes a clear and explicit purpose for instruction.
- ✓ Selects text(s) that measure within the grade-level text complexity band and are of sufficient quality and scope for the stated purpose (e.g., presents vocabulary, syntax, text structures, levels of meaning/purpose, and other qualitative characteristics similar to CCSS grade-level exemplars in Appendices A & B).

A unit or longer lesson should:

- ✓ Integrate reading, writing, speaking and listening so that students apply and synthesize advancing literacy skills.
- ☐ (Grades 3-5) Build students' content knowledge and their understanding of reading and writing in social studies, the arts, science or technical subjects through the coherent selection of texts.

TARGETS A SET OF GRADE-LEVEL STANDARDS

Pages 2-6 of the unit explicitly list the standards that are the focus of this unit of study, the standards that are addressed, and yearlong target standards which are embedded throughout the unit. Standards for reading, writing, speaking and listening, and language are included. Standards are explicitly tied to every lesson and activity in the unit. The developer introduces standards at the beginning of every lesson and deconstructs standards for students when needed. The inclusion of yearlong standards is valuable for students who may need extra practice, allowing interventions to be built into this unit to provide the extra support students need to experience academic success.

CLEAR AND EXPLICIT PURPOSE FOR INSTRUCTION

A clear and explicit purpose for instruction is evident and is clearly stated in Lesson 1 on page 5: "Students in this fourth module of the year read, discuss, and analyze contemporary and canonical American literature, focusing on how authors structure texts, establish point of view, and develop complex characters." Each lesson contributes to the students' successful completion of the final task. Adding language in the introductory material for each lesson that describes how it contributes to the student's knowledge and skills necessary to meet the overall purpose of the unit would provide tighter coherence between individual lessons and their common goal. The coherence BETWEEN lessons IS EXPLICIT as exemplified in the Introduction of Lesson 7 that states, "In this lesson, students engage, in peer review and revision of their text-based narrative writing pieces from the previous lesson" (Lesson 7, p 1). The refinement is only needed to establish a coherent focus on the final goal or outcome and could be accomplished via a verbal link at the beginning of each lesson that explains how this lesson contributes to the overall purpose or goal for the unit.

TEXT COMPLEXITY

The texts have multiple levels of meaning and serve multiple purposes throughout the unit. Taking into consideration quantitative, qualitative, and reader and task measures of text complexity, the texts are of appropriate complexity for Grade 11. The quantitative measures for "On the Rainy River," 940 and "The Red Convertible," 800 are at a 5th to 6th grade reading levels. However, the qualitative measures are much more complex regarding the manipulation of time during reflection of past events and the use of such components as 1st person narrator, figurative language, and unfamiliar vocabulary. The developer states that "Both stories have an end, but neither has a resolution for the narrator" (Submission Form, p 2). It is important to note that Grade 11 students should encounter texts that meet the quantitative measure of text complexity with greater frequency toward the end of the year as they prepare to independently comprehend workplace and college texts that extend considerably beyond the demands of Grades 5-6. This unit spends a

	<p>little more than three full weeks of instruction on two texts, each that can easily be read in one sitting. The rigor of work that is done with the texts in the unit justifies this use of time and validates the selection of texts; however, it is recommended that consideration be given to addressing the full range of complexity in the body of texts that are provided to students over the course of the year.</p> <p>INTEGRATE READING, WRITING, SPEAKING AND LISTENING Standards for reading, writing, speaking and listening, and language are addressed in this unit of study. The standards are listed in the Unit Overview and repeated in each individual lesson as appropriate. In several lessons, students are expected to work in groups and are assessed using a rubric that is tied to a range of standards.</p>
<p>Rating: 3 – Meets most to all of the criteria in the dimension</p>	

Dimension II – Key Shifts the CCSS

<p><i>The lesson/unit addresses key shifts in the CCSS:</i></p> <ul style="list-style-type: none"> ✓ Reading Text Closely: Makes reading text(s) closely, examining textual evidence, and discerning deep meaning a central focus of instruction. ✓ Text-Based Evidence: Facilitates rich and rigorous evidence-based discussions and writing about common texts through a sequence of specific, thought-provoking, and text-dependent questions (including, when applicable, questions about illustrations, charts, diagrams, audio/video, and media). ✓ Writing from Sources: Routinely expects that students draw evidence from texts to produce clear and coherent writing that informs, explains, or makes an argument in various written forms (e.g., notes, summaries, short responses, or formal essays). ☐ Academic Vocabulary: Focuses on building students' academic vocabulary in context throughout instruction. <p><u><i>A unit or longer lesson should:</i></u></p> <ul style="list-style-type: none"> ☐ Increasing Text Complexity: Focus students on reading a progression of complex texts drawn from the grade-level band. Provide text-centered learning that is sequenced, scaffolded and supported to advance students toward independent reading of complex texts at the CCR level. ✓ Building Disciplinary Knowledge: Provide opportunities for students to build knowledge about a topic or subject through analysis of a coherent selection of strategically sequenced, discipline-specific texts. ✓ Balance of Texts: Within a collection of grade-level units a balance of informational and literary texts is included according to guidelines in the CCSS (p. 5). 	<p>READING TEXT CLOSELY Close reading is central to this unit. Students read and analyze "On the Rainy River" for five lessons. Then students read and analyze "The Red Convertible" for three lessons. In addition, the writing assignments in the other eight lessons instruct students to draw evidence from the texts, which leads students to reread them closely multiple times.</p> <p>TEXT-BASED EVIDENCE The developer structures the unit so that it facilitates rich and rigorous evidence-based discussions and writing through a sequence of specific, thought-provoking, and text-dependent questions and activities. Text-based questions are included in each of the analysis lessons under the Reading and Discussion heading.</p> <p>WRITING FROM SOURCES Throughout the unit students are routinely expected to draw evidence from texts to produce clear and coherent writing that informs or explains in various written formats, such as notes, short responses, and formal essays. The developer includes Quick Writes (Lesson 1, 3, 8, 9, and 10), a Mid-Unit assessment analysis writing prompt, and evidence collection tools (Lesson 3, p. 11; Lesson 4, p. 8; Lesson 7, p. 7; Lesson 10, p. 10; Lesson 13, P 8), all of which require students to gather, record, and organize evidence from the text(s). The End-of-Unit assessment is more creative in nature, requiring a text-based narrative in which students rewrite a section of the text that must fit appropriately in the original work.</p> <p>ACADEMIC VOCABULARY The developer addresses vocabulary in three ways: directly (which will not include extended instruction), vocabulary to teach (which may include direct word work and/or questions) and additional vocabulary to support English Language Learners (to provide directly). The developer directly provides vocabulary words from the texts and definitions in abundance; students are instructed to write the definitions on the text or in a journal and are encouraged to use vocabulary words in their written responses. For example, on page 12 of Lesson 1, students are asked to use the identified vocabulary for the lesson in their writing. In other instances, students are asked to identify unknown words in the text as they read, look them up, and write the definitions in their vocabulary journals, and they</p>
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✓ **Balance of Writing:** Include a balance of on-demand and process writing (e.g., multiple drafts and revisions over time) and short, focused research projects, incorporating digital texts where appropriate.

later discuss these words with a partner. Since vocabulary knowledge of students often ranges widely, self-identification of unfamiliar words is an effective way to differentiated vocabulary instruction. Directing students to read and discuss the sentence in the text where the unfamiliar vocabulary is used would provide context in addition to the dictionary definition to support vocabulary acquisition.

Across 16 lessons, the unit provides two examples of direct vocabulary instruction, both using text-dependent questions: Lesson 2, p 8 the question asks about the word "reticence" and Lesson 8, p 7 the question asks about the pronoun "we." Including more vocabulary-focused, text-dependent questions is a way to increase students' opportunities to study unfamiliar vocabulary in context. The developer is to be commended for providing additional words and definitions for ELL students and for selecting vocabulary from the texts. Providing more words and activities for direct instruction would broaden the opportunity to use a range of strategies for acquiring new vocabulary.

INCREASING TEXT COMPLEXITY

This unit focuses on a set of two texts of similar text complexity. The first text, "On the Rainy River," measures 940L, 140 points higher than the second text studied, "The Red Convertible." The quantitative measures of the text are in the 5th-6th grade range for text complexity. The qualitative measures are also relatively equal, both measuring exceedingly complex on the Text Complexity: Qualitative Measures Rubric. These measures do not demonstrate increasing text complexity; however, the developer should be complemented for selecting texts on an engaging topic that provide significant challenges for comprehension regarding qualitative complexity measures. Including an additional text(s) with a higher quantitative measure would provide an increase in text complexity within this unit.

BUILDING DISCIPLINARY KNOWLEDGE

The unit builds disciplinary knowledge throughout. Students build knowledge about the Vietnam War, a social studies topic, and about writing an effective narrative, an English Language Arts topic. The author uses two texts set during the same time period, and both protagonists struggle with the effects of the war. The developer provides background information to share with students to clarify questions and misconceptions about the time period. A suggestion for students to build additional disciplinary knowledge would be to give groups of students topics to research related to the Vietnam War and have students present their findings to the class.

In addition to building knowledge about social studies, the lessons also address the body of skills needed to write a text-based narrative that meets the expectations of W.11-12.3.a, b. The evidence collection tools, annotations, Quick Writes, and discussions are components of learning that are used together to build the requisite knowledge for completing the Mid-Unit Assessment and later the End-of-Unit assessment.

BALANCE OF TEXTS

According to page 5 of the Introduction to the Common Core State Standards for English Language Arts and Literacy in History, Social Studies, Science, and Technical Subjects, it is appropriate for students to study literature and literary nonfiction in their English classes. The standards require that 30% of all texts studied throughout the day be literary. The study of such literary texts is almost exclusive to the English classroom. When considering texts that are taught throughout the school day, this

	<p>unit meets these expectations. The unit presents an unmet opportunity to complement the two literary texts with some informational reading. One suggestion is to include some informational articles to build background knowledge on the Vietnam War. The teacher might provide 4-5 articles, each addressing a different aspect of the war and allow each group to summarize one article and share it with the class.</p> <p>BALANCE OF WRITING</p> <p>A balance of writing, on demand and process, is found throughout the unit. Students practice writing on demand with Quick Writes and Exit Slips that lead to homework and independent tasks. Students complete a variety of evidence collection tools across multiple lessons. They produce a multi-paragraph literary analysis for the Mid-Unit Assessment. In addition, they produce an introduction for a text-based narrative Lesson 6 and create a more fully-developed narrative text in Lesson 11. Students use the writing process to create and revise their text-based narrative writing pieces in Lessons 14, 15, and 16.</p>
<p>Rating: 3 – Meets most to all of the criteria in the dimension</p>	

Dimension III – Instructional Supports

<p><i>The lesson/unit is responsive to varied student learning needs:</i></p> <ul style="list-style-type: none"> ✓ Cultivates student interest and engagement in reading, writing and speaking about texts. ✓ Addresses instructional expectations and is easy to understand and use. ✓ Provides <i>all</i> students with multiple opportunities to engage with text of appropriate complexity for the grade level; includes appropriate scaffolding so that students directly experience the complexity of the text. ✓ Focuses on challenging sections of text(s) and engages students in a productive struggle through discussion questions and other supports that build toward independence. ✓ Integrates appropriate supports in reading, writing, listening and speaking for students who are ELL, have disabilities, or read well below the grade level text band. ✓ Provides extensions and/or more advanced text for students who read well above the grade level text band. <p><u><i>A unit or longer lesson should:</i></u></p> <ul style="list-style-type: none"> ✓ Include a progression of learning where concepts and skills advance and deepen over time (<i>may be more applicable across the year or several units</i>). ✓ Gradually remove supports, requiring students to demonstrate their independent capacities (<i>may be more applicable across the year or several units</i>). ✓ Provide for authentic learning, application of literacy skills, student-directed inquiry, analysis, evaluation and/or reflection. 	<p>CULTIVATES STUDENT INTEREST AND ENGAGEMENT</p> <p>The unit does an excellent job of cultivating student interest and engagement in reading, writing, and speaking about texts. Students are given the opportunity to formulate their thoughts and gather evidence before discussing the texts in class (e.g., homework assignments, independent work in class before discussions).</p> <p>Both texts are about personal feelings of the narrators and have the potential to engage students who identify with personal struggle in relationships and moral choices. The variety of evidence collection tools helps provide focus and engagement for reading. The Common Core Learning Standards Tool provides purpose for the activities in the lessons. The Peer Review Accountability Tool provides an opportunity to share rationale for including or excluding feedback from peers, which develops autonomy and engagement through choice. The Narrative Writing Rubric and Checklist and the Speaking and Listening Rubric and Checklist provide specific criteria whereby students can set personal goals and meet expectations for excellence with confidence.</p> <p>ADDRESSES INSTRUCTIONAL EXPECTATIONS</p> <p>The unit thoroughly addresses instructional expectations and is easy to understand and use. Each lesson within the unit employs the same headings. An explicit key is used consistently to delineate the learning sequence, using specific symbols and fonts to differentiate among information for teacher action, text-dependent questions, vocabulary words, student actions, possible student responses, and instructional notes. Sample student responses are supplied but not presented as the only correct responses. Percentages of total time are allocated to each component of the learning sequence. Vocabulary is identified and listed with definitions. The evidence collection tools, rubrics, checklists, and other tools are all included in the unit. The standards for the unit are listed and categorized as assessed or addressed standards.</p> <p>PROVIDES ALL STUDENTS WITH MULTIPLE OPPORTUNITIES TO ENGAGE WITH TEXT</p>
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- ❑ Integrate targeted instruction in such areas as grammar and conventions, writing strategies, discussion rules and all aspects of foundational reading for grades 3-5.
- ✓ Indicate how students are accountable for independent reading based on student choice and interest to build stamina, confidence and motivation (*may be more applicable across the year or several units*).
- ❑ Use technology and media to deepen learning and draw attention to evidence and texts as appropriate.

The unit provides all students with multiple opportunities to engage with text of appropriate complexity and includes appropriate scaffolding so that students directly experience the complexity of the text. An example of this is the requirement that students read the two texts several times. Students are instructed to read the texts independently for homework before any class discussions or activities. In class, students are paired and read the text together. Students are provided vocabulary and definitions to possible unknown words and instructed to record the definitions of these words. Recording the words directly onto the texts will allow students to repeatedly interact with the words because they continuously interact with the text throughout the unit. Students also interact with the texts when they answer text dependent questions, complete the evidence collection tool handouts, and complete the Mid-Unit and End-of-Unit assessments. Students are also redirected to the texts when creating their narratives.

FOCUSES ON CHALLENGING SECTIONS OF TEXT(S)

The unit focuses on challenging sections of texts and engages students in productive struggle through discussion questions and other supports, such as homework writing and quick writes. Each reading lesson directs students to a particular set of pages, and the lesson focuses on that excerpt.

INTEGRATES APPROPRIATE SUPPORTS

The unit integrates a variety of appropriate supports in reading and writing for ELL and struggling students. The following are just a few examples: Multiple exposures to the text first independently for homework, later in pairs (which can be strategically selected), small groups, and whole class provides support for struggling students. Additional vocabulary words are identified to scaffold struggling students in each lesson when students are reading a text. The developer provides opportunities for the teacher to select a different text for instruction to support struggling students. Additional, scaffolded text-dependent questions that break down more encompassing questions are provided for support. Many unfamiliar references such as "The Lone Ranger" in Lesson 1, page 7 are explained to students so they will comprehend the text. Writing prompts are read aloud and provided in print. Modeling is provided as a scaffold in Lesson 3, page 8. The developer thoroughly embeds appropriate instructional supports for students.

PROVIDES EXTENSIONS

There are several opportunities to extend the learning of achieving students. Lesson 1, pages 8 and 9 provide an additional question for advanced students: "What is the 'moral emergency' the narrator describes on page 37? Why is it a 'moral emergency?' "Lesson 1, p. 11 provides the following extension question, "Why was there 'no happy way out' (p. 41)?" Lesson 5, p. 6 suggests that the teacher "Consider encouraging students who finish early to reread and revise their responses." Lesson 6, p. 10 suggests that the teacher "Consider instructing students to briefly research public opinion about the Vietnam War to support them as they craft new introductions to 'On the Rainy River.'" Lesson 9, p 7 suggest that students might research the term 'Post Traumatic Stress Disorder' to engage in an informed discussion about Stephan's actions." Lesson 9, p. 9 suggests the following extension question, "How does Marty's use of the direct address 'you' impact the meaning and tone of the final scene (p.9)?" The developer has included strong extensions in lessons 1, 5, 6, and 9. The developer might consider including extensions in other lessons to make this aspect of the unit even stronger. For example, adding informational texts pertaining

to the Vietnam War as a research project could be incorporated as an extension for advanced students.

INCLUDE A PROGRESSION OF LEARNING

The unit includes a progression of learning where concepts and skills advance and deepen over time. An example can be found in lessons 1-3 where the percentage of time dedicated to homework increases from 10% to 15% to 30% of class time. Another example can be found in the structure of the lessons. Students are given opportunities to work on assignments in class, consult with peers, further develop tasks at home, address assignments again in class, and again through the class blog.

Students read independently and take notes, they discuss with pairs and share with small groups and sometimes with the whole class. The annotations, completed evidence collection tools, and notes are used to create writing products. The culminating Mid-Unit Assessment and later the End-Of-Unit Assessment require that students use the knowledge, collection of textual evidence, and skills they have gained to complete the required task. Each lesson is a step in the progression of learning.

GRADUALLY REMOVE SUPPORTS

The developer structures the unit so that supports are gradually removed, requiring students to demonstrate their independent capacities. Students assume responsibility for peer review and for whether or not they incorporate feedback from peers into their writing products. In addition, students are required to write their rationale for including or not including specific feedback, which requires them to make criteria-based decisions about their own writing and leads them to be independent. In Lesson 3, p. 9 students enter evidence-based discussions where they pose and respond to text-based questions. By creating their own questions, students are taking on more responsibility for comprehending the text and gathering relevant evidence from it. Lesson 9, p. 7 explains release of responsibility to students as follows: "This discussion is structured with four main discussion prompts. In small groups, students discuss each question in-depth, presenting a variety of text evidence and analysis. The structure of this lesson is meant to increase student independence in text analysis by scaffolding their understanding through collaborative discussion." Lesson 9 provides opportunities for students to discuss the text within student-led groups, and the teacher intervenes only as needed. By combining the student-led groups with student-created questions in subsequent lessons, the unit would demonstrate even more consistency in gradual release of responsibility to students. In the first lessons, vocabulary is provided for the students, and students copy the definitions, provided by the teacher, in their vocabulary journals. Later, students are told to identify unfamiliar words as they read, define them, and record them in their vocabulary journals, which demonstrates movement toward independence.

PROVIDE FOR AUTHENTIC LEARNING

The unit provides for authentic learning through the two narratives that students are to complete, using the texts as exemplars. Professional authors use a writing process as they write a text. Authors receive feedback from editors, revise their work, and repeat the process until the completed text is ready to be published. Students engage in the writing process in this unit. In Lesson 7, students engage in peer review and revision of their text-based narrative writing pieces. They independently use the Peer Review Accountability Tool to record their reflection and evaluation of peer feedback and record their rationale for why they did or did not apply it. The criteria for peer feedback is found in the Narrative

	<p>Writing Rubric and Checklist and is used by students when writing. Peers are to provide criteria-based feedback about the writing based on the focus standard. Students apply the writing skills outlined in W.11-12.3.a as they create this first narrative of the unit in Lessons 6 and 7. In Lessons 11 and 12, students incorporate narrative techniques and receive peer feedback focused on W.11-12.3.b. Students lead small group discussions, using the Speaking and Listening Rubric and Checklist for the first time in Lesson 4. In subsequent lessons, students use appropriate sections of the rubric as they analyze the text(s) during small group discussions. In Lessons 14, 15, and 16, students rewrite a scene from one of the texts applying all the narrative techniques they have learned during the unit, taking on the authentic role of an author.</p> <p>INDICATE HOW STUDENTS ARE ACCOUNTABLE FOR INDEPENDENT READING</p> <p>Throughout the unit of study, homework includes Accountable Independent Reading (AIR). In Lessons 1, 3, 5, 9, 12, & 13 students are allowed to choose a focus standard and "prepare for a 3-5 minute discussion of your text based on that standard." In Lessons 6, 10, 13, & 14 "Students (or student pairs) discuss and share how they applied a focus standard to their AIR texts from the previous lesson's homework." Discussing texts with peers can both motivate and increase the confidence of students. The homework assignment does not address the amount of reading that is required for AIR, which, if added, would emphasize the expectation that students should build their reading stamina as they move toward college and career readiness. The developer is to be commended for including AIR as an ongoing expectation.</p> <p>USE TECHNOLOGY AND MEDIA TO DEEPEN LEARNING AND DRAW ATTENTION TO EVIDENCE</p> <p>The developer suggests using technology, as available, during the writing and peer review processes. The mark up function of a word processor works well for showing changes in multiple drafts by the writer. It can also be used by peer reviewers to provide feedback about the writing. When student writing is completed, it is published on a class blog, which is used as a portfolio to show student growth in writing over time. The use of technology could be expanded to other aspects of the unit beyond peer review and blogging. One place technology could be integrated would be to have students complete an informal, mini-research project on a specific aspect of the Vietnam War. This could be done in groups, and groups could present their findings through a multimedia presentation to the class. Completing this assignment would allow students to build disciplinary knowledge and presentation skills. Increasing the use of technology in this unit would make this exemplar even stronger.</p>
<p>Rating: 3 – Meets most to all of the criteria in the dimension</p>	

Dimension IV – Assessment

<p><i>The lesson/unit regularly assesses whether students are mastering standards-based content and skills:</i></p> <ul style="list-style-type: none"> ✓ Elicits direct, observable evidence of the degree to which a student can independently demonstrate the major targeted grade-level CCSS standards with appropriately complex text(s). 	<p>ELICITS DIRECT, OBSERVABLE EVIDENCE</p> <p>Each lesson has an assessed standard, via quick write, discussion, accountable homework and many opportunities for formative assessment by the teacher during class. Students use a variety of evidence collection tools, a Peer Review Accountability Tool, and a Lesson Structure Tool that provide direct observable evidence of learning. Also, students engage in a variety of discussions in pairs, small groups, and whole class that provide observable evidence of learning. Students annotate texts, take notes, write</p>
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<ul style="list-style-type: none"> ✓ Assesses student proficiency using methods that are unbiased and accessible to all students. ✓ Includes aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance. <p><u>A unit or longer lesson should:</u></p> <ul style="list-style-type: none"> ✓ Use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures. 	<p>literary analyses, and write two narratives that are published on the class blog.</p> <p>ASSESES STUDENT PROFICIENCY Because there are so many supports built into this unit, such as the amount of pair and small group work, graphic organizers, and close reading of the text in small chunks, this unit assesses student proficiency through methods that are unbiased and accessible to all students. For example, complex questions are scaffolded by breaking them into several sub-questions that build to the complex questions. Students have multiple opportunities to gather and record textual evidence independently, in pairs, small groups, and whole class. Students can demonstrate their learning through discussions in a variety of groupings and through a variety of writing opportunities such as annotating texts, completing evidence collection tools, Quick Writes, giving and receiving peer feedback, and writing narrative texts.</p> <p>INCLUDES ALIGNED RUBRICS OR ASSESSMENT GUIDELINES Exemplars are included for the student prompts and the following rubrics are provided: Short Response Rubric and Checklist, Speaking and Listening Rubric and Checklist, Mid-Unit Text Analysis Rubric and Checklist, Narrative Writing Rubric and Checklist, and an End-of-Unit Text Analysis Rubric and Checklist. All of these criteria-based rubrics and checklists are aligned to the standards.</p> <p>USE VARIED MODES OF ASSESSMENT Quick Writes, Peer Assessment of Small-Group Discussion, Exit Slips, Peer Review Accountability Tool and Incorporation of Feedback, and Narrative Writing are assessments in this unit of study. The teacher engages in the formative assessment process while students are writing and during peer review of the writing. The Mid-Unit and End-of-Unit assessments are summative in nature, one at the mid point of the unit where student learning from the first part of this unit is assessed and one at the end of the unit that assesses all of the learning through a formal, multi-paragraph narrative writing piece. The assessments are based on rubrics with criteria that is developed from the standards. All types of assessment were evident with the exception of a pre-assessment. By adding a pre-assessment, the full range of assessment types would be included.</p> <p>It would be beneficial to other educators if the developer shared strategies to address students who struggle with concepts or skills leading to the mid-unit and summative assessments. Throughout the unit, students work in groups, but are the groups chosen randomly by the students or arranged by the teacher? Does the teacher work with small groups of students that have been identified as struggling with specific content? More information/guidelines on teacher actions during the work period might help others as they plan to teach the unit.</p>
<p>Rating: 3 – Meets most to all of the criteria in the dimension</p>	

Summary Comments

This unit thoroughly addresses all four dimensions of the rubric and meets the expectations of an exemplar. Even with exemplars, there are opportunities for improvement. The following summary includes some suggestions for the developer to consider for fine tuning this already excellent work. The unit focuses on a set of grade-level standards that build knowledge across the lessons. By adding some explanation of how each lesson contributes to the ultimate goal, the role of each lesson as it relates to the main focus, a tighter coherence would be more evident. The qualitative measures of the text along with reader and task considerations outweigh the lower quantitative measures, making the texts appropriate for Grade 11. Reading, writing, speaking and listening

are emphasized and some language standards are also addressed. The strong focus on close reading, text-based evidence, and writing from sources can be complemented by including several more text-dependent questions that focus on vocabulary acquisition in context. Disciplinary knowledge about narrative writing builds across the lessons and is demonstrated through a balance of writing. The texts and lessons engage all students, providing them with multiple opportunities to reread and discuss challenging excerpts. The progression toward independent reading comprehension could be further strengthened if students were systematically transitioned toward creating more of their own text-dependent questions when analyzing texts. Students independently use writing rubrics, checklists, and peer feedback during the writing process to focus and refine their work. Assessments of different types provide students with a variety of modes to demonstrate their learning. Incorporating a pre-assessment into the assessment system would provide additional information about student learning. It is exemplary teaching practice to identify what standards are assessed in each lesson and what standards are simply addressed. This unit also makes it clear to the students what is being assessed by reviewing the agenda at the beginning of each lesson.

The presentation of information in the unit is thorough, and the document is well organized and easy to navigate. The developer is to be commended for creating a rigorous and engaging learning experience that is consistently aligned to college and career ready standards.

Rating Scales

Rating Scale for Dimensions I, II, III, IV:

3: Meets most to all of the criteria in the dimension

2: Meets many of the criteria in the dimension

1: Meets some of the criteria in the dimension

0: Does not meet the criteria in the dimension

Overall Rating for the Lesson/Unit:

E: Exemplar – Aligned and meets most to all of the criteria in dimensions II, III, IV (**total 11 – 12**)

E/I: Exemplar *if* Improved – Aligned and needs some improvement in one or more dimensions (**total 8 – 10**)

R: Revision Needed – Aligned partially and needs significant revision in one or more dimensions (**total 3 – 7**)

N: Not Ready to Review – Not aligned and does not meet criteria (**total 0 – 2**)

Rating Descriptors

Descriptors for Dimensions I, II, III, IV:

3: **Exemplifies CCSS Quality** - meets the standard described by criteria in the dimension, as explained in criterion-based observations.

2: **Approaching CCSS Quality** - meets many criteria but will benefit from revision in others, as suggested in criterion-based observations.

1: **Developing toward CCSS Quality** - needs significant revision, as suggested in criterion-based observations.

0: **Not representing CCSS Quality** - does not address the criteria in the dimension.

Descriptor for Overall Ratings:

E: **Exemplifies CCSS Quality** – Aligned and exemplifies the quality standard and exemplifies most of the criteria across Dimensions II, III, IV of the rubric.

E/I: **Approaching CCSS Quality** – Aligned and exemplifies the quality standard in some dimensions but will benefit from some revision in others.

R: **Developing toward CCSS Quality** – Aligned partially and approaches the quality standard in some dimensions and needs significant revision in others.

N: **Not representing CCSS Quality** – Not aligned and does not address criteria.