EQuIP Review Feedback

**Lesson/Unit Name:** 3rd Grade Speaking and Listening Unit

**Overall Rating:**

E

Exemplar

**Content Area:** English language arts

**Grade Level:** 3

**Dimension I – Alignment to the Depth of the CCSS**

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| *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 CCSS ELA/LITERACY STANDARDS:  The lesson targets a set of grade-level CCSS ELA/Literacy standards that focus on the Call to Action for Speaking and Listening: CCSS.ELA-Literacy.SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. CCSS.ELA-Literacy.SL.3.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. CCSS.ELA-Literacy.SL.3.1.b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). CCSS.ELA-Literacy.SL.3.1.c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. CCSS.ELA-Literacy.SL.3.1.d Explain their own ideas and understanding in light of the discussion. CCSS.ELA-Literacy.SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. CCSS.ELA-Literacy.SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 here for specific expectations.) CCSS.ELA-Literacy.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. CCSS.ELA-Literacy.RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. CCSS.ELA-Literacy.L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. CCSS.ELA-Literacy.L.3.3.a Choose words and phrases for effect. CCSS.ELA-Literacy.L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).  INCLUDES A CLEAR AND EXPLICIT PURPOSE FOR INSTRUCTION:  The unit provides a clear and explicit purpose for instruction. "This unit contains 5 days of explicit lessons to teach children what it means to speak, what it means to listen, and how to respond to each other. Classrooms vary immensely in the skills children already have when entering 3rd grade and it is effective for all students to ground themselves in what it means to speak and listen to others about text in an academic setting."  SELECTS TEXT(S) THAT MEASURE WITHIN THE GRADE-LEVEL TEXT COMPLEXITY BAND:  My Rotten Redheaded Older Brother (480L) by Patricia Polacco and The Junkyard Wonders (660L) by Patricia Polacco fit well within the range of text complexity for Grade 3.  INTEGRATE READING, WRITING, SPEAKING AND LISTENING  The unit integrates reading, note taking on note catchers and question note catchers, and discussion of texts through turn and talk and Socratic circle strategies.  (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.  The focus of these lessons is on speaking and listening skills rather than developing content knowledge in a particular content. |
| Rating: **3 – Meets most to all of the criteria in the dimension** | |

**Dimension II – Key Shifts the CCSS**

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| *The lesson/unit addresses key shifts in the CCSS:*   * **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.   *A unit or longer lesson should:*   * **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). * **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. | READING TEXT CLOSELY:  The lessons are built around reading, taking notes, and discussing the texts, My Rotten Redheaded Older Brother (480L) and The Junkyard Wonders (660L) by Patricia Polacco. These anchor texts are supplemented by a variety of video clips that enhance the instructional component.  TEXT-BASED EVIDENCE:  Over the course of the unit, students engage in a variety of activities that require them to collect evidence from texts. For example, students complete note catchers and Question Note Catchers by collecting evidence from the texts they are reading and viewing. In other instances, the teacher leads students in completing whole-class graphic organizers with evidence from texts. The lesson also introduces open and closed questions and guides students to use open ended questions in Turn and Talk discussions and in Socratic Circles. A specific example of answering text-dependent questions is as follows: "Students then reread the text with their turn and talk partner (third read: analyze the mood/feelings of the characters, be ready to ask and answer open questions about the effects of language and conventions)."  WRITING FROM SOURCES:  Students routinely take notes when reading or viewing text. An example of writing from sources is the assignment, Advice to Micro Machine Man, created using evidence from texts collected in note-taking devices.  While there may not be a set of teacher-created, specific, thought-provoking, and text-dependent questions, the lesson provides instruction for these Grade 3 students to develop the capacity to ask and answer these types of questions on their own. Students complete The Question Note Catcher and subsequently discuss answers to student-created questions with a partner.  ACADEMIC VOCABULARY:  Each lesson provides a chart with content and academic vocabulary for that lesson. In addition a 16 page resource on Guided Reading is provided to help teachers know when and how to explicitly teach vocabulary.  INCREASING TEXT COMPLEXITY:  The first text studied, My Rotten Red Headed Older Brother (480L) is followed by The Junkyard Wonders (660L). Thus building text complexity over the course of the unit.  BUILDING DISCIPLINARY KNOWLEDGE:  Students learn about the importance of speaking and listening when discussing texts and topics. The unit begins by providing background information about speaking and active listening. In addition, time is spent learning about open and closed questions that are then practiced in Turn and Talk and Socratic Circle discussion strategies.  BALANCE OF TEXTS:  The anchor texts, My Rotten Red Headed Older Brother (480L) and The Junkyard Wonders (660L) are balanced with a variety of informational videos that focus on speaking and listening.  BALANCE OF WRITING:  This set of lessons does not include process writing; however, its purpose is to address a Call to Action that focuses on speaking and listening, which this lesson does very well. As a result, the short pieces of writing such as note taking and the short response, Advice to the Micro Machine Man, support discussion and demonstrate understanding.  The developer might consider adding a writing prompt to address process writing that asks students to describe how effective speaking and active listening impacts students' understanding of a text. |
| Rating: **3 – Meets most to all of the criteria in the dimension** | |

**Dimension III – Instructional Supports**

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| *The lesson/unit is responsive to varied student learning needs:*   * Cultivates student interest and engagement in reading, writing and speaking about texts. * Addresses instructional expectations and is easy to understand and use. * Provides *all* 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.   *A unit or longer lesson should:*   * Include a progression of learning where concepts and skills advance and deepen over time (*may be more applicable across the year or several units*). * Gradually remove supports, requiring students to demonstrate their independent capacities (*may be more applicable across the year or several units*). * Provide for authentic learning, application of literacy skills, student-directed inquiry, analysis, evaluation and/or reflection. * 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. | CULTIVATES STUDENT INTEREST AND ENGAGEMENT:  Students are engaged by the graphic representations of the face, the ear, and other visuals created by the teacher for the whole class. Also, the discussions with partners and with the whole class are engaging. The note taking devices and short writing assignments such as the Advice for the Micro Machine Man also help students maintain a high interest level.  ADDRESSES INSTRUCTIONAL EXPECTATIONS AND IS EASY TO UNDERSTAND AND USE:  The format of the lesson is easy to understand and use. The addition of professional development support for teachers helps to insure that the lessons will be taught with fidelity. Links to support for Guided Reading is especially helpful. Since vocabulary instruction is so important, the developers might consider providing a bit more information about explicit vocabulary instruction on the face of the document to supplement the information provided in the Guided Reading text.  PROVIDES ALL STUDENTS WITH MULTIPLE OPPORTUNITITES TO EXPERIENCE COMPLEX TEXT:  For example, in lessons 6-9, the teacher reads the text; then students read the text; and then they read the text with their turn and talk partner. All students read the same texts.  FOCUSES ON CHALLENGING SECTIONS OF TEXT(S):  There is no obvious focus on challenging sections of texts.  INTEGRATES APPROPRIATE SUPPORTS:  Students are supported with teacher created graphics with text such as the face, the ear, and other graphic organizers that describe speaking and listening. In addition, students are provided note taking devices and templates that support them as they gather evidence from the text.  PROVIDES EXTENSIONS AND/OR MORE ADVANCED TEXT:  The developers might consider what extensions they might add to enhance these lessons.  INCLUDE A PROGRESSION OF LEARNING:  The learning progresses from understanding the definitions of speaking and listening to applying the new skills in Turn and Talk and Socratic Circle activities.  GRADUALLY REMOVE SUPPORTS:  Supports are gradually removed during close reading as students move from listening to the teacher read the text, to reading with a partner, to reading independently. Also, as mentioned above, the students move from learning about speaking and listening to applying their learning with more independence.  PROVIDE FOR AUTHENTIC LEARNING:  When students engage in Turn and Talk and Socratic Circle discussion activities, they are engaged in authentic learning.  INTEGRATE TARGETED INSTRUCTION IN GRAMMAR, CONVENTIONS, WRITING STRATEGIES:  Students are asked to answer questions about conventions as they discuss mood/feelings of characters in the text they are reading. In addition, students focus on discussion rules and what makes speaking and listening effective.  INDICATE HOW STUDENTS ARE ACCOUNTABLE FOR INDEPENDENT READING:  The developer might consider including information about how students are accountable for their independent reading.  USE TECHNOLOGY AND MEDIA TO DEEPEN LEARNING AND DRAW ATTENTION TO EVIDENCE:  Students view a variety of videos to learn about speaking and listening, which deepens their learning as they prepare to speak and listen about the texts they are reading. |
| Rating: **2 – Meets many of the criteria in the dimension** | |

**Dimension IV – Assessment**

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| *The lesson/unit* *regularly assesses whether students are mastering standards-based content and skills:*   * 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). * 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.   *A unit or longer lesson should:*   * Use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures. | 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):  The lessons provide many opportunities to gather evidence of student learning. The summative assessment is based on the students' performance during the Socratic Circle, which is appropriate for this set of speaking and listening lessons. Students are assessed formatively through exit slips, a variety of note taking devices, and when they complete the Advice to the Micro Machine Man. In addition, students are assessed during whole class and Turn and Talk discussions.  ASSESSES STUDENT PROFICIENCY USING METHODS THAT ARE UNBIASED AND ACCESSIBLE TO ALL STUDENTS:  The assessments are accessible to all students.  INCLUDES ALIGNED RUBRICS OR ASSESSMENT GUIDELINES THAT PROVIDE SUFFICIENT GUIDANCE FOR INTERPRETING STUDENT PERFORMANCE:  The speaking and listening rubric and the structured note taking devices provide sufficient guidance for interpreting student performance.  USE VARIED MODES OF ASSESSMENT, INCLUDING A RANGE OF PRE-, FORMATIVE, SUMMATIVE AND SELF-ASSESSMENT MEASURES:  This set of lessons provides a range of summative and formative assessments. The whole class graphic organizer on speaking and listening is used as a pre-assessment. The unit suggests that the teacher might have the students self-assess their performance during the Socratic Circle individually using the speaking and listening rubric. Sticky notes were used to assess the students' understanding of speaking and listening.  The developer might consider using the Socratic Circle evidence as baseline date to measure progress since the Socratic Circle will be used throughout the year. |
| Rating: **3 – Meets most to all of the criteria in the dimension** | |

**Summary Comments**

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| This unit is exemplary. It meets the expectations of the Call to Action as well as the full range of expectations in the EQuIP rubric. The developers might strengthen the unit by moving some help for explicit vocabulary instruction to the front of the document rather than leaving all of the specifics in the linked Guided Reading document. Also, the developers might add a process writing prompt to help students synthesize all that they have learned about speaking and listening after they have completed the Socratic Circle. The reviewers acknowledge the high quality of these lessons and offer these suggestions to build upon this excellent work. |

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| ***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. | |
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| **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. | |