

EQuIP Review Feedback



Lesson/Unit Name: A Need for Sleep: A Close Reading of a Soliloquy from King Henry IV, Part II
Content Area: English language arts
Grade Level: 11-12

Overall Rating:

E

Exemplar

Dimension I – Alignment to the Depth of the CCSS

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| <p><i>The lesson/unit aligns with the letter and spirit of the CCSS:</i></p> <ul style="list-style-type: none"> ✓ 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). <p><u><i>A unit or longer lesson should:</i></u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Integrate reading, writing, speaking and listening so that students apply and synthesize advancing literacy skills. <input type="checkbox"/> (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. | <p>Targets - This lesson targets a set of grade level Language Arts Florida State Standards that align with the CCSS: LAFS.1112.RL.1.1 (RL.11-12.1), LAFS.1112.RL.2.1 (RL.11-12.4), LAFS.1112.W.1.2 (W.11-12.2), LAFS.1112.W.3.9 (W.11-12.9), LAFS.1112.L.2.3 (L.11-12.3a.), LAFS.1112.L.3.5 (L.11-12.5), LAFS.1112.SL.1.1 (SL.11-12.1).</p> <p>Includes - The lesson includes a clear explicit purpose for instruction: In this lesson, students will consider the literary elements Shakespeare uses to communicate King Henry's inability to sleep. As they close read this passage multiple times, students will discover how diction, tone, syntax, and imagery help to convey King Henry's state of mind. Once they have grappled with the text in small groups and on their own, they will bring their discoveries and interpretations together in a Summative Assessment essay or an Alternative Summative Assessment oral presentation and slide show.</p> <p>Selects Text(s) - The lesson selects a text, King Henry IV, Part II Soliloquy. This text is within the grade-level text complexity band (11-12), and is of sufficient quality and scope for the stated purpose.</p> |
| <p>Rating: 3 – Meets most to all of the criteria in the dimension</p> | |

Dimension II – Key Shifts the CCSS

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| <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). | <p>Reading Text Closely & Text-Based Evidence - Close reading, text-centered discussions, and text-dependent writing are skillfully sequenced throughout the lesson. Students are expected to perform three (3) readings of the text with guided questions serving as a frame of reference for each reading task.</p> <p>Writing from Sources - The lesson routinely expects students to draw evidence from texts to produce clear and coherent writing that informs and explains as stated in the Learning Objectives: "Learning Objective #3 - Apply and understanding of syntax to the study of the soliloquy and identify how syntax contributes to tone and meaning in the passage.</p> |
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| <p>✓ 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).</p> <p>✓ Academic Vocabulary: Focuses on building students' academic vocabulary in context throughout instruction.</p> <p><u>A unit or longer lesson should:</u></p> <p><input type="checkbox"/> 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.</p> <p><input type="checkbox"/> 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.</p> <p><input type="checkbox"/> 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> <p><input type="checkbox"/> 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.</p> | <p>Learning Objective #5 - Analyze the impact of specific word choice on meaning and tone regarding how Shakespeare characterizes King Henry and conveys his state of mind.</p> <p>Learning Objective # 6 - Write an explanatory essay that examines and conveys complex ideas, concepts, and information clearly and accurately through effective selection, organization, and analysis of the literary and rhetorical elements of a Shakespearean soliloquy."</p> <p>Academic Vocabulary - Building student knowledge of academic vocabulary is presented in a direct and explicit instructional format. The Guided Practice handout is accompanied by a Vocabulary in Context activity, which provides opportunities for students to gain comprehension and practice with academic vocabulary in context.</p> |
| <p>Rating: 3 – Meets most to all of the criteria in the dimension</p> | |

Dimension III – Instructional Supports

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| <p><i>The lesson/unit is responsive to varied student learning needs:</i></p> <p>✓ Cultivates student interest and engagement in reading, writing and speaking about texts.</p> <p>✓ Addresses instructional expectations and is easy to understand and use.</p> <p>✓ 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.</p> <p>✓ Focuses on challenging sections of text(s) and engages students in a productive struggle through discussion questions and other supports that build toward independence.</p> <p>✓ 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.</p> | <p>Cultivates Student Interest - This lesson cultivates student interest and engagement by providing specific instructions in the Engagement section, "To engage student thinking about how one feels when lying awake and wishing for sleep, play the song "Counting Stars" by One Republic, and/or provide the song's lyrics for students." These instructions are followed by four (4) bullets that further direct the teacher as he/she initially introduces the lesson and engages the students.</p> <p>Addresses Instructional Expectations - The lesson provides guidance regarding whole group and small group instruction in the Engagement and Independent Practice section, as well as possible student responses.</p> <p>Provides All Students - The lesson offers multiple instructional strategies for each task in order to provide scaffolding to reach all learners. For example, guidance is provided for: whole group and small group instruction, modeling, close reading instruction, and sentence starters for writing tasks. The Accommodations section is a valuable resource for instructing students below grade level.</p> <p>Focuses on Challenging Sections - This lesson focuses on challenging sections of the text and engages students in a productive struggle through</p> |
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| <p>✓ Provides extensions and/or more advanced text for students who read well above the grade level text band.</p> <p><u>A unit or longer lesson should:</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. ❑ 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 (<i>may be more applicable across the year or several units</i>). ❑ Use technology and media to deepen learning and draw attention to evidence and texts as appropriate. | <p>discussions and other supports that build independence through whole and small group instruction utilizing Guided Questions and Guided Practice.</p> <p>Integrates Appropriate Supports - The lesson 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 by first conducting a whole group close reading with the teacher modeling the annotation process and doing think-alouds and using the Guided Questions during close reading instruction. Further supports are provided in small group work as students are engaged in answering an independent practice questions activity. Lastly, struggling readers receive additional support throughout the close reading of the text.</p> <p>Provides Extensions - The lesson provides extensions by suggesting two (2) additional advanced texts: "Sonnet 27" by William Shakespeare and "To Sleep" by John Keats, for students who read well above the grade level.</p> |
| <p>Rating: 3 – Meets most to all of the criteria in the dimension</p> | |

Dimension IV – Assessment

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| <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). ✓ 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>Elicits Direct Evidence - This lesson 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) using: Text Marking King Henry IV Part II. docx, KEY Independent Practice Questions King henry IV Part II Soliloquy. docx, KEY Text Marking King henry IV Part II. docx, Easy Planning Guide Format of Analysis. docx, and Need for Sleep Vocabulary Diffusion. docx. Furthermore, students have a Summative Assessment choice by either producing an explanatory essay or oral presentation and slide show.</p> <p>Assesses Student Proficiency - The lesson assesses student proficiency using methods that are unbiased and accessible to all students by providing two options for the students to complete the Summative Assessment. The Summative Assessment choices (essay or oral presentation with slide show) are challenging and aligned with the spirit of the CCSS. For students performing well below grade level, the alternate assessment (oral presentation with slide show) and supporting rubric are provided.</p> <p>Includes Aligned Rubrics - The lesson includes aligned rubrics for both the essay and oral presentation (Summative Assessment options) that provide sufficient guidance for interpreting student performance.</p> |
| <p>Rating: 3 – Meets most to all of the criteria in the dimension</p> | |

Summary Comments

The Need for Sleep lesson serves as an exemplar for ELA 11-12 instruction. The developers carefully crafted a lesson that is well-developed, easy to use, and exemplary of the rigor expected by the CCSS shifts in instruction, while also remaining accessible to all learners. Students are tasked with reading a text closely, paraphrasing Shakespeare, engaging with vocabulary in context, and developing written responses. The alignment of Standards, Instruction and Assessments appears seamless and effective.

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.