

# EQuIP Review Feedback



**Lesson/Unit Name:** A Seed is Sleepy

**Content Area:** English/language arts in grades K-2

**Grade Level:** 2

## Reviewer 1

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

**Overall Rating:**

**E**

Exemplar

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

- ✓ Targets a set of K-2 ELA/Literacy CCSS for teaching and learning.
- ✓ Includes a clear and explicit purpose for instruction.
- ✓ Selects quality text(s) that align with the requirements outlined in the standards, presents characteristics similar to CCSS K-2 exemplars (Appendix B), and are of sufficient scope for the stated purpose.
- ✓ Provides opportunities for students to present ideas and information through writing and/or drawing and speaking experiences.

*A unit or longer lesson should:*

- ✓ Emphasize the explicit, systematic development of foundational literacy skills (concepts of print, phonological awareness, the alphabetic principle, high frequency sight words, and phonics).
- ✓ Regularly include specific fluency-building techniques supported by research (e.g., monitored partner reading, choral reading, repeated readings with text, following along in the text when teacher or other fluent reader is reading aloud, short timed practice that is slightly challenging to the reader).
- ✓ Integrate reading, writing, speaking and listening so that students apply and synthesize advancing literacy skills.
- ✓ Build students' content knowledge in social studies, the arts, science or technical subjects through a coherent sequence of texts and series of questions that build knowledge within a topic.

**Targeted Standards:** The lesson clearly identifies 15 standards from the strands of Reading for Information, Writing, Language, and Speaking and Listening. It would improve the lesson to list those standards that will be specifically targeted for each “Reading” of the text and quoting the actual standard along with the standard number so they are more readily apparent to the teacher.

**Clear and Explicit Purpose for Instruction:** The purpose of the lesson, to “explore the author’s use of figurative language and vocabulary to describe the complex life of a seed” is clearly stated under the lesson’s objective. In addition, expected outcomes or student responses are included throughout the entire lesson’s sequence. For example, the expected outcome for the initial reading is to “enjoy the book, both in writing and pictures, and to experience it as a whole.” A sample student response to the question “What things about a seed make the author think that a seed is sleepy?” included textual evidence of words such as “lies there,” “tucked inside, and “beneath the soil.” The teacher also provides a suggestion to manage the daily lesson delivery. The lesson organization and script are extremely clear and teacher-friendly.

**Selected Text:** The text’s complexity is attached to the lesson on a separate sheet entitled “What Makes This Read Aloud Complex? This clearly outlines the quantitative and qualitative qualities of the text, and provides very specific information about the text that will help to focus teacher instruction. The same is true about the additional vocabulary sheet noting words that merit less time and those that merit more time during class discussions. The text, having a Lexile of 750L, is grade band appropriate for 2-3 and is sufficient for the purpose of the lesson.

**Opportunities for Writing/Drawing and Speaking Experiences:** The lesson provides opportunities for students to present ideas and information through writing and drawing, as well as speaking. Students write to complete sentences on the organizer and then draw pictures to interpret figurative language being used by the author. Throughout the lesson, students are responding orally to guided questions and are sharing their evidence-based answers, thinking, and organizing with peers. A student written paragraph is expected as the final task.

Criteria below was not expected due to the nature of the lesson, but some criteria were noticed and commented on:

Emphasize the explicit, systematic development of foundational literacy skills – Throughout the lesson students use foundational skills in a variety of ways. The teacher talks about adjectives and then used the words repeatedly throughout. Root words are also addressed and used to help identify the meaning of larger words.

	<p>Regularly include specific fluency-building techniques - Repeated readings of this text helps the students build fluency and support the comprehension of the complex life of a seed. The repeated readings build upon the meaning from the text and students use various strategies to decode words and make meaning of them. Students help the teacher read throughout the text and read in groups.</p> <p>Integrate reading, writing, speaking and listening – Students read in various ways throughout the lesson, write about key words and also a summative paragraph. They engage in discussions in a whole group, in pairs, and in small groups. They also listen to each other during these discussions and through the repeated read-alouds.</p> <p>Build students content knowledge - Throughout the text students learn about the characteristics of a seed. The developers have also included extension activities that could build upon this content knowledge.</p>
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Rating: 3 – Meets most to all of the criteria in the dimension

## 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"> <li>✓ <b>Reading Text Closely:</b> Makes reading text(s) closely (including read alouds) a central focus of instruction and includes regular opportunities for students to ask and answer text-dependent questions.</li> <li>✓ <b>Text-Based Evidence:</b> Facilitates rich text-based discussions and writing through specific, thought-provoking questions about common texts (including read alouds and, when applicable, illustrations, audio/video and other media).</li> <li>✓ <b>Academic Vocabulary:</b> Focuses on explicitly building students' academic vocabulary and concepts of syntax throughout instruction.</li> </ul> <p><i>A unit or longer lesson should:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Grade-Level Reading:</b> Include a progression of texts as students learn to read (e.g., additional phonic patterns are introduced, increasing sentence length). Provides text-centered learning that is sequenced, scaffolded and supported to advance students toward independent grade-level reading.</li> <li><input type="checkbox"/> <b>Balance of Texts:</b> Focus instruction equally on literary and informational texts as stipulated in the CCSS (p.5) and indicated by instructional time (<i>may be more applicable across a year or several units</i>).</li> <li><input type="checkbox"/> <b>Balance of Writing:</b> Include prominent and varied writing opportunities for students that balance communicating thinking and answering questions with self-expression and exploration.</li> </ul>	<p>Reading Text Closely: It is evident that this text is the center of each instructional part, or "Reading," of the lesson. Throughout each of the readings, instruction is focused on specific chunks of text as students are either chorally reading or listening as the teacher rereads to identify and interpret "the author's use of figurative language and vocabulary to describe the complex life of a seed." Developers could consider adding in opportunities for students to ask their own questions about the text, which would fully meet the demands of this dimension's criteria.</p> <p>Text-Based Evidence: Beginning with the second reading, students are expected to identify key words and phrases from the text that the author uses to describe the life of a seed. Using questions such as "What things about a seed make the author think that 'A seed is sleepy?'" and "What adjective does the author use to describe a seed here?" direct students back into the text to search for the answer. These series of questions help to facilitate student conversation around the author's use of figurative language and build from concrete questions like those above to more inferential questions such as "Why does the author use the word secretive to describe seeds?"</p> <p>The TDQs are also directly connected to the graphic organizer which prompt students beginning with the second reading to record and interpret the adjectives used in the text to describe the seeds. Though these student notes include only a limited amount of writing, primarily writing the adjective, the task is appropriate to the context of instruction in that the related drawings and peer discussion require students to interpret and share both the literal and inferential meanings of the sentences. It is apparent the notes/drawings from each of the daily readings are purposely designed to scaffold students to meet the knowledge and writing demands of the culminating task.</p> <p>Academic Vocabulary: Beginning with the second reading, vocabulary is explicitly taught as students analyze the words used to describe a seed. Adjectives such as sleepy, secretive, adventurous, inventive, and hungry are the focus of the TDQ's and student organizer. The lesson script also provides direct instruction about using known root words to determine</p>
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	<p>meaning of unknown words with the same root (L2.4c). During the fourth reading, the entire text is reread, stopping frequently to discuss the vocabulary that has been worked over the previous days, as well as with other words identified by the lesson developers as meriting time and attention. Though there are no TDQ's written around these other vocabulary words, the developers have included a separate vocabulary attachment to the lesson specifying vocabulary meriting more and less time and attention, along with definitions and page numbers. Both the first and the fourth readings allow for flexible discussion around this additional vocabulary. During this instruction time, it is suggested that there be some focus on words that do not have a clear root word such as fruitful and generous.</p> <p>Additional criteria:</p> <p><b>Balance of Texts:</b> Though this lesson is focused around a single text, it is noted that the lesson developers acknowledge it "might be best to couple with informational text as first read" to help students meet the knowledge demands of the central, focus text. Consider adding recommendations or resources for such informational texts and related literary text.</p>
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Rating: 3 – Meets most to all of the criteria in the dimension

### Dimension III – Instructional Supports

<p><i>The lesson/unit is responsive to varied student learning needs:</i></p> <ul style="list-style-type: none"> <li>✓ Cultivates student interest and engagement in reading, writing and speaking about texts.</li> <li>✓ Addresses instructional expectations and is easy to understand and use for teachers (e.g., clear directions, sample proficient student responses, sections that build teacher understanding of the whys and how of the material).</li> <li>☐ Integrates targeted instruction in multiple areas such as grammar and syntax, writing strategies, discussion rules and aspects of foundational reading.</li> <li>✓ Provides substantial materials to support students who need more time and attention to achieve automaticity with decoding, phonemic awareness, fluency and/or vocabulary acquisition.</li> <li>✓ Provides <i>all</i> students (including emergent and beginning readers) with extensive opportunities to engage with grade-level texts and read alouds that are at high levels of complexity including appropriate scaffolding so that students directly experience the complexity of text.</li> <li>✓ Focuses on sections of rich text(s) (including read alouds) that present the greatest challenge; provides discussion questions and other supports to promote student engagement, understanding and progress toward independence.</li> </ul>	<p><b>Cultivating Student Interest and Engagement:</b> The lesson engages student interest with high-quality, complex text. The pictures are engaging for all students. They will enjoy seeing how the common plants they already know are started from one seed, and in some cases, a rather unusual looking seed. Active learning tasks such as choral reading, acting out the targeted vocabulary, drawing, and turn and talking with a partner are motivational, instructional strategies that allow students to actively construct meaning and build content area knowledge.</p> <p><b>Instructional Expectations:</b> The lesson clearly communicates how to implement instruction over several readings of the text; it is easy to follow and replicate. Management strategies such as "copy(ing) the questions and vocabulary onto sticky notes so they can be stuck to the right pages for each day's questions and vocabulary work" are included in the Teacher Instructions section. Expected outcomes or responses for each day's instruction and TDQ's are included in the lesson along with teacher-friendly hints such as "show...students how to separate roots/endings with an 'easy', familiar word," and "help students, as needed, to draw and write using an example from the text," are examples found in the second reading instructions. The lesson developers also include extensive additional information regarding text complexity as noted in the Dimension I comments, and guidance for vocabulary instruction as noted in the Dimension II comments. Additionally, under "Note to Teacher," the developers note this lesson as "a great opportunity to teach the concept of personification" and suggest an online search for resources using recommended key words.</p> <p><b>Integrates Targeted Instruction:</b> Strategies for determining the meaning of unknown words and phrases based on content and known root words are targeted during each day of the lesson. In addition, the definition of an adjective is explained in the second reading, and the term "adjective" is used in TDQs during the second and third readings. While students fill in the blank and label their drawings on the organizer, there is no direct</p>
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<ul style="list-style-type: none"> <li><input type="checkbox"/> Integrates appropriate, extensive and easily implemented supports for students who are ELL, have disabilities and/or read or write below grade level.</li> <li><input type="checkbox"/> Provides extensions and/or more advanced text for students who read or write above grade level.</li> </ul> <p><i>A unit or longer lesson should:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Include a progression of learning where concepts, knowledge and skills advance and deepen over time (<i>may be more applicable across the year or several units</i>).</li> <li><input checked="" type="checkbox"/> Gradually remove supports, allowing students to demonstrate their independent capacities (<i>may be more applicable across the year or several units</i>).</li> <li><input type="checkbox"/> Provide for authentic learning, application of literacy skills and/or student-directed inquiry.</li> <li><input type="checkbox"/> Indicate how students are accountable for independent engaged 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>).</li> <li><input type="checkbox"/> Use technology and media to deepen learning and draw attention to evidence and texts as appropriate.</li> </ul>	<p>instruction on syntax or sentence construction. The graphic organizer does serve as a model to help scaffold the culminating writing task to produce a cohesive paragraph; explicitly modeling the topic sentence and implicitly modeling the supporting details.</p> <p><b>Suggestion:</b> Consider providing a student-friendly checklist or rubric to support students as they write a well-organized paragraph; one that would state the requirements of a topic sentence, 2 supporting details, and a concluding sentence. Also, depending on student experience and previous instruction, students may need targeted instruction for writing concluding sentences. It is also suggested that students engage in revision and editing activities to target and strengthen the writing and conventions demands of W2.5, L2.1, and L2.2. Targeted instruction in discussion rules and aspects of foundational reading are not included.</p> <p><b>Student Support:</b> Though there are no other materials other than the central text, fluency support is built into the lesson through the repeated choral readings done in each day's lesson. The teacher is directed to point to each word as the students read aloud specified sentences. The repetitive nature of the text itself, "A seed is ..." followed by facts and captioned illustrations also support fluency development. Vocabulary acquisition is targeted each day and is supported through teacher modeling, peer discussion, and drawing. The lesson developers also recommend adding new words to a word wall or chart so they can be frequently reinforced throughout the lesson. There are no materials to support decoding and phonemic awareness.</p> <p><b>Extensive Opportunities to Engage with Text:</b> As this lesson is primarily a read-aloud lesson, all students have access to the central text. There are extensive opportunities to engage in the text including acting out specific vocabulary, choral reading, peer and class discussion, and writing/drawing.</p> <p><b>Challenges:</b> The developers acknowledge in the complexity attachment that the vocabulary will most challenge students. They specifically note the TDQs that draw students to the meaning of unknown words, and the use of picture supports in addition to the supports mentioned above.</p> <p><b>Integrates Support for Students (ELL, disabilities, below grade level):</b> The lesson developers have integrated extensive supports for students, all discussed in the comments above. In addition, the culminating task allows for small, heterogeneous groups to reread pages of the text, recall evidence, and work together to write a paragraph. However none of these are specifically noted to support ELL, students with disabilities or those below grade level.</p> <p><b>Extensions for Advanced Students:</b> Though "Fun Extension Activities" are included at the end of the text, there are no extensions or activities aimed specifically at more advanced students.</p> <p><b>Suggestion:</b> Consider including an advanced graphic organizer for students writing above grade level that would allow them to construct their own sentences rather than simply filling in the blanks. Students could also be provided opportunities to write full sentences to go along with their drawings rather than simply "label" the drawings as directed in the scripted lesson. More advanced students could also be allowed the opportunity to complete the culminating task independently, citing more than 2 supporting details. It is also suggested that developers recommend companion texts to extend the reading and learning opportunities for</p>
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	<p>students reading above grade level.</p> <p>Criteria below was not expected due to the nature of the lesson, but some criteria were noticed and commented on.</p> <p>Gradually remove supports - The first, second and third readings of the book have very targeted support using the text extensively. The fourth reading requires students to apply the same skills, but on an independent level – finding root words, illustrations and root words for context. It is less teacher-driven and more student-driven learning.</p>
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Rating: 2 – Meets many of the criteria in the dimension

#### 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"> <li>✓ Elicits direct, observable evidence of the degree to which a student can independently demonstrate foundational skills and targeted grade level literacy CCSS (e.g., reading, writing, speaking and listening and/or language).</li> <li>✓ Assesses student proficiency using methods that are unbiased and accessible to all students.</li> <li>✓ Includes aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance and responding to areas where students are not yet meeting standards.</li> </ul> <p><i>A unit or longer lesson should:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.</li> </ul>	<p><b>Observable Evidence:</b> Though students are not assessed independently in this lesson, each day's part of the lesson allows opportunities for the teacher to directly observe evidence of student learning in all areas of literacy. In the Expected Outcomes section of the second reading, the developers direct the teacher to "Help students, as needed, to draw and write using an example from the text." In the second and third readings, students turn and talk to a partner to answer a TDQ. In the fourth reading, the teacher is directed to "Look for students to apply the strategy of using the root word and/or the supporting text and illustrations to understand the meaning of each word." Each of these formative assessments are aligned to the major targeted standards and to the instructional activities; Finally, the culminating task invites small groups to reread, recall evidence, and work together to write a paragraph, which is aligned as well. As the lesson's objective is to "explore the author's use of figurative language and vocabulary..." evidence of "independent" proficiency of the targeted standards may not be necessary in this lesson as this is not the stated purpose.</p> <p><b>Unbiased and Accessible Methods of Assessing Students:</b> The lesson and activities for each reading are adequately scaffold to make them unbiased to all students. Students have multiple ways to show what they have learned including drawing, writing, and engaging in partner, small group, and whole group discussions.</p> <p><b>Assessment Guidelines:</b> The Expected Outcomes or Response section of the lesson provides sample student responses to the TDQ and lesson script. Though an aligned rubric is not included, the developers have also included two student writing samples for the culminating task. It is assumed that these are examples of both a higher and lower level sample student response, but a clarification of this and minimal expectations would be helpful.</p> <p><b>Suggestion:</b> Consider developing a simple rubric to assess both organization and conventions of writing.</p>
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Rating: 3 – Meets most to all of the criteria in the dimension

#### Summary Comments

This is an exemplar ELA standards aligned lesson for second grade that is appealing to students and engages them in activities that are both appropriate and scaffold for optimum learning. Most or all of the criteria in each dimension were met and the lesson activities all focus around the central text. The graphic organizers provide opportunities for the teacher to guide instruction and for the students to receive feedback on their learning.

Suggestions to enhance the unit include providing extensions for students who are reading and writing above grade level and to consider expanding the culminating task to include the revision and editing process. Also, consider providing a student-friendly checklist or rubric as students work to construct their paragraph. Making these and the minor revisions suggested in each dimension would move this lesson to a Solid 'E.'

#### ***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

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**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**)

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**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.

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**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.