

EQuIP Review Feedback



Lesson/Unit Name: American Dream: Reality, Promise or Illusion?

Content Area: English language arts

Grade Level: 10

Overall Rating:

E/I

Exemplar if Improved

Dimension I – Alignment to the Depth of the CCSS

<p><i>The lesson/unit aligns with the letter and spirit of the CCSS:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> 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 a set of CCSS ELA standards: This LDC module targets a clear set of ELA/Literacy standards for grades 9-10. (see summary for suggestion of limiting the number of standards) Since some of the reading also involves informational texts, the RI standards should be mentioned. Reviewers were split on this criteria.</p> <p>Includes clear and explicit purpose: The purpose is clearly stated at the beginning of the module. Students will "be expected to write a synthesis essay that explains the way the American Dream is presented in several of these texts." The module also says students "examine multiple texts and then frame an analysis."</p> <p>Selects appropriate texts: The unit includes literary and informational texts appropriate for 9-10 grade levels (poetry of Whitman and Hughes, excerpts from Declaration of Independence and the US Constitution. The Great Gatsby is also used as a background text focused on the American dream. All of these texts meet qualitative, quantitative and reader/ tasks for text complexity.</p> <p>Integrates reading, writing, speaking and listening: The unit definitely includes reading and writing, but could be enhanced with some additional speaking and listening opportunities. Consider including more small group discussions or whole group sharing related to the reading or seminar discussion involving their choices of text/evidence they plan to use for writing. Early in the module as an engagement piece, students discuss their pictures and review the writing rubric. The unit could be improved with more peer to peer/small group/evidence based discussion based on the reading to deepen understanding and prepare for the writing. (see page 13 for an example to further develop as part of the lesson). Suggestion: page 12 -let students share their findings from their T charts.</p>
<p>Rating: 2 – Meets many 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"> <input type="checkbox"/> Reading Text Closely: Makes reading text(s) closely, examining textual evidence, and discerning deep meaning a central focus of instruction. <input type="checkbox"/> Text-Based Evidence: Facilitates rich and rigorous evidence-based discussions and writing about common texts through a 	<p>Reading text closely: The "teacher models close reading of text and annotation "(using Gatsby). The suggestion is that the teacher will continue to monitor the reading, but there is no evidence that students return again and again to text.</p> <p>Text based evidence: Students are required to use text based evidence from at least three sources for their explanatory essay. Each work also includes a series of questions related to the text, but many of them are not text dependent and can be answered without returning to the text.</p>
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<p>sequence of specific, thought-provoking, and text-dependent questions (including, when applicable, questions about illustrations, charts, diagrams, audio/video, and media).</p> <ul style="list-style-type: none"> ✓ 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><i>A unit or longer lesson should:</i></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). ✓ 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>Developer may consider adding sequenced text-based questions in addition to the graphic organizer on page 12 that mentions the left column evidence and the right column response to evidence.</p> <p>Writing from sources: Students are expected to use at least 3 sources to complete their final essay. In addition, they are required to use proper MLA documentation and to defend their choice of texts.</p> <p>Academic vocabulary: The handouts for each piece of reading include vocabulary words essential to understand the reading. The vocabulary instruction should be an integral part of the critical reading, and targeted vocabulary should be carried throughout multiple lessons. Instructions indicate that "teacher will preview difficult or important vocabulary." Perhaps students could grapple with some of the vocabulary in context before the teacher previews the words. Lessons might also focus on vocabulary acquisition activities such as organizing, deep processing, and vocabulary exercises. (see The Core Six, chapter 6)</p> <p>Increasing text complexity: instructional notes should include sequencing of texts in order for students to move toward independent reading. It is not clear what this sequence should be, except based on the order of the links for the attachments.</p> <p>Building disciplinary knowledge: Unit provides the opportunity to contextualize knowledge about social studies as well as literature. A sequential progression of texts would help with this construction. Balance of texts: Unit includes informational texts as well as literary pieces. Consider adding art or media to enhance student engagement.</p> <p>Balance of writing: Students have opportunities to respond to questions, to draw, to create graphic organizers, to annotate, and to reflect as well as to write a finished and revised essay.</p>
<p>Rating: 2 – Meets many 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 	<p>Cultivates interest/engagement: Unit begins with an engaging drawing activity that leads students to question their definition of an American through a connection to previous reading of Gatsby.</p> <p>Addresses expectation/ease of use: LDC templates are clear and understandable. The template provided is effectively used to address instructional expectations in an easy to understand and use format. However, the unit needs more mini-tasks to help focus the emphasis on critical reading.</p> <p>Provides all students with multiple opportunities: the unit includes several texts as whole-class reads. Perhaps the developer could consider including more choice for students to read in small groups or independently. The unit provides multiple opportunities for students to engage in the scaffolded writing, but the reading does not explicitly state how students are engaging in multiple ways. The developer may consider stating how students are supported through the "reading side" of complex texts.</p>
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<p>are ELL, have disabilities, or read well below the grade level text band.</p> <ul style="list-style-type: none"> ✓ Provides extensions and/or more advanced text for students who read well above the grade level text band. <p><i>A unit or longer lesson should:</i></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>Focus on challenging text/engage in productive struggle: The addition of mini tasks with specific sequenced texts and improved text based questions will help support students through their productive struggle and move to independent reading.</p> <p>Integrates appropriate supports: This lesson seems appropriate primarily for mainstream students. The developer may consider providing additional supports for students who are ELL, have disabilities, or read below grade level and naming the targeted group who may benefit. The addition of more speaking/listening/small group work may help the unit meet this criteria.</p> <p>Provides extensions: Several writing activities provide opportunities for students to create their own poems based on the style of the poets. The developer mentions that other texts can be added for extensions, however no further texts are identified. The developer may consider suggesting other applicable texts, videos, audio, or websites to explore.</p> <p>Includes a progression of learning to advance over time: The writing portion of the module definitely advances and deepens writing skills over time. The reading portion of the module may not provide enough guidance in the mini-tasks to ensure proper teacher focus or robust instruction.</p> <p>Gradually removes supports: Unit does not provide sequenced structure of supports for critical reading; however, the writing is well scaffolded before removing supports for independent writing.</p> <p>Provide for authentic learning: Unit allows for students to define and redefine what it means to be an American. This topic of discussion is central to many works of literature and initiates students into an academic discussion and expert work of authors and journalists.</p> <p>Indicate how students are accountable: This is not discussed in the unit. Perhaps the inclusion of additional texts with journal writing could hold students accountable for independent reading and maintain authenticity of their investigation to redefine what it means to be American.</p> <p>Uses technology and media: Many forms of media could enhance the student engagement and understanding such as video clips, internet exploration, TED talks, student polls, audio segments, or news shows.</p>
<p>Rating: 2 – Meets many 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). ✓ 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>Observable evidence; the polished essay (including the revision process) allows teachers to observe the evidence of the degree to which a student can independently demonstrate targeted standards.</p> <p>Assesses student proficiency: Instruction and lessons related to rubrics ensure all students have access to the requirements of the rubric.</p> <p>Includes aligned rubrics: LDC modules include rubrics tightly aligned to the standards and the task.</p> <p>Various modes: Assessment not only includes the summative essay, but various formative check points and student self-assessments throughout</p>
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<p><u><i>A unit or longer lesson should:</i></u></p> <p>✓ Use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.</p>	<p>the unit. In addition, there is a pre-formative check related to the themes/ideas in <i>The Great Gatsby</i>.</p>
<p>Rating: 3 – Meets most to all of the criteria in the dimension</p>	

Summary Comments

With some additional revision, this lesson could achieve an exemplar status. Consider the following ideas to move this module to exemplary:

For Dimension I, limit the number of targeted standards. Although most ELA lessons touch on multiple standards, including all of the Language standards complicates the focus of the lesson and the end product. The developer might consider using the built in standards for reading and writing (RL1, RL2, RL4, RL10, W2, W4, W5, W9, W10). With some additional activities related to speaking and listening, the unit might also target a couple of these standards. In addition, the unit does include informational texts so perhaps the RI standards should be mentioned.

For Dimension II: Consider including ways/strategies for students to return to text as they are gathering evidence and increasing understanding. Revise the handouts (poems/informational text/questions) so that each one includes questions that are text based. The handouts for the Hughes poem, the Declaration of Independence and the US Constitution contain stronger, more text dependent questions than those for the Whitman poem. The writing shifts from dimension 2 are clearly a focus of the second half of the module (bridge to writing, writing a claim, organization, citations, editing, revising) but the reading text closely/text dependent questions needs stronger emphasis. Consider having students read independently and perhaps sharing with peers before distributing the questions.

For Dimension III: Consider adding instructional notes on reading (to help focus sequence) and mini tasks for student close analysis of text. These built-in supports may advance student ability and literacy. With sequenced texts and tasks, these supports may be gradually removed to ensure students move to independent reading and analysis.

Dimension IV is a true strength of the unit.

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.