

# EQuIP Review Feedback



**Lesson/Unit Name:** Analyzing an Author’s Style – Macaulay’s Unique Way of Explaining a Complex Process

**Content Area:** English language arts

**Grade Level:** 7

<p><b>Overall Rating:</b></p> <p style="font-size: 2em;"><b>E</b></p> <p>Exemplar</p>
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## 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"> <li>✓ Targets a set of grade-level CCSS ELA/Literacy standards.</li> <li>✓ Includes a clear and explicit purpose for instruction.</li> <li>✓ 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 &amp; B).</li> </ul> <p><u><i>A unit or longer lesson should:</i></u></p> <ul style="list-style-type: none"> <li>✓ Integrate reading, writing, speaking and listening so that students apply and synthesize advancing literacy skills.</li> <li><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.</li> </ul>	<p>The developer has stated both focus standards (L.7.4, RI.7.1, 3, 5 W.7.2, 6) and standards that are addressed through curriculum embedded assessments (RI.7.1, 5 and W.7.2).</p> <p>In addition to the outlining the standards being addressed, this unit clearly articulates the purpose for instruction included on the chart of desired results for student learning on pgs. 3-7.</p> <p>Text Complexity: David Macaulay’s Cathedral, has a lexile level of 1120 and falls in the grade span of 6-8 found in the CCSS Appendix B.</p> <p>Integration is woven throughout the lessons in the unit for reading/viewing, writing, speaking and listening. An example of this is found on page 15 in Lesson 2/3. Students are viewing a video segment, answering a question on an interactive viewing guide and then participating in a blog. In lessons 4-8 students are close reading the text, answering text dependent questions and providing evidence from the text while discussing a question in a "fish bowl" then later answering a question independently in writing.</p>
<p>Rating: <b>3 – Meets most to all of the criteria in the dimension</b></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"> <li>✓ <b>Reading Text Closely:</b> Makes reading text(s) closely, examining textual evidence, and discerning deep meaning a central focus of instruction.</li> <li>✓ <b>Text-Based Evidence:</b> 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).</li> <li>✓ <b>Writing from Sources:</b> Routinely expects that students draw evidence from texts to produce clear and coherent writing that informs,</li> </ul>	<p>Reading text closely and examining both visual and written textual evidence to build a deep understanding of the text is a central focus of instruction. Lessons four through eight provide specific, thought-provoking text dependent questions including many questions that require careful examination and interpretation of illustrations and diagrams. A Close Reading Analysis for Illustrations Protocol is included to aid students in processing the rich visual information provided in this book. This unit asks students to draw evidence from texts and produce a variety of writing. Students must record in writing their answer and textual evidence for each of the questions in lessons four through eight. Students collect evidence to support an argument while verifying their conclusions about Macaulay’s style on the graphic organizer on pg. 67. Students also engage in process writing during a curriculum embedded performance assessment included as Lessons 11-13.</p>
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<p>explains, or makes an argument in various written forms (e.g., notes, summaries, short responses, or formal essays).</p> <p><input type="checkbox"/> <b>Academic Vocabulary:</b> Focuses on building students' academic vocabulary in context throughout instruction.</p> <p><i>A unit or longer lesson should:</i></p> <p><input type="checkbox"/> <b>Increasing Text Complexity:</b> 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>✓ <b>Building Disciplinary Knowledge:</b> 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"/> <b>Balance of Texts:</b> 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>✓ <b>Balance of Writing:</b> 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>Writing from Sources: Teachers were encouraged to create a blog for students to share with an academic purpose. This was found on page 16. Students were to provide their commentary about the achievement of cathedral builders in their blog. On page 17 of the teacher's notes it clearly states that students are expected to use standard English in their blog. In lessons 4-8, page 24 students are closely reading, discussing sections of the text and answering text dependent questions both orally and in writing. The OPTIC Analysis chart, page 29, is an additional example of writing from sources as the stimuli the picture.</p> <p>Academic Vocabulary: Teachers were given recommendations to provide students during reading with vocabulary. Some of these were: Have the teacher to photo copy the glossary for students to use during their reading of text. An additional recommendation for struggling students, page 24, to highlight these words as they come across them while reading in order to aid in the comprehension. Three of the text dependent questions found on pages 3, 15, and 25 focused on specific vocabulary. Primarily, the vocabulary addressed is content area vocabulary related to the building trades or to the construction of the cathedral itself. The developer may want to consider adding vocabulary activities that focus on a general academic vocabulary and that focus on the part of the L.7.4 standard about using roots.</p> <p>Since the unit heavily emphasizes a single text, there is no indication of a progression of increasing text complexity unless one considers the gradual-release model of instruction as a means of scaffolded support towards independent reading. If that is the intent, this gradual release might be more heavily indicated in the teachers' notes. There is no literary text present, however, lessons nine and ten provide opportunity to evaluate multiple texts for elements of author's style. These lessons along with the introductory explanation of personal style in lessons one through three provide opportunities for students to build knowledge about a author's style through analysis of a coherent selection of strategically sequenced, discipline-specific texts.</p> <p>Building Disciplinary Knowledge: Content knowledge in being built through the texts, video, and illustrations used throughout the lesson.</p> <p>There is some balance of text provided by the initial lesson which has a contemporary focus on fashion and by the visual text, the NOVA video. However, in terms of this unit--with it being predominantly about one longer text--it is better to leave the balance of text box unchecked and realize it is more appropriate for longer units or a collection of units. For the same reason the box related to increasing text complexity is not assessed for this unit.</p> <p>Balance of Writing: Students were providing on-going responses to text dependent questions and also producing a response to literature as the final activity. The progression of the comprehension as well as the writing process will be demonstrated by these different types of writing.</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>	<p>This unit begin by creating interest with the students by talking about style in clothes and school uniforms. This introduction links style in clothes to style an author uses in writing. Three articles are used one on grade level,</p>
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- ✓ 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.

one below, and one above. The link provided did not work for the article above and the article below grade level. It would be beneficial if the publisher could correct that issue and provide accessible texts. Options for reading the selections are given and the students are reading and annotating the article. Additionally an option to have the reading done as homework was also provided. Throughout this unit a video is used to guide discussion and artwork showing the "Gothic Cathedral" and "Building a Medieval Cathedral" are used to enhance the understanding of the lesson. All of these approaches have provided rich incentives to keep student interest high.

Instructional expectations: The unit is clearly laid out and easy to understand. There are appropriate teacher guidance and suggestions throughout the lesson. An example is found on page 15 and 16 describing a classroom blog. This is optional for teachers to use but it is strongly recommended. The explanation of "how" to do this is found on page 15 but further information is found at the URL given on page 16.

Provides all students multiple opportunities to engage with the text: All students are given opportunities for discussions both partner and small group, and whole class. On page 24 there are suggestions for students to use the Oral Discussion guide and to have students participate in a "Fishbowl" to discuss the text. Student pairs are reading the text closely then answering the question. Students are orally answering questions 1-3 and supporting their answers with evidence from the text, p. 24 The OPTIC form to close reading of a picture provide opportunities for all levels of readers.

Focus on Challenging sections: The close reading guide with the text dependent questions does ask multiple types of questions. Some examples of these questions range from vocabulary, comprehension, to examining the floor plan, and inferences from the text. These questions were leading to analyzing the style of the author.

Integrate appropriate supports:

For all activities there were different instructional approaches the teacher could use based on the needs of the students. An example is found on page 55 for the reading of the two online articles. The more scaffolded approach would be for appropriately paired students to read one article in pairs and fill in the chart for that article. Prior to the as a class they fill in the first column on the student worksheet. On page 24 there are recommendations for the struggling student to highlight words found in the glossary as they come across them. On that same page it is suggested that the teacher model the use of the sentence stems to use to participate in the oral discussion. In order to aid in comprehension the recommendation is that students chunk the text and summarize frequently, sketch, ask/answer questions of self, reread, and use illustration. It is recommended to the publisher that a model of this be provided for the novice teacher or specific ways to support students that don't understand the use of these strategies.

Extensions: An enrichment activity for students to watch the rest of the video and answer a question provided is within the context of the lesson and not just an additional activity. Completing the video/activity outside of the classroom was provided on page 15 in case time was an issue.

Technology and media was used a core pieces of the unit not additional pieces. The blog found on page 15 was used as a tool for students to post their response to the key question and receive classmates' feedback, and

	<p>the video was used in that same lesson to set the stage prior to reading the text on how to build a cathedral.</p> <p>Within this unit there are suggestions about reading with increasing independence.</p>
<p>Rating: <b>3 – Meets most to all of the criteria in the dimension</b></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"> <li>✓ 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).</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.</li> </ul> <p><u><i>A unit or longer lesson should:</i></u></p> <ul style="list-style-type: none"> <li>✓ Use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.</li> </ul>	<p>This unit begin by creating interest with the students by talking about style in clothes and school uniforms. This introduction links style in clothes to style an author uses in writing. Three articles are used one on grade level, one below, and one above. The link provided did not work for the article above and the article below grade level. It would be beneficial if the publisher could correct that issue and provide accessible texts. Options for reading the selections are given and the students are reading and annotating the article. Additionally an option to have the reading done as homework was also provided. Throughout this unit a video is used to guide discussion and artwork showing the "Gothic Cathedral" and "Building a Medieval Cathedral" are used to enhance the understanding of the lesson. All of these approaches have provided rich incentives to keep student interest high.</p> <p>Instructional expectations: The unit is clearly laid out and easy to understand. There are appropriate teacher guidance and suggestions throughout the lesson. An example is found on page 15 and 16 describing a classroom blog. This is optional for teachers to use but it is strongly recommended. The explanation of “how” to do this is found on page 15 but further information is found at the url given on page 16.</p> <p>Provides all students multiple opportunities to engage with the text: All students are given opportunities for discussions both partner and small group, and whole class. On page 24 there are suggestions for students to use the Oral Discussion guide and to have students participate in a “Fishbowl” to discuss the text. Student pairs are reading the text closely then answering the question. Students are orally answering questions 1-3 and supporting their answers with evidence from the text, p. 24 The OPTIC form to close reading of a picture provide opportunities for all levels of readers.</p> <p>Focus on Challenging sections: The close reading guide with the text dependent questions does ask multiple types of questions. Some examples of these questions range from vocabulary, comprehension, to examining the floor plan, and inferences from the text. These questions were leading to analyzing the style of the author.</p> <p>Integrate appropriate supports: For all activities there were different instructional approaches the teacher could use based on the needs of the students. An example is found on page 55 for the reading of the two online articles. The more scaffolded approach would be for appropriately paired students to read one article in pairs and fill in the chart for that article. Prior to the as a class they fill in the first column on the student worksheet. On page 24 there are recommendations for the struggling student to highlight words found in the glossary as they come across them. On that same page it is suggested that the teacher model the use of the sentence stems to use to participate in the oral discussion. In order to aid in comprehension the recommendation is that students chunk the text and summarize</p>
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	<p>frequently, sketch, ask/answer questions of self, reread, and use illustration. It is recommended to the publisher that a model of this be provided for the novice teacher or specific ways to support students that don't understand the use of these strategies.</p> <p>Extensions: An enrichment activity for students to watch the rest of the video and answer a question provided is within the context of the lesson and not just an additional activity. Completing the video/activity outside of the classroom was provided on page 15 in case time was an issue.</p> <p>Technology and media was used a core pieces of the unit not additional pieces. The blog found on page 15 was used as a tool for students to post their response to the key question and receive classmates feedback, and the video was used in that same lesson to set the stage prior to reading the text on how to build a cathedral.</p> <p>Within this unit there are suggestions about reading with increasing independence.</p>
<p>Rating: <b>3 – Meets most to all of the criteria in the dimension</b></p>	

## Summary Comments

This unit is well-designed, has a clear purpose, and is coherent. This unit delves deeply into the idea of author's style. It clearly aligns to not only the standards, but also to the letter and the spirit of the CCSS. Without naming specific groups such as ELL or SWD, the unit clearly has supports built in throughout to help all students access a complex text. This lesson received a total of 11 points of the rating scale which indicates that this lesson is an exemplar. Specific areas and suggestions for revision are in the narrative feedback section included with each dimension.

### 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.