EQuIP Review Feedback

Lesson/Unit Name: Close Reading: Charlie Anderson
Content Area: English/language arts in grades K-2
Grade Level: 2

Dimension I – Alignment to the Depth of the CCSS

<table>
<thead>
<tr>
<th>The lesson/unit aligns with the letter and spirit of the CCSS:</th>
<th>This lesson specifically targets and fully covers four CCSS standards: RL.2.1, RL.2.3, W.2.2, SL.2.2.</th>
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</thead>
<tbody>
<tr>
<td>✓ Targets a set of K-2 ELA/Literacy CCSS for teaching and learning.</td>
<td>A clear and explicit purpose for instruction is included with both standards and essential questions listed.</td>
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<tr>
<td>✓ Includes a clear and explicit purpose for instruction.</td>
<td>The test used for this lesson has a Lexile level of 480, which places it in the lower-end of the grade 2-3 complexity band.</td>
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<tr>
<td>✓ 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.</td>
<td>Related activities in this lesson plan require students to demonstrate understanding of stated goals through speaking and writing activities.</td>
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<tr>
<td>✓ Provides opportunities for students to present ideas and information through writing and/or drawing and speaking experiences.</td>
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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.

Rating: 3 – Meets most to all of the criteria in the dimension

Dimension II – Key Shifts the CCSS

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<th>The lesson/unit addresses key shifts in the CCSS:</th>
<th>Domain-specific vocabulary (major events, setting, characters) are fully explored, however the scope of this lesson does not include explicit instruction on tier two vocabulary that might be present in the story.</th>
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<tr>
<td>✓ Reading Text Closely: Makes reading text(s) closely (including read alouds) a central focus of instruction and includes regular</td>
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opportunities for students to ask and answer text-dependent questions.

- **Text-Based Evidence:** 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).

- **Academic Vocabulary:** Focuses on explicitly building students’ academic vocabulary and concepts of syntax throughout instruction.

**A unit or longer lesson should:**

- **Grade-Level Reading:** 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.

- **Balance of Texts:** Focus instruction equally on literary and informational texts as stipulated in the CCSS (p.5) and indicated by instructional time (*may be more applicable across a year or several units*).

- **Balance of Writing:** Include prominent and varied writing opportunities for students that balance communicating thinking and answering questions with self-expression and exploration.

**Rating:** 3 – Meets most to all of the criteria in the dimension

### Dimension III – Instructional Supports

**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 for teachers (e.g., clear directions, sample proficient student responses, sections that build teacher understanding of the whys and how of the material).

- Integrates targeted instruction in multiple areas such as grammar and syntax, writing strategies, discussion rules and aspects of foundational reading.

- Provides substantial materials to support students who need more time and attention to achieve automaticity with decoding, phonemic awareness, fluency and/or vocabulary acquisition.

- Provides all 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

**The selected text would have wide appeal for many second-graders. The story line and the characters are engaging and the broader concept of dual homes is relevant for many children.**

**The layout of the lesson plan is easy to follow and instructional expectations are clearly outlined. Layout might be enhanced by listing the relevant standards at the beginning rather than the end.**

**Students are given specific strategies for developing the rewritten paragraph and a clear procedure for partner discussion is presented and implemented.**

**The re-reading of text and partner work provides scaffolding so that all students can access the text.**

**The sections of text selected for close reading match the goals of the lesson (determining major story events and identifying character reactions).**

**The lesson plan also includes modifications for students who may struggle with the complexity of the text as well as extension opportunities for students who are easily experiencing success.**

- Students read and listen to the text three times over the course of this lesson, they ask and answer text-dependent questions and cite text-based evidence with partners.

- The Lexile, while appropriate, is on the lower-end of the 2/3 band. Because of this, the teachers could have students read the text independently or with partners during the first read.
students directly experience the complexity of
text.

✔ 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.

✔ Integrates appropriate, extensive and easily
implemented supports for students who are ELL,
have disabilities and/or read or write below
grade level.

✔ Provides extensions and/or more advanced text
for students who read or write above grade
level.

**A unit or longer lesson should:**

- Include a progression of learning where
  concepts, knowledge and skills advance and
depth over time (*may be more applicable
  across the year or several units*).

- Gradually remove supports, allowing students to
demonstrate their independent capacities (*may
be more applicable across the year or several
units*).

- Provide for authentic learning, application of
  literacy skills and/or student-
directed inquiry.

- Indicate how students are accountable for
  independent engaged 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.

**Rating:** 3 – Meets most to all of the criteria in the dimension

### Dimension IV – Assessment

**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 foundational skills and targeted
grade level literacy CCSS (e.g., reading, writing,
speaking and listening and/or language).

✔ 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 and
responding to areas where students are not yet
meeting standards.

**A unit or longer lesson should:**

- Observational data during partner work provides the teacher with
evidence of student proficiency with the targeted standards. Additionally,
students demonstrate their understanding through an independently-
written informational paragraph.

- Student work on the pre-writing graphic organizer provides an additional
formative assessment opportunity for the teacher to ascertain students’
derstanding.

- The included rubric provides clear guidance for interpreting student
performance and is intentionally aligned to the targeted writing standard.

- Further teacher notes at the end of the lesson provide accommodations
for students who have difficulty writing, making the summative assessment
accessible to all students. The assessment paragraph is guided by teacher
instruction.
Use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.

As an additional measure it would be helpful to have students apply learned concepts to an unfamiliar text to more accurately gauge students’ independent proficiency of the stated standards.

Rating: 3 – Meets most to all of the criteria in the dimension

Summary Comments

This focused, close-reading lesson demonstrates clear alignment between stated standards, instruction and assessment. The text is accessible and engaging to students. The lesson effectively incorporates reading, listening, speaking and writing to enhance student understanding.

Suggestions for enhancing this lesson include, allowing students to read the text independently during the first reading and having students apply learned standards to a new and unfamiliar text to gauge independent proficiency.

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.