

# EQuIP Review Feedback



**Lesson/Unit Name:** Faces of War  
**Content Area:** English language arts  
**Grade Level:** 11

**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"><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>☐ (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>Targets a set of grade-level CCSS ELA/Literacy standards</p> <p>As noticed in the lesson plans, the unit specifically targets grade 11-12 CCSS ELA standards and does so in an integrated manner. Throughout the unit, students are asked to read, write, speak and listen in relation to the topic, theme, essential question, and texts being studied.</p> <p>Includes a clear and explicit purpose for instruction</p> <p>The unit and each lesson plan are guided by a single essential question: "How is the burden of responsibility to self, community, and country reflected in the faces of war?" Each lesson plan includes a learning outcome; however, there is not always a clear understanding of how all the standards included are addressed by the outcome. For example, in Lesson Plan 3 the standards are RL.11-12.1, RL.11-12.2, RL.11-12.3, RL.11-12.5, and RL.11-12.10 and the learning outcome is "Identify text-based evidence to support answers to discussion questions. Collaborate and discuss the relationship of truth and responsibility in the novel." This outcome does not connect with RL.11-12.3 and RL.11-12.5, but the lesson activities do create the connection. This confusion also exists with the lesson sequence. The culminating activity presented in Lesson Plan 5 is a Socratic Seminar in which students are expected to "share ideas and concepts in a rigorous manner," "engage in collaborative discussion," "evaluate each other's points of view, reasoning and use of evidence to determine the strength of an argument" and "refer to evidence of the text to support their argument, refutation and overall exchange of ideas." Yet, it is unclear whether this is merely the culminating activity of Lesson 5 or the final culminating activity for the unit. The most clearly understood purpose involves students being asked to read, write, speak and listen in relation to the main idea, theme, and characters of the texts being studied.</p> <p>Selects text(s) that measure within the grade-level text complexity</p> <p>The lesson plans include a variety of primary sources, print and digital texts, audio and video recordings, and informational and fictional texts. The anchor text, <i>The Things They Carried</i> by Tim O'Brien has a Lexile score of 880 that falls within the CCSS 4-5 grade band. However, the purpose and use of the text, including the ideological discussion of what it means to "carry 'something' literally and psychologically; the analysis of themes, emotions and conflict; and the comparative element with other primary source texts such as speeches, the Declaration of Independence, the Declaration of Independence of Vietnam, as well as Lawrence Kohlberg's theory on moral decision making provide sufficient user and task complexity for the grade band. Including qualitative analysis of the additional resources and qualitative analysis of the anchor text would strengthen alignment.</p>
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	<p>Integrate reading, writing, speaking, and listening</p> <p>The unit provides multiple opportunities for an array of writing types, including: note taking, answering text-dependent questions, explanatory essay writing, and exit tickets. In addition, the unit requires speaking and listening via varied forms of discussion (pair, whole group, presentation, etc.) Finally, students are expected to read a variety of materials and to cite textual evidence to support their assertions. However, the instructional sequence does not always ask students to reach into the higher levels of Revised Bloom's Taxonomy. For example, the small group presentations in Lesson Plan 1 rely mainly on recall of factual information.</p> <p>Suggestions for improvement</p> <p>The inclusion of multiple learning outcomes for each lesson plan designed to incorporate all the CCSS standards for each respective lesson plan would create a tighter link among standards, outcomes, and activities. The progression of lesson plans should provide opportunities for synthesis and creation for an authentic purpose and audience.</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, explains, or makes an argument in various written forms (e.g., notes, summaries, short responses, or formal essays).</li> <li>☐ <b>Academic Vocabulary:</b> Focuses on building students' academic vocabulary in context throughout instruction.</li> </ul> <p><u><i>A unit or longer lesson should:</i></u></p> <ul style="list-style-type: none"> <li>☐ <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.</li> <li>✓ <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.</li> </ul>	<p>Reading text closely</p> <p>The unit requires students to read text closely. Lesson 1 expects students to read speeches to identify rhetorical features (“Address to the Nation on the War in Vietnam”), to close read and answer text-dependent questions (“Declaration of Independence of the Democratic Republic of Vietnam”), and to read for evident theme development and effective use of rhetoric (various speeches related to Vietnam). In Lesson 2, students read the anchor text, <i>The Things They Carried</i>, to discuss various themes and emotions, specifically looking at the chapter “On the Rainy River” to analyze the protagonist’s conflict. In addition, students read Lawrence Kohlberg’s theory on moral decision-making and then synthesize Kohlberg’s theory and O’Brien’s conflict by citing textual evidence to analyze the stages of moral reasoning for O’Brien. Lesson 4 has students “read” both informational and audio texts about the Vietnam War for themes of brotherhood, camaraderie and sacrifice; and Lesson Seed 1 juxtaposes Chapter 9 of the anchor text with the diary of Vietnamese doctor Dang Thuy to determine the development of central themes over the course of the journal and comparing themes to the final chapters of <i>The Things They Carried</i>. Despite the expectation that students are making meaning from text, much of the language asks students to “determine,” “discuss,” and “identify” themes, which are all Level 1 depth of knowledge activities. Increasing the complexity of what students are asked to do with their reading would promote stronger alignment to the rigor embedded in the heart of the standard.</p> <p>Text-based evidence</p> <p>The unit requires students to furnish textual evidence as a routine. As students work in pairs, they are reminded to cite textual evidence when identifying major themes, purpose and rhetorical features of the writing (Lesson 1, Days 1 and 2). Students also are required to answer text-dependent questions via a close reading protocol (Lesson 1, Task 2). Similarly, in Lesson 2 students are instructed to summarize and to discuss the relevance of the title of the anchor text and cite text-based evidence to</p>
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- ✓ **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.

support their answers; and in Lesson 3, students are presented collaborative discussion questions and given 10-15 minutes to prepare their answers including finding textual evidence and selecting quotes to support their answers. However, not all assignments and prompts are evidence-based which is indicative of the unit's focus on understanding theme as opposed to critical analysis and evaluation. In Lesson Plan 3 students are asked to answer a series of questions (to support a discussion) citing text evidence to support their answers, but some of the questions are not text-dependent: "Why are stories, especially war stories, important? What is O'Brien's overall objective with telling this story?" and "How do the ideas of 'story truth' and 'happening truth' relate back to the idea of responsibility?" Students are constantly asked to support opinions with evidence, but the lesson sequence provides very little support with text-dependent questions to support analysis of the texts.

#### Writing from sources

Students are given the opportunity to write through discussion questions, a graphic organizer, a class starter, exit tickets, and analytical/explanatory essays. The writing assignments directly or indirectly indicate that students need to cite evidence from a text to support the response. For example, in Lesson Seed 1, students are asked to "compose a written response to the question: How is the burden of responsibility to self, community and country reflected in Thuy's diary and Rat Kiley's story in chapter 9? (Make sure to have students cite textual evidence.)" Essay assignments in the unit also ask students to cite textual evidence and to write from sources. For example, students are assigned different Vietnam era speeches to read and then write in response to those speeches. In addition to those informational texts, students are also reading the literary text *The Things They Carried*. This demonstrates the lesson creator's understanding of the need for a balance of texts within a longer unit.

#### Academic vocabulary

Lesson Plan 1 includes a multiple page collection of rhetorical devices that students are asked to reference as they analyze "Address to the Nation on the War in Vietnam" and "Declaration of Independence of the Democratic Republic of Vietnam." Students will have encountered few if any of these devices prior to English 11 as they are Tier III words (ie. *conduplicatio*, *enumeratio*). As the lesson plan is written there are no strategies or recommendations made for helping students learn these terms and understand the effect of each for author's craft. Lesson Plan 1 provides a close reading guide with three text-dependent questions related to defining terms from the text (ie. What does the term "monopolized" mean? What is Ho's accusation?). There are no specific lessons targeting academic vocabulary, but there is extensive work with reading, writing, speaking, and listening, so it wouldn't be difficult to add a mini-lesson that targets academic vocabulary encountered throughout the unit.

#### Increasing text complexity

Students are introduced to literary and informational texts as well as print and digital resources. The texts are similar in text complexity. Students are expected to read the anchor text independently as daily homework assignments. Additionally, they are expected to read informational texts within small groups for discussion and presentation. Among these reading assignments, support consists of the one close reading guide and the questions to support class discussions. Two lesson plans include graphic

organizers for recording evidence from the texts related to the content of the texts as well as characterization. However, there is no evidence of support for reading complex texts for all students or specific guidance for struggling readers. No lesson plan indicates teacher modeling for the reading process.

#### Building disciplinary knowledge

An overarching purpose of this unit is to help students understand the Vietnam War and its impact on American soldiers who served. Lesson Plan 1 includes whole group reading of Richard Nixon and Ho Chi Minh speeches as well as small group presentations based on a variety of other speeches from the time period. Lesson Plan 4 is designed to allow students to explore a soldier from the anchor text in depth to understand his motivations and the war's impact on him. Lesson 3 Seed provides resources and discussion around Post-Traumatic Stress Disorder. Beginning with Lesson Plan 2, instructional activities are designed to understand the content, themes, and characters of the anchor text - a fictional account of soldiers in the Vietnam War. In addition, the unit promotes the exploration of rhetorical devices as students are asked to identify and evaluate the rhetoric used in speeches. Similarly, students are asked to trace the development of themes within and across readings.

#### Balance of texts

Within this unit there is a balance of texts that include primary source speeches and diary entries, academic theory in the Lawrence Kohlberg paper on moral theory, and the anchor text, *The Things They Carried*, which is a collection of fictional short stories about a platoon of American soldiers in Vietnam. The texts are appropriate for the unit and grade level.

#### Balance of writing

Students have various opportunities for on-demand writing (class starter, exit ticket, in-class responses) that encourage reflection about themes and characters. There are three explanatory essay assignments - one based on the speeches of Nixon and Minh, one based on themes, and one based on character. One explanatory essay is described as "draft" (Lesson Seed 3). Lesson Plan 1 includes a rubric for its explanatory essay assignment. Other than this, none of the writing assignments provides an exemplar or guidance for how to construct a response. Other than the "draft" label attached to the explanatory essay in Lesson Seed 3 there are no provisions for multiple drafts and revisions. The small group presentations in Lesson Plan 1 based on multiple speeches from the time period require students to reference digital resources. However, there is no expectation to engage in the research process to complete the assignment.

#### Suggestions for Improvement

The unit provides a variety of texts for students to explore; however, there is no consistent, explicit support for tackling complex texts. Students are expected to complete most of the reading independently outside of the classroom with no strategies to support this independent reading. Students are provided multiple opportunities to respond in writing, but, again, there are no forms of guidance in the writing process other than a rubric for one essay assignment. With the exception of the close reading guide in Lesson Plan 1, students are not provided with text-dependent questions to guide their comprehension and analysis of the texts. The reading and writing

assignments support student understanding of theme and character. With targeted support from the teacher, students would be able to engage in an analysis of text structure, author's craft, and overall effect.

Rating: 2 – Meets many 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.
- ✓ 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.

Cultivates student interest and engagement

The unit contains a variety of activities designed to aid students with interacting with various texts. Students are provided opportunities to work collaboratively in small groups and then provide short presentations for their peers. Discussion questions are provided to assist students with participation in whole group settings. A variety of writing assignments allows for reflection and making personal connections with the texts. The Socratic seminar in the Lesson Plan 5 allows students to share their opinions and either agree or disagree with their classmates. Although the unit does engage in a number of reading, writing and speaking activities, there appears to be little in the unit to "hook" students; the Vietnam War exists outside of the lifespan of our students, so students may not have deep independent knowledge of or connection to it. Perhaps an activity or discussion about war in general, or a connection to current war stories may be helpful in developing student interest.

Addresses instructional expectations

The unit addresses instructional expectations and is easy to use. Each lesson is mapped out with a narrative overview that provides context for instruction as well as the materials and instructional standards addressed in the lesson. In addition, each lesson provides a daily breakdown of learning outcomes and description of activities; however, not each lesson has a complete learning outcome (Lesson Plan 1, Day 2). Another item to consider for clarity occurs in the Lesson Plan 1, Task 1 worksheet. Students are asked to identify themes and rhetorical devices and cite specific text evidence. Since this activity involves listening to an audio recording, recording textual evidence would prove difficult.

Provides all students with multiple opportunities to engage with text

Students are provided multiple opportunities to engage with text appropriate for grade level. In Lesson Plan 1, for example, students have the opportunity to read, watch and listen to speeches independently and in groups to find central themes, identify the use of rhetorical devices, and answer text-dependent questions. In Lesson Plan 2, students are instructed to read chapters 1-4 independently and then return as a group to re-read chapter four, "On the Rainy River" to discuss the protagonist's conflict. Lesson Plan 4 has students revisit the anchor text to "select three quotes that best exemplify the themes of brotherhood, camaraderie;" and the Lesson seeds also revisit other chapters in the anchor text. Finally, the requirement that students cite textual evidence provides further opportunities to revisit the texts. Students are provided with text-related questions as a form of support with group discussions. However, the questions that are provided are content related rather than designed to assist students with accessing text structure. For example, questions for the Socratic seminar in Lesson Plan 5 include: "Why do many floors have a thirteenth floor? How do superstitions motivate or hinder characters in the novel?" and "What does Jimmy Cross carry after the war, both physically and

emotionally?" There is no evidence of scaffolding techniques to support students of different ability levels.

Focuses on challenging sections of text(s)

The unit does focus on challenging sections of texts and engages student in productive struggle through discussion questions. In Lesson Plan 1, students follow a close reading protocol with text-dependent questions to analyze Ho Chi Minh's "Declaration of Independence of the Democratic Republic of Vietnam" specifically. Also, students re-read chapters 4 and 9 in *The Things They Carried*. However, other reading assignments include an entire text, whether a speech or chapters of the anchor text, without guidance for focusing on a specific section for analysis. Students are provided text-related questions to support group discussions. No other supports are provided to build independence in reading complex texts.

Integrates appropriate supports . . . for students who are ELL, have disabilities, or read below grade level

Each lesson plan instructs the teacher to: (1) "Plan with UDL in mind by using the audio version of speech to address different student needs and learning styles . . . Consider the need for Accessible Instructional Materials (AIM) and/or for captioned/described video when selecting texts, novels, video and/or other media for this unit" and (2) "Differentiate the lesson for English Language Learners by chunking portions of the text and providing a vocabulary sheet." Despite these instructions, all students are given the same reading assignments and instructional activities. There is no evidence of differentiation in process or product for diverse learners. The unit includes supports for students such as guided reading, multiple readings, small group and whole groups discussion; however, these suggestions feel perfunctory and oversimplified as supports for ELL and students reading below grade level. There is an absence of discussion protocols or sentence starters that might help struggling students to enter academic conversations and/or writing.

Provides extensions . . . for students who read above grade level

Each lesson plan instructs the teacher to "Apply extension or enrichment strategies to differentiate the lesson for advanced/gifted and talented students such as \_\_\_\_\_" (ie. additional speech analysis, more information on Kohlberg's Theory, allowing them to create their own questions for one another). All students engage in the same reading assignments, group discussions, and writing tasks. Extensions are not explicitly included within the instructional sequences.

Include a progression of learning

The only evidence of a progression of learning comes through the classroom discussions that lead to the Socratic seminar in Lesson Plan 5. Except for this example, the same type of instructional activities are used throughout the unit plan with no extensions or evidence of increasing the complexity of thought required to complete independent and classroom assignments.

Gradually removes supports

Other than the vague suggestions for ELL students ("chunking the portions of the text and providing a vocabulary sheet), there are no explicit examples of support for assisting students with reading, writing, listening, or speaking.

All students are given the sample reading assignment/pacing for reading through the anchor text. Even when students are given separate texts to engage with in small groups, there is no distinction among ability groups or suggestions for how to help struggling readers. All students are expected to engage in activities without teacher modeling or exemplars to guide them.

Provide for authentic learning, application of literacy skills . . .

The unit provides for authentic learning in that students are asked to identify central theme and rhetorical device through their independent reading and analysis of the texts supported by small and whole group discussion. The Socratic seminar provides the opportunity for students to make engage in an analysis of the anchor text. The core questions are: (1) How effective is O'Brien's writing style and use of literary devices in telling a "true" story? and (2) How does he force the reader to experience the effects of war on the individual? A series of 9 questions are provided prior to the seminar to help prepare students to participate. Students are expected to provide textual evidence during the seminar. The writing assignments throughout the unit ask students to consider theme and character and, to some extent, author's craft. However, in the absence of detailed directions or expectations with the assignments, it would seem the teacher is the audience. Students are not asked to share their writing with peers or any adults outside the classroom.

Indicate how students are accountable for independent reading

All reading assignments are given to either the whole class or to small groups without input from students about their preference for what to read. Students are given the same pacing guide for reading the entire anchor texts. Aside from the close reading guide for the Minh speech in Lesson Plan 1, there are no other supports for building reading ability. Students are provided no opportunities to demonstrate stamina, confidence, and motivation.

Use technology and media to deepen learning

Lesson Plan 1, Day 3 consists of a small group activity that utilizes technology to access the assigned speeches for each group as well as for the group presentations. The assignment asks students to answer a series of questions about their assigned speech and prepare a 10 minute presentation. The presentation must include a visual or audio aid. Most lesson plans reference additional web-based resources to support the lesson content. Lesson Plan 1 references an audio and video recording of Nixon's speech to support student understanding. Lesson Seed 3 suggests that the teacher "may choose to show a portion of the PBS video about PTSD and Iraq veterans." There is very limited student use of technology but numerous resources to assist the teacher without delivering the content.

Suggestions for Improvement

True differentiation in assignments would better meet the needs of all students in the class. Struggling readers would benefit from teacher modeling and tools designed to help them access the texts. All students would benefit from opportunities to engage more deeply in analysis and applying their knowledge and skills for an authentic task.

**Rating: 2 – Meets many 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 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.

*A unit or longer lesson should:*

- Use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.

Elicits direct, observable evidence of the degree to which a student can independently demonstrate . . .

Students are provided multiple opportunities to explore theme and character throughout the unit. With each assignment, students are asked to cite textual evidence as support (RL.11-12.1/RI.11-12.1). This type of connection between activity and standards exists throughout the unit. However, the assignments do not meet the level of complexity expected in the standards. Especially missing is the analytical component of each RL and RI standard. Students do have the opportunity to demonstrate their understanding of theme and character but not of all the standards at the appropriate level. All reading and writing activities must relate to some element of the final goal. The Lesson 1, Day 1 Exit ticket asks students to write one new question they have about the Vietnam War. It is unclear how this activity connects to the explanatory essay on the burden of responsibility to self, community and country reflected in the faces of war. Similarly, students spend a great deal of time determining the central idea and rhetorical devices used in speeches about the Vietnam War. However, there is no connection or alignment to the explanatory essay.

Assesses student proficiency using methods that are unbiased

All students are expected to complete the same reading assignments, in-class activities, and writing tasks. There is a heavy reliance of whole group discussion throughout the unit. Students who struggle with public speaking would perform poorly during these discussions. Students who struggle with writing are expected to demonstrate most of their comprehension through writing tasks. This would prove challenging. ELL and EC students have no options to demonstrate their understanding within their abilities. Scaffolds are employed to ensure all students can achieve mastery on the writing standards taught and assessed in this unit, but greater emphasis could be placed on explicitly teaching the reading standards.

Includes aligned rubrics or assessment

With the exception of one PARCC-designed rubric, there are no teacher or student guidelines to assess student performance. For the various writing assignments, there are no prompts detailing the particulars of the assignments, nor are there rubrics to determine how assignments will be assessed. Similarly, there are not protocols for discussion or the Socratic seminar. Furthermore, the absence of exemplars, checklists, or requirements makes it difficult for students to assess their own progress. While the Lesson Plans note that teachers should establish rubrics for assessment, the lack of assessment tools reduces significantly the alignment of this domain.

Use varied modes of assessment

With the very limited information given to students regarding the writing assignments, it is unclear if these tasks are formative or summative in nature. The ongoing class discussions provide the opportunity to formatively assess student knowledge during the reading of the anchor text. However, this is not explicitly stated in the lesson plans nor are suggestions provided for what to do with student responses. Since the Socratic seminar resides in Lesson Plan 5, it is possible that this is a summative assessment. No scoring guide accompanies the assignment to assist students with judging their mastery of the content. Additionally, at the end of the Lesson Plan 1,

students complete an exit ticket where they write a question about the Vietnam War. This exit ticket does not allow the teacher to ascertain how well students have mastered the learning outcome related to themes and rhetorical features.

Suggestions for Improvement

Students would benefit from a greater variety of assessment tasks. Teachers would benefit from more formative assessment tasks to support instruction. Diverse learners need a variety of opportunities to demonstrate their learning. Reviewing the writing rubric with students would be a way to help ensure they understand the expectations for the writing assessment.

Rating: 1 – Meets some of the criteria in the dimension

### Summary Comments

Overall the unit is designed to engage students in reading, writing, speaking and listening about the stories of war using a variety of text types and writing assignments. Students are expected to read, re-read, and discuss text for meaning, as well as use textual evidence to support their thinking, speaking, and writing. A contemporary hook to engage student interest and a clearly defined summative activity will help align all elements of instruction to make certain that each activity builds upon the previous one all in the service of the final task. Greater attention to differentiation strategies will allow for greater student engagement across ability levels, and the inclusion of guidelines and rubrics will clarify the grading process.

With a closer alignment the depth and intent of the CCSA ELA standards, the unit has the potential to more deeply support student learning.

#### 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.