

EQulP Review Feedback



Lesson/Unit Name: Federalist 10 Close Reading

Content Area: English language arts

Grade Level: 12

Overall Rating:

E

Exemplar

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"> ✓ 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>A unit or longer lesson should:</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>The lesson succinctly identifies a series of content literacy standards for reading and writing in social studies (RH.1,2,4,5,10; WH.2,4,9,10), and the text measures appropriately within the desired grade-level complexity band based on its Lexile score of 1450 as well as the qualitative measurements indicated.</p> <p>Also, the introductory remarks in the "Reader & Task" section on the first page of the Teacher's Guide (in addition to the general overview of the close reading processes employed in the lesson) clearly provides a clear and explicit purpose for instruction, a close reading of The Federalist No. 10. According to the developers the lesson will provide "a short reading of highly engaging content in which students are asked to reread passages and respond to a series of text dependent questions; vocabulary and syntax tasks which linger over noteworthy or challenging words and phrases; discussion tasks in which students are prompted to use textual evidence and refine their thinking; and writing tasks that assess student understanding of the text."</p>
<p>Rating: 3 – Meets most to all 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"> ✓ Reading Text Closely: Makes reading text(s) closely, examining textual evidence, and discerning deep meaning a central focus of instruction. ✓ Text-Based Evidence: 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). ✓ 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 	<p>Reading Text Closely / Text-based Evidence: Close reading is the central purpose of the lesson with a targeted focus of providing textual evidence. Students read the text independently and then listen as the teacher models reading fluency. Throughout the lesson, students are required to interact with specific passages of the text and examine meaning and structure of the author's writing.</p> <p>Writing from Sources: The resource provides a variety of opportunities to write through T-Charts, annotations (perhaps following those modeled by the teacher), and a culminating writing prompt that requires students to re-read the text for evidence and produce an expository piece addressing the following prompt: "Describe why Madison claimed that factions were dangerous to civil society and government. Why did he believe that a majority of factions would likely sacrifice the public good and rights of other citizens? Explain why Madison believed a large and extended republic, instead of a pure democracy or smaller republics, could be more effective in stopping majority factions from</p>
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<p>responses, or formal essays).</p> <p>✓ Academic Vocabulary: Focuses on building students' academic vocabulary in context throughout instruction.</p> <p><u>A unit or longer lesson should:</u></p> <p><input type="checkbox"/> 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.</p> <p><input type="checkbox"/> 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.</p> <p><input type="checkbox"/> 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).</p> <p><input type="checkbox"/> 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>	<p>gaining power.”</p> <p>Academic Vocabulary: Multiple levels of thinking are involved with the vocabulary instruction. Students are encouraged to decipher meanings from context. Additionally, as evident in Question #3, students are asked to explain how specific vocabulary terms develop the tone of the text. The developers note in the Vocabulary Methodology that many Tier 3 (content specific) terms are undefined so that teachers may use discretion in teaching and discussing them as they are used in context. Further opportunities for vocabulary acquisition are available simply due to the complex nature of the text.</p> <p>Recommendations: There is no doubt that the lesson requires close reading and the production of text-based evidence. Mostly every question during the close reading, though, seems to have a "right" answer. Once that answer is found, productive discussions cannot continue because there are no other defensible responses. Even though the purpose of the lesson is defined as close reading and comprehending of a particular document, providing students with opportunities to make inferences that are not explicitly stated would enhance the lesson's rigor beyond just comprehension of the text, a certainly demanding task depending on the skill level of the students. The authors might remedy this by extending the questions: for example, in Question #6, after explaining Madison's analogy, students might be prompted to evaluate historical attempts to quell factionalism through the suspension of liberty using Madison's analogy.</p>
<p>Rating: 3 – Meets most to all 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><input type="checkbox"/> Cultivates student interest and engagement in reading, writing and speaking about texts.</p> <p>✓ Addresses instructional expectations and is easy to understand and use.</p> <p>✓ 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.</p> <p>✓ Focuses on challenging sections of text(s) and engages students in a productive struggle through discussion questions and other supports that build toward independence.</p> <p>✓ 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.</p> <p><input type="checkbox"/> Provides extensions and/or more advanced text for students who read well above the grade level text band.</p> <p><u>A unit or longer lesson should:</u></p> <p><input type="checkbox"/> Include a progression of learning where concepts and skills advance and deepen over time (<i>may be more applicable across the year or</i></p>	<p>Instructional Expectations: The lesson includes a close reading methodology which is further divided into five sub-methods: Reading, Vocabulary, Sentence Structure, Discussion, and Writing. The lesson is easy to use and provides teachers with various strategies to approach the teaching of the lesson.</p> <p>Multiple Opportunities / Challenging Text: Students are provided multiple opportunities to demonstrate fluency. For example, in item six of the Outline for Close Reading Steps, it is noted that some questions refer to specific areas of the text for students to reread, while others allow students to scan longer area of the text. In small peer groups, students discuss their evidence, citing specific line numbers in order to orient everyone to their place in the text.</p> <p>Appropriate Supports: Multiple reads, small group discussions, active charting of content (T-Charts), the additional pre-writing activity evaluating evidence, and a focus on vocabulary provides general scaffolding for students to access the text. Considering the scaffolding and the lesson activities themselves, the lesson does nicely engage students in a productive struggle with the text to move students toward independence. Additionally, a tip to provide the text prior to class discussion in order to support struggling readers is listed at the bottom of the Close Reading Steps. Additionally, support is found in the student-friendly definitions provided during the reading of the text.</p> <p>Suggestion for Improvement: Certainly, the ability to discuss each of these questions in a small group</p>
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<p><i>several units).</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Gradually remove supports, requiring students to demonstrate their independent capacities (<i>may be more applicable across the year or several units).</i> <input type="checkbox"/> Provide for authentic learning, application of literacy skills, student-directed inquiry, analysis, evaluation and/or reflection. <input type="checkbox"/> Integrate targeted instruction in such areas as grammar and conventions, writing strategies, discussion rules and all aspects of foundational reading for grades 3-5. <input type="checkbox"/> 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> <input type="checkbox"/> Use technology and media to deepen learning and draw attention to evidence and texts as appropriate. 	<p>provides a level of support and serves to be more engaging than a whole class approach. On the other hand, there is little here to prevent a student from engaging very passively, i.e., allowing the rest of the group to discuss while s/he remains silent. Granted, this is often a concern in small groups. In the introductory documents, the developer might provide some helpful tips on maintaining student engagement to aid a teacher with less experience in using small group discussion.</p> <p>Also, while the lesson is intended to be given without any extensive background in order to provide a type of "cold reading," the use of an essential question or some other kind of hook would serve to engage or pull students into the text initially.</p> <p>Additionally, extensions for advanced readers are not clearly noted within the lesson. One possible inclusion may be to provide the text without the definitions of unfamiliar terms. Also, the developer may consider the addition of another text to support those who read well-above grade-level and quickly demonstrate mastery of the targeted standards.</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><u><i>A unit or longer lesson should:</i></u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures. 	<p>Throughout the lesson, students are provided multiple opportunities to demonstrate fluency through guided questions and group discussions. Similarly, the writing assignment that concludes the lesson elicits observable evidence of student progress toward mastery of the CCSS standards in addition to the content standard. The writing task checklist and accompanying rubric provides a clear and specific purpose for writing and provides accessibility to all students. An additional activity is included to help students practice choosing the best evidence and using reasoning to explain their choices.</p> <p>Recommendations: The culminating writing assessment prompt is extremely complex and may prove difficult to address in a concise manner due to the multiple points that are expected to be addressed. That is, it seems that students might be confused about how to focus/organize their response. The instructions included with the rubric does seem to provide further guidance; however, perhaps a more directly-stated question is needed. For example, the prompt might ask, "According to Madison, what are the problems with factions, and how does his belief in an extended republic solve the problems he believes existed?"</p> <p>Additionally, the majority of the points are covered through the text-dependent questions; therefore, a student may arrive at an answer, not through close-reading of the text, but rather by paying close attention during the discussion. Some possible solutions might be to narrow the prompt and remove the question from the text-dependent questions or to select lines not discussed/questioned previously and have students provide insight as to how the lines build upon/further the author's purpose."</p>
<p>Rating: 3 – Meets most to all of the criteria in the dimension</p>	

Summary Comments

Overall, the resource provides a great example of a comprehensive, critical-reading approach utilizing challenging text that incorporates all modes of literacy (reading, writing, speaking, and listening) in order to provide a rigorous (and accessible) learning experience for a wide range of learners. The lesson is highly academic, thoughtfully developed, and standards-aligned.

Strengths:

The lesson provides valuable instructional practice suggestions and research-based strategies for teachers to utilize with students. Additionally, it is well-organized and easy to follow. The guidance is comprehensive appreciated, while specific it does still allow for individual teacher creativity. Text dependent questions are varied and serve as excellent exemplars for future question development.

Recommendations:

Developers could strengthen the supports by including more specific guidance for supporting struggling readers. Also, extensions are not clearly noted within the lesson. One possible inclusion may be to provide the text without the definitions of unfamiliar terms. Also, the developer may consider the addition of another text to support those who read well-above grade-level and quickly demonstrate mastery of the targeted standards. Finally, provide a more concise prompt for the culminating assessment or possibly include options for student choice.

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.