

EQuIP Review Feedback



Lesson/Unit Name: Finding Evidence: "Chains" (Gilbert and O'Sullivan)

Content Area: English language arts

Grade Level: 6

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">✓ 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><i>A unit or longer lesson should:</i></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.	<ol style="list-style-type: none">1. This lesson targets a set of writing standards that are addressed in the lesson plan.2. There is a clear and explicit purpose for instruction that is stated to the students. They are building on skills that they have previously learned; supporting ideas.3. While the text may be grade level appropriate, the Lexile level is not stated. Some more information on the levels of each text would be informative.
<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	<ol style="list-style-type: none">1. Students are asked to revisit the text, look closely at details for support, and to discern meaning by chunking the phrases. Discerning meaning for support is a focus of the lesson.2. Students use text-based evidence to determine relevance to the analyzed quote. Students are able to conference with one another while they revisit the text.3. The students are writing from sources to determine support for their analysis of the quotes. Students are discussing and writing the text-support on a graphic organizer.4. While the teacher addresses specific words while “chunking the quote into sections to determine its meaning,” there is no evidence of explicit
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<p>clear and coherent writing that informs, explains, or makes an argument in various written forms (e.g., notes, summaries, short responses, or formal essays).</p> <p><input type="checkbox"/> Academic Vocabulary: Focuses on building students' academic vocabulary in context throughout instruction.</p> <p><i>A unit or longer lesson should:</i></p> <ul style="list-style-type: none"> <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. <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. <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). <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>instruction of academic vocabulary. The words that are used in the "I do" phase (conquer and fear) are Tier 1 words for a 6th grade level. Because the standards addressed are writing standards, the analysis of specific words in this lesson are more for discerning meaning and not to use in their writing. A reading literature standard might be a consideration to add to the intent of explicitly teaching academic vocabulary. For example RL.6.4 would fit perfectly in this lesson.</p>
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Rating: 3 – Meets most to all of the criteria in the dimension

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. <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> 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>	<ol style="list-style-type: none"> 1. The students were fully engaged during their discussion about the quotes. Students were able to follow the modeled instructional strategy with their peers. 2. This lesson is not easy to understand or use. It appears that this lesson is intended to teach or demonstrate an instructional strategy rather than to be used as a lesson to replicate in the classroom. Additional written lesson plans or a transcript of the lesson would be beneficial to teachers using this lesson in the classroom. 3. While graphic organizers are provided, it would be beneficial for the graphic organizer to have a section that aids in the analysis of the quotes for struggling learners. Gradual release (I do, we do, you do) is done to scaffold for students throughout the lesson for finding textual evidence. 4. The students are asked to analyze complex pieces of text, quotes. The teacher also walks around to facilitate the discussion of student pairs by ensuring that they are using the text to make their analysis. 5. The teacher recognizes the importance of having varied texts. However, for someone else to use this lesson, there are no resources provided to address supports for ELL and students with disabilities or students needing extension.
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<ul style="list-style-type: none"> <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 several units</i>). <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. 	
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Rating: 1 – Meets some of the criteria in the dimension

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"> <input type="checkbox"/> 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><i>A unit or longer lesson should:</i></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. 	<ol style="list-style-type: none"> 1. The graphic organizers, teacher observations, and scaffolding process provide a chance for students to demonstrate their independence to complete the task of finding textual evidence for support. However, the students would not be able to show independent demonstration of successful completion of the performance task. While evidence for some writing instruction is in worksheet 2, additional explicit scaffolding of the writing standards is a suggestion for improvement on this criteria. A rubric or student exemplar under the student work tab on the webpage would also add to this criteria. 2. There is not a rubric for assessment purposes provided. However, the students are given guides in the product descriptor to complete the task. This could be turned into a standards based rubric for assessment purposes.
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Rating: 2 – Meets many of the criteria in the dimension

Summary Comments

When reviewing this material, it was critical that the reviewers took into consideration the intent of the lesson. It appears that this is a great tool to use to demonstrate an instructional strategy for how to teach the writing standards indicated. However, if the intent of this material is to have a teacher duplicate this lesson, a more detailed outline/lesson plan is needed. Teachers need access to more resources to mimic what was demonstrated and discussed in the video for successful implementation and to make educational choices for their own classroom.

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.