Lesson/Unit Name: “The Gospel of Wealth” Close Reading
Content Area: English language arts
Grade Level: 11-12

Dimension I – Alignment to the Depth of the CCSS

The lesson/unit aligns with the letter and spirit of the CCSS:

- 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).

A unit or longer lesson should:

- Integrate reading, writing, speaking and listening so that students apply and synthesize advancing literacy skills.
- (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.

The following CCSS Standards are targeted in the lesson:

Reading Informational Text
1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.

Writing
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Purpose: The purpose for instruction is clearly articulated in the directions at the beginning of Part 1. Additionally, a more thorough identification of students’ outcomes and “should be able to” statements are provided at the beginning of Part 3: The Culminating Activity. Prior to the final analysis, teachers are provided with a means for formative assessment to ensure students have mastered the material are capable of successfully completing
**Rating:** 3 – *Meets most to all of the criteria in the dimension*

## Dimension II – Key Shifts the CCSS

**The lesson/unit addresses key shifts in the CCSS:**

- **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 responses, or formal essays).
- **Academic Vocabulary:** Focuses on building students’ academic vocabulary in context throughout instruction.

**A unit or longer lesson should:**

- **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.
- **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.
- **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.

**Reading Text Closely:**

The central focus of the lesson is close reading of the text. Students are required to complete multiple readings of the text in order to complete the tasks. Guided, text-dependent questions are provided to help students comprehend and grapple with the complexity of the text. The lesson engages students in tasks that build on a solid foundation of knowledge.

**Text Based Evidence:**

The lesson is designed to have the student continually refer back to the text for evidence when answering questions. Part II employs the following methods for students to complete the task:

- Reread the section of text that precedes the questions
- Take notes to help you formulate an answer to the questions
- Discuss that question in a group
- Individually write what you think are the best answers to each question

**Writing from Sources:**

Throughout the lesson students are expected to complete short answer responses grounded in evidence from the text. The Culminating Assessment activities in Part III provide opportunities for students to expand upon their written responses and to clarify understanding through group discussions and a final analysis of the text incorporating a research component.

**Academic Vocabulary:**

Students are exposed to complex "Tier Two" (general academic words) and "Tier Three" (domain-specific words) words throughout the lesson. The complexity of the text lends itself to a high-level study of academic vocabulary. The activities of Part I in the lesson are structured to support introduction to and acquisition of academic vocabulary.

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## Dimension III – Instructional Supports

**The lesson/unit is responsive to varied student learning needs:**

- Cultivates student interest and engagement in

**Student Interest:**

The instructional design of the unit provides opportunity for students to question and read the text carefully. The sequence of text dependent
<table>
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<th>reading, writing and speaking about texts.</th>
<th>questions supports student engagement by illuminating deeper understandings of the material and allows students to gain higher-levels of comprehension with a difficult text. The sequence of questions cultivates student mastery of the specific ideas and illuminating particulars of the text.</th>
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<tr>
<td>✓ Addresses instructional expectations and is easy to understand and use.</td>
<td>Ease of Use: The lesson design is teacher-friendly, in such that it provides possible answers to students questions and also highlights areas / questions to anticipate student struggle.</td>
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<tr>
<td>✓ 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.</td>
<td>All Students / Productive Struggle: Scaffolds enable all students to experience rather than avoid the complexity of the text. Part I of the lesson provides for an oral reading by the teacher and then a second reading by the students. Part II chunks the text into manageable sections and provides scaffolding for students who may otherwise have been unable to locate a specific section of text referenced in a question. Likewise, the sequence of text questions and the chunking of the text provide an opportunity for struggling readers to read at the level required by the CCSS.</td>
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<tr>
<td>✓ Focuses on challenging sections of text(s) and engages students in a productive struggle through discussion questions and other supports that build toward independence.</td>
<td>Appropriate Supports for ELL / Students with disabilities / Below grade-level readers: Scaffolded questions and graphic organizers for each of the extended questions is included for support. Additionally, the scaffolded questions provide guidance for group discussion which supports the speaking and listening standards.</td>
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<tr>
<td>✓ 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.</td>
<td>Above Grade-level readers: Extension activity suggestions for students You are more than welcome to include an additional resource and paragraph to earn extra credit on your paper. Some additional questions to investigate might be: What did Carnegie give away, and how do the wealthy administer their wealth today? How many multi-millionaires are there today compared to back then?</td>
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<tr>
<td>✓ Provides extensions and/or more advanced text for students who read well above the grade level text band.</td>
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<td>A unit or longer lesson should:</td>
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<td>□ Include a progression of learning where concepts and skills advance and deepen over time <em>(may be more applicable across the year or several units)</em>.</td>
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<td>□ Gradually remove supports, requiring students to demonstrate their independent capacities <em>(may be more applicable across the year or several units)</em>.</td>
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<td>□ Provide for authentic learning, application of literacy skills, student-directed inquiry, analysis, evaluation and/or reflection.</td>
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<td>□ Integrate targeted instruction in such areas as grammar and conventions, writing strategies, discussion rules and all aspects of foundational reading for grades 3-5.</td>
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<tr>
<td>□ Indicate how students are accountable for independent reading based on student choice and interest to build stamina, confidence and motivation <em>(may be more applicable across the year or several units)</em>.</td>
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<td>□ Use technology and media to deepen learning and draw attention to evidence and texts as appropriate.</td>
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<tr>
<td>Rating: 3 – Meets most to all of the criteria in the dimension</td>
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### Dimension IV – Assessment

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<th>The lesson/unit regularly assesses whether students are mastering standards-based content and skills:</th>
<th>Direct, observable evidence / unbiased and accessible: Opportunities are provided throughout the lesson for both formative and summative assessment through structured questions, group discussion, independent notetaking and a culminating written analysis.</th>
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<td>✓ 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).</td>
<td>Multiple strategies are employed to assess learners and provides opportunities for all-levels of learners to demonstrate mastery. The incorporation of the assessment rubrics provides clear expectations and allows students to reflect upon their learning.</td>
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<td>✓ Assesses student proficiency using methods that are unbiased and accessible to all students.</td>
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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.

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

**Summary Comments**

The lesson is an excellent exemplar of the three key shifts required by the CCSS:
- Regular practice with complex text and its academic language
- Reading, writing, and speaking grounded in evidence from text
- Building knowledge through content-rich nonfiction

**Highlights:**
The materials are aligned to the CCSS and engage students in appropriately challenging work through the use of complex text, tasks and activities that have the potential to move students beyond their current mastery levels. The close reading, sequenced questions, and culminating analysis allow for productive struggle that is both engaging and rewarding. The lesson is well-organized and builds upon the student’s acquisition of knowledge.

**Strengths of the lesson:**
- Targets Common Core State Standards
- Includes multiple activities for close reading of complex texts
- Incorporates supports for ELL and below grade-level readers
- Provides suggestions for above grade-level readers
- Includes rubrics and guidance for the activities and culminating analysis

**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.