

# EQuIP Review Feedback



**Lesson/Unit Name:** Griswold v. Connecticut

**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"> <li><input type="checkbox"/> 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><i>A unit or longer lesson should:</i></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><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.</li> </ul>	<p>The lesson indicated that the standards are for grades 11-12 and includes standards RH.11-12.1, RH.11-12.2, RH.11-12.5, RH.11-12.8, RH.11-12.10, WH.11-12.7, WH.11-12.9, WH.11-12.10, SL.11-12.1B/C/D as well as Nevada State Social Studies Standards C13.5, C14.2, C14.12. The lesson has many different types of questions that provide students more reasons to dig into the text for answers. The unit instigates student analysis of craft and structure of an effective argument, elicits the identification of key ideas and details, and builds content knowledge.</p> <p>The purpose of the lesson is very clearly stated in multiple points of the lesson. The rationale on pages 1-2 provide purpose for close reading in social studies, including, "These close reading examples model how teachers can support their students as they master the kind of careful reading the Common Core State Standards require". Additionally, there is an objective clearly stated in the teacher's guide in the lesson.</p> <p>Because the text is a Supreme Court Judge's written opinion, it certainly is a complex text and is the quality that the "Close Reading Example for Social Studies" describes. Furthermore the lesson specifies the complexity measures of this particular text including the lexile score, qualitative, and reader/task measures in the Teacher Guide.</p> <p>The strength of this lesson is the integration of listening/speaking, reading, and writing.</p>
<p><b>Rating: 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</li> </ul>	<p>Reading text closely, text dependent tasks, and drawing inferences from the text are central to this lesson. As the front matter to the lesson states, this lesson, "features a complex and rich reading along with a series of text-dependent questions meant to foster deep understanding and assist students and teachers in remaining tightly connected to the text.". The second page description, "Close Reading Methodology", makes clear for the using teacher not only that close reading is central to the lesson, but also provides context lending to a deeper understanding of the method. Finally, the intentional multiple readings and carefully crafted text dependent questions through the lesson create a structure for close reading.</p> <p>The lesson indicates the difference between academic vocabulary that can be learned by looking at contextual clues, but the lesson also includes underlined words throughout the text and a brief definition of words essential to understanding and following the key points of the text but</p>
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<p>written forms (e.g., notes, summaries, short responses, or formal essays).</p> <p>✓ <b>Academic Vocabulary:</b> 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"/> <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.</p> <p><input type="checkbox"/> <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.</p> <p><input type="checkbox"/> <b>Balance of Texts:</b> 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"/> <b>Balance of Writing:</b> 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>which cannot be learned from context clues. The vocabulary does not address all tier 3 and tier 2 words, but the questions demand that the students study the words and use them with proficiency to answer questions.</p> <p>The short research project provides additional opportunities for students to write from sources, and academic vocabulary is addressed both in the text based question and while conducting the multiple readings of the passage.</p>
<p>Rating: <b>3 – Meets most to all of the criteria in the dimension</b></p>	

### Dimension III – Instructional Supports

<p><i>The lesson/unit is responsive to varied student learning needs:</i></p> <p>✓ 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</p>	<p>The lesson cultivates interest because it is a Supreme Court case dealing with the freedom of speech.</p> <p>The lesson addresses instructional expectations for the teachers and student through the objectives but does not indicate how students will know they have met the objectives. The lesson's Outline of Close Reading Steps makes the lesson easy to understand and replicate.</p> <p>The lesson integrates supports for students who might struggle as early in the lesson it's mentioned that this lesson is for all students, and modeling of annotations by the teacher is suggested as a way to help students understand what is expected of the students.</p> <p>This lesson intentionally focuses on challenging sections of text. As the lesson states on page 1, "On occasion students will encounter particularly difficult sentences to decipher. Text dependent questions are composed to deliberately engage students in the work of examining these difficult sentences to discover how they are built and how they convey meaning." Questions in the lesson such as, "According to Justice Douglas, how do penumbras give 'life and substance' to the explicitly stated rights?" are carefully crafted to allow students to linger over and analyze challenging sections of the text that are central to its understanding.</p>
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<p>time (<i>may be more applicable across the year or several units</i>).</p> <ul style="list-style-type: none"> <li><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>).</li> <li><input type="checkbox"/> Provide for authentic learning, application of literacy skills, student-directed inquiry, analysis, evaluation and/or reflection.</li> <li><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.</li> <li><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>).</li> <li><input type="checkbox"/> Use technology and media to deepen learning and draw attention to evidence and texts as appropriate.</li> </ul>	
<p>Rating: <b>3 – Meets most to all of the criteria in the dimension</b></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"> <li>✓ 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).</li> <li>✓ Assesses student proficiency using methods that are unbiased and accessible to all students.</li> <li>✓ Includes aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance.</li> </ul> <p><u><i>A unit or longer lesson should:</i></u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.</li> </ul>	<p>As student discussion and text annotations are consistent throughout this lesson, teachers can gather evidence of the degree to which a student can demonstrate the lesson's targeted standards. By carefully listening to student conversations and observing student annotations, using teacher should have sufficient feedback to adjust the lesson to meet student learning needs.</p> <p>Consider providing a checklist for the short research project, so students are aware of the guidelines for completing the research and writing their responses. Consider co-creating a rubric with students so they will understand the importance and contribute to their own learning.</p> <p>The lesson provides both a rubric and a checklist. These two tools provide guidelines and the rubric provides indicators to define to what degree a student shows proficiency with the standards.</p>
<p>Rating: <b>3 – Meets most to all of the criteria in the dimension</b></p>	

**Summary Comments**

<p>Exemplar: 12</p> <p>The close reading taught throughout the lesson is essential for college and career readiness. The lesson's steps and text dependent questions help ensure the lesson adheres to the CCSS key instructional shifts and that students dig into the text multiple times to answer their questions. The lesson also addresses all of the literacy strands, which is important in a cohesive learning experience.</p> <p>The lesson serves all students and providing solid scaffolds and supports for ELLs and students with disabilities through teacher modeling, small-group, whole-group and individual response to text-dependent questions.</p>
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Assessment is a natural and ongoing part of the unit. The lesson provides formative and summative assessment of the targeted standards. The checklist is useful for the teacher and delineates a clear finish line for the assessment. The rubric is essential in providing degrees to which the student is mastering the standards of the lesson and although generic, sets the standard for quality student work.

### ***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

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- 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)**

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- 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.

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- 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.

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- 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.