

# EQuIP Review Feedback



**Lesson/Unit Name:** Immigration  
**Content Area:** English language arts  
**Grade Level:** 5

<p><b>Overall Rating:</b></p> <p><b>E</b></p> <p>Exemplar</p>
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## 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><b>Targets standards:</b> This 18-lesson unit meets the requirements for the Call to Action, in the category of Grades 3-5 Topical Reading and Writing. Focus standards 5RI.10 (read and comprehend informational texts) and Writing standards 5W.1 and 5W.9 (write opinion/point of view pieces and draw evidence from texts) are clearly addressed. This list categorizes both main standards and supporting standards.</p> <ul style="list-style-type: none"><li>• The focus standards are appropriate, and are linked to each lesson, which is very helpful. It is also helpful that the standards are written out for each lesson, and that there are clear timeframe expectations for each day.</li></ul> <p><b>Clear purpose:</b> The purpose is clear, especially with the daily learning targets and the repetition of mini-lesson, work time, share time, accommodations/extensions, and formative assessment.</p> <ul style="list-style-type: none"><li>• If the expected time frames are about the same each day for the mini-lesson, work time, share time, accommodations/extensions, and formative assessment, a general guideline for the length each segment would further clarify the scope of the unit.</li></ul> <p><b>Text selection:</b> There are three main texts used in the unit, including two informational texts and one piece of historical fiction. The Lexiles for each text are explained appropriately in the cover page. They are all of sufficient quality and scope for the purpose. All appear to be readily available.</p> <ul style="list-style-type: none"><li>• Students appear to have access to all of the texts except for the piece on Ellis Island. Users are directed to project the text on a screen, but the text has two pages. It is not clear if students have their own copies of the text, even if the teacher uses the projected text on the screen.</li><li>• The developer has provided useful information about each of the texts, and how they can best be used – including their meaning and purpose, use of vocabulary, text structures, etc.</li></ul> <p><b>Integration of R,W,S,L:</b> Reading, writing, and language standards are all included in the focus standards. Speaking and listening are included in the supporting standards, and for the purpose of this unit, that is appropriate.</p> <p><b>Content Knowledge:</b> The unit provides a variety of ways for students to build content knowledge in history/social studies about immigration through the close reading of the informational and literary texts.</p> <ul style="list-style-type: none"><li>• It should be made clear to the students that entry through Ellis Island was only one source of immigration into the United States. Their own families' stories may be quite different, and should be recognized and respected.</li><li>• The charts, graphic organizers, and group discussions help students to keep track of what they are learning and to indicate growth in learning.</li></ul>
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Rating: 3 – Meets most to all of the criteria in the dimension	

**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> <li>✓ <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).</li> <li>✓ <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.</li> </ul>	<p><b>Reading Text Closely:</b> The students use Reading Response notebooks to capture and maintain their notes from each of the texts used. They use graphic organizers, key summary questions, and class-level charts to identify/review the evidence from the texts, and to keep in mind the central focus of instruction. The consistent use of archiving evidence through the notebooks is commendable.</p> <p><b>Text-based Evidence:</b> Each reading piece has a specific purpose in gathering a broad picture of Ellis Island immigration, and the students answer questions specific to each text. The questions do rely on a close examination of the text, are thought-provoking, and students have the opportunity to talk with partners and small groups about what they are learning.</p> <ul style="list-style-type: none"> <li>• Illustrations are provided throughout the unit, which will help sharpen the students' focus.</li> </ul> <p><b>Writing from Sources:</b> The informational texts are used for formative note-taking and comparison of source perspective, while the culminating assessment writing comes from the students' analysis of the Letters from Rifka. There is substantial preparation for the task, including two sample literary essays for students to review.</p> <p><b>Academic Vocabulary:</b> There is a great deal of attention to vocabulary development. It is a focal point for each lesson, with opportunities for students to preview words, do word boxes, and review vocabulary along the way.</p> <p><b>Increasing Text Complexity:</b> There is a range of text complexity, not necessarily in a progression. The texts were interesting and they were sequenced well to roll out concepts and support knowledge building, which certainly would develop an excellent background to enrich the reading of the historical fiction novel, Rifka's Letters. Additionally, Rifka's Letters was a good choice to support character analysis and work with theme. The scaffolding built into the unit will be very helpful for students to be able to hang on to shifting Lexile levels and text types.</p> <p><b>Build Content Knowledge:</b> There is clear opportunity for students to build their knowledge about Ellis Island immigration through the selection of texts. There is a thoughtful mix of informational texts in the first- and second-person, and the use of the letter format from the historical fiction text. Students can see the information they learned come to life in the story of Rifka.</p> <p><b>Balance of Texts:</b> As stated above, the unit provides a well-conceived balance of informational and literary texts.</p>
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	<p>Balance of writing: Students are writing in a formative sense throughout the unit – via note-taking, response to questions, completion of T-charts, exit slips, etc. The culminating assessment is a writing task related to Letters from Rifka, in which students produce a literary analysis of one aspect of the story. That final piece does provide time for writing, opportunity for revision and teacher monitoring. Students can see two samples of literary essays, and get to review them as a group along with the rating checklist.</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> <ul style="list-style-type: none"> <li>✓ Cultivates student interest and engagement in reading, writing and speaking about texts.</li> <li>✓ Addresses instructional expectations and is easy to understand and use.</li> <li>✓ 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.</li> <li>✓ Focuses on challenging sections of text(s) and engages students in a productive struggle through discussion questions and other supports that build toward independence.</li> <li>✓ 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.</li> <li>✓ Provides extensions and/or more advanced text for students who read well above the grade level text band.</li> </ul> <p><u><i>A unit or longer lesson should:</i></u></p> <ul style="list-style-type: none"> <li><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>).</li> <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>✓ Provide for authentic learning, application of literacy skills, student-directed inquiry, analysis, evaluation and/or reflection.</li> <li>✓ 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> </ul>	<p>Student Interest: The unit will appeal to fifth grade students with its subject matter, diversity of texts, active engagement of students in the process, and in the culminating assessment.</p> <ul style="list-style-type: none"> <li>• The developer has highlighted background knowledge of students’ family stories of immigration and has included oral reports from other immigrants to solidify student interest and (hopefully) student respect for different immigration pathways.</li> </ul> <p>Instructional Expectations: The unit is nicely constructed, particularly with the mini-lesson approach clearly defined. The use of the Reading notebook is consistent throughout the unit. With the addition of estimated times for major activities in the lessons, the unit would be easy to use.</p> <p>Multiple Opportunities: Students do have opportunities to engage with the texts, in whole-class, partner, and individual formats. They have the opportunity to re-read segments. The teacher models some of each text and the use of the graphic organizers.</p> <ul style="list-style-type: none"> <li>• With some groups of students, more teacher-reading and modeling may be necessary for students to be able to fully experience the depths of the texts. The group work ground rules are helpful for keeping students on course as they engage in text talk.</li> </ul> <p>Challenging Sections: The unit highlights certain segments of texts and short pieces, so that students are only involved with texts that directly matter to the topic of immigration. The discussion questions, charts, and exit slips are all well-designed.</p> <p>ELLs and Struggling Readers: The developer has paid attention to the needs of ELLs and has included both general and specific supports for ELLs and struggling readers. The supports indicate a strong sense of teacher attention to student oral production, and transitions between texts.</p> <p>Extensions: The developer has included both general and specific opportunities for students to go deeper in their research, and has indicated what the use of those opportunities can do.</p> <p>Progression of Learning: Not Applicable</p> <p>Removing Supports: Not Applicable</p> <p>Authentic Learning: Students are able to read and think like historians in this unit, with appropriate texts and deep questions.</p> <ul style="list-style-type: none"> <li>• There is some student choice involved in the culminating assessment, with students brainstorming what they might choose to write about. There is only one rubric (description of character) available, but the</li> </ul>
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<p>✓ Use technology and media to deepen learning and draw attention to evidence and texts as appropriate.</p>	<p>developer has included sound practice in analysis of literary essay and an excellent features checklist of the literary essay.</p> <p>Targeted Instruction: The mini-lessons do target instruction in writing strategies. Targeted instruction in vocabulary is provided in every lesson. Grammar and conventions are considered in the review of the two sample literary essays and in the students' own essays.</p> <p>Students Accountable: Not Applicable</p> <p>Use of Technology: Technology and media have been included throughout the unit to enhance meaning and provide students opportunities to add to their growing knowledge.</p>
<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> <p>✓ 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).</p> <p>✓ Assesses student proficiency using methods that are unbiased and accessible to all students.</p> <p>✓ Includes aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance.</p> <p><u><i>A unit or longer lesson should:</i></u></p> <p>✓ Use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.</p>	<p>Observable Evidence: The writing assessment clearly asks for direct, observable evidence from the historical fiction piece that will demonstrate the RL and writing standards. The modeling using the two sample texts and the features checklist are very helpful.</p> <ul style="list-style-type: none"> <li>• The developer has made it clear the writing assessment is not an opinion piece, but rather a literary analysis.</li> </ul> <p>Unbiased methods: The assessment is modeled with a mentor text through the mini-lessons. Students do have opportunity for review from the teacher during the process writing time.</p> <ul style="list-style-type: none"> <li>• Since the features checklist is shared ahead with the students, and the students give tentative thoughts about their proposed writing through the graphic organizer, the assignment is clear.</li> </ul> <p>Aligned rubrics or guidelines: Character rubric is really not valuable to the culminating writing. Reviewers suggest taking the dimensions of the features checklist and making them into a rubric for the students.</p> <p>Varied modes of Assessment: There are a variety of assessments used through the unit, including formative, summative, exit slips, and partner work. A pre-assessment is provided to find out what students already know about immigration.</p>
<p>Rating: <b>3 – Meets most to all of the criteria in the dimension</b></p>	

#### Summary Comments

<p>This is an excellent unit, which answers very well the Call to Action for Topical Reading and Writing. There is so much that is well-done in the unit.</p> <p>The overall rating for the unit is Exemplar, with a total of 12 points.</p> <p>Using the literary features checklist as the basis for the rubric is the last big piece needed for this unit.</p>
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### **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.