

# EQulP Review Feedback



**Lesson/Unit Name:** Julius Baby of the World  
**Content Area:** English/language arts in grades K-2  
**Grade Level:** 1

**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>✓ Targets a set of K-2 ELA/Literacy CCSS for teaching and learning.</li> <li>✓ Includes a clear and explicit purpose for instruction.</li> <li>✓ Selects quality text(s) that align with the requirements outlined in the standards, presents characteristics similar to CCSS K-2 exemplars (Appendix B), and are of sufficient scope for the stated purpose.</li> <li>✓ Provides opportunities for students to present ideas and information through writing and/or drawing and speaking experiences.</li> </ul> <p><u>A unit or longer lesson should:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Emphasize the explicit, systematic development of foundational literacy skills (concepts of print, phonological awareness, the alphabetic principle, high frequency sight words, and phonics).</li> <li><input type="checkbox"/> Regularly include specific fluency-building techniques supported by research (e.g., monitored partner reading, choral reading, repeated readings with text, following along in the text when teacher or other fluent reader is reading aloud, short timed practice that is slightly challenging to the reader).</li> <li><input type="checkbox"/> Integrate reading, writing, speaking and listening so that students apply and synthesize advancing literacy skills.</li> <li><input type="checkbox"/> Build students' content knowledge in social studies, the arts, science or technical subjects through a coherent sequence of texts and series of questions that build knowledge within a topic.</li> </ul>	<p><b>CCSS Targets:</b></p> <p>Targeted CCSS ELA Standards for Teaching/Learning: The lesson consistently focuses teacher instructional decisions and student learning activities on five ELA "primary" standards (p. 66). The focus of reading workshop days 15-19 is on RL.1.1, RL.1.3, RI.1.7, W.1.3, SL.1.4. The writing workshop days 15-19 focus on W.1.3. A description of the unit, enduring understandings, and essential questions are provided at the over-all unit level. The interrelatedness of weekly teaching points are aligned with both primary and secondary learning targets.</p> <p><b>Purpose:</b></p> <p>The goals of this unit are clearly stated, both in the supplemental curriculum map, and in each daily lesson plan. Stated goals align with the Standards highlighted and are sufficiently rigorous.</p> <p><b>Selected Text:</b></p> <p>There are 3 texts specifically utilized by the teacher in this unit. Lexile scores for the presented texts fall within the range of 460 and 510 indicating texts are of sufficient difficulty. While texts selected by the teacher for read aloud and instruction offer grade level complexity, independent reading and student choice of texts allows for differentiation. The texts contain child-centered themes that are highly relatable for primary level students.</p> <p><b>Opportunities for presentation of ideas:</b></p> <p>Students engage in multiple opportunities to present ideas and information; lesson utilizes Reader's Notebooks, T-Charts, and activities such as sketch along, and post-it to provide students with opportunities to write, draw and speak about their experiences with the text. Students participate in whole group discussions, peer conversations, and one-to-one conferences with the teacher. The strong emphasis on modeling writing and acting out of certain student pieces in particular serve as meaningful ways to develop literacy skills.</p> <p><b>Areas for consideration:</b></p> <p>The peer revision process and emphasis on strengthening their writing for most of the lessons met standard number 5. However, the lessons in the sample addressed a narrow portion of the targeted narrative standard, including details. In order to fully address this standard, students should dedicate time to studying narrative form: learn how to recount sequenced events, attempt to use temporal words, and try to provide a sense of closure.</p>
<p><b>Rating: 3 – Meets most to all of the criteria in the dimension</b></p>	

Dimension II – Key Shifts the CCSS

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

- ✓ **Reading Text Closely:** Makes reading text(s) closely (including read alouds) a central focus of instruction and includes regular opportunities for students to ask and answer text-dependent questions.
- ✓ **Text-Based Evidence:** Facilitates rich text-based discussions and writing through specific, thought-provoking questions about common texts (including read alouds and, when applicable, illustrations, audio/video and other media).
- ✓ **Academic Vocabulary:** Focuses on explicitly building students' academic vocabulary and concepts of syntax throughout instruction.

*A unit or longer lesson should:*

- ❑ **Grade-Level Reading:** Include a progression of texts as students learn to read (e.g., additional phonic patterns are introduced, increasing sentence length). Provides text-centered learning that is sequenced, scaffolded and supported to advance students toward independent grade-level reading.
- ❑ **Balance of Texts:** Focus instruction equally on literary and informational texts as stipulated in the CCSS (p.5) and indicated by instructional time (*may be more applicable across a year or several units*).
- ❑ **Balance of Writing:** Include prominent and varied writing opportunities for students that balance communicating thinking and answering questions with self-expression and exploration.

**Read Text Closely and Text Based Evidence:**

Close reading of text is evident throughout this unit, as the teacher and students reread specific portions of text to gain deeper understanding. Students dwell in these texts, returning to text multiple times to find particular evidence to answer text-dependent questions that require higher level thinking (draw conclusions, interpretations, inferences) and purposeful, thoughtful searches. Students are explicitly taught how to find and record evidence to support their predictions and inferences throughout the reading portion of the unit. Students are also encouraged to look for specific evidence of use of modeled strategies in their own writing during the writing portion. The lesson utilizes a great deal of scaffolding and provides prompts to assist the learner in close engagement with the text. Lessons also use activities such as post-it notes to assist students with noting the text. The utilization of this type of activity assists students to support answers with evidence from the text.

**Academic Vocabulary:**

Throughout the lessons academic vocabulary terms such as prediction, character traits, opinion, and personality are taught within context. Students are also exposed to advanced literary vocabulary. The complexity of the central text also provides access for students to potentially unfamiliar words such as "babble, quivered, and gargle." Lessons encourage the use of journals and vocabulary charts to highlight the academic language present in the text. The learner is encouraged to utilize these resources as well as other resources (dictionaries, ipads, t-charts) when composing written responses. The use of sentence prompts assists learners in appropriate sentence structures. The inclusion of a word wall including challenging new vocabulary (such as "uncooperative" or "determined") extends the idea of a typical first grade word wall, and highlights key words for use beyond the day's lesson.

**Areas for consideration:**

Throughout the lessons teacher provides and is responsible for generating prompts, questions, and stems. Consideration about the way students will reach independence should be made. Consider the inclusion of activities which ask the learner to independently generate or ask questions to ensure deeper understanding of text, address the standard and prepare them for the assessment.

One reviewer noted; there are ample text-based questions about basic understanding and key details; however, students never consider the text in a broader context or make connections with it that would provoke rich discussion or provoke critical thinking. The unit would benefit from opportunities for students to consider the text in a broader sense- to go beyond characterization and story elements to think about theme and connections to other texts. Citing text-based evidence to discuss how it relates to the world or their lives would also help to strengthen the lesson in this area.

While the reading and writing instruction are provided and planned for separately, reading the text through the lens of an author at some point could make the close reading even more meaningful for students.

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

## Dimension III – Instructional Supports

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

- ✓ Cultivates student interest and engagement in reading, writing and speaking about texts.
- ✓ Addresses instructional expectations and is easy to understand and use for teachers (e.g., clear directions, sample proficient student responses, sections that build teacher understanding of the whys and how of the material).
- ✓ Integrates targeted instruction in multiple areas such as grammar and syntax, writing strategies, discussion rules and aspects of foundational reading.
- ☐ Provides substantial materials to support students who need more time and attention to achieve automaticity with decoding, phonemic awareness, fluency and/or vocabulary acquisition.
- ✓ Provides *all* students (including emergent and beginning readers) with extensive opportunities to engage with grade-level texts and read alouds that are at high levels of complexity including appropriate scaffolding so that students directly experience the complexity of text.
- ☐ Focuses on sections of rich text(s) (including read alouds) that present the greatest challenge; provides discussion questions and other supports to promote student engagement, understanding and progress toward independence.
- ✓ Integrates appropriate, extensive and easily implemented supports for students who are ELL, have disabilities and/or read or write below grade level.
- ☐ Provides extensions and/or more advanced text for students who read or write above grade level.

*A unit or longer lesson should:*

- ☐ Include a progression of learning where concepts, knowledge and skills advance and deepen over time (*may be more applicable across the year or several units*).
- ☐ Gradually remove supports, allowing students to demonstrate their independent capacities (*may be more applicable across the year or several units*).
- ☐ Provide for authentic learning, application of literacy skills and/or student-directed inquiry.
- ☐ Indicate how students are accountable for independent engaged reading based on student choice and interest to build stamina, confidence and motivation (*may be more applicable across the year or several units*).
- ☐ Use technology and media to deepen learning and draw attention to evidence and texts as appropriate.

Engagement:

Basic student engagement is encouraged through the inclusion of comprehension strategies that promote a basic understanding of the text. Literary selections are written by well-loved children's authors; they contain engaging characters and child-centered themes that are highly relatable for primary level students. Students work corroboratively during the unit to provide more "accountable talk." The workshop model provides a structure for differentiating instruction which also serves as a means of student engagement. Students are actively engaged in meaningful reading, writing, speaking and listening tasks throughout this unit.

Instructional Expectations:

The organization of the unit plan is teacher-friendly, and provides the teacher with clear goals, guiding questions, and samples of what to say and what to look for in student responses. The lessons provide an abundance of sample student responses and questions, not to mention suggested reading and headings that indicate which portions of instruction sections of the material address. The "How will you..." questions along the sides and objectives supply a clear message about why and how teachers should share the material. Lessons provide a great deal of guidance and emphasis on appropriate discussion in which to engage students. Reading foundational skills were appropriately addressed with the decoding of unfamiliar words and appropriately leveled reading. The same organizational pattern is used in both the reading and writing workshop lessons which provides teachers with consistency and clarity.

Integrated Instruction:

Lessons include class discussion prompts and rules to support students becoming independent with expressing ideas and feelings clearly (SL.1.4). The focus of the reading portion of the unit was on listening, learning, and reading comprehension. As a result, it did not provide a substantial amount of materials to support foundational reading skills such as fluency or phonemic awareness.

Student Access and Supports:

Suggested student supports make the work accessible for all. There are verbal prompts/questions for the teacher to elicit greater student response; sentence starters, tips for using multi-modalities; collaborative grouping, and other tips provided can assist students in processing information and formulating responses. The overall instructional framework that gradually reduces scaffolds is highly supportive: I DO, WE DO, YOU DO TOGETHER, YOU DO ALONE.

The materials in lessons refer to the needs of English Language Learners, and the self-selected reading provides them a means to attempt strategies in a text they are comfortable with. The peer-revision process in the writing lessons also met the needs of most students. Students are guided with specific reading and writing strategies, and application and relevance of these strategies are highlighted daily. Additionally, students are coached in oral discussion procedures. Oral language is a key component in supporting students as they make meaning and develop deeper understanding of reading and writing goals.

Areas for consideration:

A greater purpose or reason for reading the text, such as a mentor for effective writing, investigation into the nature of friendship or family would

	<p>cultivate student interest to a greater extent. One addition that might be helpful, particularly to novice teachers, would be the inclusion of a sample timeframe for each part of the lesson, to help with pacing.</p> <p>One way to support the teacher would be to highlight the most important areas to bring out in the lesson. Notations made to highlight which points about the text are the most important would help teachers maximize instructional time.</p> <p>A list of alternate texts is provided but no clear direction on their use. If this is a list of texts advanced students could use it would help to note which texts could be used for different levels of readers. Students that read above grade level are never provided with advanced texts or provided instruction on how to extend their writing pieces to above grade level.</p> <p>There is application of literacy skills when students select their own text. However consider the inclusion of activities which elicit for student-directed inquiry.</p> <p>One reviewer observed that grammar and syntax were not a focus for the unit, but they could have been incorporated by analyzing the central text or played a larger part in one of the writer's workshops, making this section of the unit stronger in this respect</p>
<p><b>Rating: 2 – Meets many 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 foundational skills and targeted grade level literacy CCSS (e.g., reading, writing, speaking and listening and/or language).</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 and responding to areas where students are not yet meeting standards.</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><b>Observable Evidence:</b> The lessons provide multiple opportunities to assess students, through taking of notes and short responses in their notebooks, as well as more extended written expression, specifically in the series of writing lessons. Formative assessment is articulated in every writing lesson. Evidence of student learning is accessed from verbal responses during partner discussion, written responses in notebooks and writing pieces in folders, as well as through anecdotal records that are created by the teacher during 1:1 conferences. The diagnostic and performance assessment provide a means to track student growth throughout the course of the lessons.</p> <p><b>Unbiased Methods:</b> The writing assessment can be managed by all, since students with written expression limitations are able to illustrate a story. The open ended narrative in the performance assessment and writing workshop prompts are unbiased. The T-charts and notes students taken while reading are accessible as well. The weeks reading and writing workshop lessons provide lots of detailed examples of what type of answers students might generate in class discussion as they provide evidence to questions, and as they write.</p> <p><b>Inclusion of Rubric:</b> A rubric for the summative assessment is provided in the supplementary materials, and provides clear guidance for interpreting student response. Additionally, daily plans provide teachers with focus questions and samples of language to look for as students respond orally.</p> <p><b>Areas for Consideration:</b> It might be helpful to provide teachers with specific guidance and intervention strategies for supporting students who are struggling with daily</p>
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tasks for use during other parts of the day (such as guiding reading time).

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

### Summary Comments

The lessons have a nice alignment with the standards targeted and the assessment supports learning by ensuring skills of the standard are assessed. There is a clearly articulated and developed purpose throughout the lessons. The connectedness of standards, content and instructional support throughout the week allow for deeper understanding of the text.

Instructional support throughout the lesson is very strong which allows all students access to the grade appropriate text. More attention should be given to providing advanced learners with appropriately challenging activities. Attention should also be given to providing learners with more opportunities to generate and pose questions independently. These skills are addressed in the standard and the assessment asks the learner to utilize these skills. Providing more questioning opportunities will ensure success on assessments.

There is good use of various activities and structures to enhance vocabulary and encouraged use of the vocabulary in writing. The inclusion of strategies for addressing/identifying sections of rich text which present challenges would be useful.

### 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.