

# EQulP Review Feedback



**Lesson/Unit Name:** Point of View A Close Reading of Two Bad Ants by Chris Van Allsburg

**Content Area:** English language arts

**Grade Level:** 3

**Overall Rating:**

**E**

Exemplar

## Dimension I – Alignment to the Depth of the CCSS

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| <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><i>A unit or longer lesson should:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 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>Common Core 3rd grade-level ELA/Literacy Standards are selected. This is approximately a 3 hour lesson for instruction with focus on practice reading comprehension, vocabulary and point of view supported by evidence in text. This text is a literary fable. The Lexile is 780 and the band is 420L-820L grade band 2-3.</p> <p>The text included is aligned with the stated purpose and standards. For example the lesson and the unit attends to "the rigor of the close reading lesson" as identified under "Lesson Objectives" on page 3.</p> <p>It does include a clear and explicit purpose for instruction. There is a clear teacher's scripted lesson plan for instructional activities, inclusive of questions, a learning objective, and an outline that helps with the progression of learning for reading comprehension with writing reciprocally, while attending to evidence or support from text.</p> |
| <p><b>Rating: 3 – Meets most to all of the criteria in the dimension</b></p>   |  |

## Dimension II – Key Shifts the CCSS

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| <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</li> </ul> | <p><b>Reading Text Closely:</b> The lesson provides concrete examples and multiple opportunities "for reading text closely." The learning objective in addition to supporting reading the text closely, embeds challenges for reading and writing, context clues, and language.</p> <p><b>Academic Vocabulary:</b> Academic vocabulary is written in the lesson identified under subtitle, "keywords." The lesson does call out specific words students need to understand from the text using their graphic organizer while reading the text. This lesson goes beyond simple recall/retell. It calls attention to summarize key details with support with guided questions on page 3 of the lesson. The basic utility vocabulary required for constructing sentences for the text is identified. The lesson does not specifically address Tier 1 &amp; 2 words with the exemption of the word "scout" and to identify "sensory words."</p> |
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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>✓ <b>Academic Vocabulary:</b> Focuses on building students' academic vocabulary in context throughout instruction.</p> <p><i>A unit or longer lesson should:</i></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>Balance of writing: Students are asked to generate writing by supporting a claim with a graphic organizer pulling evidence from text. The graphic organizer helps students to capture their thoughts as the students gather information to focus support for their claims and to keep track of their different perspectives. The students are doing informal writing through the graphic organizer as note takers, and to structure a claim in a paragraph. Writing the claim is taken to independence for the culminating task.</p> |
| <p>Rating: <b>3 – Meets most to all of the criteria in the dimension</b></p>   |   |

### Dimension III – Instructional Supports

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| <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>✓ Provides extensions and/or more advanced text for students who read well above the grade level text band.</p> <p><i>A unit or longer lesson should:</i></p> | <p>This lesson does cultivate student interest and engagement in reading, writing and speaking about the text. It lends itself to generating multiple opportunities for explicit, meaningful and relevant learning with 3 or 4 readings. First a cold read, then students read and identify any confusions by "grappling" with text, teacher reads aloud and then students go back to reread during guided questioning.</p> <p>Through the multiple reads, all students are provided access to the text. Teacher models fluent/independent literacy skills to help students understand and apply meaning orally. It is evident that the students have clear criteria for success to provide evidence they have met the standards listed or applied learning within the unit/lesson content. For example, students are setting goals with reflection and have a clear reading goal, "I can distinguish my own point of view from that of the narrator or those for the characters."</p> |
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| <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><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**

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| <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>There is observable evidence based on clear expectations and learning targets. The lesson clearly identifies success criteria. Students could communicate their understanding about what they are learning and why they are learning it. In addition, students are reflecting on their learning and setting clear learning goals. The lesson provides opportunities for all students to demonstrate the learning which could be easily applied as a formative assessment. Clear rubrics are provided. The graphic organizer will also serve to inform the teacher about student learning and progress (see page 2 under summative assessment).</p> <p>Teacher identifies the possibility of adjusting instruction based on the learning of the student on page 7-8 under subtitle "Accommodations and Recommendations". Another formative assessment identified based on conversations applied independently to generate writing being elicited from the students to make in-the-moment instructional adjustments. The lesson also clearly calls out "Feedback to Students" on page 2. One suggestion at a minimum is students could write 1-2 sentences in 2nd grade about the topic daily from their reading.</p> <p>The lesson provides students an opportunity to assess their own learning in relation to the lessons success criteria or learning objective. The assessments can then be linked to the learning targets. This is evident based on what was written.</p> |
| <p>Rating: <b>3 – Meets most to all of the criteria in the dimension</b></p>   |  |

**Summary Comments**

The only suggestion is include the needed documents to the pdf as a whole. Some links did not work, specifically the "Learning Goal and Scale, or Learning Goal Reflection Sheet."

### **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.