

EQulP Review Feedback



Lesson/Unit Name: Progress, Conflict, and Outcomes

Content Area: English language arts

Grade Level: 9

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"> ✓ 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). <p><i>A unit or longer lesson should:</i></p> <ul style="list-style-type: none"> ✓ 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. 	<p>Targets a set of grade-level CCSS ELA /Literacy Standards—The unit targets RI.9-10.1, RI.9-10.2, and SL.9-10.1. Each lesson also identifies its own standards but all narrow in on those identified as the primary targeted standards and build students’ skills.</p> <p>Includes a clear and explicit purpose— The unit focused on close reading, text-based evidence and writing from sources as well as building academic vocabulary. The unit abstract did not explain the unit well: the developer may choose to describe the unit’s purposes in greater detail and tie the big ideas of the unit together. An alternative to this may be that the Areas of Focus could provide a description of how the unit addresses these criteria.</p> <p>Selects texts of appropriate complexity—Although the unit uses the Preamble and Article 25 of the UDHR, students also read other texts including a poem, maps, charts, articles, reports, and video. The unit uses all of the texts together to help students form an argument whether the US upholds Article 25 for all of its citizens. The developers use numerous types of texts but uses a disclaimer that the unit is “not an exhaustive research project” of the issue, but that the selection of texts may lead to critical reading and argumentative writing.</p> <p>Integrates reading, writing, speaking and listening—Reading, writing, speaking and listening are integrated in each lesson to advance content knowledge and advance literacy skills.</p>
<p>Rating: 3 – Meets most to all of the criteria in the dimension</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"> ✓ 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 	<p>Reading text closely—The unit routinely encourages students to return multiple times to the text. This return to text is easy with shorter readings, but in lesson 3 the unit directs students to read the 30+ page document again. Perhaps instead, a shorter section could be selected by the teacher or by students.</p> <p>Text-based evidence—Each lesson requires students to return to text and to provide evidence for responses. The unit provides questions which might be used to help students and teachers focus on text evidence. In addition, the initial lesson provides protocols to help with text-based evidence exploration. This pattern continues throughout all 5 lessons as students are asked to read, identify evidence, re-read and analyze specifics in the text that support their claims.</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> <ul style="list-style-type: none"> ✓ Academic Vocabulary: Focuses on building students' academic vocabulary in context throughout instruction. <p><i>A unit or longer lesson should:</i></p> <ul style="list-style-type: none"> ✓ 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. 	<p>Writing from sources—The unit's lessons provided for much writing from sources including graphic organizers, annotation of texts, and journals.</p> <p>Academic vocabulary—Students not only learn unfamiliar words, but also analyze context for meaning and the impact a word choice has. A particular strength is the unit's directions that students will "discuss the impact of abstract nouns and other ambiguous language." Many academic words are pulled out of each different lesson, but no words were circulated throughout. Perhaps the unit could provide a list of targeted academic vocabulary words important to reading and understanding and developing ideas important to the unit content.</p> <p>Increasing Text Complexity—The text provides multiple complex texts. The skills gradually increase to support students toward independent reading.</p> <p>Building disciplinary knowledge—The unit builds content knowledge of Social Studies, math, and science as nutrition and government responsibility was the central focus of the unit. Students must analyze texts, maps, charts, and data sets.</p> <p>Balance of texts—The balance of texts was a strength of the unit as it included poetry, photography, video, articles, reports, and data tables as well as the seminal text, the UDHR.</p> <p>Balance of writing—Writing in the unit includes much on-demand writing such as graphic organizers, small group writes to support and craft claims, journals, in the service of adding more evidence, sub-claims, and deeper reasoning and concession. The unit does not lead to multiple drafts of a polished piece of writing—perhaps the unit could allow more time or add a teacher suggestion for a better polished final piece.</p>
<p>Rating: 3 – Meets most to all of the criteria in the dimension</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"> ✓ Cultivates student interest and engagement in reading, writing and speaking about texts. ✓ Addresses instructional expectations and is easy to understand and use. ✓ 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. ✓ Focuses on challenging sections of text(s) and engages students in a productive struggle through discussion questions and other supports that build toward independence. ✓ 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. ☐ Provides extensions and/or more advanced text for students who read well above the grade level text band. 	<p>Cultivates student interest—The essential questions and opportunities to return to reflect on the essential and supporting questions cultivates student interest. The student survey of their personal food choices may also cultivate student interest in the subject matter.</p> <p>Addresses instructional expectations and is easy to use—Suggestions to teachers are helpful yet allow for freedom to make choices that best suit the needs of particular learners. The unit's introduction, reiterated standards and objectives for each lesson, and teacher suggestions help focus a teacher's efforts in the areas needing attention. The link to the poem is broken: consider using http://stayhuman2013.weebly.com/blog/our-rights-a-poem-by-f-spagnoli1.</p> <p>Provides all students with multiple opportunities to engage with the text—Each lesson instructs students to return to the text for greater understanding of vocabulary, make meaning, and analyze text craft and structure.</p> <p>Focuses on challenging sections of the text—Teacher suggestions in the unit allow teachers to choose from a range of sequenced and focused text-dependent questions which require students to mine the text for meaning, analyze structure, and to stake claims using evidence. Though each text is read more than once, consider limiting the "Food Deserts" text as it is 30+</p>
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A unit or longer lesson should:

- ✓ Include a progression of learning where concepts and skills advance and deepen over time (*may be more applicable across the year or several units*).
- ✓ Gradually remove supports, requiring students to demonstrate their independent capacities (*may be more applicable across the year or several units*).
- ✓ Provide for authentic learning, application of literacy skills, student-directed inquiry, analysis, evaluation and/or reflection.
- ☐ Integrate targeted instruction in such areas as grammar and conventions, writing strategies, discussion rules and all aspects of foundational reading for grades 3-5.
- ☐ Indicate how students are accountable for independent 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.

pages. Consider limiting the number of pages read closely to a particularly difficult section such as the maps or allowing students to identify sections they would like to return to in order to gather more information.

Integrates appropriate supports—Lesson 1 states “Adaptations: This lesson may be adapted to fit a one or two day schedule, depending on the pacing and comfort level of the students. Additionally, if necessary, the teacher might provide a “plain language” or “other language” version of the Preamble.” Teacher freedom to adapt the unit to fit the needs of his or her own learners. Other suggestions are presented throughout the unit such as options for group and pair work, which can prove helpful for students who are ELL, students with disabilities, or for students who read below their grade level. Perhaps naming supports for specific groups will allow teachers to make the best informed choices for their students.

Provides extensions—The unit does not provide extensions for advanced students. Providing an extra challenge for students would elevate the quality and complexity of the lesson/unit. Consider adding a speech requirement or independent research with some student choice.

Includes a progression of learning—The first lesson relies on a poem to hook students emotionally and initiates claim making from evidence in the poem before moving to a more substantial text, improving upon claims and making connections to their first emotional reaction. The lesson then moves to longer and more complex texts allowing students more independent reading. In addition, the reading becomes focused on the structure of argument, which supports the student understanding of the requirements for the final written essay.

Gradually removes supports—The lesson moves from teacher modeling and direct instruction to student inquiry and evidence mining of texts in the Food Deserts text and other Supporting Sources.

Authentic learning—The unit’s student survey about personal food choices will help the lesson to become personal. Students are given targeted instruction to make claims and mine for textual evidence, yet the unit also allows for student choice in which text to focus on in lesson two; World Health Organization data set regarding Child Malnutrition and in whether to present or write an essay. The unit emphasis on collaboration with peers provides real world experiences for students.

Integrated and targeted instruction—The unit’s lessons all contain different supporting standards and instruction, however, the three primary standards identified as targeted standards, RI.9-10.1, RI.9-10.2 and SL.9-10.1. Additionally, each lesson loops skills, and all activities lead to deeper understanding and improvement of student skills.

Independent reading and accountability—The unit does not address independent reading and accountability. This is another area to consider as an addition to the unit.

Technology to deepen learning—Lesson two directs students to use the internet to “investigate the World Health Organization child malnutrition data set,” and utilizes video in instruction. Students might use technology to organize their ideas for the collaborative work (ie google docs, linoit, padlet, piktochart, etc.)

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

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"> ✓ 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). ☐ Assesses student proficiency using methods that are unbiased and accessible to all students. ☐ Includes aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance. <p><u><i>A unit or longer lesson should:</i></u></p> <ul style="list-style-type: none"> ✓ Use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures. 	<p>Elicits direct, observable evidence—The essay and presentations both provide direct evidence of the degree to which students can independently demonstrate standards and read and mine complex text.</p> <p>Assessment uses methods that are unbiased and accessible—although all students have access to the required readings,(and support for understanding these works), a rubric may help all students understand specific criteria for grading.</p> <p>Includes aligned rubrics—There are no rubrics included in the lesson. Consider adding rubrics for the essay and/or speech. There is some confusion about the final product (see last page) as the written essay is the only summative assessment mentioned throughout the lesson; however, the final page refers to a speech.</p> <p>Range of assessments—Students are held accountable in numerous ways including journals, reflections, annotations, graphic organizer, and collaborative reports/discussion/projects.</p>
<p>Rating: 2 – Meets many of the criteria in the dimension</p>	

Summary Comments

This unit certainly qualifies as an exemplar. Strengths of the unit include the progression and sequencing of instruction centered on a targeted set of standards. Another strength of the unit is the range of literature and the balance of writing.

The following suggestions for improvement may enhance the unit:

Student choice: Developer can look for opportunities for students to have more choice related to passages and/or final product
 Shorten Chicago passage: this text is extremely long, and if students are required to “reread” all of it, this might become cumbersome. Perhaps a shortened version or pulled out excerpts might be more productive.

Vocabulary: consider highlighting some specific words that might help teachers focus the critical reading strategies.

Polished writing piece: students write a final essay (and maybe give a speech), but the unit would be strengthened with the inclusion of a writing/revision/editing lesson.

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.