EQuIP Review Feedback

Lesson/Unit Name: Reading Closely for Textual Details- At the Pole
Content Area: English language arts
Grade Level: 7

Dimension I – Alignment to the Depth of the CCSS

<table>
<thead>
<tr>
<th>The lesson/unit aligns with the letter and spirit of the CCSS:</th>
<th>Standards: A set of CCSS are identified and described as to when they are addressed in the sequenced lessons. (pg.5) &quot;How this Unit Aligns with the CCSS ELA/Literacy&quot;. Specifically around the targeted areas of the &quot;Call to action&quot;, W.2 is a focus for writing instruction and assessment. In addition, R.7, R.9 are focused through the content and multiple texts used. RI.10, RL.10 and RH.10 are developed through both the instructional sequence and the content of the texts.</th>
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<td>✓ Targets a set of grade-level CCSS ELA/Literacy standards.</td>
<td>Purpose statements: The purpose for the unit is described in the opening paragraphs around &quot;Developing Core Proficiencies&quot;. Specifically, this is one of a set of units focused on developing key skills proficient readers need to master. The purpose is unpacked in the following paragraphs &quot;Reading Closely For Textual Detail&quot; (pg. 2). The detailed lesson plans connect to the purposes for instruction in each of the lesson overviews.</td>
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<td>✓ Includes a clear and explicit purpose for instruction.</td>
<td>Selected Text within Grade level Complexity: There are several texts used as a focus for instruction. These range in Lexile level, including extension levels. Included are primary source documents, secondary source documents, fiction, and informational non-fiction. Text structures include diary entries, essay, short story and multi-media including video, maps, photos and animations. The selected texts are appropriate for the grade level: The Lexile level is sufficient for at least some of the focus text, the vocabulary and syntax are complex and the content is of an unfamiliar topic for most students. Also, the tasks asked of students in analyzing the text make the Reader/Task operations complex. A list of texts, their Lexile level, author and short description are included (pg. 8)</td>
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<td>✓ 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). A unit or longer lesson should:</td>
<td>Integrates R/W/L&amp;S: There is integration of the domains of language arts throughout the unit. Specifically, reading is the focus for all the lessons in increasing independence by students. Tools are used to aid in textual analysis; Analyzing Details and Questioning the Text are used as students read, discuss and write. Speaking and Listening are integrated as students work with text in groups, partners and whole class discussions. A &quot;Model Text Questioning Sequence&quot; is included for each lesson. Short 'Writing to learn' activities culminate each lesson, and are described as a way for both students and teacher to see and monitor student thinking and learning of the lesson content/skills. In part 1 students summarize primary photos, paraphrase details from text and video. In part 2 students use the Questioning Text Tool and Analyzing Text Tool to share ideas, create TDQ and answer those questions explaining their analysis using supporting details. In part 3 students are asked to write a comparative analysis paragraph using the writing process. There is also an optional reflective essay students might complete.</td>
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<td>✓ Integrate reading, writing, speaking and listening so that students apply and synthesize advancing literacy skills.</td>
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<tr>
<td>✓ (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.</td>
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Building Content Knowledge:
Though this area is intended specifically for grades 3-5, this is an area of strength for this unit. The unit targets content knowledge about the affects of cold on human survival and exploration of the polar region.

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

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Dimension II – Key Shifts the CCSS

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

- **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 clear and coherent writing that informs, explains, or makes an argument in various written forms (e.g., notes, summaries, short responses, or formal essays).

- **Academic Vocabulary:** Focuses on building students’ academic vocabulary in context throughout instruction.

**A unit or longer lesson should:**

- **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 student 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.

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**Reading Text Closely:**

There is integration of the domains of lang. arts throughout the unit. Specifically, reading is the focus for all the lessons in increasing independence by students. Tools are used to aid in textual analysis; Analyzing Details and Questioning the Text are used as students read, discuss and write. TDQ are provided for teachers in a "Model Text Questioning Sequence" included for each lesson. Lessons are modeled, with opportunities to formatively assess student acquisition of skills before release to independence.

**TBE:**

TDQ are provided to teachers in each lesson. There is also a caveat that teachers should use these only as sample questions and that they may want to tailor questions for their students more specifically. In addition to these, students use the Questioning the Text Tool to develop TDQ of their own that they share in groups to answer.

**Writing from sources:**

Short 'Writing to learn' activities culminate each lesson, and are described as a way for both students and teacher to see and monitor student thinking and learning of the lesson content/skills. In part 1 students summarize primary photos, paraphrase details from text and video. In part 2 students use the Questioning Text Tool and Analyzing Text Tool to share ideas from the text, create TDQ and answer those questions explaining their analysis using supporting details. In part 3 students are asked to write a comparative analysis paragraph using the writing process.

**Academic vocab:**

There is indication of how academic vocabulary is addressed (written as a position statement) on pg. 4. However, there is not indication during the lessons as to opportune times to have students use the academic language that would help them develop "deep conceptual understandings". The unit lessons could benefit from this sort of indication that would assist teachers in remembering to have students speak in academic registers using new vocabulary throughout their discussions.

**Text specific vocabulary is included on each of the readings and there is indication to uncover the wording of authors in order to analyze text. There is no direct instruction around the tier 3 words common throughout the various texts. A "quick-tip" for teachers on analyzing words in context, using a graphic organizer would enhance these lessons and make vocabulary acquisition far more likely.**

**Increasing text complexity:**

There is increasing text complexity, both with the documents and with the tasks students are required to do. The paragraph numbering was a great
**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.
- Provides all 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.

**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).

**Cultivates interest:**
Yes - topically the unit focus on a race to be the first to visit the South Pole and the trials that resulted. It also includes several video and other multi-media sources.

**Ease of Use:**
Easy to use format includes How to Use These Materials, separate Handouts and Tools folders and overview pages. Each section begins with an introductory page laying out the focus standards, activities and goals of that section. With in each lesson identified TDQ sections and materials lists are present for teacher preparation.

**Provides ALL students with access:**
There are scaffolding opportunities and reminders throughout the lesson sequence. The gradual release of instruction is also a scaffold, as are the formative assessments with reminders of the learning students should have in place in order to build skills.

**Access to Complex text:**
Texts used are short, and expose students to complex vocabulary. The Analysis Tools (modeled by teachers) and TDQ's focus students on specific sections of text.

**Access for EL students and those who struggle:**
The gradual release of instruction is a scaffold, as are the formative assessments with reminders of the learning students should have in place in order to build skills. However, there is no direction for teachers as to what specifically to look for in order to further customize instruction for their students. The unit would benefit from explicit direction for English Learners and those who struggle. Perhaps with specific vocabulary to focus on.

**Provides Extensions:**

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**Disciplinary knowledge:**
This is developed both in English (the focus on text analysis) and content specific to historical exploration including use of primary and secondary source documents, video, maps and photos. Students are taught to use evidence from the text to write and talk about the topic. This was a strength of this unit.

**Balance of Texts:**
There is a balance of texts in that students use both primary and secondary sources, a short fictional narrative and various multi-media 'texts'. The use of authentic text, especially as they relate to history is a strength. This text set really prepares students for college level academics and career and life expectations.

**Balance of Writing:**
Balance of writing is indicated with both the multiple writing opportunities that culminate each lesson and in a short writing process piece and a multi-paragraph essay in Part 3, activity 4.
✓ 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.

There are indicators for students who would benefit from extension of leveled texts, however this is not a main feature, integrated within the lesson sequence. A list of alternative texts, or even a note for teachers about using the included higher level texts independently, as a first read, or having students facilitate these texts would benefit the unit without creating “more work” for teachers or students.

Progression of learning:
Learning/instruction is built on a gradual release progression through the three parts of the unit. In addition, each part builds one upon another.

Independence:
Gradually, students take on and practice skills independently. Part 3 asks students to move through the entire sequence of close reading independently.

Authentic learning:
Learning is through the reading sections, using words, phrases & vocabulary of passages authentically.

Grammar/conventions:
Writing strategies were built in through the analysis of text and word choice. The "Text-Centered Discussion Checklist" is a useful tool in student reflection on discussion protocols. A suggestion could be made for pre-teaching using the rubric and its expectations as well as self-reflection techniques.

Independent reading based on choice:
Built into the unit in Part 3, students are asked to choose 1 of 3 articles to read in order to prepare for a panel discussion.

Use of technology:
Technology is built into the unit beginning with primary photos in the initial lesson, and integrated throughout with multi-media viewing, animated informational sites and maps. These are used as "texts" for instruction.

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

Dimension IV – Assessment

The lesson/unit regularly assesses whether students are mastering standards-based content and skills:
✓ 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.
A unit or longer lesson should:
✓ Use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.

Evidence that students can independently demonstrate major target skills:
There are formative checks at the end of each part. These indicate what students should have completed and what understanding they should show by their completion. While this is useful in expert hands, there is not much support as to indicators of partial or incomplete understanding and what to do. No checklist of skills or rubric is included. Students demonstrate how well they can use content gained from text and in reading and writing activities. These prepare students for success in the essay that culminates the unit.

Unbiased assessments:
Methods for instruction appear to be unbiased, and accessible by all - they are based on the text being read and focused on the skills being learned.

Rubrics or guidelines for assessment:
Formative assessments are indicated for both the reading and the writing, as well as a summative experience that asks students to reflect on their learning. While these describe a variety of tools to assess learning, there are no definitive measures to use for the learning, such as a rubric or
Overall this unit is exemplary. It targets specific skills students need in order to become proficient readers, writers and communicators of information. It does all this in carefully sequenced lessons that use modeling and gradual release by the teacher. Students are aided in their learning of textual analysis by 2 simple tools, the Questioning the Text Tool, and the Analyzing the Text Tool. Students are asked to apply these to a variety of different text structures; narrative, primary and secondary informational and multi-media photos and videos. Reading is discussed with partners, small groups and as a whole class. These discussions are followed by short writing assignments in which students are asked to show their thinking, as well as a culminating essay. This unit integrates the reading of multiple texts that build knowledge and lead to transference of that knowledge into a written product.

It would strengthen the unit to have more direction with the formative and summative assessments. They are indicated after each part and in culmination of part 3, however there are no checklists for skills, nor rubrics to use for both student and teacher feedback. Students being able to assess their own learning against a rubric has been shown by research to be a powerful tool in learning.