

# EQuIP Review Feedback



**Lesson/Unit Name:** Sherlock Holmes: Reading Like a Detective

**Content Area:** English language arts

**Grade Level:** 8

**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 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>Targets a set of grade level CCSS standards: The unit targets Reading Literature Standards (8.1,2,3,4,6,10) and Reading Informational Standards (8.1,2,3, 4,5,6,8,9,10) Writing (8.1,2,4,5,6,9,10), Speaking and Listening (8.1,3,4,6) and Language (8.1,2,4,5,6) Suggest removing reading and writing standards 10 - which indicates mastery at the end of the year, p23 states that this unit should come at the beginning of the year, at which point the students cannot demonstrate full independent mastery from one unit.</p> <p>Clear and Explicit purpose: This unit has a clear purpose for instruction. The Introduction section of the unit plan provides context, purpose, and resources that makes the purpose for instruction and learning very clear for both the teacher and the student. The rationales and explanations make the unit very coherent and usable.</p> <p>Selected Texts: The developers should be commended for the in-depth analysis of the texts they selected for study in this unit. The texts include a variety of genres and complexity levels. The deep analysis includes all areas of text analysis and does not only rely solely on lexile level. As the unit proceeds, students are exposed to a variety of text organized around the topic.</p> <p>Integrate reading, writing, speaking and listening: Students are consistently writing about their reading to deepen text understanding and then during each class period students meet in their Sleuth Groups to process their understanding. Throughout the unit students are asked to meet with partners or small groups and provide feedback to their writing and thinking. The developers effectively integrate reading, writing and speaking/listening skills to support the literacy development of their students.</p>
<p>Rating: <b>3 – Meets most to all of the criteria in the dimension</b></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"> <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</li> </ul>	<p>Close Reading: This unit makes close reading a strong focus for instruction. A reading routine is developed within the unit. Students are asked to read closely both independently and as a class. Through use of their sleuth (thinking) journals, targeted questions to prepare for reading or group inquiry, annotating text, focusing on key words they are fully supported to make deep meaning of the texts and to use the texts as anchors for their thinking. Text excerpts are used for close reading experiences which may mirror how students will be assessed in the future. The developers also built in self-reflection (meta-cognitive) opportunities on why it is important to read texts closely (What are the goals of a close read—why do we do it?)</p>
---	--

<p>text-dependent questions (including, when applicable, questions about illustrations, charts, diagrams, audio/video, and media).</p> <ul style="list-style-type: none"> <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>A unit or longer lesson should:</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>What makes for a successful close reading session (what does it look and sound like)? What strategies can you use to be a good close reader?)</p> <p>Text Evidence: The text-dependent questions at the beginning of each lesson lead to evidence-based discussions. For example in lesson 3, "Think back to the themes we identified in chapter two. What themes does Doyle continue to develop in this chapter and what new themes does he introduce? Choose a piece of evidence (line of dialogue, character trait, description of setting, plot event) that develops each theme."</p> <p>Writing from Sources: Writing in all forms is evident from informal journals or short summaries to longer and more complex assessment pieces which reflect the entire writing process. All the writing prompts come from the feature texts and require students to think analytically about what they have read.</p> <p>Academic Vocabulary: In the Introduction section, vocabulary instruction is spelled out for teachers. The academic vocabulary is also provided for each chapter. With the large number of unfamiliar words, more variety for scaffolding understanding might be offered for struggling readers or ESL students rather than looking up the words or being given a definition to write in their journals. One lesson suggested a visual representation but the monotony of the word lists can be overcome by adding some acquisition activities to change up the pace. Team felt that the lack of comprehensive vocabulary instruction was the one weakness of this unit.</p> <p>Text Complexity: While there is not an increase in the complexities of the texts, the text set is scaffolded appropriately to create text-centered learning that leads toward mastery. For example in lesson 12 during the close reading activity scaffolds were decreasing as well in lesson 13 during the writing activity scaffolds were being removed. Finally, in lesson 15 the students did a close reading independently.</p> <p>Building Disciplinary Knowledge: Students are able to build knowledge about active reading strategies through the unit's topic "Reading Like a Detective." The texts were balanced and addressed the standards (Text 3: "Social Media Sites Look to Help in Boston Marathon Bombing Investigation" &amp; Text 4: "Social Media Vigilantes Cloud Boston Bombing Investigation" directly related to standard RI.8.9).</p> <p>Balance of Texts: Both informational and fictional texts are presented in the unit with more offered for extended study.</p> <p>Balance of Writing: Throughout the unit, students are asked to write for a variety of purposes. Students write text based summaries, arguments based on text and reflections on class based discussions. The developers are explicitly integrating different types and purposes for writing. In lesson 13, students are expected to write an informal argument.</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>	<p>The topic of the unit, "Read Like a Detective," and the novel about Sherlock Holmes cultivates student interest because they know about detectives,</p>
---	--

- ✓ 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*).
- ✓ 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.

and often students find sleuthing exciting. Students stay actively engaged throughout each lesson due to consistent routines and student-centered learning experiences. Students are given opportunities to peer evaluate (argumentative paper), have collaborative conversations (inquiry seminars), and to share ideas (gallery walk). Engagement may drop as much of the lessons have a similar structure and may become tedious. Consider making the objective (An understanding of the chapter's key characters, events, ideas, themes, and vocabulary terms) more specific or varied for different lessons. The entire book does not have to be covered in such detail.

Addressed instructional expectations and is easy to use: The unit overview provided in-depth background information and provides a clear justification for instructional decisions. The unit routines and lesson structure, both, provide a clear picture of how instructional routines will develop student skills within the unit of study. The lesson structure, provided in the unit overview, is supportive of teachers trying to utilize the unit to improve student learning. (Reading review, Whole class discussion, Close reading, Written response or reflection, Mini-lessons) The unit calendar develops a clear picture of how the unit will proceed. The supplemental materials are easy to connect to the lessons.

Provides multiple opportunities:

Students engage in text at different entry points through speaking, reading and writing and listening. Questions posed are challenging but modeling, instruction and scaffolds within activities provide enough support for all students to gain deeper understanding of text.

Focuses on challenging sections:

Several lessons focus on close reading of complex pieces of text, Lesson 2 and 6 for example. Other deep dives into the text help students pull out clues to characterization, induction and deduction.

Unit does not provide adequate supports, particularly in assimilating vocabulary, for low level readers or ESL students. There is mention in lesson 20 to use the audio for lower level readers but this does not help them build their skills.

Extensions: Included throughout the unit which incorporate reading, writing and research opportunities.

Includes a progression of learning and gradually removes supports: Learning is authentic and moves thematically from fiction to nonfiction as students gain confidence in their growing knowledge of the content become independent in the final assessment. By lesson 12 students are expected to write their own text dependent questions and lead (with teacher guidance) a close reading discussion. The lesson details provide support for the teacher in introducing the student The developers clearly outline the gradual release of responsibility framework. By lesson 14, the teacher is providing less support with whole class inquiry discussions so that students move towards independence. By Lesson 15, students lead a close reading experience without teacher guidance.

Unit supplies authentic questions, themes and applications of literacy skills in a variety of methods.

Targeted grammar:

The language standards 1, 2 and 5 are mentioned in the Introduction. Consider adding explicit instruction in these areas in the lesson plans to

	<p>ensure those standards are intentionally being taught and practiced by students.</p> <p>Indicate how students are accountable for independent reading: Students are not given choice, a suggestion is to offer several of the supplemental texts as part of the unit to rectify that omission. The unit does show how students, through sleuth journals, text dependent questions and lesson objectives, are help accountable for their reading in and out of class.</p> <p>Use technology: Only other instructional piece missing from this unit is the application of authentic technology. With discussions around evidence, mapping or GPS could be explored, forensic technology (Bones) or the integration of the humanities through stage versions of Holmes, modern TV (Sherlock) and movie adaptations and comparisons of art work depicting the characters or settings and images common to Holmes.</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> <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>✓ Use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.</li> </ul>	<p>Each lesson has activities which have direct evidence of student mastery such as sleuth journal, seminar participation, written summaries, organizational tools and four scaffolded assessments. Every activity aligns with the standards being taught.</p> <p>Methods used to assess proficiency include checklists, look-fors in the answers to questions, rubrics and norms. Developers also noted that professional discretion was to be used in gauging student mastery. Several aligned rubrics are presented to use.</p> <p>Assessment is both formative, in journals and discussions and summative in nature - the unit leaves the choice up to the teacher and the needs of the class.</p>
<p>Rating: <b>3 – Meets most to all of the criteria in the dimension</b></p>	

**Summary Comments**

<p>The developers took extensive time to explain their thinking and reasons for including the instructional experiences within the unit. Wonderful example of clear and aligned standards, activities and assessments The Unit Overview, allowed reviewers to deeply understand the thinking of the developers. Instruction is based on research based practices. The additional information provided in the unit would support more novice educators in their attempt to teach a Common Core lesson. In almost all lessons, developers include instructional information to help educators understand the instructional decisions made by the developers. Lesson 13 is an especially good example of this work.</p> <p>The unit allows for teacher-autonomy and differentiation, which is a strength and exemplar quality.</p> <p>The two missing pieces, as noted, were explicit vocabulary instruction and the lack of technology.</p>
---

### **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.