

# EQuIP Review Feedback



**Lesson/Unit Name:** The Lottery

**Content Area:** English language arts

**Grade Level:** 6

**Overall Rating:**

**E/I**

Exemplar if Improved

## 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><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>While the lesson clearly targets a set of grade level standards, it appears the focus standard is mislabeled. The standard of focus for the culminating task should actually be RL.6.4.</p> <p>There is a clear and explicit purpose for instruction in the introduction.</p> <p>The Lottery is appropriately leveled for the targeted grade level.</p>
<p><b>Rating: 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 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>Students are required to read the text closely in order to produce a piece of writing involving the author's craft. The seminar requires the students to provide textual evidence through answering text dependent questions. The activities engage students in writing from sources to produce writing that analyzes word choice and the effect it has on tone.</p> <p>There is a focus on vocabulary words through an activity of identifying unknown words, sharing, and discussing.</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>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>✓ Cultivates student interest and engagement in reading, writing and speaking about texts.</p> <p><input type="checkbox"/> Addresses instructional expectations and is easy to understand and use.</p> <p><input type="checkbox"/> 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><input type="checkbox"/> 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><input type="checkbox"/> 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>The chosen text is high interest and provides opportunities for students to discuss their thinking.</p> <p>The instructional expectations are clearly laid out throughout the module, however, the format of the website and the multiple clicking makes the lesson plan disjointed and difficult to use.</p> <p>While there is evidence of scaffolding with vocabulary, there are other areas of concern. There is no evidence of supports or a gradual release that leads students to be independently successful on the culminating task. While the text is appropriate for this grade, the culminating task is rigorous and demands a deep level of analysis. This in turn requires fine tuning the text dependent questions to really guide the students to examining author's craft. For example, the closing question is, "What does Shirley Jackson's story's teach us about traditions.." But perhaps fine tuning it be as, "What does this story teach us about Jackson's view of traditions?" would better support the students in being successful with the task. There is no evidence of supports for students who are ELL, have disabilities, or read below the grade level text band.</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>1 – Meets some 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><input type="checkbox"/> 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><input type="checkbox"/> Assesses student proficiency using methods that are unbiased and accessible to all students.</li> <li><input type="checkbox"/> 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 in the students' annotation of text, discussions, and the writing task.</p> <p>A generic rubric for informational writing is present.</p>
<p>Rating: <b>3 – Meets most to all of the criteria in the dimension</b></p>	

**Summary Comments**

Overall, the module is very well designed. Students are provided with appropriately complex text and are engaged through discussions and interactions. It is clearly designed to meet the rigor of the Common Core. The perspective of the word choice on tone is interesting but one that may prove to be challenging to 6th graders. Therefore, it is essential that students are provided with appropriate tools and strategies to guide them to be successful on the culminating activity. Consideration should be given to designing strategic, text-dependent questions that clearly point to the relationships between word choice and tone.

### **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.