

EQulP Review Feedback



Lesson/Unit Name: Two Bobbies: A True Story of Hurricane Katrina, Friendship, and Survival

Content Area: English/language arts in grades K-2

Grade Level: 1

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"> ✓ Targets a set of K-2 ELA/Literacy CCSS for teaching and learning. ✓ Includes a clear and explicit purpose for instruction. ✓ Selects quality text(s) that align with the requirements outlined in the standards, presents characteristics similar to CCSS K-2 exemplars (Appendix B), and are of sufficient scope for the stated purpose. ✓ Provides opportunities for students to present ideas and information through writing and/or drawing and speaking experiences. <p><u><i>A unit or longer lesson should:</i></u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Emphasize the explicit, systematic development of foundational literacy skills (concepts of print, phonological awareness, the alphabetic principle, high frequency sight words, and phonics). <input type="checkbox"/> Regularly include specific fluency-building techniques supported by research (e.g., monitored partner reading, choral reading, repeated readings with text, following along in the text when teacher or other fluent reader is reading aloud, short timed practice that is slightly challenging to the reader). <input type="checkbox"/> Integrate reading, writing, speaking and listening so that students apply and synthesize advancing literacy skills. <input type="checkbox"/> Build students' content knowledge in social studies, the arts, science or technical subjects through a coherent sequence of texts and series of questions that build knowledge within a topic. 	<p>This four day lesson plan targets a wide range of CCSS standards, including reading, writing, language, speaking and listening. Targeted standards are appropriate to the scope of the lesson. Some of the standards are more clearly represented in the lesson plan than others; for example, a great deal of time is devoted to Standard RL 1.4, but there is very little emphasis on Standards L 1.1 and L1.2. Teachers may want to focus on fewer standards when teaching and assessing this unit over the planned four day period.</p> <p>The goals for this lesson are appropriately rigorous and clearly stated, both in the lesson overview, and in the daily teaching plan. Teachers might consider sharing the stated purpose with students each day.</p> <p>The plan utilizes a challenging and engaging text, <i>Two Bobbies</i>, for close reading and discussion. With a Lexile measure of 810, the book falls within the upper end of the grade 2-3 reading band, making it appropriately complex as a read aloud in a first grade classroom. The book is of sufficient scope for the stated goals of the lesson.</p> <p>Throughout the four day lesson, students share ideas and information through speaking and listening experiences. A culminating activity allows students to demonstrate understanding through writing and drawing.</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 (including read alouds) a central focus of instruction and includes regular opportunities for students to ask and answer text-dependent 	<p>This plan provides an excellent blueprint for close reading a challenging text with primary students. Reading text closely is the heart of this lesson plan, and students revisit central parts of the story to engage in rich discussion about characters, vocabulary and theme. The guiding questions lead students to delve deeply into the text as they tackle challenging vocabulary</p>
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<p>questions.</p> <ul style="list-style-type: none"> ✓ Text-Based Evidence: Facilitates rich text-based discussions and writing through specific, thought-provoking questions about common texts (including read alouds and, when applicable, illustrations, audio/video and other media). ✓ Academic Vocabulary: Focuses on explicitly building students' academic vocabulary and concepts of syntax throughout instruction. <p><u>A unit or longer lesson should:</u></p> <ul style="list-style-type: none"> ☐ Grade-Level Reading: Include a progression of texts as students learn to read (e.g., additional phonic patterns are introduced, increasing sentence length). Provides text-centered learning that is sequenced, scaffolded and supported to advance students toward independent grade-level reading. ☐ Balance of Texts: Focus instruction equally on literary and informational texts as stipulated in the CCSS (p.5) and indicated by instructional time (<i>may be more applicable across a year or several units</i>). ☐ Balance of Writing: Include prominent and varied writing opportunities for students that balance communicating thinking and answering questions with self-expression and exploration. 	<p>and reflect on characters' actions. While this plan utilizes teacher read aloud throughout the lesson, teachers might consider giving students opportunities to read all or portions of the text on their own during subsequent re-readings.</p> <p>The sequence of the lessons in this plan is purposeful, allowing students' understanding of the events surrounding this true story to grow with each re-reading of the text. Questions presented to students are text dependent and lead students to synthesize information and cite evidence to support their thinking. A particular strength of this lesson plan is the use of both text and illustrations to provide text evidence. This lesson plan utilizes whole group oral discussion as students revisit the text each day. As an alternative, teachers might provide opportunities for students to take notes on post-its or copies of the text before the class discussion. This could allow students more time to consider questions carefully, and perhaps raise questions of their own. This might increase overall engagement and ensure that all students are involved.</p> <p>This lesson plan provides explicit opportunities for students to build their academic vocabulary. Words and phrases are well-chosen; developing an understanding of this vocabulary leads the students towards a deeper understanding of story events. The use of text, illustrations, and supplemental photographs provide an excellent scaffold and enable students to develop an understanding of key words and phrases. A graphic for teacher use provides clear guidance for words and phrases that merit more time and attention.</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 for teachers (e.g., clear directions, sample proficient student responses, sections that build teacher understanding of the whys and how of the material). ☐ Integrates targeted instruction in multiple areas such as grammar and syntax, writing strategies, discussion rules and aspects of foundational reading. ☐ Provides substantial materials to support students who need more time and attention to achieve automaticity with decoding, phonemic awareness, fluency and/or vocabulary acquisition. ✓ Provides <i>all</i> students (including emergent and beginning readers) with extensive opportunities to engage with grade-level texts and read alouds that are at high levels of complexity including appropriate scaffolding so that students directly experience the complexity of text. ✓ Focuses on sections of rich text(s) (including read 	<p>Two Bobbies is a highly engaging, challenging text that would be of high interest to first graders and is worth reading multiple times. The close reads provided in the lesson focus on the most challenging vocabulary and sections of the text, allowing all students to engage in the complexity of the text. The guiding questions further scaffold students as they develop a deeper understanding of story events.</p> <p>The lesson plan includes clear directions for the teacher, providing both the rationale and an explanation of the key ideas. Supplemental materials, including an explanation of text complexity and a chart of academic vocabulary, provide further support. The sequence of the lesson plan is easy to understand and follow, and graphic organizers and relevant photographs are also included, allowing for ease of implementation.</p> <p>Suggestions for Improvement: While the lesson provides some websites and extension activities, it would be enhanced by explicit opportunities for advanced students to grow as readers and writers. Additionally, explicit supports for engaging students with challenges, such as the use of sentence frames, might help these learners meet the goals of the lesson plan.</p>
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<p>alouds) that present the greatest challenge; provides discussion questions and other supports to promote student engagement, understanding and progress toward independence.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Integrates appropriate, extensive and easily implemented supports for students who are ELL, have disabilities and/or read or write below grade level. <input type="checkbox"/> Provides extensions and/or more advanced text for students who read or write above grade level. <p><u>A unit or longer lesson should:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Include a progression of learning where concepts, knowledge and skills advance and deepen over time (<i>may be more applicable across the year or several units</i>). <input type="checkbox"/> Gradually remove supports, allowing students to demonstrate their independent capacities (<i>may be more applicable across the year or several units</i>). <input type="checkbox"/> Provide for authentic learning, application of literacy skills and/or student-directed inquiry. <input type="checkbox"/> Indicate how students are accountable for independent engaged 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>). <input type="checkbox"/> Use technology and media to deepen learning and draw attention to evidence and texts as appropriate. 	
<p>Rating: 2 – Meets many of the criteria in the dimension</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"> ✓ Elicits direct, observable evidence of the degree to which a student can independently demonstrate foundational skills and targeted grade level literacy CCSS (e.g., reading, writing, speaking and listening and/or language). <input type="checkbox"/> Assesses student proficiency using methods that are unbiased and accessible to all students. <input type="checkbox"/> Includes aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance and responding to areas where students are not yet meeting standards. <p><u>A unit or longer lesson should:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures. 	<p>This lesson plan includes opportunities for students to share their knowledge through speaking, writing and listening. The oral sentence frame following the third reading allows students to draw individual conclusions from the class-generated T-chart. The culminating task requires that students cite text evidence and provides written feedback of students' understanding of story events. Both tasks flow naturally from the lesson plan sequence.</p> <p>Suggestions for Improvement: While multiple opportunities for student conversations are present throughout the lesson, ways in which this rich discussion could be informally assessed are not explicitly stated. Formative assessment might also be enhanced by accountable talk (such as think-pair-share), and/or opportunities for students to record their responses through drawing or writing (such as note taking during re-readings). It could also be helpful to include a rubric or guidelines for assessing the culminating writing activity. Such additions could provide formative feedback and might help to ensure that all students are both fully participating and successfully meeting the goals of this lesson.</p>
<p>Rating: 1 – Meets some of the criteria in the dimension</p>	

Summary Comments

This lesson plan is an excellent example of close reading with young primary students. Through repeated re-readings of portions of the text, students are challenged to delve deeper into the story to gain a richer understanding of characters, vocabulary, and theme. An additional strength of this lesson is the emphasis on using illustrations in conjunction with the written text to explore vocabulary, cite evidence and infer deeper meaning.

It is worth noting the genre of the text used for this lesson. In the introduction, *Two Bobbies* is identified as realistic fiction, with corresponding literature standards addressed throughout the lesson plan. However, like many picture books based on true stories, the genre of this book is not clearly defined. While portions of the text are imagined (such as the sequence of events prior to the animals' rescue by humans), the second half of the text is based on fact, making this a hybrid of realistic fiction and literary nonfiction. This suggests that standards for reading informational text (for example, RI 1.4) could be included in this plan.

Overall, this is an engaging and rigorous lesson plan with clear goals and a thoughtful sequence of learning activities. The inclusion of formative assessment, explicit opportunities for differentiation, and a rubric for assessing the culminating task would enhance this lesson plan and help ensure that all students are meeting the stated goals.

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.