

EQuIP Review Feedback



Lesson/Unit Name: Module 1 – A Long Walk to Water

Content Area: English/language arts

Grade Level: 7

Reviewer 1

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><u><i>A unit or longer lesson should:</i></u></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: This lesson attempts to targets RL.7.1 and RL.7.6. Though there are substantial opportunities for students to be citing evidence and making inferences about characters, and substantial opportunities for students to be preparing for an analysis of these characters even though they won't fully deeply engage in this exercise until Lesson 7. Since this lesson involves substantial work with vocabulary instruction, I would recommend including RL.7.4 as a targeted standard in this lesson.</p> <p>Includes a clear and explicit purpose for instruction: The unit overview is very coherent, including well sequenced aims and effective rationales for instruction related to close reading. This overview corresponds well to the agenda and teaching notes for lesson.</p> <p>Selected Texts: There is no sufficient evidence that this text fits into the appropriate level of complexity. It would be helpful to include a description of the qualitative elements that make this text appropriate and the quantitative measures.</p>
<p>Rating: 3 – Meets most 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 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 	<p>Reading Text Closely: Reading the text with a specific focus on making character inferences is a key focus in this lesson</p> <p>Text-Based Evidence: Students are documenting textual evidence to support claims they are making about these characters.</p> <p>Writing from Sources: Though students are not drawing evidence from various different sources in this particular lesson, they will be continuing to gather evidence from various sources in later lessons in an effort to eventually answer the essential question that frames the unit.</p> <p>Academic Vocabulary: At various points during the lesson, students are instructed to focus on vocabulary (words they don't know in the text and words. The lesson mentions other academic vocabulary as a focus for this lesson, but there is no evidence that these words are covered on any significant level.</p>
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<p>students' academic vocabulary in context throughout instruction.</p> <p><u>A unit or longer lesson should:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> 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). <input type="checkbox"/> 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>Rating: 2 – Meets many 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. <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. ✓ 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. <input type="checkbox"/> Provides extensions and/or more advanced text for students who read well above the grade level text band. <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 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, requiring students to 	<p>Cultivates student interest and engagement in reading, writing, and speaking about texts: The essential questions and text selections for this unit and lesson serve to engage students in the targeted skills and content. Students have the opportunity to explore aspects of identity through the cultural experiences of the characters.</p> <p>Addresses instructional expectations and is easy to understand and use: This document flows very well from big-picture to specific, providing detailed directions for the facilitator.</p> <p>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: All students have the opportunity to engage in the text for this lesson. The graphic organizer provided serves as an appropriate scaffolding tool. This tool could be improved by providing guided questions that help students distinguish between a significant and insignificant character action/feeling/dialogue. It would also be helpful to make a separate column for Salva and Nya on this document.</p> <p>Focuses on challenging sections of text(s) and engages students in a productive struggle through discussion questions and other supports that build toward independence: The lesson draws special attention to a passage in the text that is particularly difficult (part C). The focus here is on making meaning of vocabulary and the instructor asks text dependent questions to help students better understand these passages. During this section of the lesson, however, the teacher does not provide any explicit help for the student in understanding how to approach these difficult sections on their own.</p>
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<p>demonstrate their independent capacities (<i>may be more applicable across the year or several units</i>).</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide for authentic learning, application of literacy skills, student-directed inquiry, analysis, evaluation and/or reflection. <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. <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>). <input type="checkbox"/> Use technology and media to deepen learning and draw attention to evidence and texts as appropriate. 	<p>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: The "Meeting Students' Needs" column of the lesson provides directions for the instruction about what decisions and considerations he/she should make about ELL students. Some of these considerations include homogeneous pairings and offering sentence starters for exit tickets.</p> <p>Provides extensions and/or more advanced text for students who read well above the grade level text band: There doesn't seem to be any opportunities for extensions for advanced students in this lesson.</p>
<p>Rating: 3 – Meets most to all 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 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"> <input type="checkbox"/> Use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures. 	<p>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): students are filling out a graphic organizer that requires them to cite evidence, make inferences, and explain reasoning. Students are being asked in an exit ticket to identify evidence that demonstrates Nya's and Salva's points of view.</p> <p>Assesses student proficiency using methods that are unbiased and accessible to all students: Methods are unbiased and accessible to all learners. The plan also provides specific instructions on how the teacher should be reviewing the exit tickets and giving written feedback.</p> <p>Includes aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance: The plan references the development of criteria for success that provide students with a understanding of what exemplary work could look like. It would be helpful to include these criteria on the student handout to remind students.</p>
<p>Rating: 3 – Meets most to all of the criteria in the dimension</p>	

Summary Comments

<p>This lesson is very strong in terms of its vision, clarity, user-friendliness, assessments components, and modifications for differing student needs.</p> <p>This lesson needs to provide a more explicit approach towards vocabulary instruction, a deliberate plan for engaging with challenging sections of the text, and providing extension opportunities for advanced students.</p>
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Reviewer 2

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><u><i>A unit or longer lesson should:</i></u></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>Grade Level CCSS Lit Standards:</p> <ul style="list-style-type: none"> - RL7.1 (text-based evidence) and RL7.6 (point of view of characters) are identified as targeted standards for this lesson. These two standards support those called out for the entire unit (RL7.1, RL7.6, W7.4 and W7.9). The instruction and task in this lesson align to these identified standards. - Since addressed in this lesson, a suggestion would be the identification of speaking and listening standards (possibly SL7.1). <p>Explicit Purpose:</p> <ul style="list-style-type: none"> - In both the teaching notes and learning targets, the authors of this lesson clearly articulate the instructional purpose. The intended purpose(s) of this lesson include the ability to "...cite several pieces of text-based evidence to support an analysis of Nya's and Salva's character..."; and '...analyze how Linda Sue Park develops and contrasts the points of view of Nya and Salva in 'A Long Walk to Water.'" There is coherence between the purpose, the targeted Common Core standards, the instruction and assignments/activities in Lesson 5. <p>Grade Appropriate Complex Texts:</p> <ul style="list-style-type: none"> - The identified text is a 720L, below the recommended text complexity guideline for 7th grade. Since this is only a quantitative level, it would be recommended to include a brief explanation regarding qualitative characteristics which could/would justify the selection of this text. - It would also be helpful if the Lexile level of this text was explicitly stated in the lesson. (Note: In the unit overview, under 'Recommended Texts', leveled texts do include the Lexile rating.) <p>Since this is one lesson, the additional indicators are not included in this review.</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 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 	<p>Reading Text Closely:</p> <p>Reading the text closely is a requirement - and focus of instruction - in this lesson. In the first section of Work Time B, instruction and practice in effectively reading closely is offered through the examination of strong/weak samples from exit slips from lesson 4.</p> <p>Text-Based Evidence:</p> <ul style="list-style-type: none"> - The students read closely, record and discuss text-based evidence regarding the essential question, "How do culture, time, and place influence the development of each character's identity?". The instruction and graphic organizer guides students in moving past the literal evidence and into the inferences which could be made. Students begin by recording the text-based evidence/details of what the character thought, said or did. Students then are asked to consider "what this shows about how culture, time, or place influenced Salva's or Nya's identity." <p>Writing from Sources:</p> <ul style="list-style-type: none"> - Students take short notes and discuss textual evidence as mentioned above. This is taken one step further on the graphic organizer. The pupils
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<p>students' academic vocabulary in context throughout instruction.</p> <p><u>A unit or longer lesson should:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> 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). <input type="checkbox"/> 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>then need to identify/mark the citations which will possibly be used in later writing.</p> <p>Academic Vocabulary: - Academic vocabulary is identified in the Lesson Vocabulary (cite, text-based evidence, etc). Although not 'taught', this academic vocabulary is expected to be used and practiced within the context of the lesson.</p> <p>Since this is one lesson, the additional indicators are not included in this review.</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. <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. ✓ 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. <input type="checkbox"/> Provides extensions and/or more advanced text for students who read well above the grade level text band. <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 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, requiring students to 	<p>Student Interest/Engagement: - The lesson is interactive and would cultivate student interest and engagement through reading, writing, speaking and listening about text. The content of the text would also generate high interest and engagement.</p> <p>Addresses Expectations and Ease of Use: - The lesson was easy to follow and understand (as well as the submitted portions of the overall unit plan). The Module Table of Contents and Lessons were very helpful in clarifying the overall sequence. One suggestion would be to list the homework in this overview chart. When looking at the descriptor on the chart for Lesson 5, for example, it was unclear when students had read Chapter 3 the first time.</p> <p>Providing Opportunities for Complex Text for ALL Students: - ALL students were provided opportunities to engage with the selected text, however, the appropriateness of the complexity of the chosen text is not substantiated. Due to this, this indicator is incomplete at this time.</p> <p>Focus on Challenging Parts of Texts and Allows for Productive Struggle: - Although not calling out a particularly challenging portion of the text itself, the "productive struggle" is associated with going past the literal evidence of what the character said or did, and into the inferential.</p> <p>Integrates Appropriate Supports: - Each section of the lesson provides a section with suggestions for "Meeting Students' Needs". This is a strength of this module. Examples of appropriate supports include "a more scaffolded version of the graphic organizer in which the text has already been selected..." and "consider partnering an ELL with a student who speaks the same..."</p>
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<p>demonstrate their independent capacities (<i>may be more applicable across the year or several units</i>).</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide for authentic learning, application of literacy skills, student-directed inquiry, analysis, evaluation and/or reflection. <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. <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>). <input type="checkbox"/> Use technology and media to deepen learning and draw attention to evidence and texts as appropriate. 	<p>Provides Extensions for Advanced Students: - There is no extension option for advanced students in this lesson.</p> <p>Since this is one lesson, the additional indicators are not included in this review.</p>
<p>Rating: 3 – Meets most to all 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 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"> <input type="checkbox"/> Use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures. 	<p>Elicits Observable Evidence: - The observations as the teacher circulates during work sessions and the students' recordings on the graphic organizer will provide observable evidence of proficiency on the targeted purpose and standards of this lesson.</p> <p>Unbiased and Accessibility: - The formative assessment is fair and accessible to all students, especially with the suggested modifications offered.</p> <p>Aligned Rubrics/Guidelines: - Students are engaged in the creation of a rubric for "grading" their future work for citing text-based evidence. It does not seem, however, as though this rubric is being utilized for assessing proficiency on this day's lesson. - Guidelines are offered for an exit slip in which students self-reflect on their mastery of the day's learning targets. - The authors of this lesson suggest providing at least "one piece of specific positive feedback". Specifics for success criteria would be a beneficial piece to this lesson. - There is a recommendation to "consider using these exit tickets to determine which students, if any, should be pulled for more targeted instruction on gathering and analyzing evidence in future lessons."</p> <p>Since this is one lesson, the additional indicators are not included in this review.</p>
<p>Rating: 3 – Meets most to all of the criteria in the dimension</p>	

Summary Comments

<p>This lesson received an overall score of 'Exemplar.'</p> <p>With some specific revisions (mentioned within this review), this lesson could be considered for Exemplar status:</p> <ul style="list-style-type: none"> - Inclusion of qualitative characteristics of the chosen text to determine appropriateness of complexity for grade 7 - Consideration for challenging advanced students
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Reviewer 3

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><u><i>A unit or longer lesson should:</i></u></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>Targeted Standards: The major standards for this unit are RL.7.1, RL.7.6, W.7.4, and W.7.9. These are grade-level appropriate reading and writing standards. In addition to the long-term standards being referenced, learning targets in student-friendly language for the lesson are present on the first page of Lesson 5. This lesson specifically targets RL.7.1 and RL.7.6.</p> <p>Clear and Explicit Purpose for Instruction: The purpose for this unit is clearly laid out in the introduction. Students will be reading "A Long Walk to Water" while targeting the reading standards above and demonstrating the writing via those listed above. Within the descriptions of the assessments, the purpose for reading and writing within the assessment is clearly given.</p> <p>Specifically in Lesson 5, long-term and supporting learning targets are listed. On pg. 2 of the lesson, it states that "students continue to practice gathering evidence from the text to support their understanding of character point of view (which they began in Lesson 4).</p> <p>Selected Texts: In Lesson 5, the text being used is a "A Long Walk to Water." There is no Lexile score given for the text, and no description of the qualitative measures is listed either. Without that information, there is no evidence to support whether or not the text in the lesson is within the suggested grade band, whether quantitative or qualitative. One suggestion for improvement would be to include a chart with the qualitative and quantitative measures for the text.</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 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. <p><u><i>A unit or longer lesson should:</i></u></p> <ul style="list-style-type: none"> ☐ Increasing Text Complexity: Focus students on reading a progression of complex texts drawn 	<p>Reading Text Closely/Text-based Evidence/Writing From Sources: Over the course of this lesson, the students are reading Chapter 3 from "A Long Walk to Water" closely and pulling out text-based evidence to record in their graphic organizer. They are given a very specific task, which is to look for detail related to the characters' point of view and to record that evidence.</p> <p>Writing in this lesson is kept to note-taking in the graphic organizer and to explaining their selection of one piece of evidence from the graphic organizer on the exit ticket. Their evidence must be drawn directly from the chapter and then they must describe its meaning in relation to the characters' point of view. It is clear from the narrative about this lesson that the evidence they are capturing in their graphic organizer will be part of writing experiences in future units.</p> <p>Academic Vocabulary: Academic vocabulary, as well as text-specific vocabulary, is explicitly called out in this lesson. On page 3 of the lesson plan there is a chart outlining which terms students need to be familiar with and, when available, the page number in the text. On page 8 of the lesson plan, in the lesson narrative, some attention is paid to these terms, but overall, there is not a clear focus on building students' academic vocabulary.</p>
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<p>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> <ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> 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). <input type="checkbox"/> 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>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. <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. ✓ 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. <input type="checkbox"/> Provides extensions and/or more advanced text for students who read well above the grade level text band. <p><i>A unit or longer lesson should:</i></p> <ul style="list-style-type: none"> <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>). <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>). <input type="checkbox"/> Provide for authentic learning, application of literacy skills, student-directed inquiry, analysis, 	<p>Cultivates Student Interest and Engagement: "A Long Walk to Water" is a high-interest text and the issues in South Sudan are very current. Students in this age group would be very interested in this topic.</p> <p>Instructional Expectations: This unit framework and lesson plan are very clearly laid out and would be easy for teachers of a variety of backgrounds and experiences to use.</p> <p>Engagement with Complex Text: All students in the class are expected to engage with the text "A Long Walk to Water" and appropriate scaffolding is suggested to support their access to the text. One suggestion for improvement would be to incorporate more variety of short texts.</p> <p>Focus on Challenging Sections of Text: On page 7 of the lesson plan, the section is broken into chunks for students to study. This allows them to focus only on a single section at a time. Also, special attention is paid to vocabulary in this section and the teacher is directed to call students' attention to the specific ways in which words are being used.</p> <p>Supports for Diverse Learners: Special attention is paid in this unit to supporting the needs of diverse learners. On page 1 of the unit 1 overview, it states that students can dictate their answers on the mid-unit assessment to an adult, which would support students who have difficulty with writing. Throughout the course of Lesson 5, there is a column called "Meeting Students' Needs." This column gives ideas from how to use exit tickets to modify instruction to suggesting the use of visual aids for students.</p> <p>Extension Opportunities: There are no specific extension activities outlined.</p>
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<p>evaluation and/or reflection.</p> <ul style="list-style-type: none"> <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. <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>). <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 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>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>Direct, Observable Evidence/Assesses Student Proficiency: In the course of the lesson plan, students are filling out a graphic organizer with evidence from the text in the form of quotes. They are then expected to make an inference and demonstrate their reading. This clearly supports both of the targeted standards, RL.7.1 and RL.7.6. There is also a column on the right that allow students to mark whether they use the quote in their writing. They do this work in groups through discussion, and the teacher could circulate and listen to the discussions, which makes the assessment practice accessible to all students.</p> <p>Students are also directed to fill out an exit ticket in which they circle their strongest piece of evidence and explain their reasoning.</p> <p>Aligned Rubrics or Assessment Guidelines: There are numerous places in which guidance is given as to how a teacher might assess the outcomes of this lesson. Beginning with drawing students' attention to strong learning targets and then using that same language on the graphic organizer and in the exit ticket, students would have a strong understanding of their purpose throughout. The assessment is clearly tied to those outcomes, both at the lesson level, but at the unit level as well.</p> <p>The lesson plan also gives suggestions for how teachers might formatively assess student learning along the way and use that in their instruction. It also calls for teachers to show strong and weak examples of exit tickets from the previous lesson, which allows students to see clearly what the expectations are.</p>
<p>Rating: 3 – Meets most to all of the criteria in the dimension</p>	

Summary Comments

<p>This unit, as exemplified by the single lesson, is well-designed, coherent, and engaging. It clearly aligns to the CCSS and demonstrates the key shifts by having students read different types of text and read, write, and speak in the course of the lesson and unit. It would be easy to use by virtually anyone and pays special attention to using best practices in assessment and supporting the needs of diverse learners.</p> <p>The one suggestion for improvement would be to include different types of media in this lesson, both in terms of serving as a text for students and for perhaps being a way they can share their thinking. This is a high-interest topic that has some very current implications and allowing students to view recent new footage might help cement their understanding of the conflict that is central</p>

to the novel.

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.