

# EQulP Review Feedback



**Lesson/Unit Name:** Macbeth

**Content Area:** English language arts

**Grade Level:** 11-12

**Overall Rating:**

**E**

Exemplar

## Reviewer 1

### 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>A unit or longer lesson should:</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><b>Targets a set of standards</b> The unit and lessons clearly target the standards listed on the submission sheet: RL.11.1, RL.11.3, RL.11.4, RL.11.5, RL.11.7, W.11.2a-f, W.11.4, W.11.5, W.11.9a, W.11.10, SL.11.1, SL.11.4. To improve usability, authors might consider adding this list of standards to the front-matter of the unit and target standards to corresponding lessons. Additionally, the authors could add standard W11.1a-f, as activities 17-21 clearly require strong argumentative writing from students.</p> <p><b>Clear and explicit purpose for instruction</b> There is a clear and explicit purpose for instruction provided in the front-matter of the lesson, "Module Introduction: In this module, student will use 'Macbeth' to consider the influences that affect leadership, and examine how much control we have over our lives. Teachers can expand on this module by using 'Macbeth' with a text set that aligns with the essential questions and examines the idea of leadership". Expansion on instructional purpose are is found in the 'Culminating Task' and 'Scope and Sequence Enduring Understanding Addressed'.</p> <p><b>Selects texts that measure within the grade-level text complexity</b> The central text of this unit, Shakespeare's 'Macbeth', falls within the 9/10 grade band. However, including task and purpose considerations of complexity for the activities paired with this text, it is reasonably complex to be used in 11th grade. The addition of supplementary resources and a possible text helps to expand the scope of complexity and provide a variety of quality texts. In order to better support teachers' use of the unit, authors might include a short explanation of text selection, topic, and usability.</p> <p><b>Integrates reading, writing, speaking and listening</b> Reading, writing, speaking and listening are strongly integrated throughout this entire unit, and within each lesson. It is clear that careful consideration has been made to support students' literacy skills with a variety of scaffolded and sequenced activities. For example, in Activity 7, before engaging in an on-demand explanatory writing activity, students first watch a video of Act I, read selected scenes, engage in a paired writing and discussion activity, and share their work and develop new ideas through a series of text-dependent questions. Such careful integration is repeated in multiple unit activities and is clearly reflected in the culminating writing assessment.</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</li> </ul>	<p><b>Reading Text Closely , Text-Based Evidence, and Writing from Sources</b> Close reading, text-centered discussions, and text-dependent writing are skillfully sequenced throughout the unit, creating multiple opportunities for students to carefully explore the deep meanings of 'Macbeth'. These text-centered activities support students to produce clear writing that not only</p>
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<p>instruction.</p> <ul style="list-style-type: none"> <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 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>inform about the themes within 'Macbeth', but also culminate in a final argumentative writing piece. Close and careful reading is consistently used throughout this lesson. Activities 7, 9, 11, 13, 14 all include multiple reads of a single section of text and require students to carefully consider textual evidence and analyze author purpose, character motivations, etc. These close readings facilitate and are facilitated by a consistent expectation and support of student discussion and writing about 'Macbeth', using common, complex questions. In each of the Activities 5 through 20, students discuss and write about character motivation, tone, setting, and analysis of 'Macbeth' in a deep and meaningful way through quick writes, on-demand writing, process writing, and a formal essay.</p> <p><b>Academic Vocab</b> Building students' academic vocabulary is not a strength of this unit. While students do learn about and apply the terms 'tactics' and 'objects' in Activity 5, there are no other targeted opportunities for students to learn academic vocabulary in this unit. To better support students' ability to academically discuss and write about 'Macbeth' and to better align with the Key Shifts of the CCSS, authors might consider targeting academic vocabulary from the supplementary resources at the beginning of the unit.</p> <p><b>Increasing text complexity</b> While students consistently use the same, central text throughout the unit, each of the text-centered instructional activities clearly builds students towards independent practice within each activity and throughout the unit. For example, early in the unit during Activity 7 the teacher is the facilitator of text-dependent discussions and by Activity 14 students are engaging in the same process in small groups.</p> <p><b>Building disciplinary knowledge</b> Throughout the unit, students' disciplinary knowledge about a variety of topics is developed. Students learn about Shakespeare and the social and historical context of his work through supplemental readings and videos and learn about staging dramas when they stage various scenes from the play.</p> <p><b>Balance of texts</b> The supplemental resources provide some balance of texts in this unit, and the suggested text set provides further opportunity for such balance. In accordance with the CCSS guidelines, any user of this unit would want to be sure to use informational text in later units.</p> <p><b>Balance of writing</b> The balance of writing in this unit is excellent, as students keep a journal throughout and use it to store their reflections, quick writes, short on-demand pieces. Furthermore, these writings are consistently focused on the central issue of 'who has power' in 'Hamlet' and support students to write a complex argumentative essay with multiple drafts.</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"> <li>✓ Cultivates student interest and engagement in reading, writing and speaking about texts.</li> <li>✓ Addresses instructional expectations and is easy</li> </ul>	<p>Cultivates student interest Student interest in reading, writing, and talking about 'Hamlet' is likely to be peaked by the initial activities of the lesson that focus on accessing student prior knowledge. The student-led reading of lines and scene stagings in activities throughout the unit support student interest in the play.</p>
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<p>to understand and use.</p> <ul style="list-style-type: none"> <li>✓ 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.</li> <li>✓ Focuses on challenging sections of text(s) and engages students in a productive struggle through discussion questions and other supports that build toward independence.</li> <li>✓ 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.</li> <li>☐ Provides extensions and/or more advanced text for students who read well above the grade level text band.</li> </ul> <p><u>A unit or longer lesson should:</u></p> <ul style="list-style-type: none"> <li>✓ 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>✓ Gradually remove supports, requiring students to demonstrate their independent capacities (<i>may be more applicable across the year or several units</i>).</li> <li>✓ Provide for authentic learning, application of literacy skills, student-directed inquiry, analysis, evaluation and/or reflection.</li> <li>✓ 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>☐ 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>✓ Use technology and media to deepen learning and draw attention to evidence and texts as appropriate.</li> </ul>	<p>Addresses instructional expectations</p> <p>On the whole, the unit is very clear and easy to understand. To increase usability by teachers with varying bell schedules, the helpful addition of expected time duration for various activities could be added to each activity within the unit. Also, the use of unknown acronyms, for example, 'DBQ' on page 10 should be written out fully rather than abbreviated.</p> <p>Provides all students with multiple opportunities to engage with complex text</p> <p>The use of independent readings, viewing of video scenes, selected in-class scene readings, scene stagings, and text-dependent questions all provide ample opportunities for students to engage in complex text. Furthermore, the activities are excellently scaffolded throughout the unit. For example, in Activity 7, in order to support students to write a short essay at the end of the activity, students first read selected scenes as a class, then work in pairs and groups to re-write scenes, engage in a whole class discussion with text-dependent questions, and finally write the short essay to a culminating question.</p> <p>Focuses on challenging sections of text &amp; Integrates appropriate scaffolds</p> <p>Students regularly engage in carefully scaffolded activities that provide opportunities to focus on challenging sections of text in group and paired text-dependent discussions, culminating in a writing activity. For example, in Activity 8, students focus on Act II, scene i and ii as a whole class before pairing for text-dependent discussions with carefully sequenced questions, finally ending in a journaling session where students individually write their answers to the discussion questions.</p> <p>Provides extensions and/or more advanced text</p> <p>While the supplementary resources and text sets could provide opportunities for extension or more advanced text, this is not specifically called-out in the unit notes. Authors might consider revisions to make such use explicit for users.</p> <p>Progression of learning</p> <p>Throughout this unit there is a clear progression of learning about the themes of power in 'Hamlet' as students are initially asked to write about "Who leads you? How do you let others influence you?", later repond to the prompt, "Consider Macbeth's actions so far, how much has he been influenced by others and how much is really his own personal motivation? What decisions has he made? Is he in control of his own actions? Or is there something else going on here?", and finally, "Who is in control? After reading Macbeth, write an essay that addresses the question and analyzes to what extent Macbeth has control over his own actions and tragic events in the play. Consider to what extent he follows. Support your analysis with specific details from the play." Each of these writing activities has been scaffolded to so that throughout the unit students deepen their ability to write analytically about text.</p> <p>Gradually removes supports</p> <p>Supports in this unit are gradually removed so that students might demonstrate independence in analytical writing during the culminating activity.</p> <p>Provides for authentic learning</p> <p>Considering that all units do not need to accomplish all things and considering the scope of this unit, there is not necessarily an appropriate</p>
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place for students to engage in research during this unit. This being the case, a using teacher would want to be sure and engage her students in research in later class units to ensure the CCSS-alignment of their course. The scene staging activities in this unit are an excellent place for students to engage in authentic learning.

**Integrate targeted instruction**

While conventions and grammar are not a focus in this unit, writing strategies certainly are. Paired discussions in anticipation of writing and the heavy focus on process writing in Activities 17-20 provide great opportunity for students to explore and learn both expository and argumentative writing. Though the discussions are targeted, with a clear focus and purpose, engaging in such rigorous discussions may prove quite challenging for those who do not habitually engage in class discussions. The authors may consider the addition of supportive discussion strategies, or note the need for them.

**Indicated how students are accountable for independent reading based on student choice**

Student-directed, independent reading is not directly called out in this unit, though the supplementary materials and text sets provide such an opportunity. Authors might consider providing notes to such effect.

**Use technology and media**

The unit regularly uses media in the form of videos to view various Acts of the play and theatrical analysis of selected scenes.

**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.

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.

Assessments throughout and at the end of the unit provide excellent opportunities to demonstrate the degree to which students can read, speak and listen, and write about the complex text, 'Hamlet'. As has been previously noted, the excellent progression of literacy activities and their careful scaffolding do well to support students' ability to independently analyze and make arguments about complex themes within 'Hamlet'.

Assesses student proficiency using methods that are unbiased and accessible to all students.

The degrees of supports, the careful scaffolding, and the unbiased nature of the questions create assessments that are accessible to all students.

Includes aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance.

There are no rubrics included for this unit, though assessment guidelines are provided for students in Activity 9 - the Microessay. Such guidelines would be a helpful inclusion for the summative assessment in Activities 17-22. Also helpful would be the inclusion of a rubric to provide using teachers criteria of the extent to which students met instructional expectations.

**Varied modes of assessment**

Pre-assessment in the activation of prior knowledge in Activity 4, formative assessments through journal writing and on-demand writing throughout various unit activities, summative short and longer essays, and the inclusion

of self-assessment during process writing all provide ample opportunities to inform both teachers and students about the progression of learning in the classroom.

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

## Summary Comments

This unit is an excellent model of CCSS-aligned instruction. As is consistently stated throughout this review, it is clear that the authors of this unit have taken great care to provide a focused progression of literacy activities and their careful scaffolding do well to support students' ability to independently analyze and make arguments about complex themes within 'Hamlet'. To ensure ease of use by teachers, the authors would do well to consider adding the ELA CCSS standards to the unit's front-matter and each activity.

## Reviewer 2

### Dimension I – Alignment to the Depth of the CCSS

*The lesson/unit aligns with the letter and spirit of the CCSS:*

- ✓ 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).

*A unit or longer lesson should:*

- ✓ 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.

The unit targets a set of grade-level CCSS ELA/Literacy standards throughout. It would be beneficial and informative to provide and cite the standards within the unit. For example, add W.11.1 (argument) as a writing task to align with Activity #17 on page 16.

Clear and explicit purpose for instruction is clearly expressed on page 1; "In this module, students will use Macbeth to consider the influences that affect leadership, and examine how much control we have over our lives. Teachers can expand on this module by using Macbeth with a text set that aligns with the essential questions and examines the idea of leadership."

Selects text(s) that measure within the grade-level text complexity band and are of sufficient quality and scope for the stated purpose - the unit identifies Primary Resources (p.1) Macbeth, Supplementary Resources (listed on page 1) and Possible Text Sets (listed on page 2).

Integrates reading, writing, speaking and listening throughout the unit. This is particularly evident in the calendar on page 3.

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

### 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,

Reading Text Closely - A close analysis of text(s) is a central focus of the unit. For example: In Activity #5 on page 8 many meanings are possible in a single line, and in Activity #8 on page 7 students discuss and come to a consensus on the following questions in pairs. The necessity exists that students will have had to closely analyze the text in order to answer the questions posed in this activity.

Text-Based Evidence - The unit involves the student in providing text-based evidence in Activities 2, 3 and 4 with short quick writes, and Activities 17 through 20 with longer writing demands and process writing.

Writing from Sources - Activity 8 requires prior scaffolding in order for the

<p>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>students to respond to the task. The purposeful layering of knowledge needed to arrive at a deeper meaning of the text and to respond to the essential questions is evident throughout the unit.</p> <p>Academic Vocabulary - The unit fails to consistently address building vocabulary. Improvement could occur if building vocabulary were to be more focused throughout the unit rather than solely in two activities.</p> <p>Increasing Text Complexity - The main text is an exemplar text. However, a brief purpose, complexity level, and overview with regard to the Supplemental Texts and Text Sets would be helpful and beneficial.</p> <p>Building Disciplinary Knowledge - Throughout the unit opportunities are provided for students to build knowledge about the topic through an analysis of a coherent selection of strategically-sequenced, discipline-specific texts as evidenced in Activity 5, 7, 8, 9, 11 and 14.</p> <p>Balance of Texts - With the Supplemental Texts and Text Sets, the unit provides a balance of informational and literary texts.</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"> <li>✓ Cultivates student interest and engagement in reading, writing and speaking about texts.</li> <li>✓ Addresses instructional expectations and is easy to understand and use.</li> <li>✓ 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.</li> <li>✓ Focuses on challenging sections of text(s) and engages students in a productive struggle through discussion questions and other supports that build toward independence.</li> <li>✓ 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.</li> <li>✓ Provides extensions and/or more advanced text</li> </ul>	<p>Cultivates student interest and engagement - In the Module Approaches/Options on page 2, the unit provides teachers with two options. Considerations as to how a teacher wants to teach the unit and matching the unit to the students' abilities are essential in cultivating interest and engagement.</p> <p>Addresses instructional expectations - From exploring initial understandings, previewing, activating prior knowledge, analyzing texts and media, and writing, the unit clearly fulfills its stated purpose and is easy to use.</p> <p>Provides all students with multiple opportunities to engage with text of appropriate complexity for the grade level - By providing options for approaching instruction, the unit offers the necessary considerations and scaffolding to provide multiple opportunities to access and respond to the information and goals of the unit.</p> <p>Focuses on challenging sections of the text(s) - Activities 2, 7, 9, 10, 11, 13 and 14 require the students to analyze and respond to the information in a productive struggle through discussion questions and other supports that build toward independence.</p>
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<p>for students who read well above the grade level text band.</p> <p><u>A unit or longer lesson should:</u></p> <ul style="list-style-type: none"> <li>✓ 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>✓ Gradually remove supports, requiring students to demonstrate their independent capacities (<i>may be more applicable across the year or several units</i>).</li> <li>✓ Provide for authentic learning, application of literacy skills, student-directed inquiry, analysis, evaluation and/or reflection.</li> <li>☐ 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>✓ 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>✓ Use technology and media to deepen learning and draw attention to evidence and texts as appropriate.</li> </ul>	<p>Integrates appropriate supports - Students who are ELL, have disabilities, or read below grade level are given opportunities to access and respond to the information through scaffolding throughout the unit. However, strengthening the consistency of building vocabulary through additional strategies and a clearer purpose for doing so can be beneficial.</p> <p>Provides extensions - Though not explicitly stated in the unit, the opportunities exist through the Supplemental texts and Text Sets for more advanced students who read well above grade level.</p> <p>Include a progression of learning - The unit clearly builds concepts and skills over time which is particularly evident in Activity #8 on page 7.</p> <p>Gradually removes supports - The unit gradually removes supports in Activity #8, and the Process Writing Activities 17 through 20.</p> <p>Provides for authentic learning - Throughout the unit authentic learning occurs through a consistent progression of questioning, exploring, discussing, close reading and writing.</p> <p>Students are accountable for independent reading - Though there is wide reading across the unit, particularly with regard to the Acts, more consideration can be made to provide student choice.</p> <p>Use technology - Activity #6 addresses the use of media to compare and analyze the story and the film.</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>A unit or longer lesson should:</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>Elicits direct, observable evidence - The unit offers many ways for the student to demonstrate independence with appropriately complex texts(s) and targeted grade level CCSS standards through discussions, close reading, citing evidence and writing.</p> <p>Assess student proficiency - Students are offered a number of opportunities to respond to the text(s) by writing short and long pieces, as well as taking part in small group and whole group discussions.</p> <p>Includes aligned rubrics - Student and teacher friendly rubrics can be included to assess students in an unbiased manner and provide clear guidelines interpreting performance.</p> <p>Use varied modes of assessment - Though not explicitly stated, opportunities for assessing students exist throughout the unit. It could be made more succinct by explicitly stating where pre-, formative and summative assessments occur.</p>
<p>Rating: <b>3 – Meets most to all of the criteria in the dimension</b></p>	

#### Summary Comments

This is a well-crafted and well-planned exemplar. It would be more effective if building vocabulary were more explicit and systematic across the entire unit for all students. Attaching the standards to the unit would also be helpful for the teacher.

## 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"> <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><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>Standards targeted are hit repeatedly. Notably strong and clear activities where standards are hit include the following: Literacy 11-12.1 -activity 7 and 8; Literacy 11-12.4- activity 14; Writing 11-12.2-activity 17-21. These activities have a clear purpose and build towards meeting each standard. The texts are of sufficient quality and the integration of the language arts have been crafted skillfully.</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"> <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 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><input type="checkbox"/> <b>Academic Vocabulary:</b> Focuses on building students' academic vocabulary in context throughout instruction.</li> </ul> <p><u><i>A unit or longer lesson should:</i></u></p> <ul style="list-style-type: none"> <li><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</li> </ul>	<p>Reading texts closely and using text-based evidence is a strength of this unit. For example question eight in Activity 8 has been scaffolded up such that each student will be able to cite text-based evidence when answering.</p> <p>Types of activities such as this then facilitate writing from sources. Activities two to four demonstrate the unit's shorter and on demand quick writes which build on future longer process writing activities such as 17 to 20. This demonstrates a very solid balance of writing.</p> <p>The activities do occasionally have some focus on development of academic vocabulary. Activity five sets students up to analyze the play by describing characters' "objectives" and "tactics". These terms are defined and in Activity 12 they are again asked to work with these terms. Additional activities such as this would allow a greater number of academic vocabulary words to be learned.</p> <p>The main text is an exemplar so it does register as being from the correct text complexity band. The text-centered learning is sequenced and scaffolded but there are not enough texts aside from Macbeth to show a progression to complex texts. This also applies to building disciplinary knowledge but the attached videos are sufficient and also provide for a balance of texts.</p>
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<p>and supported to advance students toward independent reading of complex texts at the CCR level.</p> <ul style="list-style-type: none"> <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>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> <ul style="list-style-type: none"> <li>✓ Cultivates student interest and engagement in reading, writing and speaking about texts.</li> <li>✓ Addresses instructional expectations and is easy to understand and use.</li> <li>✓ 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.</li> <li>✓ Focuses on challenging sections of text(s) and engages students in a productive struggle through discussion questions and other supports that build toward independence.</li> <li>✓ 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.</li> <li>✓ Provides extensions and/or more advanced text for students who read well above the grade level text band.</li> </ul> <p><i>A unit or longer lesson should:</i></p> <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</li> </ul>	<p>Students will be engaged thanks to the activating prior knowledge activities that help tie the major themes of Macbeth to the students' lives. These are found in activity one to three. The unit is easy to use. Scaffolding is built in and it is clear which texts all students will be reading. An example of individual accountability is included in the way most activities begin with video, move to large group discussions then small group work and conclude with individual writing assignments. This is exemplified best by Activity Eight. This approach will serve students from the ELL population as well as though who read well below grade level. The supplemental materials and videos may be useful for students who are well above grade level. The learning does progress and deepen over time as the discussions in Activity 10 build on the topic about mood and word choice from Activity Eight. The instruction that is targeted specifically for the development of grammar is not as robust as the instructions for discussion and writing. Also the accountability for reading independently could be more explicit. For example, using quick writes or short answers to quiz questions to check for understanding to start days after homework assignments may help. The learning is authentic and the tasks that ask the students to reflect and then share (steps 12-15; Activity 10) will build student motivation to not only write complete answers but to reflect on their thoughts about the essential questions of the unit. Again the supplemental materials that allow students to access the play in a variety of modes will deepen learning while drawing attention to the essential portions of the text.</p>
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<p>grammar and conventions, writing strategies, discussion rules and all aspects of foundational reading for grades 3-5.</p> <ul style="list-style-type: none"> <li>❑ 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>✓ Use technology and media to deepen learning and draw attention to evidence and texts as appropriate.</li> </ul>	
<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>There are multiple opportunities for teachers to observe the students' learning progress thanks to the many small group discussions, presentations in front of the class such as the line festival in Activity Five and the Staging a scene in Activity 10 and 12.</p> <p>The written products that students create serve as unbiased tools for assessing student proficiency because the scaffolding provided leading up to these individual activities allows for all students to have access to the learning targets.</p> <p>The unit has guidelines for what the writings or student products should include but a rubric that is both student and teacher friendly could be included to allow both sides know exactly how the work will be interpreted.</p> <p>As noted earlier, the multiple ways and times in which students may be observed is a strength of this unit.</p>
<p>Rating: <b>3 – Meets most to all of the criteria in the dimension</b></p>	

#### Summary Comments

<p>Clearly the developers have vetted this unit. It has been strategically created such that each requirement of an exemplar has been met. While it is not flawless, teachers should be able to use this in the classroom with great ease. Students will greatly benefit from the sequenced activities. The students will build discipline knowledge in such a way that the language arts skills are synthesized.</p> <p>As a note to teachers using this lesson. . . The unit has been planned where the order of the activities facilitates comprehension. The order in which the skills are taught will increase the likelihood that the skills will be learned.</p>
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## Reviewer 4

#### 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-</li> </ul>	<p>The Unit targets the following CCSS Standards:</p> <p>RL.11.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RL.11.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a</p>
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<p>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).</p> <p><u>A unit or longer lesson should:</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>decision.</p> <p>RL.11.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>RL.11.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p>RL.11.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</p> <p>W.11.2a-f Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.11.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.11.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.11.9a Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.11.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>SL.11.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.11.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>Purpose: The purpose is clearly and explicitly stated on Page 1: "In this module, students will use Macbeth to consider the influences that affect leadership, and examine how much control we have our lives. Teachers can expand on this module by using Macbeth with a text set that aligns with the essential questions and examines the idea of leadership." The purpose for instruction is well aligned to the standards identified, as are the activities and assessments provided.</p> <p>Text Selection: Macbeth is listed as an exemplar text in the Common Core State Standards Appendix B for grade band 9-10; however, when considering the reader task the text complexity is appropriate for the 11-12. Multiple supplementary resource links are provided to broaden the conversation within social and historical contexts.</p> <p>Suggestion for Improvement: Developers may want to include standard Writing 11.1 as a focus standard, for example in Activity 16.</p>
<p>Rating: 3 – Meets most to all of the criteria in the dimension</p>	

**Dimension II – Key Shifts the CCSS**

<p>The lesson/unit addresses key shifts in the CCSS:</p>	<p>Reading Text Closely:</p>
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<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 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><i>A unit or longer lesson should:</i></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>Activities 7, 9, 11, 13, &amp; 14 are all "Focused Reads" requiring students to read closely and gather evidence from the text.</p> <p><b>Text-Based Evidence:</b> High quality text dependent questions are included with each of the activities cited previously. The questions build upon one another and illuminate particulars within the text. Text based evidence is embedded within the unit to an extent that it becomes the norm for supporting student claims.</p> <p><b>Writing from Sources:</b> The unit provides multiple opportunities for students to write in response to analysis and/or reflection of the material. Multiple modes of writing are required throughout the lessons and students are given extensive practice with short, focused research projects, such as Activity 9 which requires a "microessay" with the expectation of citing at least two sources.</p> <p><b>Suggestion for improvement:</b> <b>Academic Vocabulary:</b> While vocabulary is addressed in Activities 5 and 12, there are multiple opportunities to further enhance student acquisition of and exposure to academic vocabulary. The developers could strengthen the unit by including more direct instruction of academic vocabulary or with the addition of teacher specific scripts to address key terms.</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"> <li>✓ Cultivates student interest and engagement in reading, writing and speaking about texts.</li> <li>✓ Addresses instructional expectations and is easy to understand and use.</li> <li>✓ Provides <i>all</i> students with multiple opportunities to engage with text of</li> </ul>	<p><b>Engagement:</b> The unit provides multiple opportunities for learners to engage with the text, both through close reading as well as viewing multiple interpretations of the play, specifically Activities 6, 8, 10, and 12. Additionally, the unit provides opportunities for the kinesthetic learners to act out the play and the creative learners to re-write the lines of the play.</p> <p><b>Instructional Expectations:</b> The unit addresses the instructional expectations and provides teachers with</p>
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<p>appropriate complexity for the grade level; includes appropriate scaffolding so that students directly experience the complexity of the text.</p> <ul style="list-style-type: none"> <li>✓ Focuses on challenging sections of text(s) and engages students in a productive struggle through discussion questions and other supports that build toward independence.</li> <li>☐ 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.</li> <li>✓ Provides extensions and/or more advanced text for students who read well above the grade level text band.</li> </ul> <p><u>A unit or longer lesson should:</u></p> <ul style="list-style-type: none"> <li>✓ 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>✓ Gradually remove supports, requiring students to demonstrate their independent capacities (<i>may be more applicable across the year or several units</i>).</li> <li>✓ Provide for authentic learning, application of literacy skills, student-directed inquiry, analysis, evaluation and/or reflection.</li> <li>☐ 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>☐ 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>✓ Use technology and media to deepen learning and draw attention to evidence and texts as appropriate.</li> </ul>	<p>suggestions for various approaches to the lessons. The organization of the unit is very user-friendly.</p> <p>Suggestion for Improvement: A suggestion would be to clearly identify time expectations for all lessons and to label the calendar on page 3 with regards to what type of school schedule is used as the example (Block, straight 6, or 7).</p> <p>Challenging Text: Through the "Focused Read" activities, students are guided through challenging sections of texts. Many of the activities require multiple readings, interpretations and re-writing of the text. Group discussion and group work are included to support the learner.</p> <p>All Learners: The unit provides multiple accessibility for all students to grapple with a complex text. The scaffolding within the lessons does not replace the text, but rather supports each learner through direct instruction with a purpose for reading and guidance for difficult passages. For example, multiple activities require independent reading, but students are required throughout the unit to keep a journal with summaries, T-Notes, and questions.</p> <p>Appropriate Supports: While scaffolding is provided throughout the unit, specific instruction for ELL and below grade-level readers is not included.</p> <p>Suggestion for Improvement: The developers of the Unit may consider the incorporation of an Academic Vocabulary emphasis that supports ELL, as well as a wide range of reading levels. Activity 10 suggests students download a dictionary app for reference, accompanying the activity with a focus on Academic Vocabulary may be helpful.</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>A unit or longer lesson should:</u></p>	<p>CCSS Alignment: The unit provides systematic opportunities for students to demonstrate fluency with complex texts and mastery of skills assessed within each standard. For example, oral performance of the play has the built-in benefit of promoting reading fluency. Teachers are provided multiple opportunities to provide feedback to students on their writing and comprehension of the text. Engaging discussions should take place throughout the unit and students should be able to support claims with evidence from the text.</p> <p>Unbiased/ Range of Assessments: Multiple opportunities for formative, summative, and self-assessment are embedded throughout the unit. The assessment opportunities are accessible to all learners, but could be strengthened with the inclusion of ELL and below grade-level reading supports.</p>
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<p>✓ Use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.</p>	<p>Rubrics: Guidance is provided for writing tasks within the lessons, however, the unit could be strengthened with the addition of a rubric for teacher use.</p>
<p>Rating: <b>3 – Meets most to all of the criteria in the dimension</b></p>	

### Summary Comments

Overall, this is a very high quality unit. The unit has a clear focus on the examination of the text itself and clearly aligns to the rigor and spirit of the Common Core State Standards. A strong emphasis is placed upon close reading of the text and writing to sources, both of which are key shifts in the CCSS. All aspects of text-complexity are addressed with the inclusion of the exemplar text and the rigor required by the reader tasks. The organization of the unit is user-friendly and clearly articulated. Assessments are embedded throughout with many opportunities for teachers to monitor student learning and mastery of skills. Writing is at the heart of the unit and scaffolds student's acquisition of knowledge.

#### Suggestions for Improvement:

A few suggestions are embedded throughout the completed rubric within the individual dimensions.

It would strengthen the unit to include explanations or a key for acronyms used throughout the unit, such as "DBQ" and "CFU".

#### 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.