

# EQuIP Review Feedback



**Lesson/Unit Name:** Nostalgia

**Content Area:** English language arts

**Grade Level:** 11

**Overall Rating:**

**E**

Exemplar

## 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.

-Targets a set of grade-level CCSS/ELA Literacy standards: There are specific CCSS ELA standards cited on page 3, Established Goals. The grade 11 ELA unit, Nostalgia, targets standards RL.11-12.4, RL.11-12.5, L.11-12.5, W.11-12.3a, and W.11-12.9. Suggestion for improvement - The unit addresses students responding to listening to presentations and responding in writing (CEPA p.50). Thus it would be appropriate to include SL.11-12.b.d.

-Includes a clear explicit purpose for instruction: The unit plan is clearly expressed in three stages on pages 3 through 7. The 1st Stage, Desired Results, includes: ELA targeted standards; Transfer, students will be able to ...; Meaning, Understanding & Essential Questions; and Acquisition, students will know... & students will be skilled at...; The 2nd Stage, Evidence, outlines the Evaluative Criteria and the Assessment Evidence. The 3rd Stage, The Learning Plan, is a summary of Key Events and Instruction.

-Selects texts: The unit selects texts that closely align with the standards chosen, the instructional process, and formative and summative assessments. The diversity and richness of the poetry, prose, music, articles and film, supplemented by an extensive list of additional resources present vocabulary, syntax, text structure, levels of meaning/purpose and other qualitative characteristics similar to CCSS grade-level exemplars. Texts are introduced at the beginning of each lesson, as well as in the Unit Resources on pages 54-55 and the Appendix, page 56.

-Integrates reading, writing, speaking and listening: In Stage 1, page 4, Desired Results, under Acquisition, the unit specifically lists the skills the students will be able to do at the end: explaining, analyzing, connecting, emulating and creating. Not only are these skills listed, they are integrated within the entire 14 lessons of the unit.

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: In order to accomplish the unit goals of analyzing author's techniques, understanding academic vocabulary and emulating author's style, the unit closely examines poetry (Lesson #2), nonfiction and fiction prose (Lesson #3, 5, 6), as well as music (Lesson 5 & 6), and film (Lesson 6) to arrive at a deeper understanding of the central theme.

-Text-Based Evidence: The unit facilitates rich and rigorous evidence-based discussions and writing about common texts through a sequence of specific, thought provoking, and text-dependent questions. This is particularly evident in lesson #6 (p.35-37), Close Reading Chart for Cather's "A Wagner Matinee". Additionally, close reading is accomplished in lesson #4 where students highlight evidence of the author's pain or embarrassment and

<p>audio/video, and media).</p> <p>✓ <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).</p> <p>✓ <b>Academic Vocabulary:</b> Focuses on building students' academic vocabulary in context throughout instruction.</p> <p><i>A unit or longer lesson should:</i></p> <p>✓ <b>Increasing Text Complexity:</b> Focus students on reading a progression of complex texts drawn from the grade-level band. Provide text-centered learning that is sequenced, scaffolded and supported to advance students toward independent reading of complex texts at the CCR level.</p> <p>✓ <b>Building Disciplinary Knowledge:</b> Provide opportunities for students to build knowledge about a topic or subject through analysis of a coherent selection of strategically sequenced, discipline-specific texts.</p> <p>✓ <b>Balance of Texts:</b> Within a collection of grade-level units a balance of informational and literary texts is included according to guidelines in the CCSS (p. 5).</p> <p>✓ <b>Balance of Writing:</b> Include a balance of on-demand and process writing (e.g., multiple drafts and revisions over time) and short, focused research projects, incorporating digital texts where appropriate.</p>	<p>analyze writing techniques using a carousel brainstorm strategy (p.24). Moreover, lesson #5 analyzes an autobiography using a Venn diagram and T-chart to identify and list the contrasts presented in the text. Throughout, students write in journals to prepare for the summative products expected at the end of the unit, (Synthesis Essay and CEPA).</p> <p>-Writing from Sources: The unit uses graphic organizers and journal writing as a staircase for the extended writing that occurs at the end of the unit. Lesson #7 expects students to choose three to four sources to examine and cite in their essay.</p> <p>-Academic Vocabulary: The unit specifically cites standards and focuses instruction on building students' academic vocabulary in context. Each lesson provides examples of targeted academic language, as well as instructional approaches and strategies. Lesson #1 provides a Frayer Model graphic organizer that can be used with all lessons. Furthermore, lesson #6 expressly states, "Since there are far too many unfamiliar words and terms to look up, students should rely on contextual clues whenever possible..."</p> <p>-Increasing Text Complexity: The unit provides text-centered learning that is sequenced, scaffolded, and supported to advance the student toward independent reading of complex texts through explicit, clearly stated, instructional processes that speak to: what students will know and be able to do; Essential Questions; Standard(s)/Unit Goal(s); Instructional tips/Strategies/Suggestions for Teachers; Anticipated Student Preconceptions/Misconceptions; Lesson Sequence; and Assessment. Instruction is given to teachers on chunking complex texts (Lesson #6, p. 32), and extensions for independent reading (Lesson #5, p. 29).</p> <p>-Building Disciplinary Knowledge: The unit builds knowledge about the topic through analysis of a coherent selection of strategically sequenced, discipline-specific texts by arranging each lesson in a progressive order. For example, from defining nostalgia in both etymological and definitive terms (Lesson #1), to arriving at an understanding of the human impact of the topic by reading and studying an article from Psychology Today (Lesson #3), to an analysis of poetry, fiction/nonfiction prose, music, film, and both short and extended writing, the unit provides multiple opportunities for students to be successful.</p> <p>-Balance of Texts: A balance of informational and literary texts is included throughout the unit. Texts are introduced at the beginning of each lesson and Unit Resources and Appendix (pages 54-56).</p> <p>-Balance of Writing: The unit includes a balance of on-demand and process writing. Writing is scaffolded beginning with the use of the Frayer Model graphic organizer, concept map poster, and journal writing. Subsequent lessons continue using graphic organizers such as carousels, word webs, T-charts, Venn diagrams, and poetry worksheets. Journal entries are a constant source of on-demand writing in each lesson. These products are utilized to build stamina and provide ideas for the longer extended writing and reflection at the end of the unit.</p>
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Rating: 3 – Meets most to all of the criteria in the dimension

### 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>✓ 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><input type="checkbox"/> Integrate targeted instruction in such areas as grammar and conventions, writing strategies, discussion rules and all aspects of foundational reading for grades 3-5.</li> <li>✓ 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>	<ul style="list-style-type: none"> <li>-Cultivates student interest: The unit cultivates student interest and engagement in reading, writing and speaking about texts through a series of purposeful and well-planned sequenced lessons.</li> <li>-Addresses instructional expectations: Teachers are provided with meaningful and constructive ways to respond to varied student learning needs. This is accomplished by an organized plan that clearly aligns standards, instruction, and assessment. The unit smoothly transitions from one lesson to the next, making it easy to understand and use.</li> <li>-Provides students with multiple opportunities: All students are provided with multiple opportunities and appropriate scaffolding to engage with texts of appropriate complexity throughout the unit. Teachers are constantly reminded to, "Consider the variability of learners in your class and make adaptions as necessary." Preconceptions/Misconceptions, prior knowledge, and multiple resources are suggested and provided for in each lesson. Graphic organizers, collaborative groups and many opportunities for meaningful discussions are utilized throughout the unit. Furthermore, directions are clearly stated and provided for those students who need additional support.</li> <li>-Focuses on challenging sections: The unit focuses on challenging sections of text(s) and engages students by providing teachers with essential questions in each lesson as a point of focus for discussion questions. Moreover, the use of graphic organizers (p. 18), journal writing, and varied media provide additional supports that lead to independence.</li> <li>-Integrates appropriate supports: Appropriate supports are integrated throughout the unit in reading, writing and speaking for students in ELL, have disabilities, or read well below grade level. Scaffolding, chunking texts, multiple readings, vocabulary strategies, journal writing, graphic organizers, process writing and a number of texts and additional resources allow all students multiple ways to access and respond to the information presented.</li> <li>-Provides extensions: The unit clearly provides extensions and/or more advanced texts for students who read well above grade level. Extensions are addressed in lesson #5, page 29, as well as provided in the Appendix, page 56.</li> <li>-The unit includes a progression of learning where concepts and skills deepen over the course of the unit. However, due to a vast amount of background knowledge (indicated at the beginning of each lesson [ex., page 13]) necessary for students to access and be successful, there is some uncertainty as to where the unit is placed during the course of a year.</li> <li>-The unit gradually removes supports, requiring students to demonstrate their independent capacities. This is seen in Lesson 2, page 17 (analytical paragraph), and Lesson 6, page 34 (written response to prompt).</li> <li>-Provides for authentic learning: The unit provides for authentic learning, application of literacy skills, student directed inquiry, analysis, evaluation, and/or reflection through multiple opportunities to read a number of grade-level texts, short and long writing, and rich classroom discussions.</li> <li>-Students are accountable for independent reading as evidenced in Lessons 5 and 6.</li> </ul>
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	<p>-Use technology and media: The unit uses technology and media to deepen learning and draw attention to evidence in texts as appropriate. This is particularly evidenced in lesson #5, page 29 (Aria), lesson #6, page 34 (concert), and the film (Avalon) in lesson #8.</p>
Rating: 3 – Meets most to all of the criteria in the dimension	

#### 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><i>A unit or longer lesson should:</i></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 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). This is accomplished through a number of journal entries, graphic organizers, process writing (Synthesis Essay), the Curriculum Embedded Performance Assessment (memoir, prose or poetry), and final reflection.</p> <p>-Assesses student proficiency: Assesses student proficiency using methods that are unbiased and accessible to all students through formative and summative assessments. This is evidenced in every lesson - for example page 24, Formative Assessment, and page 47, CEPA.</p> <p>-Includes aligned rubrics: Includes aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance. Assessment guidelines for CEPA are seen on pages 48 and 50, listed under Criteria for Success, and a CEPA rubric on pages 52-53.</p> <p>-Uses varied modes of assessment: Though no pre-assessment is indicated, the unit uses journal writing and graphic organizers as formative assessments. The Synthesis Essay and CEPA are the summative assessments.</p>
Rating: 3 – Meets most to all of the criteria in the dimension	

#### Summary Comments

This is an exemplar unit, it received a rating of 12.

It meets a vast majority of criteria in all dimensions and exemplifies CCSS quality. Every lesson is well thought-out and clearly articulated.

Correction/Typo - p. 6, (Will a Cather's...).

#### 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.

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**1:** **Developing toward CCSS Quality** - needs significant revision, as suggested in criterion-based observations.

**0:** **Not representing CCSS Quality** - does not address the criteria in the dimension.

**Descriptor for Overall Ratings:**

**E:** **Exemplifies CCSS Quality** – Aligned and exemplifies the quality standard and exemplifies most of the criteria across Dimensions II, III, IV of the rubric.

**E/I:** **Approaching CCSS Quality** – Aligned and exemplifies the quality standard in some dimensions but will benefit from some revision in others.

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**R:** **Developing toward CCSS Quality** – Aligned partially and approaches the quality standard in some dimensions and needs significant revision in others.

**N:** **Not representing CCSS Quality** – Not aligned and does not address criteria.