**Lesson/Unit Name:** The Fisherman and His Wife  
**Content Area:** English/language arts  
**Grade Level:** 3

**Reviewer 1**

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

| The lesson/unit aligns with the letter and spirit of the CCSS: | Targets 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). | CCSS are clearly identified and most are evident in the lessons. Standards RL 4 and 5 are somewhat weak; however, both could be strengthened by adding 1-2 Text Dependent Questions (TDQ) specific to each standard. For example: Day One-Page 1 #2 states that "vocabulary can be picked up...with just a little explanation.' Adding a TDQ for determining the meaning of the word 'hovel' in paragraph 1 of the story. Similarly, for RL 5, add a TDQ question about how each sentence builds on a previous one when noting the changes of the sea will strengthen the alignment to RL5. Identify the targeted CCSS for each lesson. |
| **A unit or longer lesson should:** | Includes Clear Purpose  
The purpose of the lesson is clearly stated under the Learning Objective on Page 1.  

Range of Grade-Band Texts  
Only one text is used in the main lesson but is at an appropriate Lexile Level for the grade band. Suggestion: Put the Lexile Level in the Introduction section of the lesson since several versions of the story exist. |
| ✓ 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. |  

**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: | Close Reading  
| --- | --- |
| ✓ 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 | Each lesson insists that students go back into the text for evidence for their responses. The lesson provides explanation for getting students back into the text if they interpreted the focus question as 'what' sea changes occurred versus 'why.'  

Text-based Evidence  
All TDQs foster rich discussion; however, adding a few more to align with RL 4 and 5 will strengthen the focus on those two CCSS.  

Writing from Sources and Balance of Writing  
Students write using a variety of formats from quick post-it notes to a graphic organizer to a full paragraph.  

Increasing text Complexity and Balance of Texts: Does Not Apply |

**Overall Rating:** E  
**Exemplar**
students’ academic vocabulary in context throughout instruction.

**A unit or longer lesson should:**

- **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.

- **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.

- **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).

- **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.

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

**Dimension III – Instructional Supports**

**The lesson/unit is responsive to varied student learning needs:**

- Cultivates student interest and engagement in reading, writing and speaking about texts.
- Addresses instructional expectations and is easy to understand and use.
- 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.
- 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.
- Provides extensions and/or more advanced text for students who read well above the grade level text band.

**A unit or longer lesson should:**

- Include a progression of learning where concepts and skills advance and deepen over time (*may be more applicable across the year or several units*).
- Gradually remove supports, requiring students to

Overall:
The students are engaged through a variety of flexible grouping options such as independent, pairs, small, and whole groups. The scaffolding is provided for ALL students through teacher modeling throughout the lessons. The explicit statement, "Circulate, providing feedback and ensuring that all students have an adequate and accurate set of notes" communicates to the user that this is a strategy for supporting students at varying levels of readiness. The lesson allows students to facilitate their learning and support to each other via peer-to-peer support.

**Independent Reading**
The lesson does not target independent reading specifically. One suggestion is to note that a collection of similar stories will be available in the class from which students can choose and that teachers can confer with students to further monitor the application of the CCSS targeted in this lesson.

Technology was not included in this lesson.
demonstrate their independent capacities (\textit{may be more applicable across the year or several units}).

- Provide for authentic learning, application of literacy skills, student-directed inquiry, analysis, evaluation and/or reflection.
- Integrate targeted instruction in such areas as grammar and conventions, writing strategies, discussion rules and all aspects of foundational reading for grades 3-5.
- Indicate how students are accountable for independent reading based on student choice and interest to build stamina, confidence and motivation (\textit{may be more applicable across the year or several units}).
- Use technology and media to deepen learning and draw attention to evidence and texts as appropriate.

\textbf{Rating: 3 – Meets most to all of the criteria in the dimension}

\textbf{Dimension IV – Assessment}

\textit{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.

\textit{A unit or longer lesson should:}

- Use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.

\textbf{Rating: 3 – Meets most to all of the criteria in the dimension}

\textbf{Summary Comments}

Making some of the suggestion minor revisions described under each Dimension would move this lesson to a Solid ‘E.’

\textbf{Reviewer 2}

\textbf{Dimension I – Alignment to the Depth of the CCSS}

\textit{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

\textbf{Standards:}

RL3.1,3.2, 3.3, 3.4, 3.5, 3.10; W 3.1, 3.4, 3.5, 3.10, 4.9; L.3.3, 3.6; SL3.1

Recommendation: Target these and identify the rest as supporting standards. It would be helpful for the standards to be sorted and identified.
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.

**Clear and explicit purpose for instruction:**

The stated purpose (learning objective) is to "explicitly model the process of searching for and interpreting intra-textual connections by posing an analytic focusing question that guides students to gather and interpret evidence from the text to come to a deeper understanding of the story". This will happen through a Reading Task (RL3.1, 3.2, 3.3, 3.4, 3.5); A Discussion Task (SL3.1); and a short opinion Writing Task (W3.1).

**Text Complexity:**

Text Complexity is grade 4-5 and as a read aloud clearly meets the text complexity band.

Integrate rereading, writing, speaking, and listening: It clearly integrates all of the criteria.

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

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**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, 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.

**A unit or longer lesson should:**

- **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.
- **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.
- **Balance of Texts:** Within a collection of grade-level units a balance of informational and

This set of lessons meet the key shifts in the CCSS:

**Read Text Closely:**

Focusing question: Why does the sea change throughout the story? Where, in the text, might we start to look for information that will help us to answer this question? On Day Two: Students use stick notes to mark sections that describe the sea. On Day Three: They practice notetaking by underlining words and phrases to choose and underline just the word or phrase that shows what the Fisherman is about to ask for.

**Text-Based Evidence:**

Day Three: Students discuss their sticky note evidence to the Text Dependent question; Day Four: Students discuss based on evidence possible answers to the question, "Why does the sea change throughout the story?" The questions move from "Where" to Why". (SL3.1) Students discuss in pairs and as a whole group.

**Writing From Sources:**

Day Four: Students write a sentence that is complete, clear, and concise. Day Five: Students write a paragraph based on their graphic organizer (based on evidence) to explain their analysis and reasoning. (W3.1)

**Academic Vocabulary:**

Day One: Domain specific vocabulary, "shall" and "upon" L3.6 is addressed. but there is not formal vocabulary instruction
literary texts is included according to guidelines in the CCSS (p. 5).

- **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.

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

### Dimension III – Instructional Supports

**The lesson/unit is responsive to varied student learning needs:**
- Cultivates student interest and engagement in reading, writing, and speaking about texts.
- Addresses instructional expectations and is easy to understand and use.
- 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.
- 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.
- Provides extensions and/or more advanced text for students who read well above the grade level text band.

**A unit or longer lesson should:**
- Include a progression of learning where concepts and skills advance and deepen over time (*may be more applicable across the year or several units*).
- Gradually remove supports, requiring students to demonstrate their independent capacities (*may be more applicable across the year or several units*).
- Provide for authentic learning, application of literacy skills, student-directed inquiry, analysis, evaluation and/or reflection.
- Integrate targeted instruction in such areas as grammar and conventions, writing strategies, discussion rules and all aspects of foundational reading for grades 3-5.
- Indicate how students are accountable for independent reading based on student choice and interest to build stamina, confidence and motivation (*may be more applicable across the year or several units*).
- Use technology and media to deepen learning and draw attention to evidence and texts as

**Engagement**: "Active engagement through art, word play, and drama provide a deeper lasting level of understanding and discovery”. The bridge between reading, writing, art, word play and drama is clear and engaging.

**Easy to understand**: Activities are listed at the beginning and referenced during the lesson.

**Recommendation**: Standards would aid the alignment to CCSS.

**Multiple Opportunities to engage**: "The goal is to provide students with repeated opportunities to engage with complex text and gain confidence in their ability to do so independently. Student read it independently, teacher guides a second reading aloud with discussion, and students gather evidence in text through focusing question.

**Focuses on Challenging Sections**: Day One: Teacher guides student through discussion of read aloud by addressing domain specific vocabulary, context, and sentence structure to ensure basic comprehension. Day Two: Teacher models and engages students in productive struggle finding evidence relating to the focusing question. Day Three: As feedback is given, students are encouraged to explain what they have underlined and why they chose it. Day Four: Teacher leads students to reflect on their notes and discuss their findings, giving feedback. Day Six: Students explore the question, "Why did the Fisherman keep coming back to ask the fish for more?" through a series of questions.

**Diverse Learners**: Day Three: The graphic organizer is high scaffolded to not interrupt the student’s thought processes, especially those who struggle with reading and writing. Peer to peer feedback and instructionally aligned so that students knew the routines.

**Extensions were not provided for students who read well above the grade level text band.**
### 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.

**Direct Observable Evidence:**

One example of direct observable evidence is when teacher puts two or three of their sentences on the board to serve as models. Students share their focus statement orally, suggesting revisions where needed. Oral sharing provides opportunities for formative assessment, validation, and feedback.

Formative assessments were given through multiple opportunities for teacher to observe and give feedback.

Students self-assess through peer to peer interactions.

Even though no rubric is included, there are guidelines for the teacher to gather information by circulating among the groups and later using the actual work samples (oral sharing) for the formal assessment to interpret student performance.

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

### Summary Comments

This lesson meets most of the criteria in dimensions but could be strengthen and become a solid exemplar by organizing the standards that align to each day’s lesson in Dimension I; instruction on academic vocabulary in Dimension II; and adding extensions for advanced readers in Dimension III.

### Reviewer 3

**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

**Targeted Standards:** There are several CCSS listed in the introduction of the lesson. To narrow the list to those standards that are the focus of the lesson would be beneficial. Also, indicating the focus standard of the day would clarify the alignment. For example, RL4, RL10, L1a for Day 1.

**Clear and Explicit Purpose for Instruction:** The learning objective is stated as being to model the process of searching for and interpreting intra-textual connections.

**Selected Texts:** The text complexity band for 2nd & 3rd grades is 420L - 820L. The vocabulary and syntax of this text move it into the Grade 4 and 5 band.

**Noticed, but not applicable to shorter lessons:**

- Integrates Literacy: Students read or listen to the text. There are
and their understanding of reading and writing in social studies, the arts, science or technical subjects through the coherent selection of texts.

opportunities for speaking and listening and writing throughout the lesson.

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

**Dimension II – Key Shifts the CCSS**

<table>
<thead>
<tr>
<th>The lesson/unit addresses key shifts in the CCSS:</th>
<th>Reading Text Closely: The purpose of the lesson is to teach students close reading through multiple readings of a central text.</th>
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<td>✓ Reading Text Closely: Makes reading text(s) closely, examining textual evidence, and discerning deep meaning a central focus of instruction.</td>
<td>Text-based Evidence: Students are engaged in locating and using text-based evidence. For example, students use a sticky note to find evidence of the changes in sea color and later use that evidence to make inferences about why the sea color changes.</td>
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<td>✓ 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).</td>
<td>Writing From Sources: Students located evidence that is recorded onto a graphic organizer. Then, students are guided to write a paragraph using the evidence.</td>
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<td>✓ 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).</td>
<td>Academic Vocabulary: Word play and attention to transition words are included in the lesson. Because the unit is focusing on close reading of complex texts, including vocabulary acquisition strategies would strengthen the unit.</td>
</tr>
<tr>
<td>☐ Academic Vocabulary: Focuses on building students’ academic vocabulary in context throughout instruction.</td>
<td>Noticed, but not applicable to shorter lessons:</td>
</tr>
<tr>
<td>A unit or longer lesson should:</td>
<td>Balance of Writing: Students take notes/annotate and utilize the writing process in moving towards a paragraph expressing. Adding on-demand writing would strengthen the unit.</td>
</tr>
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<td>☐ 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.</td>
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<td>☐ 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.</td>
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<td>✗ Provides extensions and/or more advanced text for students who read well above the grade level text band.</td>
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**A unit or longer lesson should:**

| ☑ Include a progression of learning where concepts and skills advance and deepen over time *(may be more applicable across the year or several units).* |
| ☑ Gradually remove supports, requiring students to demonstrate their independent capacities *(may be more applicable across the year or several units).* |
| ☑ Provide for authentic learning, application of literacy skills, student-directed inquiry, analysis, evaluation and/or reflection. |
| ☑ Integrate targeted instruction in such areas as grammar and conventions, writing strategies, discussion rules and all aspects of foundational reading for grades 3-5. |
| ☑ Indicate how students are accountable for independent reading based on student choice and interest to build stamina, confidence and motivation *(may be more applicable across the year or several units).* |
| ✗ Use technology and media to deepen learning and draw attention to evidence and texts as appropriate. |

Cultivates Student Interest and Engagement: The fable would be enjoyable for third grade students. Students are involved in reading & rereading the text, writing, and speaking about the text.

Instructional Expectations: The instructional expectation is given in the introduction. The list of standards would be clarified by writing out the standards rather than only the codes. Also, grouping the standards to indicate where in the lesson (by day) the standards are addressed would strengthen the unit.

Engagement with Complex Text: Students (if able) read the text independently for the cold read, if the text is too difficult, the teacher is instructed to read the text aloud. There are re-readings of the text.

Focus on Challenging Sections of Text: The lesson includes guiding questions to support students’ reading of the complex text.

Supports for Diverse Learners: There are no supports identified. However, there are activities within the lesson that would be appropriate for students who are ELL, have disabilities, or read well below the grade level text band.

Extension Opportunities: There are no extensions included.

Noticed, but not applicable to shorter lessons:

Progression of Learning: Each day’s lesson build upon the previous days’ learning.

Gradual Removal of Supports: This lesson is heavily scaffolded.

Targeted Instruction: Grammar and conventions (word play), writing strategies (note taking, graphic organizers), and discussion rules (complete sentences, partner conversations) are present in the unit. The inclusion of foundational reading would strengthen the unit.

**Rating:** 2 – Meets many of the criteria in the dimension

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### Dimension IV – Assessment

<table>
<thead>
<tr>
<th>The lesson/unit regularly assesses whether students are mastering standards-based content and skills:</th>
</tr>
</thead>
<tbody>
<tr>
<td>✅ Elicits direct, observable evidence of the degree</td>
</tr>
</tbody>
</table>

Direct, Observable Evidence: Student’s performance on the word play, graphic organizer and in-class discussion indicates the degree to which a student can independently demonstrate the major targeted grade level CCSS.
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.

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

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**Summary Comments**

**Exemplar –** Aligned and meets most to all of the criteria in dimensions II, III, IV (total 11 – 12).

Although there are suggestions for improvement, this lesson offers various methods of demonstrating understanding of complex texts.

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**Reviewer 4**

**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.

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

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

- RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.10; W.3.1, W.3.4, W.3.5, W.3.10, W.4.9; L.3.3, L.3.6; SL.3.1

One suggestion I have is identify the standards throughout the lesson specifically within the activities.

Lexile range grade 4/5, this meets the RL.3.10
### 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, 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.

**A unit or longer lesson should:**

- **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.
- **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.
- **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).
- **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.

**Increasing Text Complexity and Balance of Text is absent because it is only based on one text. This is currently not the intent of the lesson.**

**Evidence for supports of Dimension II for key shifts:**

- This connection between oral and written language and between receptive and expressive language, builds a bridge that helps students internalize language structures and strengthens their reading comprehension.
- To answer this question they must first look back closely at the text. Where, in the text, might we start to look for information that will help us to answer this question?
- The class has collected evidence to show what happens to the sea as the story progresses, but the focusing questions asks why the sea changes. What additional information do they need? Based on evidence from text.
- Key skills in making an argument reading, writing, speaking, and presenting in multiple formats.

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

### Dimension III – Instructional Supports

**The lesson/unit is responsive to varied student learning needs:**

- Cultivates student interest and engagement in reading, writing and speaking about texts.
- Addresses instructional expectations and is easy to understand and use.
- Provides *all* students with multiple

**The set of instructional materials clearly outline and support sequence of learning and resources are clear. Access for students is clearly sited through multiple modalities of extrapolating evidence from text. For example, through the arts, written, tactile and visuals. The students are given multiple readings with supports to "to explicitly model the process of searching for and interpreting intra-textual connections." Reading is support throughout lesson.**
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.

- Provides extensions and/or more advanced text for students who read well above the grade level text band.

A unit or longer lesson should:

- Include a progression of learning where concepts and skills advance and deepen over time (may be more applicable across the year or several units).

- Gradually remove supports, requiring students to demonstrate their independent capacities (may be more applicable across the year or several units).

- Provide for authentic learning, application of literacy skills, student-directed inquiry, analysis, evaluation and/or reflection.

- Integrate targeted instruction in such areas as grammar and conventions, writing strategies, discussion rules and all aspects of foundational reading for grades 3-5.

- Indicate how students are accountable for independent reading based on student choice and interest to build stamina, confidence and motivation (may be more applicable across the year or several units).

- Use technology and media to deepen learning and draw attention to evidence and texts as appropriate.

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:

The lesson has varied modes of assessment to demonstrate what is learned. This lesson does an excellent job of moving from words, to sentences, then to paragraphs. Examples of opportunities for formative assessment in the lessons are when students can: use the unusual grammatical construction with practice, develop a wider repertoire of familiar grammatical structures, add information to paraphrase the key event that precedes, be guided toward clearly presenting a well-reasoned opinion. There opportunities for peer to peer observation for self-assessment.
Use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.

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

Summary Comments

The lesson clearly allows for students to draw evidence from text to support their new learning in literacy in a comprehensive way. One suggestion I have is to pair it with an informational text about weather generated from the oceans/lakes, tying it to what is occurring the world or global warming today. There is an opportunity for parallel text for independent reading. This is an exemplar lesson as it moves clearly through the progression of learning ending with a culminating writing project that will help the students draw a deep connection to the text. The lesson sets the time and historical context from which the author is writing from. The arts are used in a fantastic integrated approach to deepen the comprehension. The format is easy to follow with text sited beside each daily lesson. Using the text to demonstrate and meet the target for the day with explicit modeling. Clearly based on WEBS DOK range it hits a 3 with an opportunity to moving to the DOK 4.

Higher order question may be - an opportunity may be align with the "author’s purpose" or intent - asking the students, "What do you believe the message or lesson is? What message is the author trying to convey?"

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.