

EQulP Review Feedback



Lesson/Unit Name: The Story of an Hour

Content Area: English language arts

Grade Level: 8

Reviewer 1

Overall Rating:

E

Exemplar

Dimension I – Alignment to the Depth of the CCSS

<p><i>The lesson/unit aligns with the letter and spirit of the CCSS:</i></p> <ul style="list-style-type: none"> ✓ Targets a set of grade-level CCSS ELA/Literacy standards. ✓ Includes a clear and explicit purpose for instruction. ✓ Selects text(s) that measure within the grade-level text complexity band and are of sufficient quality and scope for the stated purpose (e.g., presents vocabulary, syntax, text structures, levels of meaning/purpose, and other qualitative characteristics similar to CCSS grade-level exemplars in Appendices A & B). <p><u><i>A unit or longer lesson should:</i></u></p> <ul style="list-style-type: none"> ✓ Integrate reading, writing, speaking and listening so that students apply and synthesize advancing literacy skills. ☐ (Grades 3-5) Build students’ content knowledge and their understanding of reading and writing in social studies, the arts, science or technical subjects through the coherent selection of texts. 	<ul style="list-style-type: none"> - Grade Level CCSS Lit standards targeted: The unit uses 8th grade-appropriate standards and also uses 7th grade-appropriate standards to get to writing a comparison/contrast. One concern I have surrounds the use of terminology of objectives and standards (i.e. Common Core Objectives). The terms are used interchangeably. 8.1 should be added- contextual evidence. - Clear purpose: Evident on the introduction. Objectives for irony need to be added. - Appropriate grade level text (complexity, quality, purpose): The text has high complexity for ELL, but the lessons address this throughout the unit. This unit would also be appropriately aligned for general education students. Activities are used throughout to help develop vocabulary and prompts students to inquire not just about meaning, but how vocabulary is used in context. - Integrate reading, writing, speaking and listening: There is very little demand for listening other than to the teacher. Students need to listen and interpret for analysis’ sake. An audio of the passage or something related would help integrate listening into this unit.
<p>Rating: 3 – Meets most to all of the criteria in the dimension</p>	

Dimension II – Key Shifts the CCSS

<p><i>The lesson/unit addresses key shifts in the CCSS:</i></p> <ul style="list-style-type: none"> ✓ Reading Text Closely: Makes reading text(s) closely, examining textual evidence, and discerning deep meaning a central focus of instruction. ✓ Text-Based Evidence: Facilitates rich and rigorous evidence-based discussions and writing about common texts through a sequence of specific, thought-provoking, and text-dependent questions (including, when applicable, questions about illustrations, charts, diagrams, audio/video, and media). ✓ Writing from Sources: Routinely expects that students draw evidence from texts to produce clear and coherent writing that informs, explains, or makes an argument in various written forms (e.g., notes, summaries, short responses, or formal essays). ✓ Academic Vocabulary: Focuses on building 	<ul style="list-style-type: none"> - Close Reading of Text: The story is read with guided questions followed by prompts for students to determine meaning of words/phrases. Each lesson makes the student go back into the passage and look for something else. True close reading. - Text-based evidence: There were a number of pictures/illustrations to help with the meanings and concepts. One suggestion for improvement would be to look into having some audio/video/media that might give a variety of evidence. - Writing from sources: Guided questions are used at the beginning as a part of the interactive lessons and as the lesson continues, writings increase with prompts for summaries and arguments. - Academic vocabulary: Vocabulary is the strength of the unit especially for ELLs. Again the use of vocabulary is not just for determining definition, but
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<p>students' academic vocabulary in context throughout instruction.</p> <p><u>A unit or longer lesson should:</u></p> <ul style="list-style-type: none"> ✓ 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. 	<p>the meaning and how terms enhance the passage. ELLs need this skill to grasp the concepts of the passage. Be careful to identify of the use of cultural terms, e.g. twittering (referring to birds as opposed to sending a message).</p> <ul style="list-style-type: none"> - Increasing text complexity: The complexity of the text is not in the passage used, but in the complexity of the students' responses and work. Again, the unit begins with guided questions, which continue, and the students have to respond in more complex ways as the lesson proceeds. There are obvious demands for increasing complexity here. - Building disciplinary knowledge: Each power point is about the entire story, but a different concept is taught in each subsequent power point building on the previous power point. The lessons move from understanding words and concepts to analogy to irony. There is a definite sequential pattern as the unit progresses. - Balance of texts: The unit makes use of a text passage, ppt., pictures/illustrations, historical piece, etc. Great use of many different texts. - Balance of writing: The unit calls for interactive reading, guided questions, graphic organizers (which are then used to help develop skills), summary, analogy.
<p>Rating: 3 – Meets most to all of the criteria in the dimension</p>	

Dimension III – Instructional Supports

<p><i>The lesson/unit is responsive to varied student learning needs:</i></p> <ul style="list-style-type: none"> ✓ Cultivates student interest and engagement in reading, writing and speaking about texts. ✓ Addresses instructional expectations and is easy to understand and use. ✓ Provides <i>all</i> students with multiple opportunities to engage with text of appropriate complexity for the grade level; includes appropriate scaffolding so that students directly experience the complexity of the text. ✓ Focuses on challenging sections of text(s) and engages students in a productive struggle through discussion questions and other supports that build toward independence. ✓ Integrates appropriate supports in reading, writing, listening and speaking for students who are ELL, have disabilities, or read well below the grade level text band. ✓ Provides extensions and/or more advanced text for students who read well above the grade level text band. <p><u>A unit or longer lesson should:</u></p> <ul style="list-style-type: none"> ✓ Include a progression of learning where concepts and skills advance and deepen over 	<ul style="list-style-type: none"> - Cultivates interest and engagement in reading, writing, speaking: The unit calls for students to revisit the same passage but demands that they look at it differently each time. This helps with student interest and engagement. - Addresses instructional expectations and easy to understand: The unit is very easy to follow with clear instructions. Again, this unit would be appropriate for use with all students. - Provides all students opportunity to engage in text: The unit makes use of guided questions and interactive readings. - Focuses on difficult portions of text and allows for productive struggle: This text has a high level complexity to begin with. ELLs (and other students) will struggle at the beginning, but the format, guidance and close reading will allow the students to be successful by the unit's end. - Integrates appropriate supports: This whole unit supports one lesson after the other. Again, this would benefit all students. - Provides extensions: The unit covers irony and context clues lessons.
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<p>time (<i>may be more applicable across the year or several units</i>).</p> <ul style="list-style-type: none"> ✓ Gradually remove supports, requiring students to demonstrate their independent capacities (<i>may be more applicable across the year or several units</i>). ✓ 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 (<i>may be more applicable across the year or several units</i>). ✓ Use technology and media to deepen learning and draw attention to evidence and texts as appropriate. 	<ul style="list-style-type: none"> - Includes progression of learning: Again, the unit builds from interactive reading with guided questions to the writing of a summary and the writing of an analogy. - Gradually removes supports: Supports are present within the unit, but because it is intended for ELLs, each case will be different. - Provides for authentic learning: Literacy skills are evident that lead to inquiry and analysis with the completion of the writings. - Integrates targeted instruction: Instruction is determined by the close reading for the day. - Indicates how students are accountable for independent reading: The unit may not lead toward independent reading as it is intended for ELLs, but independent reading still needs to be considered and integrated. - Uses technology and media: The unit makes use of ppt. but the author should consider incorporating video clips of the time period and cultural context for enhanced student understanding.
<p>Rating: 3 – Meets most to all of the criteria in the dimension</p>	

Dimension IV – Assessment

<p><i>The lesson/unit regularly assesses whether students are mastering standards-based content and skills:</i></p> <ul style="list-style-type: none"> ✓ Elicits direct, observable evidence of the degree to which a student can independently demonstrate the major targeted grade-level CCSS standards with appropriately complex text(s). ✓ Assesses student proficiency using methods that are unbiased and accessible to all students. ☐ Includes aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance. <p><u><i>A unit or longer lesson should:</i></u></p> <ul style="list-style-type: none"> ✓ Use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures. 	<ul style="list-style-type: none"> - Elicits observable evidence of students' independent demonstration of standards: Independence is always an issue and if the unit allows for ELLs to move into that direction than that is great. - Assesses using unbiased/accessible methods: Being of different cultures, this could be an issue. Be aware. Accessibility issues are not mentioned, but there really is not anything here that could become an issue. - Includes aligned rubrics: Rubrics are needed to assess through the unit and at the end. Rubrics are also used for the student to get a grasp of what is expected. Rubrics are a must for a unit like this. Students need to grow throughout the unit to strive toward the final writing. - Varied modes of assessment measures: Each lesson had formative assessments that lead to the final assignments.
<p>Rating: 2 – Meets many of the criteria in the dimension</p>	

Summary Comments

This lesson is extremely thorough. There is obvious progress and guidance for the student. This lesson would be one that is great for all students. One major concern is the lack of rubrics used throughout the unit.

Reviewer 2

Dimension I – Alignment to the Depth of the CCSS

<p><i>The lesson/unit aligns with the letter and spirit of the CCSS:</i></p> <ul style="list-style-type: none"> ✓ Targets a set of grade-level CCSS ELA/Literacy standards. ✓ Includes a clear and explicit purpose for instruction. ✓ Selects text(s) that measure within the grade-level text complexity band and are of sufficient quality and scope for the stated purpose (e.g., presents vocabulary, syntax, text structures, levels of meaning/purpose, and other qualitative characteristics similar to CCSS grade-level exemplars in Appendices A & B). <p><u><i>A unit or longer lesson should:</i></u></p> <ul style="list-style-type: none"> ✓ Integrate reading, writing, speaking and listening so that students apply and synthesize advancing literacy skills. ☐ (Grades 3-5) Build students’ content knowledge and their understanding of reading and writing in social studies, the arts, science or technical subjects through the coherent selection of texts. 	<p>Targeted Standards: This unit is clearly aligned to a grade-level set of CCSS ELA standards. In the introduction, all of the reading, writing, language, and listening & speaking standards targeted by the unit are clearly called out. Each lesson's teacher's guide and notes also includes the Common Core standards (called "objectives" in this context) targeted by the lesson.</p> <p>A suggestion would be that in Lesson 1, RL.8.1 could be included as one of the targeted objectives, as students are clearly citing textual evidence to answer the questions from the story.</p> <p>Clear and Explicit Purpose for Instruction: The introduction to the unit contains a clear and explicit purpose for instruction. This unit was developed specifically for English Language Learners to engage in grade-level text while learning writing and vocabulary skills.</p> <p>A suggestion would be to add an objective (or more than one) in the introduction around students developing skills in analyzing character, irony, and analogy, as those skills are clearly developed in this unit.</p> <p>Selected Texts: There are three main texts in the unit: the story, a historical background piece, and a biography of the author. While there are no reading levels given for the texts, they appear to be appropriate for students in the eighth grade. There is also an activity in Lesson 4 where the teacher uses a children's story to model creating a summary and while the children's book is clearly not a grade-level text, the purpose for which it is being used is clearly to build student knowledge and skill.</p>
<p>Rating: 3 – Meets most to all of the criteria in the dimension</p>	

Dimension II – Key Shifts the CCSS

<p><i>The lesson/unit addresses key shifts in the CCSS:</i></p> <ul style="list-style-type: none"> ✓ Reading Text Closely: Makes reading text(s) closely, examining textual evidence, and discerning deep meaning a central focus of instruction. ✓ Text-Based Evidence: Facilitates rich and rigorous evidence-based discussions and writing about common texts through a sequence of specific, thought-provoking, and text-dependent questions (including, when applicable, questions about illustrations, charts, diagrams, audio/video, and media). ✓ Writing from Sources: Routinely expects that students draw evidence from texts to produce clear and coherent writing that informs, explains, or makes an argument in various written forms (e.g., notes, summaries, short 	<p>Reading Text Closely/Text-based Evidence/Writing From Sources: One major strength of this unit is the way in which it engages students in a close reading of the selected texts while eliciting their responses to text-dependent questions. They then use this evidence in the end to justify their response to the prompt requiring them to determine if the ending of the story is ironic.</p> <p>The unit includes a variety of media, including photos, a cartoon, a children's book with illustrations, and, in the extension activities, a song.</p> <p>Academic Vocabulary: As the focus of this unit is to build English Language Learners' skills in accessing grade-level text and develop their vocabulary, there is careful attention paid throughout the unit to supporting their vocabulary learning. Various strategies are used, including italicizing and defining key words, having students fill out a chart with the definition of the words and to make a personal connection, and having them link the English word to the Spanish one.</p>
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<p>responses, or formal essays).</p> <ul style="list-style-type: none"> ✓ Academic Vocabulary: Focuses on building students' academic vocabulary in context throughout instruction. <p><u>A unit or longer lesson should:</u></p> <ul style="list-style-type: none"> ✓ 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. 	<p>Increasing Text Complexity: Within the span of the unit, there is not a clear progression of using more complex text with students, as the central text remains constant throughout the unit. The students read and re-read the text, diving deeper and deeper into its complexities in order to analyze the characters and whether or not the text's ending is ironic.</p> <p>Building Disciplinary Knowledge: This unit supports students in building their knowledge about key English Language arts skills, including irony and analogy/figurative language.</p> <p>Balance of Texts: This unit includes a fictional short story, two historical non-fiction pieces, and a children's story.</p> <p>Balance of Writing: The students engage in a shortened writing process in this unit in Lessons 2 and 5 where they answer the question of whether the ending of the story is ironic in Lesson 2 and then affirm or revise their answer and add evidence from the text in Lesson 5. Something that would potentially strengthen this writing would be to have the students write one more draft of their writing without the use of the graphic organizer.</p>
<p>Rating: 3 – Meets most to all of the criteria in the dimension</p>	

Dimension III – Instructional Supports

<p><i>The lesson/unit is responsive to varied student learning needs:</i></p> <ul style="list-style-type: none"> ✓ Cultivates student interest and engagement in reading, writing and speaking about texts. ✓ Addresses instructional expectations and is easy to understand and use. ✓ Provides <i>all</i> students with multiple opportunities to engage with text of appropriate complexity for the grade level; includes appropriate scaffolding so that students directly experience the complexity of the text. ✓ Focuses on challenging sections of text(s) and engages students in a productive struggle through discussion questions and other supports that build toward independence. ✓ Integrates appropriate supports in reading, writing, listening and speaking for students who are ELL, have disabilities, or read well below the grade level text band. ✓ Provides extensions and/or more advanced text for students who read well above the grade level text band. <p><u>A unit or longer lesson should:</u></p> <ul style="list-style-type: none"> ✓ Include a progression of learning where concepts and skills advance and deepen over time (<i>may be more applicable across the year or</i> 	<p>Cultivates Student Interest and Engagement/Engagement with Complex Text: The base text of this unit, "The Story of Hour", is an interesting story with a twist at the end, which rewards students for their perseverance through a challenging text. Students get to read, write, grapple with vocabulary, and work with partners, which gets them deeply involved in the activities.</p> <p>Instructional Expectations: This unit is very clearly laid out and would be very easy to use by any teacher, even those without an ELL instructional background. The expectations and objectives laid out in the introduction are clearly and carefully developed throughout the unit.</p> <p>Focus on Challenging Sections of Text: The main and supplementary texts in this unit are at grade-level, which may be difficult for English Language Learners. The unit's strength is that it provides careful scaffolding to help students access and analyze the text.</p> <p>Supports for Diverse Learners: This unit was designed for English Language Learners and so includes a great deal of scaffolding for diverse learners by design. This is a strength of the unit.</p> <p>In the introduction there is a specific section dedicated to differentiation. There is also guidance for how teachers might group students, specifically with language acquisition levels in mind.</p> <p>Extension Opportunities: There is a whole section of extension activities for students who may need an additional challenge. The activities are diverse in</p>
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<p><i>several units).</i></p> <ul style="list-style-type: none"> ✓ Gradually remove supports, requiring students to demonstrate their independent capacities (<i>may be more applicable across the year or several units).</i> ✓ 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 (<i>may be more applicable across the year or several units).</i> ✓ Use technology and media to deepen learning and draw attention to evidence and texts as appropriate. 	<p>terms of the skills being built, so an instructor could target what their students need or what might interest them.</p> <p>Progression of Learning/Gradual Removal of Supports: This unit does an excellent job of carefully building students' reading, writing, and vocabulary skills. For the writing piece in Lesson 5, students are to work alone (but with scaffolding) while they have had the support of other students in the past, specifically in Lesson 2.</p> <p>Targeted Instruction: There is a great deal of targeted instruction in vocabulary in the unit, and there are specific scaffolds provided for the writing that students do in Lesson 5 to help them support their argument with evidence.</p> <p>Independent Reading: There is no specific opportunity for independent reading outlined in either the lessons or the extension activities. An extension activity could be created that provides suggestions for other related texts students might want to read.</p> <p>Technology and Media: There is no technology used in this unit other than PowerPoints by the teacher, but the unit is so comprehensive that it does not feel that it is lacking. However, the unit could be bolstered by the addition of an audio clip or video. There are photos, drawings, and cartoons used to deepen students' understanding of the story and literary elements. In the extension activities, there is an activity built around a song.</p>
<p>Rating: 3 – Meets most to all of the criteria in the dimension</p>	

Dimension IV – Assessment

<p><i>The lesson/unit regularly assesses whether students are mastering standards-based content and skills:</i></p> <ul style="list-style-type: none"> ✓ Elicits direct, observable evidence of the degree to which a student can independently demonstrate the major targeted grade-level CCSS standards with appropriately complex text(s). ✓ Assesses student proficiency using methods that are unbiased and accessible to all students. ☐ Includes aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance. <p><u><i>A unit or longer lesson should:</i></u></p> <ul style="list-style-type: none"> ✓ Use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures. 	<p>Direct, Observable Evidence: Throughout the unit, students are writing and speaking about their reading, which would give the teacher ample opportunity to assess their developing skills. Students work with partners quite often, but there are opportunities for individual demonstrations of learning as well, including the final writing piece and the individual summary in Lesson 4.</p> <p>Aligned Rubrics or Assessment Guidelines: There is no rubric provided for the student writing piece in Lesson 5 and no guidance given as to how teachers might evaluate student responses. One suggestion would be to include a rubric with perhaps some sample student responses. Also, it would be helpful to include some potential misconceptions or exemplary responses in the PowerPoint notes for the teacher.</p> <p>Use Varied Modes of Assessment: There is a range of formative and summative assessment measures in the unit. In the introduction to the unit, there is a section that suggests how teachers might formatively assess their students' learning and those opportunities are dispersed throughout the lessons. There is a summative writing assessment and the students also complete a summary of the story.</p>
<p>Rating: 2 – Meets many of the criteria in the dimension</p>	

Summary Comments

This unit is a high-quality example of supporting student learning of ELA Literacy skills in reading, writing, language, listening & speaking. It does an exemplary job of scaffolding student learning throughout the lessons, allowing the students to engage in a

challenging grade-level text. The unit is well-designed and could be easily used by any teacher, even those not proficient in differentiation or trained in working with diverse populations.

One major concern is the lack of rubrics and guidance for assessing various student responses. The major suggestion for improvement would be to provide a rubric for the student writing piece, as well as some example student responses. This would allow any teacher to use this unit right away and would allow them to design opportunities for students to examine the criteria for success and apply that learning to their writing.

Reviewer 3

Dimension I – Alignment to the Depth of the CCSS

<p><i>The lesson/unit aligns with the letter and spirit of the CCSS:</i></p> <ul style="list-style-type: none"> ✓ Targets a set of grade-level CCSS ELA/Literacy standards. ✓ Includes a clear and explicit purpose for instruction. ✓ Selects text(s) that measure within the grade-level text complexity band and are of sufficient quality and scope for the stated purpose (e.g., presents vocabulary, syntax, text structures, levels of meaning/purpose, and other qualitative characteristics similar to CCSS grade-level exemplars in Appendices A & B). <p><u>A unit or longer lesson should:</u></p> <ul style="list-style-type: none"> ✓ Integrate reading, writing, speaking and listening so that students apply and synthesize advancing literacy skills. ☐ (Grades 3-5) Build students' content knowledge and their understanding of reading and writing in social studies, the arts, science or technical subjects through the coherent selection of texts. 	<ul style="list-style-type: none"> - Grade Level CCSS Lit standards targeted: The introduction provides a clear listing of the standards targeted through the unit as a whole. Each lesson offers a listing of standards and student-friendly objectives which build a road map to the ultimate goals. - Clear purpose: In the introduction, three clear purposes are defined: "Build students' comprehension of vocabulary, syntax, and more extended discourse; develop writing skills; enhance relevant background knowledge, with the ultimate goal of engaging students in a mainstream lesson on the text." These are sustained throughout the unit. The inclusion of a goal about irony may be a benefit. - Appropriate grade level text (complexity, quality, purpose): In watching the video clip, it is apparent that great consideration was taken when choosing grade appropriate complex text. This text not only measures within the grade level lexile recommendations, the language demands increase the complexity. When thinking about the text with the readers and task in mind, it is an ambitious choice. There are two informational supporting texts and a piece of children's literature offered. - Integrate reading, writing, speaking and listening: This unit encourages consistent opportunities for student discourse, reading and writing integration. Lesson 1 demonstrates this pattern of integration: For each chunk of text, the PowerPoint chunks the text into manageable sections. Students are given the chance to read and hear the text and guiding questions, discuss with partners, write responses on a student chart, share with the whole group and revise responses as needed. (A similar set up occurs throughout the unit.)
<p>Rating: 3 – Meets most to all of the criteria in the dimension</p>	

Dimension II – Key Shifts the CCSS

<p><i>The lesson/unit addresses key shifts in the CCSS:</i></p> <ul style="list-style-type: none"> ✓ Reading Text Closely: Makes reading text(s) closely, examining textual evidence, and discerning deep meaning a central focus of instruction. ✓ Text-Based Evidence: Facilitates rich and rigorous evidence-based discussions and writing about common texts through a sequence of specific, thought-provoking, and text-dependent 	<ul style="list-style-type: none"> - Close Reading of Text: Throughout the unit, the text is central in the instruction. Every day, students are required to read deeply, uncovering deeper comprehension through multiple readings for multiple purposes. - Text-based evidence: The guiding text-based questions require students to return to text. Some of these initial questions are extremely literal in nature, but become more thought provoking as the unit moves forward. (For example, in lesson 1,
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<p>questions (including, when applicable, questions about illustrations, charts, diagrams, audio/video, and media).</p> <ul style="list-style-type: none"> ✓ Writing from Sources: Routinely expects that students draw evidence from texts to produce clear and coherent writing that informs, explains, or makes an argument in various written forms (e.g., notes, summaries, short responses, or formal essays). ✓ Academic Vocabulary: Focuses on building students' academic vocabulary in context throughout instruction. <p><i>A unit or longer lesson should:</i></p> <ul style="list-style-type: none"> ✓ 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. 	<p>slide 16 asks students "Who told Mrs. Mallard the news of her husband's death?" In lesson 3, slide 49, a more inferential question is provided, "What does Mrs. Mallard mean when she says, 'Body and soul free'?" Given the targeted student population, this continuum of extremely literal questioning prior to the more inferential questions is very logical.</p> <ul style="list-style-type: none"> - Writing from sources: The call for daily use of student charts require students to write directly from the source. These daily student charts offer short responses which require students to return to text and additional graphic organizers of various written forms (ie. Venn Diagram, character sketch, writing an argument, etc.) - Academic vocabulary: A strength of this unit is its focus on academic vocabulary. Through direct instruction, supports, visuals, close reading and peer conversations, students learn an incredible amount of vocabulary. As stated previously, given that this unit was created for EL students, the developers did not shy away from tackling this difficult goal. There are some instances, however, where the level of vocabulary used in the explanations, responses and/or definitions were very high level and may need additional scaffolds (e.g. In lesson 3, slide 32 [insight], slide 37 [grief, oppressed, liberated, stimulated], and slide 54 [running riot]). - Increasing text complexity: Although the main text selection remains consistent, the level of comprehension demands increased over the course of the lesson. In true close reading fashion, there were multiple re-readings of the main selection for multiple purposes, peeling back a new level of understanding with each reading. In addition, the size of the text chunk seemed to increase over time, along with the amount of teacher support. - Building disciplinary knowledge: Through intentional sequencing of instruction and analysis of the main text selection, students reach the specific literary understanding. - Balance of texts: There is a balance of texts offered in this unit, including the literature, historical informational piece, author biography, PowerPoint, cartoon and song. - Balance of writing: There is a balance of writing. The writing demands increase in complexity throughout the unit from fill-in-the-blank responses to graphic organizers and argument writing. The writing is very scaffolded with sentence stems and guidance. Although the unit does allow students in lesson 5 to 'revise' their original written response about irony created in lesson 2, one suggestion might be to have students engage in the writing process (revisions and edits) by going one more step without the graphic organizer.
<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</i></p>	<p>- Cultivates interest and engagement in reading, writing, speaking:</p>
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<p><i>learning needs:</i></p> <ul style="list-style-type: none"> ✓ Cultivates student interest and engagement in reading, writing and speaking about texts. ✓ Addresses instructional expectations and is easy to understand and use. ✓ Provides <i>all</i> students with multiple opportunities to engage with text of appropriate complexity for the grade level; includes appropriate scaffolding so that students directly experience the complexity of the text. ✓ 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. <p><i>A unit or longer lesson should:</i></p> <ul style="list-style-type: none"> ✓ 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>). ✓ Gradually remove supports, requiring students to demonstrate their independent capacities (<i>may be more applicable across the year or several units</i>). ✓ 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. <input type="checkbox"/> Indicate how students are accountable for independent reading based on student choice and interest to build stamina, confidence and motivation (<i>may be more applicable across the year or several units</i>). ✓ Use technology and media to deepen learning and draw attention to evidence and texts as appropriate. 	<p>This unit exemplifies intentional planning for engagement in the learning! Every step of the unit encourages and requires students to engage.</p> <ul style="list-style-type: none"> - Addresses instructional expectations and easy to understand: All instructional expectations are clearly articulated and aligned. The organizational structure of this unit made it very easy to pick up and understand. As a teacher, I could easily implement this unit! - Provides all students opportunity to engage in text: This entire unit speaks to the true intent of 'close reading'! ALL students are offered opportunities to successfully engage with demanding text. - Focuses on difficult portions of text and allows for productive struggle: The text-dependent questions target more complex portions of the text and provide students the chance to SUCCESSFULLY grapple with text. - Integrates appropriate supports: This unit is a true model of appropriate scaffolds and supports. Many times, curriculum is 'watered down' for EL students, allowing a gap to develop. This unit holds EL students to the demands of the 8th grade CCSS. Although designed for the EL population, this unit could be used with any 8th grade student. - Provides extensions: This unit offered a variety of extension opportunities that are very well planned. In lesson 1, an option for more proficient students to work together while the teacher works with small groups is suggested. - Includes progression of learning: This unit creates a very clear path to the desired outcome. - Gradually removes supports: Although very scaffolded, there are portions when students are held to more responsibility. A suggestion might be for some more independent reading, if possible. - Provides for authentic learning: There is authentic application of literacy skills. - Integrates targeted instruction: Much of the instruction and graphic organizers integrate writing skills. Throughout the unit, discourse is integrated. - Indicates how students are accountable for independent reading: There are many ways students are held accountable for their contributions to their learning. Although students are not reading independently in this unit, it would be beneficial for subsequent lessons/units build to that point. - Uses technology and media: PowerPoints and visuals are an instructional mainstay in this unit. A suggestion to increase engagement might be to include a variety of technology, possibly a recording of the main text.
<p>Rating: 3 – Meets most to all of the criteria in the dimension</p>	

<p><i>The lesson/unit regularly assesses whether students are mastering standards-based content and skills:</i></p> <ul style="list-style-type: none"> ✓ Elicits direct, observable evidence of the degree to which a student can independently demonstrate the major targeted grade-level CCSS standards with appropriately complex text(s). ✓ Assesses student proficiency using methods that are unbiased and accessible to all students. ☐ Includes aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance. <p><u><i>A unit or longer lesson should:</i></u></p> <ul style="list-style-type: none"> ✓ Use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures. 	<ul style="list-style-type: none"> - Elicits observable evidence of students' independent demonstration of standards: The summative assessments do offer direct observable evidence of students' proficiency of the targeted standards. There is ongoing formative assessment in this unit. - Assesses using unbiased/accessible methods: All of the assessments are accessible to all students. - Includes aligned rubrics: It would be helpful if a rubric, criteria or scoring guideline was provided for each assessment throughout the unit. - Varied modes of assessment measures: There are many creative forms of assessments in this unit of study, ranging from formative to summative. Inclusion of some self-reflection and self-monitoring would be beneficial.
<p>Rating: 2 – Meets many of the criteria in the dimension</p>	

Summary Comments

Without a doubt, this module measures in the exemplar range! This module is not only an exemplar, but proof for those who say, "My students can't do that..."!

Strengths of this module include:

- Target of grade level standards with EL population
- Scaffolds to guarantee student success
- Intentional planning
- Alignment in standards, targeted skills, instructional strategies and assessment
- Organization and ease of use

The main suggestion would be the inclusion of specific rubrics.

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.