Lesson/Unit Name: The Wolf You Feed  
Content Area: English/language arts  
Grade Level: 6

Reviewer 1

Dimension I – Alignment to the Depth of the CCSS

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<th>The lesson/unit aligns with the letter and spirit of the CCSS:</th>
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| Targets CCSS ELA Standards: The unit of study is explicitly aligned with grade-level CCSS ELA standards for reading informational and literary texts, speaking and listening, and writing (RI 1,2,4,6,9 and RL 1,2,6 and SL1 and W 2.4.9). |
| Includes Purpose for Instruction: The instructional purpose indicated is based on students’ acquisition of skills. While each unit part has a stated objective, no such statement exists for the unit as a whole (the purpose of the unit is embedded throughout the descriptive front matter to the unit, and most easily found on page 3, the second paragraph of the 'How this Unit is Structured' section). The unit would be improved for use by a practicing teacher if the unit purpose were explicitly stated at the beginning of the unit, perhaps at the start of the pages of descriptive front matter. Another suggestion for revision to unit purpose would be to include a focus centered on content. This would be useful to 6th grade teachers working in self-contained and core (ELA and social studies) classrooms as these teachers that would need to build a coherent body of knowledge through both ELA and content instruction (as indicated in the front matter of the CCSS ELA, pages 3-7, and Standard 10). |
| Selected Texts: The texts selected throughout the unit represent informational, narrative literature, film, and argumentative texts that range in lexile levels from 990 to 1300. This selecting is appropriate quality and scope to build (mention reading standards listed) 6th grade. The texts' usability may be improved through providing suggestions for excerpting text into shorter sections. |
| Integration of Literacy Skills: The unit does a good job of continually integrating reading, writing, and discussion activities so each are present in all parts of the unit. Activities to support reading and discussion are very well integrated into and supported throughout the unit. Activities to support writing are built throughout the unit, but it is unclear that each of these activities will adequately support students' meeting of these standards (more on this in parts II and IV of this review). |

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

Dimension II – Key Shifts the CCSS

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| Reading Text Closely: In this unit students are guided through close reading by creating their own questions and observations of multiple texts, and are supported to do so with direct instruction, teacher modeling, and group work that utilize strategy worksheets: 'Reading Closely for Details', |
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.

‘Questioning Texts’ and ‘Analyzing Details’.

Text-Based Evidence: Students engage in rich text-based discussions through teacher modeled and student generated questions (models are provided for teachers in the ‘Model Test Questioning Sequence’ in the instructional notes for unit parts). Using the ‘Reading Closely for Details: Guiding Questions’ students create general and specific questions about the text. Students might be better supported to create questions of the text by adding instructional supports around creating complex questions (such as feedback, peer revision, etc) so that students can successfully move from the general questions, “What words and phrases are powerful or unique?...How do details, information, or ideas change across the text?”, to the complex text dependent question, “How do details in paragraphs 1 and 2 describe why early North American cultures revered the wolf and its role in nature?” the model suggests.

Academic Vocabulary: The front matter descriptor for the unit address vocabulary teaching and potentially challenging tier two and tier three words have been highlighted and defined throughout the editable PDF texts.

Increasing Text Complexity: The complexity of the text increases appropriately throughout the unit, moving between 990L - 1300L and representing a variety of text types and structures (informational, narrative literature, argumentative).

Disciplinary Knowledge: Students will build content knowledge about the behavior and habitats of wolves through a variety of readings, writings and discussions.

Balance of Text: The balanced collection of texts (literary, informational, web-based, video) increases in complexity throughout the unit.

Balance of Writing: The unit provides for writing assignments including short summaries, and there is a single essay required in part 4. All of this writing includes text-based evidence, and some of it is based on web-based inquiry activities. The unit could be improved by creating a more balanced set of writing activities, both on-demand and process writing that allows students to revise their work at various points throughout this unit. For example, students might write a comparison of text perspectives after the jigsaw activity, or students might be provided with an opportunity to peer review and revise their essay in part 4. Such inclusions would better support students meet the CCSS ELA expectations identified in the unit’s front matter: W.2 "write explanatory texts to convey ideas and information clearly and accurately", W.9 "draw evidence from texts to support analysis" and W.4 "produce clear and coherent writing"
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in an accessible manner.

Provides All Students with Opportunities to Engage with Text: The unit expects that all students are exposed to and engage with increasingly complex text. Students are supported in this engagement with multiple reads, modeled instruction, and a variety of worksheets and guides on questioning and analyzing text.

Focuses on Challenging Sections: Challenging sections of text are focused throughout different activities in two main ways; one, in the 'Model Text Questioning Sequence', as on page 11, and two, in the 'Questioning Texts' activities that students engage in.

Integrates Appropriate Supports: There are a variety of texts and activities around text, there are several opportunities for students with disabilities, who are English Language Learners, etc. Other supports may include refining the number of questions on the 'Reading Closely for Details' handout, providing instructional guides for tier 2 vocabulary during a reading activity, using peer review on the 'Text-Centered Discussions Checklist'.

Provides Extensions: The texts at the end of the unit are provided as extension experiences for students. It would be helpful if suggestions around accountability were made for these texts.

Progression of Learning: As students move through the unit, their content knowledge around wolves and their skills around analytical reading, text-based discussions & writing will improve. This improvement is predicated on appropriate supports being provided for students as needed. Such supports were mentioned above in the 'Integrates Appropriate Supports' section.

Gradually Remove Supports: Students are supported through modeling and whole class discussion in unit Parts 1, 2, and 3. and work independently and in small groups in unit Parts 4 and 5. Supports in these final parts are provided to students through peers. The unit could do well should to include guidance on formative assessment, providing feedback, and effective groups so teachers can ensure students can succeed and maintain their engagement through the increase in difficulty.

Provide for Authentic Learning: Throughout the unit, students engage in reading, discussion, and writing that is text-based and self-directed. The worksheets around questioning and analyzing text are useful for student engagement and self-directed inquiry. A suggested improvement for is to use the text-based discussion checklist as a peer review.

Independent Reading: Student choice of books at an independent reading level is not provided for in this unit. While such reading may not be possible within this unit, it is suggested that such reading be provided ample opportunity throughout the year so that students can productively engage the volume of reading expected by the CCSS C&R anchor standards (on pages 35).

Technology & Media: Students reading and analysis of video provides the opportunity for students to teach both content about wolves as well as skills of evidence-based analysis.

Rating: 2 – Meets many of the criteria in the dimension
Dimension IV – Assessment

The lesson/unit regularly assesses whether students are mastering standards-based content and skills:

- Elicits direct, observable evidence of the degree to which a student can independently demonstrate the major targeted grade-level CCSS standards with appropriately complex text(s).
- Assesses student proficiency using methods that are unbiased and accessible to all students.
- Includes aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance.

A unit or longer lesson should:

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

Elicits Observable Evidence: The unit provides opportunities for assessment at the conclusion of each part. This evidence includes completion of worksheets, annotations of texts, listening to small and whole group discussion, and both short and long writing assignments. By the end of the units, parts 4 and 5, students demonstrate independence with citation of textual evidence in writing and discussion.

Assessment Methods: These assessments are inclusive and provide feedback on student proficiency.

Includes Aligned Guidelines: Criteria for student performance for reading and text-based discussion is made clear through the activity worksheets and checklists. Students’ ability to question and analyze is easily assessed in the first activities of this unit. However, how to assess student writing and discussion is less clear. Considerations for improvement might include adding evidence to the close reading and discussion checklists as well as including a similar checklist or rubric to evaluate student writing. Additionally, an assessment section added to the front matter of the unit may clarify assessment methods for teacher users.

Varied Methods: Each unit part ends with a section of 'Assessment Opportunities' that provides teachers with points of pre, formative, and summative assessments.

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

Summary Comments

This unit is a good, near final draft. The overall rating is 'E/I: Exemplar if Improved' (total 10). This final rating was given with the consideration that the unit might be edited with suggestions made into an excellent final draft.

Reviewer 2

Dimension I – Alignment to the Depth of the CCSS

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

- Targets a set of grade-level CCSS ELA/Literacy standards.
- Includes a clear and explicit purpose for instruction.
- Selects text(s) that measure within the grade-level text complexity band and are of sufficient quality and scope for the stated purpose (e.g., presents vocabulary, syntax, text structures, levels of meaning/purpose, and other qualitative characteristics similar to CCSS grade-level exemplars in Appendices A & B).

A unit or longer lesson should:

- Integrate reading, writing, speaking and listening so that students apply and synthesize advancing literacy skills.
- (Grades 3-5) Build students’ content knowledge and their understanding of reading and writing

Targeted Standards: This unit includes reading, writing, and speaking and listening standards at the 6th grade level. The standards most evident throughout the lesson are RI.1, RI.2, RL.6, RI.1, RL.2, RL.6, and RI.10. The introduction to the unit plan (page 5) very clearly lays out which standards are being addressed and, in many cases, in which lesson that will be done. In the introduction, it would be helpful to also have a chart that organizes the standards by lesson as being either targeted or supporting so that teachers could see how it's laid out chronologically in the unit.

The standards are then also clearly spelled out in each lesson and are noted as either being the targeted standards or supporting standards. One note is that the writing standards are highlighted in the introduction but then are supporting throughout. Bolstering the strength of the writing standards is key, both in terms of their integration throughout the unit and the depth to which that is done.

Clear and Explicit Purpose for Instruction: The purpose of the unit and its lessons is clearly laid out in the unit introduction. This unit is the first part of
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

A four-part series that will be created at each grade level to help scaffold students' skills.

Selected Texts: The unit offers students an opportunity to interact with a wide variety of texts than span the grade band in terms of complexity. Included in the unit’s text set are images, video, non-fiction, fiction, and literary non-fiction. The unit plan includes a 990-1300 Lexile span, which aligns with the grade band Lexile expectations that are 925-1185. Some of the texts are outside the level of the grade bands, so it is critical that scaffolding is done for students to be able to ready to access these texts.

Rating: 3 – Meets many 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, audio/video, and media).

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Reading Text Closely: The unit plan includes many different types of text, including images, video, websites, scientific studies, and fictional narratives. They begin with images and then move to more complex types of text. Students are reading a wide variety of texts and applying the same strategies throughout, which will help build their skills. One specific strength in lesson one is that students get a copy of the text set table. This will help them see the scope of all that they’re reading and help them begin to think about connections between the texts.

Text-based Evidence: Throughout the unit, students are called to pull details from the texts, both on their own and in groups. There are various worksheets that accompany the tasks. Students are clearly building their skills in analyzing texts and pulling evidence to support their analyses. It would be beneficial if there were an essential question in the unit, perhaps around human/animal interaction, that the students were striving to answer through their reading and writing.

Writing From Sources: Students are expected to write using evidence from the various sources, mostly in a worksheet format and mostly in just 1-3 sentences. If the students had an essential question for the unit that they were striving to answer, it would give them a purpose for their writing and therefore their gathering of evidence.

Academic Vocabulary: There is a heavy load of academic vocabulary in the unit, both Tier 2 and Tier 3 words. These appear in the handouts as well as the text.

Increasing Text Complexity: This unit is arranged so that students are reading texts in an order that advances them along in the grade band text complexity. It begins with images and an informational text that are easier for students to access and then scaffolds them to fictional narratives and scientific study.

Building Disciplinary Knowledge: One major strength of this unit is that students read about wolves in a variety of disciplinary-specific texts. A scientific study is included, as are other, more history-related texts.

Balance of Texts: Students do read texts that are both literary and informational in nature.

Balance of Writing: Students do quite a bit of writing throughout, but it is
not representative of a balance. It is all on-demand, and there is no call for pieces longer than just a few sentences in length. One major improvement that could be made to the unit would be to embed writing throughout the unit in a variety of lengths and to include opportunities to revise. In activity three in part five, after the discussion, students do write an extended piece about their understanding of their author's perspective, but students could be directed to brainstorm and then write multiple drafts in order to use the writing process.

**Rating: 3 – Meets many 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

**Cultivates Student Interest and Engagement:** This unit engages students in learning about wolves through a variety of literary and informational texts. This is a topic that is of high interest to students, and the texts are of high interest as well.

**Instructional Expectations:** The unit is well laid out and the expectations are clear. It would be helpful to have clear learning targets in student language.

**Engagement with Complex Text:** All students in the classroom do have the opportunity to engage with complex texts and scaffolds are provided to support them. There are several worksheets that guide students through a reading with guiding questions. Teacher modeling also would support students in reading.

**Focus on Challenging Sections of Text:** There are several instances in the unit where students are directed to look more closely at specific sections of text in order to make meaning.

**Supports for Diverse Learners:** While this unit has many different opportunities to offer support to students, for the most part it falls short. The unit has many opportunities for students to work in pairs or small groups, which will help support the learning of all. There is no direction to the teacher, however, about how they might group the students to best support their learning.

There are also opportunities for students to listen to a text and to read aloud, which will help struggling readers. This is a strength of the unit. One strength of this unit is that it has students listening to texts being read, being encouraged to read aloud, and finally, to participate in a discussion about their learning.

The worksheets provided will provide support to students as they're learning about reading more closely and analyzing details. They may need some tweaks to be usable for students with lower reading levels or less stamina.

**The worksheets provided will provide support to students as they're learning about reading more closely and analyzing details. They may need some tweaks to be usable for students with lower reading levels or less stamina.**

**Extension Opportunities:** This unit does allow for extension for students who need more enrichment. Embedded in lesson plans are potential extension...
and draw attention to evidence and texts as appropriate.

activities for classes or perhaps individual students who want to go into more depth.

Progression of Learning: In the course of the unit, students are tasked to engage with more and more rigorous texts.

Gradual Removal of Supports: Over the course of the unit, students are encouraged to work more independently as time goes on.

Targeted Instruction: There is no specific, scaffolded instruction around the writing process or grammar. There is some learning for students about the process and rules around discussion at the end of the unit.

Independent Reading: Independent reading opportunities are offered only as an extension activity. In Part I, Activity 5, there is an independent reading opportunity for students to look at various websites related to the topic. However, there is no guidance given as to how students might be responsible for this learning.

Technology and Media: Students look at videos as part of the text set and students are encouraged to look at websites as an extension activity. It is helpful that there are websites offered.

Rating: 3 – Meets many of the criteria in the dimension

Dimension IV – Assessment

The lesson/unit regularly assesses whether students are mastering standards-based content and skills:

- Elicits direct, observable evidence of the degree to which a student can independently demonstrate the major targeted grade-level CCSS standards with appropriately complex text(s).
- Assesses student proficiency using methods that are unbiased and accessible to all students.
- Includes aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance.

A unit or longer lesson should:

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

Direct, Observable Evidence: In each part, there is a section about assessment with suggestions about how teachers might assess students and use the data. Throughout the unit, students are pulling evidence from the texts, which is observable through their writing and discussion. This is done both in a group setting and individually.

Assesses Student Proficiency: Students have multiple opportunities to write and speak about their learning, both in highly structured and less structured ways. Having opportunities to speak is especially supportive of students who may struggle with constructing a written response.

Aligned Rubrics or Assessment Guidelines: This unit does provide assessment guidelines that provide guidance for teachers. In each part, there is a section at the end titled "Assessment Opportunities" that outlines which evidence teachers should be seeing and how they might use it. There is also sample student responses for each of two of the worksheets.

In the Text-Centered Discussions Checklist, for example, it would be helpful to change the "Comments" heading to something more like "How I know..." or "My best example..." Another piece that could be added is another column or a section below for the teacher to give feedback.

Another major need for this unit is a rubric for the final writing piece with some student examples. If this and the discussion are the summative assessment for the entire unit, it is necessary that teachers will be able to adequately assess the students’ proficiency through these modes.

Use Varied Modes of Assessment: Formative and summative assessment opportunities are listed within the lesson plans. For example, there is a Reading Closely checklist that a student can use to attend to and describe some of their reading behaviors. The teacher could review this with the
Rating: 3 – Meets many of the criteria in the dimension

Summary Comments

A major strength of this unit is how it gradually gets all students into reading texts closely and pulling out evidence. Scaffolding is provided and then gradually removed along the way in order to support student learning and application of this complex task. It is exciting that this unit is part of a larger plan to build students’ skills within and between grades. This comprehensive approach will be very beneficial to students.

Another strength of this unit plan is its span of texts and the various ways in which they are used. Students would walk away with a great deal of experience in a variety of texts, and having this variety would keep them engaged. This part of the unit absolutely embodies the shifts of the Common Core.

A major concern is that there is very little in terms of scaffolding for students who are English Language Learners or struggling readers. Reading closely and analyzing is complex work, and if they’re doing it with texts in the middle to high end of the grade-band range AND are expected to handle Tier 2 and Tier 3 words, it could be difficult for them. Adding some explicit suggestions for teachers and perhaps additional charts or worksheets that might help students work more independently would greatly add to the strength of the lesson.

Another concern is that teachers will need more guidance in how they can assess student learning along the way and use that data to inform their instruction. Opportunities are presented, but giving a clearer explanation both at the beginning of the unit and in each piece would be helpful and would ultimately be beneficial for student learning.

Reviewer 3

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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.

This unit is very well structured in its approach to teaching close reading skills. The purpose is very clear and well articulated, the texts are within the grade level complexity band and provide a variety of opportunities for students to practice close reading skills. This unit also cycles through reading, writing, speaking as well as listening opportunities.

Suggested revisions:

- Needs to include RL.4 and RI.4 as focus standards.
- Unit needs to include standards attached to objectives in the stated purpose; objectives need to be behavior based.

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

All of the critical shifts are addressed in this unit, while the main focus is on reading text closely. Academic vocabulary, while not addressed explicitly, is covered through the use of academic language in questioning exercises, and in the glossing of potentially confusing works in the texts themselves. There are a wide variety of texts offering opportunities for differentiating the process of building disciplinary knowledge either for struggling students or higher level students.

This unit focuses on reading non-fiction so it doesn’t accomplish a balance of literary and informational texts. Though there are multiple opportunities for writing, the unit doesn’t cycle through a writing process in which students draft and revise their writing.

Suggested revisions:
- Leveraging approach for questioning text used in discussions.
- The balance of literary and non-fiction texts is not necessarily an issue if more literary texts are integrated throughout the year.
- Could be framed with an essential question

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

This unit provides impressive frameworks to help break down a complex learning process for students. Notable among these supports are the questioning handout, the close reading checklist, and the glossed texts. All of these resources make the learning process very deliberate and accessible.

Another strength of this unit are all of the opportunities for student practice of the close reading skills. Students are provided with model examples of the
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:**

- There are various formative assessments outlined in this unit as preparation for the culminating assessment: the class discussion.

I disagree, however, that the culminating assessment or summative assessment should be a discussion. In my experience, the discussion should serve as support for the writing piece of the unit. The written work then is hard evidence of the students' learning of the close reading skills, supported by the discussions with their peers. It is very difficult to capture evidence of all students' learning from a discussion.

- This unit also doesn't include rubrics or assessment guidelines beyond the limited descriptions at the end of the activities.
Use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.

Suggested revisions:
- In addition, students being evaluated by completing certain items on a checklist. For example, "I pose new questions while reading that help me deepen my understandable," just requires students to pose questions but it doesn’t have any criteria attached to it that ensures that these questions meet proficiency levels.

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

Summary Comments

This unit is exceptional in its clarity, sequence, and supports for learning a very complex skills. The assessment component of this unit needs improvement. It needs to articulate specifically what mastery of the objectives will look like in a summative assessment, where data can be captured for each individual student. I would recommend a written test in which students are synthesizing their learning from the reading exercises and the discussion exercises.

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 meets 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.