EQuIP Review Feedback

Lesson/Unit Name: It's Great To Migrate!
Content Area: English language arts
Grade Level: 3

Overall Rating:

E

Exemplar

Dimension I – Alignment to the Depth of the CCSS

The lesson/unit aligns with the letter and spirit of the CCSS: ✓ Targets a set of grade-level CCSS ELA/Literacy standards. ✓ Includes a clear and explicit purpose for instruction. ✓ Selects text(s) that measure within the grade-level text complexity band and are of sufficient quality and scope for the stated purpose (e.g., presents vocabulary, syntax, text structures, levels of meaning/purpose, and other qualitative characteristics similar to CCSS grade-level exemplars in Appendices A & B). *A unit or longer lesson should:* ✓ Integrate reading, writing, speaking and listening so that students apply and synthesize advancing literacy skills. ✓ (Grades 3-5) Build students' content knowledge and their understanding of reading and writing in social studies, the arts, science or technical subjects through the coherent selection of texts.	TARGETS A SET OF GRADE-LEVEL CCSS ELA/LITERACY STANDARDS: The lessons address the following grade-level CCSS ELA/Literacy standards - RI.3.3, 4, & 10 – as well as the grade level science standard. RI.3.10 and speaking and listening standards SL.3.1a-l and 4 as students consult a variety of sources when researching the migration habits of a locust or a whale. INCLUDES A CLEAR AND EXPLICIT PURPOSE FOR INSTRUCTION: The unit provides a clear and explicit purpose for instruction in each lesson. For example, "Using the text and graphic features, learn what migration is and identify creatures that migrate, why they migrate and how their migration can affect humans." Objectives include having students learn "how to learn from the text and graphic features" as well as teaching others about the migration of a specific animal and writing/demonstrating knowledge of the migration of animals. SELECTS TEXT(S) THAT MEASURE WITHIN THE GRADE-LEVEL TEXT COMPLEXITY BAND: The anchor text measures 920L, which puts it just above the 3rd grade quantitative measure. Since the text is a picture book, it provides enough visual support for Grade 3 students to read it successfully. This is a text that presents vocabulary and syntax in a prose text structure. In lesson two, teacher directions indicate that each group will learn from digital text, looking at video observation, and/or online research found by students. The various resources on the indicated website – www.kidrex.org – vary in complexity and readability. INTEGRATE READING, WRITING, SPEAKING, AND LISTENING: The unit clearly integrates reading, writing, speaking, and listening standards throughout the lessons. Students first learn about migration through a text picture walk before completing a close read of the text. Additional reading is required through possible online researching of either the whales or locust (as well as through the extension research activities). However, not all students are required to do the extension activities. Students will be sharing their research findings and later writing about migration. BUILDS STUDENTS' CONTENT KNOWLEDGE: The lesson focus on migration directly builds content knowledge while integrating knowledge of structured writing through the required paragraphs and understanding text features to complete a close reading of the text. Students will also demonstrate their knowledge in the Pop Up Project.
Rating: 3 – **Meets most to all of the criteria in the dimension**	

Dimension II – Key Shifts the CCSS

The lesson/unit addresses key shifts in the CCSS: ✓ **Reading Text Closely:** Makes reading text(s) closely, examining textual evidence, and discerning deep meaning a central focus of instruction. ✓ **Text-Based Evidence:** Facilitates rich and rigorous evidence-based discussions and writing about common texts through a sequence of specific, thought-provoking, and text-dependent questions (including, when applicable, questions about illustrations, charts, diagrams, 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.	READING TEXT CLOSELY: According to lesson instructions, students complete the following close reading activities: "Read the story using the Close Reading, reading with your pencil, a three read strategy. First, the students will read the story on their own (this is the first read). Then on the second read (whole class), discuss the text and graphic features. They will then read with their partner (the third read). On the third read students will be using text evidence and graphic features from the story to learn about the purpose of migration and complete the graphic organizer and/or D1 Migration worksheet." The jigsaw activity has each student becoming an expert on an animal that migrates and requires the student to teach another. That requires strong knowledge of the topic. Students are asked to write and are provided a sequence of specific, thought-provoking, and text-dependent questions that includes questions about illustrations. TEXT-BASED EVIDENCE: Students answer text-based guiding questions on worksheets as they research migration of either a locust or whale, depending on the animal assigned by the teacher. Students must include page numbers on the worksheet to document the location of the evidence. WRITING FROM SOURCES: Students engage in a variety of activities when they write from sources. For example the lesson plans states, "Students will also take notes when being taught by a classmate." Students must write from sources, using both the main text and using online resources. Students are asked to draw evidence from texts to produce clear and coherent writing that informs. They are expected to use their notes to create a formal informational paragraph. There is a note taking worksheet provided for support. ACADEMIC VOCABULARY: The lesson includes several opportunities for students to learn deeply pertinent academic vocabulary. In lesson #1, important vocabulary words are introduced, and in subsequent lessons, students create a vocabulary flipbook and must use these words in writing that they generate. INCREASING TEXT COMPLEXITY / BUILDING DISCIPLINARY KNOWLEDGE: While there is no specific progression of complex texts utilized in the lessons, the unit does build disciplinary knowledge through the initial source of content around whales and reading of complex texts such as "Fish That Migrate" and "Monarchs on the Move." BALANCE OF READING: Using a picture book and online research, the lesson includes opportunities for informational and literary text. Baby Beluga is a poem and videos are used for text also. BALANCE OF WRITING: The lesson does provide writing opportunities that include process and on-demand writing through a variety of formats: informal writing (taking notes), paragraph writing, essay writing (the whale essay), and some initial research. There is also an emphasis on process writing as students are asked to have peers or a teacher edit their paragraph. Students also compose an informative paragraph which is shared on the pop up project.
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:
✓ 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 appropriate.	The KWL organizer provides a hook to engage students. Students view videos, conduct research on the internet, and engage in discussions about the topic and the text including peer readings. In addition, students have multiple opportunities to engage in the text. The main text is a colorful picture book, and the pop up project is a great hands-on learning tool. ADDRESSES INSTRUCTIONAL EXPECTATIONS AND IS EASY TO UNDERSTAND AND USE: The organizational structure is relatively easy to follow; however, there is no explicit information about the use of extension internet resources. The resource provides some guided reading questions for the research extension activities. PROVIDES ALL STUDENTS WITH MULTIPLE OPPORTUNITIES TO EXPERIENCE COMPLEX TEXT: The close reading process allows for multiple readings of the text. FOCUSES ON CHALLENGING SECTIONS OF TEXT(S): In general, students address the entire text when engaging in close reading. However, there are implicit opportunities for addressing sections of Rylant's text through class discussions. INTEGRATES APPROPRIATE SUPPORTS: The lesson lists computers/internet and encyclopedia as accommodations for students and provides a list of accommodations and supports for each day of instruction, such as KWL charts, graphic organizers, working with partners, and discussions with the teacher and peers. Students with accommodations may have shortened work or a scribe to write down their thoughts. Additionally, there are recommended texts for students who read at lower grade levels. PROVIDES EXTENSIONS/ADVANCED TEXT: The lesson provides recommended text for advanced readers, and there is an extension activity that consists of independent research. Students will be encouraged to complete a research paper on a creature of their choice that migrates; however, there are no materials provided to guide this work. PROGRESSION OF LEARNING: The content knowledge about migration develops over the course of the lesson as students read the text closely, take notes, answer questions, and discuss the text. Students demonstrate their deepening understanding about migration by moving from taking notes to using their notes to write a well-developed paragraph. PROVIDE FOR AUTHENTIC LEARNING: The requiring of independent research does incorporate authentic learning, application, and student inquiry. INDEPENDENT READING: Finally, the teacher instructions indicate an extension activity in which students will be encouraged to complete a research paper on a creature of their choice that migrates; however, the links provided include a mixture of teacher and student resources. There is no explicit direction provided to indicate how teachers might utilize these resources or help students navigate them. Explicit instruction would be useful.

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

Dimension IV – Assessment

| *The lesson/unit regularly assesses whether students are mastering standards-based content and skills:*
✓ Elicits direct, observable evidence of the degree to which a student can independently demonstrate the major targeted grade-level CCSS standards with appropriately complex text(s).
✓ Assesses student proficiency using methods that are unbiased and accessible to all students.
✓ Includes aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance.
A unit or longer lesson should:
✓ Use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures. | ELICITS DIRECT, OBSERVABLE EVIDENCE OF THE DEGREE TO WHICH A STUDENT CAN INDEPENDENTLY DEMONSTRATE THE MAJOR TARGETE GRADE LEVEL CCSS STANDARDS WITH APPROPRIATELY COMPLEX TEXT(S):
The science content is readily accessible through discussion and writing and each lesson has a specified assessment that will inform the teacher of students' knowledge on the topic of migration. The culminating project will teach students about the animal their peers researched.

ASSESSES STUDENT PROFICIENCY USING METHODS THAT ARE UNBIASED AND ACCESSIBLE TO ALL STUDENTS:
Students have the opportunity to provide evidence of learning through a variety of ways that are accessible to all. Some examples are "Formative Pop up Project," note taking templates, discussion, and paired presentations. In addition, information is shared in a visual manner, and technology is used.

INCLUDES ALIGNED RUBRICS OR ASSESSMENT GUIDELINES THAT PROVIDE SUFFICIENT GUIDANCE FOR INTERPRETING STUDENT PERFORMANCE:
Rubrics are included to assist with assessing the pop-up book in categories related to the paragraph writing/art and the whale essay. The rubrics clearly identify specific criteria to be evaluated and strongly support effective writing.

VARIED MODES OF ASSESSMENT:
The lesson does provide a whole-class pre-assessment on the concept of migration, and the pop-up book is identified as a formative assessment. Students also complete a KWL chart, a vocabulary flip book, and write an essay that is graded with a rubric. An indication or guidelines on how to use the assignment as a formative assessment, though, would provide users a better sense of what criteria (skills and knowledge that seem obvious) should be monitored.

RECOMMENDATION:
Finally, provide a rubric for the specific Speaking & Listening skills targeted for practice throughout the lesson. |
| Rating: 3 – **Meets most to all of the criteria in the dimension** | |

Summary Comments

I) ALIGNMENT TO THE DEPTH OF THE CCSS:
The anchor text is rigorous and supported by illustrations. It would be helpful to know how the research on the Internet will be scaffolded so that students find appropriate grade-level texts as they research migration.

II) KEY SHIFTS IN THE CCSS:
The lesson provides a nice structure for close reading with guiding questions that are text-dependent. Students write from sources in various ways as they complete such assignments as note taking worksheets, and a "Formative Pop Up Project."

III) INSTRUCTIONAL SUPPORTS:
Although the lesson was submitted as a unit or longer lesson, it is narrow enough to be considered a lesson that spans 4 days. The content focuses on one anchor text and any other texts consulted by the students seem to be self-directed research on the Internet. If this is not the case, the lesson could helpfully provide clarifying information.

IV) ASSESSMENT:
The assessments in the lesson provide actionable evidence, and rubrics provide the ability to assess student mastery of the standards.

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.