**Lesson/Unit Name:** Animals Get Ready  
**Content Area:** English language arts  
**Grade Level:** 3

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

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

**A unit or longer lesson should:**  
- Integrate reading, writing, speaking and listening so that students apply and synthesize advancing literacy skills.  
- (Grades 3-5) Build students’ content knowledge and their understanding of reading and writing in social studies, the arts, science or technical subjects through the coherent selection of texts.

This unit targets the required Call to Action Standard RI.3.10 as well as L.3.3, and L.3.4. RI.3.1-3-4-9 and RL.3.1 are also included. W.3.2 and W.3.10 are the writing standards focused on in the unit. SL.3.1, SL.3.3, and SL.3.3 are the focus area for speaking and listening. The Call to Action Supports for ELL’s standards were all addressed in this unit. Although there was a list of standards in the beginning of the unit, it is recommended that the developer add standards to each daily lesson. This was seen in lesson #4, but was not consistent throughout the lessons.

While the standards are not included in the daily lessons, the overview provides a rationale. The standards are looped through the unit as a whole and are presented in the order in which they are covered throughout the unit.

The purpose was identified on the first page of the overview of the unit to exemplify the Common Core shifts in ELA for content area teachers. Each daily lesson also clearly tells the students what they will focus on for that day’s lesson.

The texts being used (Make Way For Ducklings, Animals Get Ready, and Who Migrates) all fall within the text complexity band for the targeted grade level and accomplish the complexity necessary to focus on animal adaptations. The text, "Why Migrate" is at a Lexile level higher than the targeted grade band. However, it is sufficiently scaffolded to make it accessible to students.

Content knowledge is being built throughout the unit of science information around animal migration.

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 |

Close Reading of texts is found throughout the unit. Students independently read a selection or a portion of the selection first with the teacher providing a fluent reading of the selection second. Students would track the words as the teacher reads the selection.

Students provide evidence from the text in writing daily, in the small group discussions, and in whole group discussions.

Evidence of student writing from sources included: Graphic organizers, sentences to address the essential questions, and exit tickets.
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.

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

### Dimension III – Instructional Supports

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

- Cultivates student interest and engagement in reading, writing and speaking about texts.
- Addresses instructional expectations and is easy to understand and use.
- Provides all students with multiple opportunities to engage with text of appropriate complexity for the grade level; includes appropriate scaffolding so that students directly experience the complexity of the text.
- Focuses on challenging sections of text(s) and engages students in a productive struggle through discussion questions and other supports that build toward independence.
- Integrates appropriate supports in reading, writing, listening and speaking for students who are ELL, have disabilities, or read well below the grade level text band.

Student interest and motivation is developed through the texts examined, the content, and the structure of each daily lesson.

Each daily lesson was precisely chunked and followed a common structure of Engage, Explore, Explain, Elaborate, and Exit Ticket. The lessons began each day with connecting the previous lesson by recalling one portion through discussion, drawing, or writing. Explicit instructions on utilizing the Expert Pack are provided in the daily teacher lesson instructions.

Two versions of each text are provided, one highly scaffolded and one plain. These highly scaffolded texts are accompanied with explicit strategies for targeting ELL students.

Challenging sections of the texts used were discussed through text dependent questions throughout the unit. The exit ticket used each day also provided another opportunity for students to recap and summarize their own learning from the day’s focus.
✓ 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.

Scaffolds were evidenced throughout the unit. Some of these included: connecting prior learning to the new learning, heterogeneous grouping, graphic organizers, oral discussions, and students providing feedback to each other on their posters. Direct support for students who struggle with the reading, as well as for ELL students, is provided in each daily lesson.

Each daily lesson provides instructions for extensions. The Expert Pact and culminating activity for a TED talk could also be used as an extension.

There was a clear progression of learning throughout the unit with the science knowledge being built and students able to use that information both in writing a narrative and an information piece with one of the essential questions.

The layout of the daily lessons provide the gradual release for students to demonstrate independence.

The unit provided for authentic learning on animal migration and hibernation. Students were involved with reading, writing, speaking, and listening which did involve language use and development. They were also involved with student-directed inquiry, analysis, evaluation, and reflection.

Grammar and conventions were included in the narrative rubric, although direct instruction of those was not an emphasis. Discussion rules were seen in lesson 10.

Technology enhanced deeper learning as evidenced by the Expert Pack links and videos. The Ted video students create is also an example of how technology is supporting deeper learning.

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.

Direct observable evidence for students demonstrating the major targeted skills was evidenced from both summative writing assignments and the ongoing exit tickets from each day's lesson.

Supports for low or struggling readers and ELL students are evidenced in this unit, making the methods for assessment accessible for all students.

A narrative rubric is provided as well as the Ted Talk rubric. Student writing samples were provided to interpret the rubric. Sample answers to questions are also provided.

Formative assessment is identified as the exit ticket used daily. Two summative assessments are used to determine both content knowledge of the students and their writing ability of the narrative and also answering one of the essential questions and using vocabulary words and evidence from at least two of the texts.

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

Summary Comments

This Exemplar, Call to Action unit for English Learners provides explicit scaffolds in each daily lesson meeting the criteria required.
A strength in the unit was the structure of the daily lessons, which would be very reassuring to all teachers reading this unit, especially inexperienced teachers.

**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.