

EQuIP Review Feedback



Lesson/Unit Name: BUILDING EVIDENCE-BASED ARGUMENTS: Search Warrant

Content Area: English language arts

Grade Level: 10

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. <input type="checkbox"/> (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>Standards: Those identified as primary for teaching/learning are: RI.1/RH.1, RI.8/RH.8, and W.1/WHST.1, W2 and W9/WHST.9 Also, RI.6/RH.6 and RI.9/RH.9 (point of view and author perspective), SL.1 and SL.4 are targets as the unit progresses. Targeted standards for each part of the unit are listed on the coversheet of the part within the unit, this meets the Call to Action requirement.</p> <p>Explicit purpose: There is an overall purpose for the unit: "...must develop a 'mental model' of what effective and reasoned argumentation entails, to guide in reading, evaluating, and communicating...around issues where there are more than two sides." It is also described as part 4 of the Odell series of Core Competencies units to develop skills at the heart of the CCSS. Each of the 5 parts of the unit also begins with the purpose for that section, how learning is developed across that portion and how it connects to the parts preceding and following.</p> <p>Selected text measures: There is a separate document within the Unit Planner that lists the texts used, their author, and date. The texts are also referenced again at their point of use along with a note on their complexity, what makes it complex, and suggestions for accessing.</p> <p>Integration of reading, writing, speaking, and listening: All language arts domains are utilized throughout the unit, often with reading, speaking, listening, and writing within each lesson. The reading is central, with speaking and listening used in both group work and discussions, and writing is used to synthesize learning for the section, with notes on where to focus for the teacher.</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 	<p>Reading closely: This is central to the unit. There are several 'text sets' compiled that allow teachers choice as to which and how many texts to use to teach a skill set. The text sets also have varying complexity, and vary in modality allowing for scaffolding and release of practice.</p> <p>Text based evidence: TDQs are listed for teachers at point of use within the lessons. There are notes as to use (to focus and drive repeated readings), and possible</p>
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<p>sequence of specific, thought-provoking, and text-dependent 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><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>feedback, as well as notes on use, such as use in a jigsaw, expert groups and other collaborative settings.</p> <p>Writing from sources: The unit does a good job of embedding 'writing from sources.' Short and longer writing from sources pieces are developed as a result of the reading and skill lessons. Students are asked to identify author's arguments (describe them), leading toward developing their own arguments.</p> <p>Academic vocabulary: The unit overview describes the philosophy of how academic vocabulary is developed through the unit. The primary strategy used is to teach critical disciplinary vocabulary and concepts throughout the instruction. Students learn words through their explicit use and application. The individual lessons follow the template, identifying and defining key vocabulary students will need to use to be successful and giving suggestions as to how to focus on the words during the lessons.</p> <p>Increasing text complexity: The Unit Overview does a good job at outlining the ways in which text is used within the unit. Text sets have variety within them so that there is a progression within each part, or section, of the unit and the sets themselves purposefully increase in complexity across the unit as students reread for deeper meaning.</p> <p>Building Disciplinary knowledge: This is a particular strength of the unit. Teachers are advised that the unit can be constructed around any content area that contains multiple viewpoints, can be used to build on the student's choice within the "Building Research" unit, or used as is described by this unit. The topic here is relevant, controversial, and of interest to teens.</p> <p>Balance of Texts: There are a variety of text modes used during the lessons. Congressional acts, essays, blogs, news articles, speeches on video, photos, and political cartoons are all incorporated.</p> <p>Balance of Writing: A good balance of both shorter and longer writing is used throughout the unit to develop students' skills. A particular feature is that the shorter pieces are used both for informing instruction, and for developing the longer writing assignment that culminates the unit.</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 	<p>Engagement: The topic is relevant, controversial, and involves a number of contemporary political figures. The topic should be highly interesting to students.</p> <p>Instructional Expectations: The unit is broken into several parts, including the Unit Plan Guide. This helps organize the materials for ease of use. The Unit Guide includes front matter that explain the layout, predictable format of lessons, expectations, and ways to adjust the unit. All these help with deciding how to best use the materials.</p>
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<p>students directly experience the complexity of the text.</p> <ul style="list-style-type: none"> ✓ 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 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. ❑ 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>Multiple Opportunities: The Unit Guide describes the choices teachers can make on behalf of their students using the variety of materials included (lower/higher readers). There are also suggestions for scaffolding lessons, both in the front matter and within lessons. Materials have been chosen that span a wide variety of difficulty and modes (video, visual) that assist in explaining concepts to students.</p> <p>Challenging sections: Many of the key texts are extremely challenging, both in Lexile and in complexity.</p> <p>Integrates for ELL and students with disabilities: The front matter of the Unit Guide address ELL/struggling readers, describing the scaffolds that might be used. Graphic organizers are included for use in developing understanding, as well as visual texts, which support learning concepts. However, there is no focus on ELL students or standards addressed. While scaffolding might support ELL students, there is no direct support suggested within the lessons that might specifically support ELLs, nor the support of increasing language proficiency.</p> <p>Extensions: There are sections that also describe how teachers might involve student choice for selections, or be used for students who wish to continue their discovery of the topic.</p> <p>Progression of learning: The unit moves from part 1, discovering and describing the arguments of authors to determining credibility of authors, and finally developing their own argument. This shows a nice progression of skill development with a release of practice so that students are supported in their learning and are successful in execution.</p> <p>Gradual release: The authors of the unit identify and use a scaffolded, gradual release model, with modeling, feedback, collaborative practice, and finally independent practice.</p> <p>Authentic Learning: The topic and the texts selected make this topic authentic and relevant.</p> <p>Integrates grammar and conventions: While writing, including strategies and processes, is a focus of this unit, embedded grammar and conventions was not a focus. The unit would benefit from teachers applying a focus that is appropriate. This goes beyond the writing conference with individuals in order to assure that all students have the knowledge language conventions needed for college and career writing.</p> <p>Independent Reading: Independent reading was given as an option for teachers to use with the multitude of texts offered. However, choice is not necessarily a focus with an accountability tool.</p> <p>Technology:</p>
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	Technology is not a focus of the unit, but is utilized in listening to speeches, watching news clips, etc. It is also utilized as a topic under consideration around privacy issues.
Rating: 3 – Meets most to all of the criteria in the dimension	

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>Observable evidence: The writing pieces at the end of each section, the graphic organizers, and other devices are all used to assess how well students understand the concepts and skills taught.</p> <p>Assess student proficiency: Methods are universal, and therefore are unbiased. However, there is not much indication of alternative means or evaluation for those that are struggling readers.</p> <p>Rubrics: There is a writing rubric (for argument) for the final writing assessment. Also included is a checklist that is referenced several times as a possible check sheet. The formative process could be stronger with something that is more 'problem/solution' oriented.</p> <p>Varied modes of assess: Formative assessments, discussion questions, graphic organizers and the final writing are all used as assessment.</p>
Rating: 3 – Meets most to all of the criteria in the dimension	

Summary Comments

<p>Note: Every instance of "fi" has been printed as an "8" throughout the document.</p> <p>This unit is well developed and laid out with sections to assist in understanding the layout and materials of the unit. The Unit Guide is helpful because it gives front matter, explaining the layout of the sections, methods used for instruction, and philosophy of the teaching/learning. This is all done while still indicating that the teacher should make informed decisions along the way that are in best interest of his/her class.</p> <p>Strengths of the unit include the scaffolded, gradual release of learning, multiple text sets that can be used, and the thoughtful way writing is address both throughout the unit and as a final event. The description of a writing process and how to go about it is a nice inclusion for those that don't "own" a process.</p> <p>The topic used for the unit is both contemporary and controversial, which is sure to engage the minds of high school students.</p> <p>The variety of types of text, from legal documents to blogs and political cartoons assures that students are seeing a variety of text types, as well as looking at the topic from many angles.</p> <p>The unit could be improved with more specific focus for ELL students. Listing the ELL standards addressed, and targeting the specific integrated language supports would greatly enhance the teacher's intentional instruction during the lesson sequence.</p> <p>In all, this is a well-crafted unit that is a nice addition to Odell's series.</p>

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
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- 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**)
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- 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.
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- 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.
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- 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.