

EQuIP Review Feedback



Lesson/Unit Name: Cinderella

Content Area: English/language arts in grades K-2

Grade Level: 1

Overall Rating:

E/I

Exemplar *if* Improved

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 K-2 ELA/Literacy CCSS for teaching and learning.
- ✓ Includes a clear and explicit purpose for instruction.
- ✓ Selects quality text(s) that align with the requirements outlined in the standards, presents characteristics similar to CCSS K-2 exemplars (Appendix B), and are of sufficient scope for the stated purpose.
- ✓ Provides opportunities for students to present ideas and information through writing and/or drawing and speaking experiences.

A unit or longer lesson should:

- Emphasize the explicit, systematic development of foundational literacy skills (concepts of print, phonological awareness, the alphabetic principle, high frequency sight words, and phonics).
- Regularly include specific fluency-building techniques supported by research (e.g., monitored partner reading, choral reading, repeated readings with text, following along in the text when teacher or other fluent reader is reading aloud, short timed practice that is slightly challenging to the reader).
- ✓ Integrate reading, writing, speaking and listening so that students apply and synthesize advancing literacy skills.
- ✓ Build students' content knowledge in social studies, the arts, science or technical subjects through a coherent sequence of texts and series of questions that build knowledge within a topic.

Targets a set of Standards:

This unit does identify a small group of Common Core Standards for all four strands, Reading Literature and Informational Text, Writing, Speaking and Listening and Language. One standard, Reading Informational Text, RI.1.9, "Identify basic similarities and differences between two books on the same topic," is included on the Unit's list of standards, but not fully addressed. Also, L.1.5, dealing with word relationships, nuances and shades of meaning, is not specifically addressed in the unit. L.1.4a, "Use context as a clue to the meaning of a word or phrase," is not listed in the introduction, however could be used in lesson # 2. Within each of the 8 lessons for the unit there are both CCR Anchor Standards and CCSS grade level standards listed. The inclusion of the Anchor Standards is beneficial. However, the Anchor Standards that are listed in the introduction to the unit are not cited correctly. Anchor Standards, being the overarching long-term goals for the Common Core ELA standards, do not include grade level designations and are not identified by Reading Literature or Reading Informational Text, simply by "Reading."

For Lesson 1, the developer includes the CCSS RL.1.3 and further breaks the standard into four lesson objectives/Learning Targets derived from the target standard. Breaking the standards into teaching objectives is very helpful to the teacher when planning.

It is suggested that the developer consider the following:

The wording of RL.1.2 in Lesson 2 has been changed to state "cultural message" rather than "central message" as is written in the standard. Lesson 4 also focuses on RL.1.9. (Compare and contrast the adventures and experiences of characters in stories). However, based on the instruction in the guided practice section of the lesson, RL.1.2 retelling, RL.1.3 describe characters, settings, and major events using key details are more applicable. Lesson 5 focuses on RL.1.3, characters, settings, major events, and key details. RL.1.4 (identify words and phrases that suggest feelings or appeal to the senses) could be listed for Lesson 5.

Clear and Explicit Purpose for Instruction:

The developer includes a two-page unit summary that states the intended targeted standards and states that the purpose of the unit is to compare similarities and differences among versions of the Cinderella story. Another purpose is to learn about the geography (i.e. continents) and cultures of the different versions before reading each book. While the first part of the purpose is well developed, the second purpose is not given as much weight during instruction. The culminating task for the unit is to utilize a Venn diagram to compare and contrast two previously read Cinderella stories. This task is in alignment with the stated outcome.

Selected Texts:

	<p>The seven texts that are selected are of sufficient quality for a read aloud in first grade and the amount of literature provides ample depth to accomplish the task of compare and contrast. The text range in Lexile levels from 540L to 1000L and provide rich literature for reading aloud. For most students, this is above the scope of first grade reader. It may prove difficult for them to read on their own and develop their own reading skills. In implementing the lesson sequence, the teacher may consider narrowing the number of texts to allow for deeper comparison and contrasting of the texts.</p> <p>Present Ideas Through Writing and/or Drawing and Speaking Experiences: There are opportunities for students to record information about each of the Cinderella versions. Post-it Notes are utilized throughout the lesson sequence. Student groups reach consensus on understandings through oral discussions. The culminating task for the unit to utilize a Venn diagram to compare and contrast two previously-read Cinderella stories of their own choosing. The amount of writing suggested is differentiated according to students' levels of proficiency.</p> <p>Emphasizes Development of Foundational Literacy Skills: For this first grade unit, there are no standards for Reading Foundation Skills targeted. If a separate program is used for these standards, it would benefit anyone who might use this unit to understand that.</p> <p>Development of Fluency–building skills: Evidence could not be collected that opportunities were provided for students to build fluency. It was not evident that students engaged in repeated readings with text. In each lesson, the teacher chunked the selected text and provided the read aloud. While students engaged in turn and talk, the focus was on this skill completion, not fluency. Only Lesson 1 indicates an opportunity for re-reading, which was during a Learning Center. Consider adding re-reading opportunities throughout each lesson so students do multiple readings of the text (e.g., teacher read aloud, student independent reading, partner reading).</p> <p>Integrates Reading, Writing, Speaking and Listening: The unit provides opportunities for students to participate in all strands of the ELA standards.</p> <p>Builds Students' Content Knowledge: The unit includes informational texts for the purpose of students' building geographical knowledge about the current locations of the fairy tale texts of the unit along with some pertinent cultural background.</p>
<p>Rating: 2 – Meets many 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 (including read alouds) a central focus of instruction and includes regular opportunities for students to ask and answer text-dependent questions. ☐ Text-Based Evidence: Facilitates rich text-based discussions and writing through specific, thought-provoking questions about common texts (including read alouds and, when 	<p>Reading Text Closely: The lessons include discussions and prompts during whole group and small group for the teacher to ask text-dependent questions. The teacher models wondering, and students' "wonderings" are recorded on a t-chart. This is a solid strategy for engaging first grade students as they learn to ask questions related to texts.</p> <p>The teacher is directed to do the reading in this unit. It is not clear whether or not students are provided the opportunity to read or reread on their own. For the most part, the texts that are used are well above the</p>
--	--

applicable, illustrations, audio/video and other media).

- ✓ **Academic Vocabulary:** Focuses on explicitly building students' academic vocabulary and concepts of syntax throughout instruction.

A unit or longer lesson should:

- **Grade-Level Reading:** Include a progression of texts as students learn to read (e.g., additional phonic patterns are introduced, increasing sentence length). Provides text-centered learning that is sequenced, scaffolded and supported to advance students toward independent grade-level reading.
- ✓ **Balance of Texts:** Focus instruction equally on literary and informational texts as stipulated in the CCSS (p.5) and indicated by instructional time (*may be more applicable across a year or several units*).
- ✓ **Balance of Writing:** Include prominent and varied writing opportunities for students that balance communicating thinking and answering questions with self-expression and exploration.

expected reading level of a first grade student. (Text range in Lexile levels from 540L to 1000L.) However, as the skills of close reading are modeled and explicitly taught, teachers are given a set of questions to consider as they read. Many of the questions are text based such as the questions in lesson #3, "Manyara refused to share her apple with the boy. How did that affect her?" Also, these questions are scaffolded as the unit progresses and addresses the objectives of the standards. For example, in lesson #5, while learning about details, students are asked questions specific to the details of that story. In the first lessons, students are asked questions specific to character and setting

Text-based Evidence:

The unit involves students in a study of various versions of Cinderella and the world regions for each version. Throughout the unit, students listen to texts and view digital images of the geographic locations for the purpose of understanding the differences among the versions. While the unit includes questions for discussion, the prompts do not always appear to encourage responses that require a reliance on the text. Students are not specifically asked to signal, point out, explain, or restate the piece of text that supports their answers. It is helpful to ask students how they arrived at their answers. Include explicit prompts such as, "What does the text say about that?" or "What was in the text makes you answer that way? The questions should be asked in a way that drives students back into the text and does not rely on background knowledge.

Academic Vocabulary:

The vocabulary focus of the unit is mostly the language of the standards (character, setting, events, details, compare, and contrast). There is some attention to academic vocabulary (speckled, bellowed, adventure, experience, unpleasant, garments).

Each lesson does have a list of vocabulary words that will be used during that period of instruction. These words include that academic language from the standard itself as well as some words that are essential to understanding the text. Two different strategies for determining the meaning of words in context were taught in lessons #2, 4, and 5. However, it is not apparent whether students routinely use the text to discover the context clues for determining meaning. In some lessons students are introduced to a new word and then asked to discuss the word and come to a consensus as to its meaning. Then in reading they are asked if their meaning fits the group definition. It is not clear that the students are led into the text for clues that might help discover the meaning of the word. It is powerful if students independently use context clues when they come across new vocabulary. Also, more attention to the teaching and use of academic vocabulary in students' writing and drawing would strengthen the unit.

Grade-Level Reading:

The unit only includes teacher read-aloud and students' rereading of complex texts. The inclusion of sequenced, scaffolded and supported grade-level texts to advance students toward independent grade-level reading would strengthen the unit to prepare first grade students for the Grades 2 - 3 Text Complexity Band of 420L - 820L. Consider including explicit detail as to how the eight lessons allow students to build stamina towards independence.

Balance of Texts:

	<p>The unit includes both fiction (Cinderella tales) and geographical research. Most of the reading in this unit is literary. The examples of nonfiction include pictures and music, which are used to introduce students to different cultures. While the definition of “text” within the common core is wide, providing for various formats that may be “read,” it is expected that students be exposed to informational books either at an independent level or as a read aloud. In this unit where students are introduced to different cultures, informational texts about the countries addressed would be appropriate and strengthen the unit.</p> <p>Balance of Writing: Students are given opportunities to write for many purposes in each lesson. They are asked to write down details, wondering they have about stories, descriptions of characters ad setting and a summary of a story. A learning center activity for a flipbook provides an opportunity for independent expression and exploration. Each lesson includes a writing activity.</p>
<p>Rating: 2 – Meets many 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 for teachers (e.g., clear directions, sample proficient student responses, sections that build teacher understanding of the whys and how of the material). ❑ Integrates targeted instruction in multiple areas such as grammar and syntax, writing strategies, discussion rules and aspects of foundational reading. ❑ Provides substantial materials to support students who need more time and attention to achieve automaticity with decoding, phonemic awareness, fluency and/or vocabulary acquisition. ✓ Provides <i>all</i> students (including emergent and beginning readers) with extensive opportunities to engage with grade-level texts and read alouds that are at high levels of complexity including appropriate scaffolding so that students directly experience the complexity of text. ❑ Focuses on sections of rich text(s) (including read alouds) that present the greatest challenge; provides discussion questions and other supports to promote student engagement, understanding and progress toward independence. ❑ Integrates appropriate, extensive and easily implemented supports for students who are ELL, have disabilities and/or read or write below grade level. 	<p>Cultivates Student Interest and Engagement: The fact that the unit is built around a familiar text (Cinderella), students will be able to maintain interest in exploring the various texts of the same theme. Also, small and whole group discussion opportunities set the stage for naturally cultivating student engagement. However, the same routine for each version over eight weeks could become repetitious for students. Consider targeting a few literary and informational texts central to the unit and include more student inquiry to foster interest.</p> <p>Instructional Expectations: The structure is easy to follow and understand. The consistent format of the lessons does facilitate ease of use. It is helpful that the vocabulary is included at the beginning. The opening conversation for each lesson revolves around a decomposition of the lesson's stated standards. However, as stated in Dimension 1, the standards do not always align to the instruction provided. It is important that there is an easy to follow flow from the purpose, through the aligned standards, to the culminating task or assessment. Essential Questions are provided at the beginning of each lesson. While these are helpful for focus, it does not appear that they are addressed explicitly within the unit.</p> <p>Integrates Targeted Instruction in multiple areas: The ELA standards targeted are predominately Reading Literature. Although not explicit, there is some attention to Reading Informational Text. Other than the reference to discussion rules already being taught prior to the unit, there is no evidence that instruction was provided in grammar, conventions, and strategies for writing. Foundational Skills are not a focus of the unit. There is one Writing standard targeted. Standard L.1.1 is listed in the unit summary, however there is no evidence of instruction for “command of the conventions of standard English grammar and usage” as listed in sub-standards a – j. The language standards taught are from vocabulary acquisition and use and deal more with L.1.4 only.</p> <p>Support to achieve automaticity: While there are opportunities built into the unit to promote vocabulary acquisition (especially domain-specific ELA language of the standards), the</p>
--	---

- Provides extensions and/or more advanced text for students who read or write above grade level.

A unit or longer lesson should:

- ✓ Include a progression of learning where concepts, knowledge and skills advance and deepen over time (*may be more applicable across the year or several units*).
- ✓ Gradually remove supports, allowing students to demonstrate their independent capacities (*may be more applicable across the year or several units*).
- Provide for authentic learning, application of literacy skills and/or student-directed inquiry.
- Indicate how students are accountable for independent engaged 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.

unit does not provide evidence that materials are provided to support students who require automaticity with decoding, phonemic awareness, and fluency. Consider including materials and explicit directions that support students needing more guidance. For example, as written, it appears that Learning Center and Small Group tasks engage all students in the same way. Explicit differentiation here would strengthen the unit. A unit for first grade students would be improved with increased attention to Foundational Skills. If a separate program is used for foundational skills, it should be stated.

Engagement with Grade Level Text:

All students do engage with the text as they participate in the teacher read-aloud and repeated readings of the Cinderella stories. The teacher leads the engagement by reading the texts aloud. Students apply skills that do not explicitly rely on the student independently reading the text. Differentiated strategies for access and scaffolding for students to access the text are not present. It would be expected that as the year progresses, all students have scaffolds so that they may engage directly in the reading of the text.

Focus on Challenging Sections of Text:

The unit draws attention to similarities and differences among texts and cultural reasons for the differences. It is not evident that sections of the selected texts are chosen that engage students in a productive reliance on or challenge with the texts.

Supports for Diverse Learners:

The unit includes adaptations within each lesson for students below level. However, these adaptations focus only on the assessment/products. These supports are either to have below-level students participate in less challenging work or to work with an "above-level" student as a guide. These supports do not provide students with the scaffolds necessary to have equal access to the curriculum. Neither do they strengthen the student and move him/her toward independence. No evidence exists for other supports for these populations. It is not apparent how struggling students will be supported on their progression toward grade-level proficiency. It would improve the unit to provide supports that would allow struggling readers/writers, students with disabilities, and ELL students to work toward proficiency. Include explicit details that provide support for these student populations, perhaps, in the Learning Center and Small Group sections of the unit.

Extension Opportunities:

The unit includes adaptations within each lesson for students above grade level. However, these adaptations focus only on the assessment/products. No evidence exists for other supports for this population. Including explicit details that provide support for students above grade level would strengthen this unit. These opportunities might be provided in the Learning Center activities and Small Group sections of the unit. Explicitly identify and/or strengthen extension activities for secure students who are able to go beyond the targeted lessons.

Progression of Learning:

There is insufficient evidence that the texts have been sequenced strategically over time and paired with the instructional supports that will move students to independence or proficiency. The developer might consider limiting the number of stories read aloud and include more

	<p>opportunities for students to get into the texts to increase their reading ability and improve depth of understanding.</p> <p>Gradual Removal of Supports: Instruction moves from whole group, to small group, to independent learning centers. There is insufficient evidence that the reading standards addressed reach the independent level. If this unit falls at the beginning of the year, it would be expected that students need much more support. Release of supports in the first grade class may extend over a prolonged period of time. Each lesson includes an Independent application activity, however, it is not evident that supports are gradually removed throughout the unit since the lessons predominantly are teacher directed.</p> <p>Authentic Learning: Consider having less teacher directed lessons and more student inquiry opportunities within the unit to make it even more relevant and authentic.</p> <p>Independent Reading: Independent reading and accountability for independent reading is not evident in the unit. Including a section within the lessons to indicate how students are applying increasing reading proficiency to materials of their choosing would strengthen the unit.</p> <p>Technology and Media: Each lesson includes a technology Integration section. The lessons use iPads or laptops for researching the location of the text. It would strengthen the unit if the developer offered suggested links for each lesson for the teacher to bookmark prior to students' research.</p>
<p>Rating: 2 – Meets many 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 foundational skills and targeted grade level literacy CCSS (e.g., reading, writing, speaking and listening and/or language). <input type="checkbox"/> Assesses student proficiency using methods that are unbiased and accessible to all students. <input type="checkbox"/> Includes aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance and responding to areas where students are not yet meeting standards. <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: Graphic organizers, sentence frames, short range writing prompts, and discussion observations are included in the unit which have the potential to provide evidence of the degree to which students are acquiring independent application of the unit's targeted Standards. However, it is unclear how this information is used to inform future instruction and provide students with feedback for improvement. Foundational skills are not targeted in the unit. Provide specificity as to how the information from the independent, learning center, and small group activities will be used to inform instruction.</p> <p>Assesses Student Proficiency: By the fact that additional scaffolding to provide access for second language learners and struggling students is not provided in the unit, it is not equitable to expect these students to perform well on the assessment. Consider identifying how the adaptations and scaffolds for students and then plan unbiased assessments accordingly. Because the unit does include the opportunity for oral and written/drawing expression of proficiency, including these methods to assess students with disabilities and other special populations would strengthen the unit.</p> <p>Aligned Rubrics or Assessment Guidelines: The unit does include rubrics for graphic organizers, the summary/description, key details chart, writing about the favorite part, think sheet, and the paragraph. However, the rubrics address the quantity</p>
---	---

	<p>of items the student includes on his product rather than the understanding of the targeted CCSS. Including the targeted standard(s) for the rubric and student exemplars would aid the teacher in utilizing the rubric to interpret student performance. Revise rubrics so that thinking targets and coloring skills are not summed up to a composite score. It is stronger when the rubrics are aligned to the focus standards.</p> <p>Use Varied Modes of Assessment: The unit does not include a pre-assessment of students' understanding of the CCSS or topic of study. Activities throughout the unit could be used as formative assessments. However, it would strengthen the unit to ensure accuracy of the standards listed and clarify standards targeted for the activities and then match the assessments to those standards. A clear target would facilitate the teacher's monitoring of progress towards grade level proficiency. Lesson 8 "Bringing it All Together" does include the summative assessment for the lesson. An inclusion of students' application of the CCSS to material not previously taught would strengthen the summative assessment. Students do record information and share among themselves to create an opportunity for self-assessment.</p>
<p>Rating: 2 – Meets many of the criteria in the dimension</p>	

Summary Comments

<p>The purpose of this unit is the study of various Cinderella stories from around the world with students' exploration of differences and similarities among the stories. There are 7 Cinderella stories addressed in 7 50-minute lessons with a final lesson for students to express an opinion about their favorite version. Although the story line is repetitive, decreasing the number of texts studied may be necessary for first grade students to gain a deep understanding of comparing and contrasting texts.</p> <p>Attention to the Common Core Standards listed and referenced (see Dimension I and Dimension IV) is needed to validate the unit as an authoritative source for CCSS-aligned instruction.</p> <p>Using the suggestions provided for each Dimension, the unit could be enhanced and could become an exemplary one.</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

- 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.