EQuIP Review Feedback

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Educators Evaluating
Quality Instructional Products

Lesson/Unit Name: Civic Duty: To what extent is it our duty to challenge the status quo?
Content Area: English language arts
Grade Level: 12

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: The unit does target a set of grade-level CCSS ELA/Literacy standards, but it does not include all of the required standards for the "Call to Action." The focus standards for the unit are RI.12.1, RI.12.2, RI.12.4, RI.12.6, W.12.1, W.12.4, W.12.7, L.12.1-3 Other standards addressed in the unit are RI.12.1-RI.12.7, RI.12.10, W.12.1, W.12.2, W.12.4-W.12.6, W.10, SL.12.1-4, L.12.1-6 Some standards that are required by the Call to Action, "Improve Reading through Information Text," are not included: Either RST.10 or RH.10 and Either RST.2 or RH.2 The developer may add the appropriate standard(s) that are applicable to the Call to Action. Purpose: The purpose of the unit is clearly stated on page one of the document. The purpose is explicit regarding the skills that students will employ; however, the statement does not include the content that students are expected to learn. The title of the unit suggests that students will answer the question, To what extent is it our duty to challenge the status quo? The developer might include a couple of sentences describing what students are expected to learn about civic responsibility and the role of individuals in society. Text Complexity: The unit information states that the complexity of the texts has been evaluated using the Achieve the Core Text Complexity Rubric. It would be helpful if the completed analysis tools were included in the unit materials, which would not only validate the appropriateness of the selections but also would provide professional development for selecting a text set. Integrate: The developer integrated literacy strands throughout the unit. For example: Week 1: Read, Write/Think-Pair-Share, Write a paragraph, Socratic Seminar Week 2: Read, Write/Think-Pair-Share, Write a paragraph, and Talking with the Text Week 3: Read, Write/Think-Pair-Share, Write a paragraph Week 4: Read, Guided Writing, Writing Conference, Peer Review, Student Reflection
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.	Read Closely: Students are asked to read whole texts multiple times with a different focus each time. The multiple readings provide opportunities for close reading. The text-dependent questions focus students to read particular sections of the text to determine the answers. Text-Based Evidence: Text-dependent questions are provided for each of the assigned texts. Students answer these questions in pairs and whole group discussions such as Socratic Circles. Students use evidence from sources to write essays to answer on-demand prompts. Questions are scaffolded from literal to inferential. A strength of the text-dependent questions is that the developer provided "Possible Responses," which is supportive of teachers. Writing from Sources: Students engage in a variety of writing that draws on evidence from the texts they analyze: Think/Write-Pair-Share, CEL paragraphs, on-demand essays, text-dependent questions, and a summative argumentative essay. Academic Vocabulary: During Week 2 of the unit, the developer provides a list of Academic Vocabulary, Tier 2 words. Instruction is to be provided through the Say, Mean, Matter chart and the teacher is given latitude regarding how they will explicitly teach the vocabulary. Students are to provide a synonym for each of the listed words. In addition, students are to explain how each word contributes to the author's point of view and/or structure of the writing. Students are also asked to identify and define unknown vocabulary as they read each text. Increasing Text Complexity: The Gladwell text is easier to read than Thoreau, so the texts are ordered to move from easier to read to more complex regarding syntax, vocabulary, and complexity of ideas; however, an abridged version of Thoreau's text is used instead of the complete text. Substituting an abridged text will impact the students' development of stamina for reading lengthier complex texts. These students are seniors and will soon be required to read copious amounts of rigorous text. The developer might consider the need to prepare students with regard to stamina either by including the complete text in this unit or purposefully determining how to increase reading stamina in other units during the course. Additionally, the developer might consider that the number of texts that a student is required to read addresses one type of stamina and reading all of a longer text addresses a different aspect of stamina. This is another section of the rubric that would benefit from the inclusion of the text analysis tools not only to compare the complexity of the abridged Thoreau text and the full version but also to justify the choice of the abridged text. Building Disciplinary Knowledge: This unit builds disciplinary knowledge in ELA analysis, synthesis, and writing skills while addressing the social studies content of civic responsibility. There are many opportunities to examine the craft, structure, and careful selection and use of language for a specific purpose and audience that can deepen understanding of what makes effective literary nonfiction prose. After the close analysis of multiple texts,

	students apply the skills they have examined by writing an argumentative essay that demonstrates their own development of these same skills.
	Balance of Texts: Even though the Call to Action focuses on informational texts, the developer may consider adding some literary texts with the same topic/theme.
	Balance of Writing: Students engage in a balance of writing. For example, students write answers to open ended text-dependent questions, CEL paragraphs, text summaries, and paragraph responses to guiding questions. Students use evidence from sources to write essays to answer on-demand prompts. As a summative assessment, students write an argumentative essay, which is a process piece, that synthesizes all of the sources they have analyzed to answer the 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: Overall, the unit does provide multiple opportunities for students to engage with texts through engaging literacy activities. The Gladwell and Loewen texts are contemporary texts that can draw the students' interest into the topic before introducing Thoreau's writing, which is more abstract and uses more complex syntax. Students engage in Socratic Seminar/Debate, which brings them into active conversation with peers about the topic. Students also discuss the texts in pairs and with the whole class as they answer text-dependent questions. In addition, students have the opportunity to select additional sources from a teacher-provided list, and providing a student choice increases student 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.	
	Addresses Instructional Expectations: The unit addresses instructional expectations and is easy to understand and use overall. For example, the tasks align to the focus standards and lead students to answer a central, unifying question. Formatting each week similarly provides consistent structure that is easy to follow. An overview of the unit is provided before each week of instruction is outlined in detail. Sample responses are provided for tasks that students are asked to perform such as the Say, Mean, Matter chart, the quote organizer, and the CEL paragraph. The developer may consider strengthening the unit by providing instruction and examples of strategies such as Think Aloud, Talk Aloud; metacognitive bookmark, etc. In addition, the summary graphic organizer used to collect the comprehension notes was not found or clear.
✓ 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:	Provides All Students with Multiple Opportunities: Students are asked to read the texts multiple times for a different purpose each time. The same foundation texts are used with all students.
✓ Include a progression of learning where concepts and skills advance and deepen over time (*may be more applicable across the year or several units*).	
	Teachers are given latitude to adjust instruction to meet the needs of all students. The unit provides guidelines to the teachers for differentiating instruction for students with different needs, particularly regarding the amount of time allotted for each of the reading tasks. Additionally, each week of the unit includes a "differentiation subgroups" section with suggestions such as chunking the text or modeling strategies for students.
❒ 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.	Focuses on Challenging Sections: After students answer both literal and inferential text-dependent questions and analyze the texts for structure

❐ 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.	(SMM graphic organizer) as well as meaning, each student synthesizes his/her learning independently in a final argumentative essay. Integrates Appropriate Support: The "Reading for Comprehension" section for each week of instruction provides specific suggestions to support struggling sub-populations of students. The SMM graphic organizer provides support for students to progress toward the summative assessment. The developer may consider adding explicit instructional strategies for what teachers could do with vocabulary identified by students, specifically struggling learners. Extensions: Students that have met the instructional goals are allowed to read chapter 9 from Outliers, an additional excerpt from "Lies My Teacher Told Me," and/or read the entire essay by Thoreau. Reading more of the "Outliers" and/or "Lies My Teacher Told Me" addresses reading stamina and requires more independent analysis on the part of the students. Reading the entire essay by Thoreau would be challenging because it is the most complex of the three texts and the author's style is more archaic and unfamiliar to the students than the contemporary style of the other writers. Progression of Learning: The students first address the literal comprehension of the text before beginning their deeper analysis. Students use graphic organizers to summarize the text for the purpose of comprehension. Students use their various organizers, summaries, and answers to TDQs as resources to complete their synthesis of all sources in the final paper. Authentic Learning: Students analyze texts as they answer text dependent questions that are provided by the teacher. Each student develops a thesis statement and must question the text to synthesize the information and provide specific support for the argument. The on-demand writing prompts require similar analysis and synthesis completed independently by students. Students are required to evaluate their final paper and reflect on the elements they have included as they rate themselves against the SBAC writing rubric. Accountable for Independent Learning: This unit does not provide evidence of independent reading of student-selected texts and topics. The developer might consider adding opportunities for all students to engage in independent reading of their choice as they become interested in related topics that are not under direct study in class. This reading may extend beyond this unit or begin before this unit of study. Technology: Google Docs are used so the teacher can provide feedback and guidance formatively during the writing process.
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).	Direct, Observable Evidence: Through a variety of discussion and writing tasks, students demonstrate their acquisition of the major targeted grade-level standards. Assesses Student Proficiency: All students read and write about the same grade-level texts. Teachers are given the latitude to provide more time or develop additional tools so that the texts are accessible to all students.

✓ 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.	Aligned Rubric: The unit provides aligned rubrics and assessment guidelines that provide sufficient guidance for interpreting student performance. Appendix A includes a scoring guide with descriptive criteria to assess the CEL paragraphs. Appendix B includes SBAC rubric for writing an argument, which contains explicit criteria for success. Varied Modes: The unit includes a range of assessment measures including formative, summative, and self-assessment measures. The developer may consider adding a pre-assessment to assess writing, synthesis, and or analysis skills.
Rating: **3 – Meets most to all of the criteria in the dimension**	

Summary Comments

Overall this unit meets the Call to Action and an Exemplar rating. There are certain areas such as ease of understanding and use that the developer may consider clarifying. In addition, pre-assessments may prove to provide teachers with instructional information before teaching the lessons in the unit.

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.