

EQuIP Review Feedback



Lesson/Unit Name: Cultures in Conflict

Content Area: English language arts

Grade Level: 5

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.

The assessments in this unit target the following set of focus and supporting grade-level CCSS: RL.5.1, RL.5.3, RI.5.1, RI.5.2, RI.5.3, W.5.2, W.5.4, W.5.9, RL.5.2, RL.5.4, RL.5.9, RI.5.4, RI.5.8, RI.5.9, W.5.8, SL.5.1, L.5.1a, L.5.2d, L.5.3a, and L.5.5.

The overarching purpose is stated on page 1 in a clear and concise format. It states the following: Students will undertake a close study of literary and informational texts, including a historical fiction novel, speech, biographical essay, and portrait painting as well as several myths, maps, and articles as they consider the module's essential question. The module centers on two anchor texts: an exquisitely researched historical fiction novel, *Thunder Rolling in the Mountains* by Scott O'Dell and Elizabeth Hall, and Chief Joseph's iconic 1879 speech at Lincoln Hall in Washington, D.C., during which he addressed members of Congress after his people lost their ancestral lands in the Wallowa Valley. As the culmination of this work in the End-of-Module (EOM) Assessment, students write an expository essay to explain how the Nez Perce's cultural beliefs and values are reflected in Chief Joseph's Lincoln Hall Speech, and how the speaker, Chief Joseph, feels about these values. In addition, each lesson has a corresponding purpose that connects back to the unit purpose.

The designer provided an analysis of all of the main texts in Appendix A and added a choice reading list with Lexiles included. All 30 lessons integrate the literacy strands, and historical components are addressed along with values and cultures, which facilitates the building of content knowledge.

The designer explicitly details how reading, writing, speaking, and listening are integrated in each "Lesson At A Glance." For example, in Lesson 13 it states the following:

STANDARDS ADDRESSED

The full text of ELA Standards can be found in the Module Overview.

Reading - RL.5.1 , RL.5.3

Writing - W.5.2 , W.5.9

Speaking and Listening - SL.5.1, SL.5.6

Language- L.5.2b, L.5.3a

Content knowledge is built through an examination of historical documents addressed along with values and cultures throughout the unit.

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

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 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. <p><u><i>A unit or longer lesson should:</i></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>The designer has embedded close reading throughout the unit. For example, in several lessons there are instructions on Encounter Text (first read) and Explore Text (second read). Specifically, in lesson 11 during encountering the text, the teacher reads aloud chapter 1 of Thunder Rolling, which is followed by think-aloud and discussion activities. Next, students explore the text by re-reading the same chapter in pairs. This time students annotate story elements. Finally, they work in small groups to search for textual evidence, which requires a third reading.</p> <p>Utilization of thought-provoking, sequenced text-based evidence is incorporated in this unit. For example, in lesson 21 the text-based questions progress from, "What details in Chapter 20 show us why Sound of Running Feet does not trust Red Elk upon first meeting him?" to "Reread the final passage of Chapter 23, beginning on page 125 with the line "At last Charging Hawk returned." What does Sound of Running Feet let go of and why? Why is this significant?"</p> <p>Academic vocabulary is addressed throughout this unit. These are specifically noted in the "DEEP DIVE OPPORTUNITY: VOCABULARY" where students are faced with various opportunities to work with academic vocabulary such as the Frayer Model.</p> <p>This unit starts with reading maps and visions with short information texts and then progresses to more complex texts.</p> <p>Students are afforded with multiple opportunities to build disciplinary knowledge through the diverse discipline-specific texts offered in this unit.</p> <p>Texts are balanced by the incorporation of maps, illustrations, literary and informational texts.</p> <p>The designer balanced writing, including, but not limited to, the following: exit tickets, paragraphing, paraphrasing the text, and quickwrites.</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. 	<p>Student interest and engagement is cultivated through the use of diverse texts including maps, photos, images, and Socratic Seminar, which are all centered on Native Americans.</p> <p>While instructional expectations are addressed and the unit is highly organized, the designer may consider adding internal links, so that navigation of the electronic document is easier.</p>
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- ✓ 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.

Students are afforded with multiple opportunities to engage with complex texts because the designer provides scaffolds in most lessons. Some examples of the scaffolds provided in this unit are as follows:

- You might work with a small group of struggling writers for whom language is especially challenging to discuss their plans for writing and their evidence, followed by oral rehearsals. Provide feedback on students' plans, evidence, and oral rehearsals before they begin writing. After conferencing with a partner, students begin Focusing Question Task 3. Check in with students one-on-one, especially struggling writers. Encourage students to refer to the "Steps for Writing a (Strong!) Informational Paragraph" on the anchor chart or in their learning logs.
- If students need more support in naming the parts of the essay, stop and discuss after each paragraph rather than waiting until the end.
- Provide students with a sentence stem such as "In my opinion, it was important for the authors to travel the trail so that..." to complete as their introductory sentence.

Built in productive struggle is included in this unit plan. For example, "Explain that students will work in small groups, with each person researching a different aspect of Nez Perce lifestyle or culture. Students with the same task meet and become 'experts' on their aspect. Then, students reconvene in their original groups where each 'expert' reports its findings."

Supports for reading, writing, speaking, and listening are provided in this unit for ELL and struggling students. The designer reminds teachers to "check in." These "check ins" are strategically placed within the unit. For example, in Lesson 26, the designer states, "Check in with students, especially struggling writers; provide support as needed."

Extensions are provided in most lessons. One example of an extension is the following: "If you have additional time, consider leading students in a close-reading activity of this short excerpt from a letter written by Thomas Jefferson to Meriwether Lewis on June 20, 1803 (from *The Lewis and Clark Expedition: Documenting the Uncharted Northwest*, <http://tinyurl.com/47ncy4p>). Have students paraphrase the excerpt and discuss Jefferson's probable motivations behind his instructions to Lewis on how to treat Native Americans they encountered on their expedition." Designers may consider revising extensions so that they are geared toward students that are above grade level. Also, the Designer should consider using the list of "Choice" Texts for additional extensions.

The designer incorporated a progression of learning by providing instruction and strategies that equip students with the necessary knowledge and skills to be prepared for the summative assessment.

Targeted instruction of grammar and conventions are evidenced. For example, one lesson has the following instruction:

- Introductory Clauses - Write these sentences from today's text on the board:
 1. "In 1855 he even helped Washington's territorial governor set up a Nez Perce reservation that stretched from Oregon into Idaho."
 2. "Feeling himself betrayed, Joseph the Elder denounced the United States, destroyed his American flag and his Bible, and refused to

	<p>move his band from the Wallowa Valley or sign the treaty that would make the new reservation boundaries official.”</p> <ol style="list-style-type: none"> 3. “When his father died in 1871, Joseph was elected to succeed him.” 4. “Believing military resistance futile, Joseph reluctantly led his people toward Idaho.” <ul style="list-style-type: none"> • In a Pair-Share students discuss: How is the structure of these sentences similar? • Circulate and note partners who are discussing the introductory phrases and comma usage. <p>The designer may consider allowing students to have choice of reading by utilizing the Choice Texts.</p> <p>Technology use is apparent throughout this lesson. Teachers and students access online maps, illustrations, and other images.</p>
<p>Rating: 3 – Meets most to all 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 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>The designer elicits direct, observable evidence of the degree to which a student can independently demonstrate the major targeted grade level CCSS standards with appropriately complex texts. On pages 10-11, the designer provides an "Assessment Overview." This overview provides the assessment used within the unit and what standards are being addressed. For example, it states on page 10, "Identify one cultural value that the Nez Perce demonstrate through their actions toward Lewis and Clark, and write an informational/explanatory paragraph explaining how their actions reflect this cultural value." In addition, this assessment is given in Lesson 4 and the standards assessed are RI.5.1, RI.5.3, W.5.2, and W.5.9.</p> <p>Student proficiency is assessed using methods that are unbiased and accessible to all students. Before students are assessed on standards, the designer ensures that each student understands what is required to be successful by explicitly teaching the necessary criteria. The lessons are designed to progressively remove scaffolds based on individual student needs until the assessment becomes accessible and attainable for all students.</p> <p>Sufficient guidance for interpreting student performance is provided in Appendix C including but not limited to examples of exemplar student responses and required criteria for paragraph writing.</p> <p>While varied modes of assessment are present in this unit, the use of pre-assessment was not found. The designer may consider adding pre-assessments to determine level of knowledge before instruction.</p>
<p>Rating: 3 – Meets most to all of the criteria in the dimension</p>	

Summary Comments

The unit is well-thought out and put together. The designer’s expertise of moving students through the progression of simple to complex texts and skills is evident. Grammar and vocabulary connect well to the texts in the unit, which allows students to have authentic learning opportunities with scaffolds and extensions in place.

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.