

EQulP Review Feedback



Lesson/Unit Name: EL Module 1, Unit 2

Content Area: English language arts

Grade Level: 8

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>The unit continues development of standards based instruction started in Module 1, Unit 1 and focuses on RI/RL standards from grade 8. Additionally, this unit focuses on W standards particularly W.8.2 (writing explanatory texts). The standards are put into simple student language as I can statements.</p> <p>The unit has a clear purpose: understanding the immigrant experience particularly the motivation to flee. Interwoven with this purpose is the development of ELA skills through reading a verse novel and several informational texts related to the immigrant experience. In each daily lesson, an agenda is included, and goals of student skills are included. It may be beneficial to include a brief statement for a teacher to be able to see what is upcoming quickly by day, but not necessary.</p> <p>The novel and one of the informational texts from unit 1 are continued in this unit. Several new informational texts (articles, excerpts) are introduced in this unit. It is hard to directly assess the text complexity of each piece including the verse novel. However, the variety of texts and intended audiences of the texts suggest that the text scope and complexity requirements are met.</p> <p>Reading, writing, and listening/speaking activities are integrated throughout the 20 lessons of the unit.</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 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 	<p>Almost all lessons focus on close reading of either "Inside Out & Back Again" or the informational articles that accompany it. Additionally, almost all lessons focus on re-reading for text based evidence. A number of organizers including anchor charts and structured note taking sheets help support the recording of text-based evidence. Activities such as GIST and Re-Read for Who, Where, and Why, reinforce this such as in lesson 19.</p> <p>Writing notes and completing a variety of charts and other organizers are consistent instructional strategies. These various short written materials support both the mid-unit assessment writing and the end of unit essay writing. The final lessons focus on process writing with draft and feedback.</p> <p>Vocabulary is included throughout. Student glossaries are included and word choice is well thought out. During reading questions are asked that</p>
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<p>clear and coherent writing that informs, explains, or makes an argument in various written forms (e.g., notes, summaries, short responses, or formal essays).</p> <p>✓ Academic Vocabulary: Focuses on building students' academic vocabulary in context throughout instruction.</p> <p><u>A unit or longer lesson should:</u></p> <p>✓ 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.</p> <p>✓ 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.</p> <p>✓ 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).</p> <p>✓ 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>	<p>require students to use and think about the vocabulary. Action literary words like synthesize are also used when tasking students and providing instruction.</p> <p>Given the nature of the texts, it is hard to evaluate an increase in text complexity. Within this unit the developers do focus on independence of working with the texts. The text that is the focus of several of the later lessons, "Refugee and Immigrant Children: A Comparison" is sufficiently complex to merit the extended scaffolded treatment.</p> <p>The sequence of lessons allow for the development of knowledge of the immigrant experience from multiple perspectives.</p> <p>Various social studies standards are supported by the unit and social studies discipline words are focus of instruction. The unit also focuses on general academic vocabulary development.</p> <p>The unit balances informational texts in the form of articles and excerpts with the verse novel.</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> <p>✓ Cultivates student interest and engagement in reading, writing and speaking about texts.</p> <p>✓ Addresses instructional expectations and is easy to understand and use.</p> <p>✓ Provides <i>all</i> 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.</p> <p>✓ Focuses on challenging sections of text(s) and engages students in a productive struggle through discussion questions and other supports that build toward independence.</p> <p>✓ 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.</p> <p><input type="checkbox"/> Provides extensions and/or more advanced text for students who read well above the grade level text band.</p> <p><u>A unit or longer lesson should:</u></p>	<p>Many lessons focus on communicating why students are doing what they are doing and how the variety of activities will benefit them. This is done through the Meeting Student Needs section. There is some sensitivity to the fact that many students may be immigrants themselves. The developers should consider a little more guidance for newer teachers on how to handle the currently sensitive topic of immigration.</p> <p>The unit is exemplary in using the structure of lesson presentation to make each lesson easy to use. Many sections supply the teachers with instructional notes that support delivering the lessons effectively. The unit is clearly written and lesson details are described clearly for a teacher to follow. There are supports such as glossaries and worksheets for the teacher to put in use while teaching. Teacher questions to ask of students are clearly written. The format allows for a teacher to follow the instruction within the unit. It is also beneficial that the text is built directly into the unit for easy printing or sharing with the students. The inclusion of a time line available for teacher editing is also helpful. There are some simple changes that may help in implementation. The unit includes several strong scaffolding strategies. It may be beneficial to include details on all of these via link or possibly a teacher glossary of terms near the student glossary. It would also be beneficial to include the NYS writing rubric mentioned specifically within the unit.</p>
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<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>There is a rich variety of text within the unit with varying degrees of complexity. Built within the lessons are activities such as GIST and Re-Read that cause students to go back into complex portions of the text. A Glossary of terms that may confuse readers are also included within the lessons as well as the overview. Other scaffolds like Research Team Task card in lesson 19 helps students identify where they will find information. All of these scaffolds help to make complex text approachable for students.</p> <p>A number of thoughtful supports for ELL students are provided in the Meeting Student Needs section of each lesson. Additionally, supports are provided for assessments.</p> <p>The unit introduction provides some minimal ideas for independent reading for students who finish reading the novel early. The developers of the unit might consider other ways that strong students may be challenged. This might include a more challenging independently developed final writing project. The developers may consider adding notes for advanced students in the Meeting Student Needs section of the lesson template.</p> <p>The developers clearly indicate how this unit fits into a progression of units and how concepts will be developed across the year. An example is the writing rubric and its academic vocabulary which is introduced in this unit but will be used in many units.</p> <p>A number of discussion protocols are used and each is supported by "how to" information. Writing is instructed primarily through the use of an exemplary essay which students analyze to find features that will make their own essays strong. Clearly knowing the target is an important way to help students reach that target. With the focus on essay writing in the last quarter of the unit, the developers could consider more effectively including writing strategies. Grammar and conventions are let "ad hoc" but the flow of the lessons does not really support newer teachers in where and when to deliver this "ad hoc" instruction.</p> <p>The developers support independent reading by assigning all students sections of the verse novel each night for independent reading. The reading is supported by note taking protocols and by feedback in class. However, this assigned reading will do little to build stamina and does not provided students with choice. The lack of a path of differentiating levels of text is missing from the unit for advanced readers, however the core text overall is rich and includes multiple levels for all the students to work on. Skills and the concepts advance over the scope of the unit. Each reading builds toward an understanding of the universal reason identified in the novel.</p> <p>The developers should consider including a media-based text that reflects the immigrant experience.</p>
Rating: 2 – Meets many 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 	<p>The unit has a mid-unit assessment that will target many of the key reading skills. The end of unit essay, though not fully realized in this unit, will target the major writing and reading goals of the unit. The level of support provided to writing the essay does qualify the degree to which the final product demonstrates independent work. However, since this is an early in</p>
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<p>CCSS standards with appropriately complex text(s).</p> <ul style="list-style-type: none"> ✓ 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>A unit or longer lesson should:</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 year essay, some degree of support is desired and later essays should progress to more independence.</p> <p>Much consideration is given to continuous formative feedback loops that will clearly show how all students are performing and progressing. Lesson 8 focuses on a model essay--similar to the final essay--helps students develop clear learning targets that allow all students to know where they are heading. The focus on scaffolds and supports noted in other sections helps guarantee that all students can fairly demonstrate what they know.</p> <p>The developers should include the NY writing rubric as part of this unit. The developers have included a glossary for the rubric that will help all students understand its use. Additionally, the mid-unit assessment has an answer key, but other writings--summary in lessons 5/6 and final essay--would benefit from having exemplars that would help teachers with consistently evaluating those pieces.</p>
Rating: 3 – Meets most to all of the criteria in the dimension	

Summary Comments

This a strong unit that includes a rich variety of text. The theme of refugees can resonate with students interested in learning about their culture and history and others. The unit overall is well detailed for a teacher to put into practice. There are a few minor adjustments available that could make a great unit that much stronger.

The format of the unit--template-make the lessons easy to comprehend and make quick reference to specific information easy. The developers have done an exemplary job of providing detailed information for a new teacher to provide both whole class instruction and to provide supports for students with a variety of needs.

The developers have focused on providing a variety of instructional protocols which facilitate instruction, provide formative, instructional feedback, and implement classroom structures and routines.

The primary concern with the unit is the level of the writing task. The topic, as written, really provides the thesis idea and students are left to support that idea with evidence that has been well-vetted by the class and documented in various organizers. In this sense the writing task does not require the students to demonstrate higher level thinking skills or to do much independent thinking. The developers should guarantee the writing tasks in other units do not do so much of the students' thinking for them.

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.