Lesson/Unit Name: Friends of Henry Ford  
Content Area: English/language arts in grades K-2  
Grade Level: 2

**Dimension I – Alignment to the Depth of the CCSS**

<table>
<thead>
<tr>
<th>The lesson/unit aligns with the letter and spirit of the CCSS:</th>
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<tbody>
<tr>
<td>✓ Targets a set of K-2 ELA/Literacy CCSS for teaching and learning.</td>
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<tr>
<td>✓ Includes a clear and explicit purpose for instruction.</td>
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<tr>
<td>✓ 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.</td>
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<tr>
<td>✓ Provides opportunities for students to present ideas and information through writing and/or drawing and speaking experiences.</td>
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</table>

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. |

A set of CCSS are targeted, and students are provided with modeling as well as multiple opportunities to acquire the skills outlined in the targeted standards.

A clear and explicit purpose for instruction is included.

Quality texts that align with the requirements outlined in the standards are provided. The Lexile levels are of sufficient scope. While the texts may be slightly challenging for some students, the developers have included multiple interactions with the texts as well as reading strategies that will provide students opportunities to develop an understanding of what they are reading.

There are many opportunities for students to write within this unit.

The developers provide explicit and systematic lessons that support students in the development of foundational literacy skills. There are lessons that focus on frequency words as well as the alphabetic principle. There are also lessons that support students in phonics.

Specific fluency-building techniques are supported within this unit. Students interact with each text several times, they follow along while the teacher is reading and they participate in choral reading.

Reading, writing, speaking, and listening are integrated within this unit to support students in their advancing literacy skills.

Students’ content knowledge in social studies is developed through a sequence of texts and questions that build knowledge within the topic of inventors.

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

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**Dimension II – Key Shifts the CCSS**

<table>
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<th>The lesson/unit addresses key shifts in the CCSS:</th>
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<tbody>
<tr>
<td>✓ Reading Text Closely: Makes reading text(s) closely (including read alouds) a central focus of instruction and includes regular</td>
</tr>
</tbody>
</table>

Students ask and answer questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.
Text-Based Evidence: Facilitates rich text-based discussions and writing through specific, thought-provoking questions about common texts (including read alouds and, when 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.

Text dependent discussion questions are found throughout the unit, and the unit provides multiple opportunities for students to interact with text, including opportunities for evidence-based discussions.

Academic vocabulary is an emphasis of this unit. Students are working with adjectives, making annotations, and have listening expectations. Through the lessons, students will build an understanding of the academic vocabulary words in this unit. The work of the unit also supports building students’ concepts of syntax.

The unit provides text centered learning, as well as opportunities for students to develop reading comprehension strategies (annotations and discussions). The lessons are sequenced and scaffolded in order to support students in the development of independent grade level reading. Students have opportunities to hear the texts read to them, read them independently, and read them with a partner. These frequent interactions will teach the students the importance of coming back to a text multiple times to develop a deeper understanding of what one is reading. They will also serve as opportunities to develop reading fluency.

While the overview of the unit explains there is a balance of texts within the unit, the balance seems to come from the supplementary texts, and not from the texts that are central to each of the lessons.

Students have multiple opportunities to create on-demand writing.

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 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 **all** 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

Inventors are an engaging topic, and one that would foster student involvement; however, the high Lexile level may prevent students from being fully engaged in this unit.

The lesson plan is easy to understand and use, and rationales are provided. The “How To” supplement can assist teachers in supporting students in accomplishing the discussion, collaboration, and annotation demands of this unit.

Targeted instruction in grammar and syntax as well as discussion rules and aspects of foundational reading are included in this unit. There is targeted instruction on adjectives, as well as syntax development. Foundational reading practices are also targeted in this unit, and the developers included phonics warm-ups, a focus on irregular sight words, and lessons dealing with the alphabetic principle. The developers also include supports for students in writing sentences. Additional writing strategies can be found in the extension lesson on opinion writing, if students are ready for that.

Because the unit is recursive in sequence, and students have multiple opportunities to interact with each text, there is not a strong need for materials to support students who need more time and attention to achieve automaticity with decoding, phonemic awareness, fluency and/or vocabulary acquisition.
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.
- 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.

Because the unit is recursive in sequence and students have multiple opportunities to interact with each text, all students are provided extensive opportunities to engage with grade-level text and read alouds. The developers also include a resource, NewsELA. Teachers can use NewsELA to modify the Lexile levels of central texts if necessary.

Text dependent questions and opportunities to discuss those questions are included in this unit.

The developer includes suggestions for supports of ELL students, as well as the NewsELA resource that can assist teachers in adjusting the Lexiles of the texts central to the unit. This will enable teachers to offer appropriate supports for all learners.

More advanced texts are referenced and a rationale is provided for their Lexile level.

The progression of lessons, and repetition of the progression is a strength of this unit.

Gradually removing supports was not considered for this unit.

Authentic learning and student inquiry is built into this unit.

Indicating how students are accountable for independent, engaged reading is limited in this unit.

YouTube videos provide real-world demonstrations of activities from the unit.

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

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**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 foundational skills and targeted grade level literacy CCSS (e.g., reading, writing, speaking and listening and/or language).
- 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 and responding to areas where students are not yet meeting standards.

**A unit or longer lesson should:**

The summative assessment targets the speaking and listening skills identified in the unit. Students participate in a “Listening Party” that looks very similar to the collaborative discussions they were having throughout the unit.

Because the unit was targeted on developing reading skills that support students in having collaborative conversations, the unit’s assessment is unbiased and accessible to all.

Rubrics are provided for student self-assessment purposes, as well as for teacher-assessment purposes.

Formative assessments such as the opportunity to complete “Do Now,” student debriefing, and exit tickets provide teachers and students with checkpoints to determine subtle nuances in achieving mastery during this unit. The “Listening Party” is the summative assessment.
Use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.

Rating: 2 – Meets some of the criteria in the dimension

Summary Comments

The developer has provided a unit that can support students in developing important reading comprehension strategies. The unit’s topic of inventors will be highly engaging for students, and they will enjoy having conversations about the text dependent questions included.

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 meets many criteria but will benefit from revision in others, as suggested in criterion-based observations (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.