

EQuIP Review Feedback



Lesson/Unit Name: Point of View and Perspective on the American Dream

Content Area: English language arts

Grade Level: 11

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><i>A unit or longer lesson should:</i></p> <ul style="list-style-type: none"> ✓ 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. 	<p>This unit targets a comprehensive list of CCSS in ELA/literacy which are clearly identified on pages 8 and 9. Reading standards include RI 9-10.1, 10.3, 10.4, 10.5, 10.6 RST 9-10.2, and RH 9-10.2. This unit also lists 11-12th grade standards because the unit builds on previous learning and builds to further learning. The Call to Action standards are addressed in this Unit along with specific ELP standards.</p> <p>There is a clear and explicit purpose for instruction: students will closely read multiple perspectives on the "American Dream" in order to collect information to use and integrate that information into an evidence-based perspective. Students will examine primary and secondary source documents to make informed decisions about what information to collect that may inspire their writing about "The American Dream." The essential question addresses a real issue in American Society and guides student work throughout the Unit.</p> <p>This unit includes links to a variety of texts which were qualitatively and quantitatively evaluated for complexity. The tools, The Lexile Framework® – MetaMetrix and Coh-Metrix Easability Tool – University of Memphis (For Flesch-Kincaid measure) were used to evaluate texts for quantitative measures. To measure for qualitative purposes the SCASS Rubric for Informational text was used. The authors also include print and non-print text, a good variety of media, video clips, and infographics.</p> <p>This unit integrates reading, writing, speaking, and listening so that students apply and synthesize advancing literacy skills using the balanced literacy approach. There is shared reading as an instructional approach, guided reading with small groups of students who are reading at similar instructional levels, independent reading/writing workshops, whole group mini-lessons, and whole group share at the end of the lessons.</p> <p>All four literary areas are addressed in the instruction.</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. 	<p>This unit makes reading texts closely, examining textual evidence, and discerning deep meaning a central focus of instruction. Each day of this unit has a detailed lesson explaining ways to read closely, and many supports are provided to ensure students indeed understand the meaning of these complex texts.</p>
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<ul style="list-style-type: none"> ✓ 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>A unit or longer lesson should:</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>This unit facilitates rich and rigorous evidence-based discussions and writing about common texts through a sequence of specific, thought-provoking, and text-dependent questions that are listed on the daily lesson plans. The graphic organizers that students might use are user friendly and support student learning.</p> <p>This unit 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.</p> <p>Increasing text complexity is built into the lesson. Beginning texts are intended to build background knowledge; there are supporting texts and mentor texts, which are strengths of the unit.</p> <p>The unit does a good job of highlighting the academic vocabulary in each lesson. The vocabulary instruction is embedded, especially where the students use academic instruction frames to facilitate students using the academic vocabulary in discussions. A strength of this unit, especially for ELL students, is the highlighting of oral practice in each lesson.</p> <p>This unit does a good job of focusing students on reading a progression of complex texts drawn from the grade band. Text sets are specifically designed to begin with texts that build background knowledge. This provides text-centered learning that is sequenced, scaffolded, and supported to advance students toward independent reading of complex texts at the CCR level.</p> <p>There was no literature, and the literature standard is listed. Authors might consider adding a section of a novel or short story to better address this dimension.</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. ✓ 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. ✓ Focuses on challenging sections of text(s) and engages students in a productive struggle 	<p>This unit cultivates student interest and engagement in reading, writing, and speaking about texts. The essential question, “How do People document the American dream to the public across time,” really draws students in by capturing their attention and providing motivation. The use of discussion should also facilitate engagement in the literary skills.</p> <p>The unit addresses instructional expectations and is easy to understand and use. The layout of the unit is very clear and should guide teachers well in instructing students. Graphic organizations and samples are embedded at point of use which increases ease of use.</p> <p>The unit provides all students with multiple opportunities to engage with text of appropriate complexity for the grade level; including appropriate scaffolding so that students directly experience the complexity of the text. Many scaffolds are built into this unit including sentence frames for close</p>
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<p>through discussion questions and other supports that build toward independence.</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> Provides extensions and/or more advanced text for students who read well above the grade level text band. <p><u>A unit or longer lesson should:</u></p> <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. <input type="checkbox"/> 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>reading, comparing two texts, direct quotations, and Tier 2 and 3 vocabulary words. There are multiple opportunities for students to express themselves. The different types of activities should appeal to students.</p> <p>The unit focuses on challenging sections of text(s) and engages students in a productive struggle through discussion questions and other supports that build toward independence. Most lessons focus in on a particular portion of text. More challenging text sections are modeled to assist teachers in having students work with challenging sections. Lessons have portions of texts highlighted to bring attention to the more challenging passages.</p> <p>The unit 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. There is an abundance of supports embedded into this unit, and they are well integrated into the lessons. Such as visual media to support student analysis before applying concepts, the teacher modeling of difficult passages, discussions, etc.</p> <p>There is no explicit mention of above or expanded reading for those reading above grade level. However, there are many links provided that may be used for this purpose.</p> <p>The unit carefully utilizes building background knowledge for students and advancing from easier to more complex text and easier to more complex ideas.</p> <p>The unit uses teacher modeling collaborative structures, gradually working toward independent application of the skills across the unit.</p> <p>Authentic learning is provided through making learning relevant, using contemporary writing, and using technology and other media to learn about real world issues.</p> <p>There are the sentences and you go through the whole writing process, which offers opportunity for editing. A peer editing rubric or checklist could be provided to support grammar and conventions in a stronger fashion.</p> <p>In the Unit 2 Bend 2, the research process encourages student choice for reading material. Built into the idea of their own independence. The authors may want to differentiate instruction by holding lower level readers accountable for reading all background texts.</p> <p>This unit uses many online sources to deepen learning.</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). 	<p>This unit elicits direct, observable evidence of the degree to which a student can independently demonstrate the major targeted grade level CCSS with appropriately complex text(s).</p> <p>The unit assesses student proficiency using methods that are unbiased and accessible to all students.</p>
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<p>✓ Assesses student proficiency using methods that are unbiased and accessible to all students.</p> <p>☐ Includes aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance.</p> <p><u>A unit or longer lesson should:</u></p> <p>☐ Use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.</p>	<p>The unit includes an aligned rubric and assessment guidelines that provide some guidance for interpreting student performance. However, there is no rubric for the final product.</p> <p>The unit uses varied modes of assessment, including a range of pre-, formative, summative, and self-assessment measures. This is a strength of the unit.</p> <p>There is a heavy emphasis on the formative process to use what the students are doing on a daily basis to prepare them for the culminating research process. At the end of each lesson is a sharing time for what they have learned, there is no formal process for assessment.</p>
<p>Rating: 2 – Meets many of the criteria in the dimension</p>	

Summary Comments

This is a very well written unit that addresses almost all of the dimensions of the Equip Rubric. Suggestions for improvement include creating a discussion rubric to assess ELLs as they progress through the unit, and adding a rubric for the final assessment.

The authors may want to specifically add more literary texts to better address the listed standard and the balance of texts. A poem or a portion of a novel or short story could be a nice fit. Overall, this unit has many supports embedded so that instruction builds to independence. There is strong support for ELL students, and the unit meets the Call to Action criteria for ELLs.

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.