EQuIP Review Feedback

Lesson/Unit Name: Reading for Many Purposes: Connecting Books and Writing to Play
Content Area: English/language arts in grades K-2
Grade Level: K

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 K-2 ELA/Literacy CCSS for teaching and learning.
✓ Includes a clear and explicit purpose for instruction.
✓ 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.
✓ Provides opportunities for students to present ideas and information through writing and/or drawing and speaking experiences.

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.

Targets Standards: Standards specific to the unit are listed on the Submission Form, within the Overview section, and in supplemental documents. A total of eight Standards are targeted and include a mix of Reading Literary (2), Reading Informational (2), Reading Foundational (2), Speaking and Listening (2), and Language (2). Daily objectives are provided in a supplemental document. It is important to note that the targeted standards integrate and build on each other throughout the unit. The language of the speaking and listening standards and tasks enhance the other strands of the CCSS.
Suggestion: Consider listing the Speaking and Listening Standards as primary versus secondary since they are first in the rubric and explicitly embedded in the unit activates.

Includes Clear and Explicit Purpose: The purpose of the unit is explicitly stated upfront in the reading and writing lesson plan documents and supplemental documents that include "Enduring Understandings."
Suggestion: This is an exemplar example of how play and literacy standards can coexist in an authentic way. Consider including in the Overview this clear application of the stated philosophy.

Text Complexity Grade-Level Band: The supplemental document lists texts used in the unit. In the unit Overview section, Lexiles are provided for the anchor and most other texts and fall between 550 and 950. The texts selected are sufficiently complex for the kindergarten grade level band range. In addition, the texts lend themselves to the purposes and objectives of the unit. Texts meet all three levels of quantitative, qualitative, and reader motivation.

Provides Opportunities to Present Ideas/Information through Writing/Drawing/Speaking: The unit explicitly provides opportunities for students to present ideas through writing, drawing, and speaking as evidenced through the mini-lessons, center work, and wrap up sections.

Emphasizes Foundational Literacy Skills: Lessons within the unit target foundational literacy skills. For example, in the Writing Center, Lesson 2 engages students in "stretching out" beginning, middle, and ending sounds; they also write corresponding letters for each sound (RFK.1b, RFK.3a). Anchor charts support students in development of foundational skills as well. For example, the Word Solving Anchor Chart directs students to use resources such as an alphabet chart, high frequency word wall, and stretching out strategies.

Regularly Includes Specific-fluency Building Techniques: Reviewers did not include this criterion as part of this unit. The rational is that this criterion is not the explicit intent of the unit; however, implicitly, students have many

	opportunities to build fluency as they work with partners in the reading and writing center activities.
	Integrate Reading, Writing, Speaking and Listening so Students Apply and Synthesize Advancing Literacy Skills: The unit explicitly integrates writing, drawing, and speaking as evidenced through the mini-lessons, center work, and wrap up sections of the unit.
	Builds Content Knowledge: While the developer does not refer to the unit as a "social science" unit, through play and read alouds, students do build social science content knowledge. For example, through play, students learn what vets do through the vet center activities. The block and puppet centers target other community helpers.
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 (including read alouds) a central focus of instruction and includes regular opportunities for students to ask and answer text-dependent questions. ✓ **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.	Read Text Closely: The unit makes reading texts closely a central focus of instruction through developmentally appropriate strategies. For example, Standard RL7 requires students to "Describe the relationship between illustrations and the story." In the unit the developers provide multiple examples of how students apply the proficiencies of Standard 7. The following are just two examples of reading text closely. In the Three Little Pigs, students look closely at specific illustrations and scenes in this text to accurately recreate the setting in the Block Center. For RI 7 students look closely in texts to recreate scenes in the Dramatic Play Center. Other center activities include these same experiences. Text-based Evidence: The students are engaging in rich text based discussions, not through specific questions raised by the teacher, but by thought provoking and relevant questions raised by themselves in the context of group play. For example, within centers, students ask themselves how can this text help me complete my task? In Unit 2 Writing, it is explicitly stated in the Pacing Guide that "SWBAT use books in their play, extending play by choosing multiple pieces of evidence to support their play." In Lesson 8, it is stated that "SWBAT choose a place in their text to imagine different uses for everyday objects in their play." It is important to note that the developers include student reflection in Lesson 10, "… on the ways books enhanced their play by choosing a favorite book that helped them play in a center." Academic Vocabulary: Language Standard L6 states that students "Use words and phrases acquired through conversations, reading and being read to, and responding to texts." Through accountable talk and conversation stems in the unit, students are explicitly scaffolded in collaborative talk. Additionally, students informally use words and phrases from familiar texts that were introduced in Unit 1 when enacting scenes. Grade-level Reading: The unit uses texts that are appropriate for the kindergarten grade band. A scaffold of activities for the centers builds in sequence from students writing labels and signs to actual letters. Balance of Texts: Both literary and informational texts are included in the unit.

	Balance of Writing: It is evident that students engage in a sequenced and scaffolded series of writing activities that build writing proficiency. There is a progression of writing beginning with labels and signs to letter 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: The unit cultivates interest and engagement given the modeling partner activities, and center play. Students will enjoy watching their teacher's role play and modeling. Equally engaging is allowing students choice with centers while simultaneously planning so students are clear about what success should look like.
✓ 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).	Addresses Instructional Expectations/Ease of Use: The unit Reading and Writing Workshop lessons are easy to use and follow a best practice format that begins with teacher modeling and moves to guided practice and embedded assessment.
✓ Integrates targeted instruction in multiple areas such as grammar and syntax, writing strategies, discussion rules and aspects of foundational reading.	Integrates Targeted Instruction: The unit integrates targeted instruction through mini-lessons, writing, accountable talk, and sentence frames.
❒ 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 Substantial Materials: The reviewers did not include this criterion within the scope of this unit. Therefore, it is not included in the rating.
✓ 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 students directly experience the complexity of text.	Provides for All Students: The unit provides all students opportunities to engage with complex, grade level texts with read alouds that are at a high level of complexity.
❒ 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.	Focuses on Challenging Sections of Text: It is not evident that challenging sections of texts were specifically included in the unit. Suggestion: Consider providing explicit details as to how students will grapple with complex sections and why these sections were targeted by including a sample.
✓ Integrates appropriate, extensive and easily implemented supports for students who are ELL, have disabilities and/or read or write below grade level.	Integrates Supports for ELL and Students with Disabilities Reading Below Grade Band: The unit embeds numerous supports for ELs and students with IEPs through sentence stems, anchor charts, and visuals from texts. These opportunities allow for kinesthetic, not just linguistic, interactions for students to demonstrate learning, verbal support from peers, and accountable talk with peers. Suggestion: Consider making the implicit supports for ELs and Students with IEPs explicit by calling out where all of these supports can be found within the unit.
❒ Provides extensions and/or more advanced text for students who read or write above grade level.	
A unit or longer lesson should:	Provides Extensions for Advanced Students: Accommodations for advanced students are not explicitly provided. Suggestion: Consider weaving specific strategies for advanced readers and writers.
✓ 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*).	Includes a Progression of Learning: Students begin the reading and writing workshops at a beginning level with the level of engagement increasing. For example, in the Writing Workshop, students begin by labeling signs and then progress to writing a letter. For the reading Workshop, the students begin with pretending they are characters in a given book and progress to role playing with partners. The unit also deepens students understanding through previous texts used in a prior unit.
✓ 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.	Gradually Removes Supports: The unit provides students with opportunities to work and problem solve with each other. The format of the mini-lessons begins with modeling, moves to Guided Practice followed by independent practice. Formative assessment is explicit, intentional, and sprinkled throughout the unit. Provides for Authentic Learning and Student-directed Inquiry: Authentic learning, application of literacy skills, and student-directed inquiry form the essence of the unit. Independent Engaged Reading: This criterion may not apply since this is an area that is addressed throughout the school year, not necessarily within a unit such as this. Use of Technology and Media: Evidence does not exist that the unit includes technology and/or media, although it is not the intent of this unit. The cognitive purpose of this unit is for students to use their imaginations, interact with texts in meaningful ways, and build vocabulary through authentic discussions with peers.
Rating: **3 – Meets most to all 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 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:* ✓ Use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.	Elicits Observable Evidence: Opportunities are included in the unit from which observable evidence of student learning can be gathered (e.g., observation, checklists, rubrics, writing). Assessments align with standards and activities. Unbiased and Accessible Methods: It is evident that all students will be afforded opportunities to access the learning targets within the assessments. Students have multiple ways to show what they have learned. Includes Rubrics and/or Guidelines: Charts, a rubric, checklists, and posters are included to support formative and summative assessments. Uses Varied Modes of Assessment: The unit provides a variety of assessments including checklists, rubrics, observation, and student self-assessment, including student checklists.
Rating: **3 – Meets most to all of the criteria in the dimension**	

Summary Comments

The strength of the unit lies in its developmentally appropriate application of rigorous ELA Standards through meaningful play and authentic discussions. Student planning, choice, and decision-making opportunities are woven throughout the unit. It is important to note that the unit is easy to use with multiple supports for teachers and students.

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.