EQuIP Review Feedback

Lesson/Unit Name: Second Grade Skills Strand Unit 5
Content Area: English/language arts in grades K-2
Grade Level: 2

Overall Rating:

E/I

Exemplar if Improved

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.	Targeted Standards: Common Core grade-level ELA/Literacy Standards: RL.2.1, RL.2.3, RL.2.6, RL.2.7, RL.2.10; RF.2.3, RF.2.3d, RF.2.3e, RF.2.3f, RF2.4, W.2.3, W.2.5; SL.2.1, L.2.1a, L.2.1b, L2.1b, L2.1d, L.2.1 e, L.2.2., L2.2, L2.2a, L.2.2e, L.2.4a., are selected as the target set of standards. An alignment chart is included for the unit at the beginning of the Teacher Guide which summarizes the alignment of the CKLA Goals of each lesson with the Standards. In addition, each individual lesson includes the targeted standards on the summary/objective page. Most of the standards target the foundational skills of decoding and encoding text containing spelling alternatives for the vowel sounds. Some of the standards target reading comprehension, grammar, and writing skills. Suggestion: The foundational skills standards are targeted as the primary purpose for this unit. The developer might consider identifying the standards targeting comprehension, grammar, and writing skills as a set of supporting standards. They could also be added to the main purpose statement ("this unit is devoted to introducing spelling alternatives for vowel sounds") of the unit so that there is an alignment of the standards and purpose. Clear and Explicit Purpose for Instruction: On the page entitled "Introduction to Unit 5," the overview states, "This unit is devoted to introducing spelling alternatives for vowel sounds." An outline for the six weeks unit follows which clearly shows the sequence and pacing of this goal for each lesson. On pages 4 – 9 there is an in-depth description of the theory of phonemic awareness, decoding, and spelling related to the sounds and spelling taught in this unit. Components of the program, such as the student reader and the practice of Close Reading, are explained in these pages as well, making the unit's purpose and cohesion extremely clear. There is a clear teacher's guide for instructional activities for questions, learning objectives, and scope of sequence that helps with the progression of learning for foundational skills. Suggestion: The developer might consider broadening the purpose statement to reflect the components of the program that address reading comprehension, grammar, and writing skills associated with the Reader, Sir Gus, as a secondary purpose. Selected Text: The student reader used throughout this unit was "created for use by students learning to read with the Core Knowledge Language Arts." Page 689 of the Teacher guide provides information about the reader and states the readability level as "suitable for early readers." It was designed to use "only spellings that students have been taught to sound out as part of their phonics lessons, plus some tricky words which have also been deliberately introduced in the lessons." The decodable text is also utilized to teach grammar, handwriting, the writing process, and attends to

"the rigor of close reading" (i.e. lesson 4, p. 34). The unit also allows for different genres of reading, opportunities, and practice for independence with reading. Thus, the decodable text is appropriate for the stated purpose.

Opportunities for Writing/Drawing and Speaking Experiences: The unit provides opportunities for students to present ideas and information through writing and speaking. Students write short responses following discussion and close reading activities throughout the unit. In addition, in lessons 17 – 20, students plan, draft, and edit a narrative retelling of the text by creating a new ending for the story. Throughout the lesson, students are responding orally to guided questions and are sharing their evidence-based answers and thinking with peers. See example on page 104.

Emphasize the explicit, systematic development of foundational literacy skills – As this is a skills-based unit, the explicit, systematic development of foundational literacy skills is present in nearly every lesson. Exceptions are the few lessons where the focus is exclusively language development such as in lesson 6 where the focus is on identifying adjectives. The activities work together to develop decoding and encoding (i.e. alphabetizing words, word sorting, decodable text for reading, fluency located in a separate packet).

Regularly include specific fluency-building techniques - Repeated reading strategies of the student reader help the students build fluency and support comprehension. During partner reading, students are instructed to read a page silently, then alternate rereading the page aloud to their partner. Page 20 of the Teacher's Guide also discusses "The Fluency Packet," which is a downloadable component of this unit. This packet includes a poem, an informational piece, a Reader's Theater, a realistic fiction selection, and a content area selection. It is expected that students practice this component at home as well as throughout the school day.

Integrate reading, writing, speaking and listening – Students read and write in various ways throughout the unit. They read and discuss the text independently, with partners, in small group and whole class. They write short responses about their reading and engage in a multi-day narrative writing activity to develop a different ending for the story, "Fire".

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: The unit provides examples and multiple opportunities "for reading text closely." Specifically designated "Close Reading" lessons are 4, 7, 14, 16, and 23. Additional lessons include small group and partner reading and incorporate text dependent questions and discussion in addition to the focus on foundational skills, tricky spellings, grammar and language.
✓ **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).	Text-Based Evidence: The guided questioning in both the Close Reading scripts and the student reader work to facilitate student conversations centered around the text. Both literal and inferential questions are noted and present during each discussion. For example, during the wrap-up discussion of "The Thief" in Lesson 3, there is an evaluative question, three literal questions, and two inferential questions. The Close Reading lessons are scripted to include excerpts from the Student Reader, identify and

	discuss general academic (Tier 2) vocabulary, and discuss difficult sections of text (i.e. complex syntax, dense information, and challenging transitions.) Sample student responses are included as well. It is suggested in the Close Reading teacher notes that students may write one or more questions prior to responding orally to encourage student engagement.
✓ **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.	Academic Vocabulary: It is noted on page 34 that beginning in Unit 5 of the CKLA, students will become more aware of multiple-meaning words and will reflect on the author's purpose in using these multiple-meaning words. This focus on Academic (Tier 2) Vocabulary is apparent in the guided questions for both the Close Reading lessons, as well as the Student Reader discussions, For example, Lesson 4 focuses on the multiple-meanings of "well." Questions such as "In this context, can we tell the meaning of the word well?" guides students to understand "well" as both a hole in the ground for water and to mean everything is fine. Each Close Reading script includes questions that focus on vocabulary, and in particular, multiple-meaning words Grade-Level Reading: A progression of decodable text is provided for students to read and practice as additional phonics patterns are systematically introduced. The learning is sequenced, scaffolded and supported to advance students toward the goal of independent grade-level reading. Depending where the students are on the reading continuum this may not apply for advance students; however there are extensions built in for independent time. It demonstrates briefly linking the code based meaning skills (Lesaux & Marietta, 2012) to the text directly on page 28 in the story "The Thief" see previewing spellings. Provides text-centered learning. Balance of Texts: The Student Reader is the only text used in this unit. The downloadable "Fluency Packet" does offer other types of texts as discussed in Domain I. It is recognized that the Listening and Learning strand of the CKLA is where this criteria will primarily be met. Balance of Writing: Students write a "logically plausible, but different ending to a story" (p. 6). In lessons 17-19 the teacher models a different ending, partners plan their new ending, and each student writes and edits their new ending using an Editing Checklist. Another way that students are given the opportunity to write is located within the "Close Reading" lessons. At the beginning of each lesson there are suggestions for students to respond ("Following a question, ask all students to provide a written response, before asking an individual student to respond orally" (Lesson 7, p. 61).
Rating: **2 – Meets many 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,	Cultivating Student Interest and Engagement: The unit actively engages students through a variety of word study activities, the Student Reader stories, and student workbook pages. Pacing of individual lessons is quick and active. Learning tasks such as word sorting, small group and partner reading, and turn and talk with a partner, are motivational instructional strategies that allow students to actively construct meaning and build reading foundational skills. This unit lends itself to generating multiple opportunities for explicit, meaningful and relevant learning. Instructional Expectations: The unit clearly communicates how to implement instruction over a six-week period; it is exceptionally easy to

- 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 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.

follow and replicate. Each day's lesson is outlined, paced, and highly scripted. The individual activities and related workbook pages are clearly explained. Management and student engagement strategies are included in a "Note to Teacher" section found in most of the lessons. For example, each Close Reading Lesson includes suggestions for student discussion and engagement. Expected outcomes or responses for each day's instruction and TDQ's are also included in the lesson. Another resource for building a teacher's understanding of the reading expectations for students can be found in the "Code Knowledge" section on pp. 24, 67, 90, 100, and 113. Teachers are also given information on the challenges of the "tricky spellings" on pp. 144, 149, and 158.

Integrates Targeted Instruction: As this is a skill-based unit, each day's lesson targets instruction in reading foundational skills. In addition to the unit's focus on spelling alternative vowel sounds, there are several lessons that focus on grammar and syntax such as adjectives, subject and predicate, and verb tenses.

Student Support: Substantial materials are available to support students as they develop automaticity with decoding, fluency, and/or vocabulary acquisition. Page 17 of the Teacher's Guide suggests general supports for students who are challenged by the "tricky spellings" or the spelling patterns that are shared between multiple sounds, and identifies challenges that many students will likely experience in reading and writing during this unit. Many of the individual lessons also include a "Reading Supports" section where instructional strategies are suggested. In addition, individual lessons may also indicate areas where students may need extra support (i.e. Spelling Analysis Directions in Lesson 5) and additional practice has been provided in the Pausing Point pages at the end of the unit. Finally, Spelling Analysis Charts are included throughout the lesson to help identify those students needing more support.

Extensive Opportunities to Engage with Complex texts:
Not addressed in this unit.

Focuses on Rich Texts that Present Greatest Challenge:
Though not complex, Sir Gus is utilized as a rich text in that the developers have written "Close Reading" lessons to engage students to closely examine and draw evidence from the text, identify and discuss general academic (Tier 2) vocabulary, and discuss difficult sections of text (i.e. complex syntax, dense information, challenging transitions, or require students to make inferences). The developers acknowledge in Lesson 3 that the multiple-meaning vocabulary will most challenge students. TDQs have been purposefully written to focus student attention on the meanings of these words.

Integrates Support for Students (ELL, disabilities, below grade level): The lesson developers have integrated extensive supports for students (i.e. lists of supplemental newly decodable words, phrases and sentences, wiggle cards and chain words). At the end of Unit 5 is a section labeled "Pausing Point". After assessing students, additional lessons are provided for students having difficulty. There are also two "Remediation and Enrichment" opportunities to provide extra help for struggling students. In addition, there are extensive supports in the CKLA Free Download Manager, including the Assessment and Remediation Guides K-3 and the Supplemental Guides in K-2 which address the needs of English language learners during Listening and Learning lessons.

	Suggestion One suggestion for helping students communicate their understanding about what they are learning and why they are learning it is to include a K-W-L model. Structured sentence frames also support students when they use language to combine or integrate ideas to form an independent response (i.e. "The significance of_____ is....."). Another idea is to incorporate graphic organizers to support struggling students.
	Extensions for Advanced Students: As a skill strand for learning alternative spellings for vowel sounds, there may not be a need to provide extensions for advanced students as they would most likely have mastered these alternative spellings.
	Progression of Learning: The progression of learning moves systematically to deepen student skills in encoding and decoding alternative spellings for the vowel sounds as noted as the purpose of the lesson.
	Gradually remove supports - Page 18 of the Teacher Guide discusses the Student Reader "Sir Gus." The developers note an intentional and gradual process "in which students will assume increasing responsibility and independence in reading texts." On page 28, the developer states that Unit 5 presents the first opportunity for students to perform silent reading (p. 26). Over the course of the unit students demonstrate more independence. They move from both partners reading the first page silently before it is read aloud i.e. pp. 44, 71); to asking their partner a Think Pair What question after finishing the reading (p. 89); to reading the whole story by themselves with the responsibility of asking for help if they become confused (p. 98).

Rating: **2 – Meets many of the criteria in the dimension**

Dimension IV – Assessment

The lesson/unit regularly assesses whether students are mastering standards-based content and skills:	Observable Evidence: For observable evidence, the learning targets or success criteria need to be identified. This would improve the instructional unit, so that students could communicate their understanding about what they are learning and why they are learning it. The unit provides opportunities for all students to demonstrate the learning.
❒ 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.	An adjustment we would make is using daily formative assessment, based on conversations applied independently to generate writing being elicited from the students, to make in-the-moment instructional adjustments. Suggestions: - One simple suggestion would be to have students write 1-2 about the topic daily from their reading. - Another suggestion is to provide an opportunity for students to assess their own learning in relation to the lessons' success criteria or learning target. The assessments can then be linked to the learning targets. This was not evident based on what was written in the lessons. The feedback loop is critical during this developmental age band for future success in upper grades. A clear purpose and learning target is needed for every lesson. Once the learning targets are clearly identified, this will elicit direct, observable evidence. Unbiased and Accessible Methods of Assessing Students: All students are assessed through the use of worksheets on the summative assessments. The assessments in lessons 26 – 27 require students to read a story and answer questions for comprehension on Worksheet 26.1 (p. 168); circle,

draw and fill-in the blanks on grammar Worksheet 26.2 (p. 168); circle the correct word read by the teacher on the Worksheet 27.1 (p. 173); and alphabetize a list of words on Worksheet 27.3 (p. 174). If students could not fill out the worksheets there were no additional methods included for students to show proficiency.

Assessment Guidelines: Guidelines for scoring and interpreting student performance are included after each of the four assessments. In lessons 28 – 30 the developers have included additional assessments for struggling students and "Pausing Point" activities for the teacher to provide additional days of review on the material taught or to address specific problems. Other places in the lessons that teachers can find guidelines are: in the Response section of the Close Reading lesson with sample student responses to the TDQ's; in other Discussion Questions with possible student responses; and on the checklists for spelling analyses with stated student expectations and analysis directions.

Varied Modes of Assessment:
The teacher formatively assesses student progress and uses the Supplemental List (pp. 23, 66, 89, 99, and 112) to provide more practice when needed. The summative assessments are given at the end of Unit 5 with additional assessments available for struggling students.

Rating: **1 – Meets some of the criteria in the dimension**

Summary Comments

This ELA standards aligned lesson for second grade is appealing to students and engages them in activities that are both appropriate and scaffolded for optimum learning. The strength of this unit is that even though this strand of the CKLA is designed to focus on decoding, encoding, grammar, and the writing process, most or all of the criteria in each dimension were still met through the reading and discussion surrounding the Student Reader.

Suggestions:
Link the learning targets, goals and purpose to the success criteria that students can do. For example:
-I can describe key ideas...
-I can provide evidence from...
-I can tell my reading partner how the characters, "feels" helps me visualize what he is doing.
-I can orally and in writing describe Charlotte and Wilbur.

This is also an opportunity to engage student participation and will move the depth of knowledge beyond simple recall and reproduction. Students could then apply the new learning of the vocabulary and discussions to writing with more frequency. This type of lesson nicely lends itself to recording their individual thoughts on paper or as partners when discussing the text.

It is paramount to connect what is measured to what is taught.

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.