**Lesson/Unit Name:** Text Detectives Investigate Meat Eating Plants  
**Content Area:** English/language arts in grades K-2  
**Grade Level:** 1

### 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.

### Targets Standards:

- Standards specific to the lesson at the back of the lesson. Five Standards are targets: These Standards include a mix of Reading Informational (3) and Writing (2). The teaching and learning activities align with the targeted Standards and allow student acquisition of them.
- Suggestion: Consider coding the text dependent questions with the Standard(s) each targets. Also, consider adding some of the CCSS for speaking and listening since the included engagements (e.g., shoulder partners, whole group discussion) align well with them. Given that this lesson will serve a national audience, consider explicitly identifying the CCSS.

**Includes Clear and Explicit Purpose:** The purpose of the unit is stated on the cover page of the lesson. In addition, in Step 5 of the lesson, students “discover” the purpose for providing evidence for their responses. For example, students are asked, “How do we know our answers to questions about the text are right?”

**Text Complexity Grade-Level Band:** The developer clearly identifies the quantitative complexity of the texts associated with the lesson; all are at an appropriate level of complexity for the first grade level. The suggested whole group text is at an ATOS 3.6 and a lexile level of 600. ATOS levels are also provided for the other suggested book titles.

**Suggestion:** Consider providing the qualitative information for why the core text was chosen for this lesson, such as the abundance of age appropriate text features, perhaps?

**Provides Opportunities to Present Ideas/Information through Writing/Drawing/Speaking:** The unit routinely engages students in activities that allow them to present ideas through writing, drawing and speaking. For example, students create brainstorm maps from which to write an explanatory paragraph. Early in the lesson students write a sentence about an assigned fact.

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

### Dimension II – Key Shifts the CCSS

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

**Read Text Closely:** It is evident that students must rely on text (and video) to respond to questions. The teacher explicitly models how to find evidence so students are clear about the importance of using text evidence to support answers to questions.
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.

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

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**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

**Cultivates Student Interest and Engagement:** The unit cultivates interest and engagement through student engagement and an interesting topic of meat eating plants. For example, students are provided opportunities to discuss ideas with peers, view video, create brainstorm maps, and deconstruct an actual text to categorize text features.

**Addresses Instructional Expectations/Ease of Use:** The organization of the materials and Steps specifically identify what students are to know, understand, and do. The lesson is easy to use by others interested in replicating this lesson in their classroom.

**Provides for All Students:** It is evident that supports are in place for all students. For example, the prior knowledge pre-requisite skill necessary for success are clearly outlined in the lesson with a notation on page 1, “Before beginning this lesson students should be able...” and on page 4 “What prior knowledge should students have for this lesson.”

**Suggestion:** Consider adding the punctuation skills of comma and periods since the rubric requires application of both. Otherwise, the rubric will not align with the lesson learning engagements because there is no mention of explicit teaching of these two skills. Also, it is stated throughout the lesson that formative assessment should drive decision making for resource use. In the culminating task, students are provided texts aligned to their independent reading levels.
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.

**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:**

- Elicits Observable Evidence: Many opportunities exist throughout the lesson from which observable evidence of student learning of the targeted Standards could be elicited. For example, at the start of the lesson the teacher poses a series of questions as a pre-assessment to determine students’ level of knowledge regarding text features. During the lesson, “…the teacher will gauge student understanding based on student responses provided…” Ongoing feedback is given to students through individual conferences.

- Unbiased and Accessible Methods: The lesson provides multiple modalities for students to understand the targeted standards (e.g., video, print, kinesthetic engagements). In the culminating task students are paired with texts at their independent reading level to ensure that the standards are being assessed versus readability.

- Includes Rubrics and/or Guidelines: Charts, checklists, and rubrics are included that clearly communicate student expectations as well as what success might look like.
Use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.

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

Summary Comments

The inquiry-based, collaborative, and hands-on activities in the lesson are its core strength. There is compelling evidence that students will learn about the targeted science topic as well as features of informational text and effective writing of explanatory paragraphs. Of significance, is the effectiveness with which the lesson seamlessly aligns the targeted Standards with student engagements to scaffold learning along the way so students are equipped with the necessary skills to be successful in the culminating task. As suggested, it would enhance the lesson to include support for ELL students and students with disabilities.

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 approaches the quality standard in some dimensions and needs significant revision in others (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.