**Lesson/Unit Name:** Tracing Social Construction Through Inequality  
**Content Area:** English language arts  
**Grade Level:** 11

### 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>
<th>This call to action unit meets the expectations for grade level CCSS in ELA/Literacy for the overall unit and includes targeted standards for each lesson in the sequence. The purpose of instruction is clear and explicit as stated in the introduction &quot;The purpose of this unit is for students to trace the phenomenon of social construction.&quot; The purpose is also made clear in the summative assessment when students are comparing social construction from the past to social construction today.</th>
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<tbody>
<tr>
<td>✓ Targets a set of grade-level CCSS ELA/Literacy standards.</td>
<td>The unit includes multiple opportunities for students to read and write for different purposes and to increase their literacy skills. Opportunities for speaking and listening are fewer, and it's not clear that the students will master any speaking and listening standards which are also not present in the unit. There are two mentions of opportunities for discussion, one led by the teacher and another when students share their response with a partner. To make this unit even better, the developer might include a targeted focus on speaking and listening standards with more explicit discussion strategies and opportunities for students to talk with one another (e.g. Socratic seminar).</td>
</tr>
<tr>
<td>✓ Includes a clear and explicit purpose for instruction.</td>
<td>The unit selects texts that measure within the grade-level text complexity band and are of sufficient quality and scope for the stated purpose (i.e., presents vocabulary, syntax, text structures, levels of meaning/purpose, and other qualitative characteristics similar to CCSS grade-level exemplars in Appendices A &amp; B). This is clearly provided on pages 3 &amp; 4.</td>
</tr>
<tr>
<td>✓ 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 &amp; B).</td>
<td></td>
</tr>
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</table>

**A unit or longer lesson should:**

| ✓ 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. | |

**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>
<th>Reading text closely is seen in this unit particularly with the close read of the videos which are viewed multiple times for considering meaning. The Text Dependent Questions lead students to a surface level meaning of social construction as evidenced in the video text. To improve the unit, the developer might consider text dependent questions which consider deeper meaning based on structure of the text.</th>
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<tbody>
<tr>
<td>✓ Reading Text Closely: Makes reading text(s) closely, examining textual evidence, and discerning deep meaning a central focus of instruction.</td>
<td>The developer provides text-dependent questions that move from literal to inferential, with an ending question that requires students to apply the information beyond the text to their own thinking.</td>
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<tr>
<td>✓ 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).</td>
<td>Students gather evidence from the text set and record this information in a variety of graphic organizers such as Cornell Notes, TPCASTT, and GIST that are used for a variety of tasks.</td>
</tr>
<tr>
<td>✓ Writing from Sources: Routinely expects that students draw evidence from texts to produce</td>
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</table>
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.

**A unit or longer lesson should:**

✓ **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.

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

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### Dimension III – Instructional Supports

<table>
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<tr>
<th>The lesson/unit is responsive to varied student learning needs:</th>
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<tbody>
<tr>
<td>✓ Cultivates student interest and engagement in reading, writing and speaking about texts.</td>
</tr>
<tr>
<td>✓ Addresses instructional expectations and is easy to understand and use.</td>
</tr>
<tr>
<td>✓ Provides all 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.</td>
</tr>
<tr>
<td>✓ Focuses on challenging sections of text(s) and engages students in a productive struggle through discussion questions and other supports that build toward independence.</td>
</tr>
<tr>
<td>✓ 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.</td>
</tr>
<tr>
<td>✓ Provides extensions and/or more advanced text for students who read well above the grade level text band.</td>
</tr>
</tbody>
</table>

**Students begin the unit with an engaging video and discussion on social construction, which increases their interest and potential engagement in texts they will read later. Interspersed within the unit is another video with a brown and blue eye experiment, which continues to engage the students. The text dependent questions engage students in conversation with peers about the videos and texts. The final text-dependent question connects the content to the students in a more personal way. In addition, students have opportunities to summarize, record notes, and complete various graphic organizers that guide students to think deeply and engage in the content.**

**This unit is well organized, easy to understand and use, and addresses instructional expectations.**

**All students engage with the same complex texts. Supports for ELLs and struggling students are provided in each lesson with specific suggestions for how to support these groups of students.**

**The text-dependent questions guide students to consider specific sections of the text. The developer might consider adding a few more inferential type questions to guide students to deeper thinking. Students are frequently asked to consider specific vocabulary meaning within the context of the text, which does lead students to deeper understanding.**
Include a progression of learning where concepts and skills advance and deepen over time (may be more applicable across the year or several units).

Gradually remove supports, requiring students to demonstrate their independent capacities (may be more applicable across the year or several units).

Provide for authentic learning, application of literacy skills, student-directed inquiry, analysis, evaluation and/or reflection.

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 (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.

Each lesson includes specific supports for ELLs and struggling students that are both sufficient and explicit.

There are a few examples of extensions for students in this unit. The developer might consider adding a few more extensions for achieving students. Universal Ideas handout (see # 6 in Lesson 1) is provided for extension along with a detailed explanation of how to use the handout for students who are ready for extensions. Lesson 6, #5 provides an additional opportunity to extend the learning of students by asking these students to evaluate how these social constructions are used in media today.

This unit provides a progression of learning, through text complexity, vocabulary acquisition through context, and content knowledge about social constructs.

The unit intentionally removes supports toward the end of the unit as students are able to develop independence (see Lesson 6 #4).

Students study a real-world issue of social constructs and how these constructs impact them personally.

This unit does not address independent reading.

The developer uses video and photos to deepen learning and draw attention to evidence.

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 the major targeted grade-level CCSS standards with appropriately complex text(s).
- 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.

A unit or longer lesson should:

- Use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.

The 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).

The unit assesses student proficiency using methods that are unbiased and accessible to all students.

The unit includes aligned rubrics and assessment guidelines that provide sufficient guidance for interpreting student performance.

The unit uses 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

This unit is well thought out and standards, instruction and assessment are clearly aligned to achieve the stated purpose and goals.

This exemplar unit meets most to all of the criteria in each dimension and serves as a great example to other teachers and/or unit developers who are meeting the 9-12 Call to Action for Improving Reading Through Informational Text. The unit developer
naturally integrated two disciplines (ELA & SS) to provide students an authentic learning experience. The opportunities provided for students to read and write are plentiful and there are even hints of opportunities for speaking and listening; though standards might be added for that strand and a more intentional focus on teaching students those standards might be considered as a way to enhance the unit.

Overall, the unit is an exemplar worthy of use by other educators.

**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.