

# EQuIP Review Feedback



**Lesson/Unit Name:** Human Rights, Conflict and Social Change

**Content Area:** English language arts

**Grade Level:** 9

**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 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).

*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.

**Standards:**

The following standards are identified and targeted throughout the unit by thoughtful integration within each lesson: RI.9-10.1 Through an examination of texts, students will learn to cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it is shaped and refined by specific details. RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings, analyze the cumulative impact of specific word choices on meaning and tone. RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient. RI.9-10.9 Analyze seminal US documents of historical significance. L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9 – 10 reading and content. SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. W.9-10.1 Write arguments to support claims in an analysis

**Purpose:**

The unit is designed to be implemented in both the ELA and Social Studies classrooms, as a collaborative effort. While there is no overall purpose statement in the introduction to the unit, there are several learning outcomes identified that are aligned to the grade level, targeted standards. In the final task, students write an argumentative speech concerning a current human rights violation.

**Suggestion:** Improvement could be made by including the intended learning outcome (as a summary statement) in the Abstract portion of the unit's introduction.

**Text Complexity:**

The anchor text for the unit is the Preamble of the Universal Declaration of Human Rights. According to Lexile.com, the anchor text measures well-above the grade level. However, the developer addresses this issue in the teacher notes of the lesson and provides strategies to support students' comprehension of the document. Additional texts are also embedded in the unit:

Excerpts from "Adoption of the Universal Declaration of Human Rights" by Eleanor Roosevelt

	<p>Nelson Mandela “Speech to the United Nations Special Committee against Apartheid”</p> <p>Integration of Reading/Writing/Speaking &amp; Listening: There is an intentional progression of learning that includes an integration of the four strands of ELA, beginning with reading for the gist, re-reading for explicit purposes, followed by discussions in small groups, writing summaries, and finally, synthesizing learning in a written argumentative speech.</p>
<p>Rating: <b>3 – Meets most to all of the criteria in the dimension</b></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"> <li>✓ <b>Reading Text Closely:</b> Makes reading text(s) closely, examining textual evidence, and discerning deep meaning a central focus of instruction.</li> <li>✓ <b>Text-Based Evidence:</b> 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).</li> <li>✓ <b>Writing from Sources:</b> 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).</li> <li>✓ <b>Academic Vocabulary:</b> Focuses on building students’ academic vocabulary in context throughout instruction.</li> </ul> <p><u><i>A unit or longer lesson should:</i></u></p> <ul style="list-style-type: none"> <li>✓ <b>Increasing Text Complexity:</b> 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.</li> <li>✓ <b>Building Disciplinary Knowledge:</b> Provide opportunities for students to build knowledge about a topic or subject through analysis of a coherent selection of strategically sequenced, discipline-specific texts.</li> <li>✓ <b>Balance of Texts:</b> Within a collection of grade-level units a balance of informational and literary texts is included according to guidelines in the CCSS (p. 5).</li> <li>✓ <b>Balance of Writing:</b> Include a balance of on-demand and process writing (e.g., multiple drafts and revisions over time) and short,</li> </ul>	<p>Close Reading: The core activities focus students’ attention on reading the text closely. Students are required to examine structural features, define vocabulary, annotate, participate in discussions grounded in the text, and draw conclusions based on evidence from the text. Additionally, students participate in careful re-readings of the text for multiple purposes. For example, “Students will read and re-read Roosevelt’s speech for multiple purposes. They will begin with an individual reading to determine overall purpose and to identify new information that helps them gain insight into the UDHR. Additional opportunities for reading will allow students the opportunity to analyze the text as an argument as well as to analyze key features including structure, word choice, and punctuation.”</p> <p>Text Based Evidence: The author gives indication for teachers and students to include text-based evidence with each discussion. Often, the Instructional Approach portion of the lesson plan includes specific questions the teacher can use to guide students back to the text for evidence if discussions are not naturally focused in this direction.</p> <p>Writing from Sources: Each of the student tasks includes a section titled Writing. These are the culminating tasks of each lesson and include specific reference to the learning targets. Students are summarizing, paraphrasing, providing evidence, defending their thinking, and creating a traditional, formal argument. These assignments are designed to extend the learning of the lessons. There are also notes to focus students on the structure of the texts read and use these structures during the writing assignments.</p> <p>Academic Vocabulary: Each lesson integrates specific support to address academic vocabulary. Students use contextual clues to gather information and meaning about unfamiliar terms. Guidance is encouraged by the teacher when students are not likely to arrive at their own understanding based on contextual clues. Furthermore, students are encouraged to practice the use of academic vocabulary in their speaking and writing.</p> <p>Increasing Text Complexity The anchor text for this series of lessons is a complex text, far above the grade level standard. The author acknowledges this and provides scaffolds for understanding. The text is chunked, students work in groups to read and paraphrase parts, write short summaries to check their understanding,</p>
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<p>focused research projects, incorporating digital texts where appropriate.</p>	<p>as well as several other scaffolds mentioned in the Additional Supports section of each lesson. The anchor text is further evaluated as students move to analyzing speeches about the UDHR. The two speeches continue to build students knowledge and understanding of the original document, as well as are used for their own genre exploration.</p> <p><b>Building Disciplinary Knowledge</b>  Several texts are included in the lesson for students to analyze and discern meaning. The anchor text provides an introduction to the format and style of declarations and builds contextual knowledge through analysis of specific text structures. “To discuss the impact of structure on the text, the students will be asked to pay particular attention to how the overall ideas as well as the specific details of each paragraph interact with one another.” This is continued as students are asked to consider the structure of argument in Roosevelt’s speech, and the elements of literary non-fiction in Mandela’s speech.</p> <p><b>Balance of Texts:</b>  The focus of instruction is equally balanced between seminal historical documents (UDHR and “Adoption of the Universal Declaration of Human Rights Speech”) and literary nonfiction (Nelson Mandela’s “Speech to the United Nations Special Committee Against Apartheid”). The anchor text, UDHR, provides the foundation needed to understand human rights on a global scale and the other two documents expand on the issue and provide a model for creating the argumentative speech to be completed as the final performance task.</p> <p><b>Balance of Writing:</b>  There are many forms of writing that students are asked to look at, analyze, and use in their own writing. Students begin with short summaries, paraphrase articles of the UDHR, defend their thinking as to structure and its importance in writing, use the structure of formal argument, and finish with including elements of literary non-fiction in building a case for an argument (as often used in speeches). If all of these are used, in conjunction with the reading and discussion of the lesson, they build students’ knowledge of the craft of writing before they are expected to produce an on-demand writing, independently.</p> <p><b>Suggestion:</b> It would enhance the lessons if a general rubric were included to help both students and teachers understand the learning expectations required. The language of the performance task could easily be used to produce a rubric.</p>
<p>Rating: <b>3 – Meets most to all of the criteria in the dimension</b></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"> <li>✓ Cultivates student interest and engagement in reading, writing and speaking about texts.</li> <li>✓ Addresses instructional expectations and is easy to understand and use.</li> <li>✓ Provides <i>all</i> students with multiple opportunities to engage with text of appropriate complexity for the grade level; includes appropriate scaffolding so that</li> </ul>	<p><b>Interest/ Student Choice:</b>  The collaborative design of the unit for both ELA and the history classroom lends itself to increasing student engagement. Students are challenged by the complexity of the text and allowed to select a topic of interest for the final performance task. Also, student choice is further supported through the research that is required for the argumentative speech.</p> <p><b>Instructional Expectations:</b>  The front matter of the lesson clearly outlines the learning intentions for students using the language of the standards. In addition, each lesson follows a recurring format that lends itself to ease of use as well as clarity</p>
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<p>students directly experience the complexity of the text.</p> <ul style="list-style-type: none"> <li>✓ Focuses on challenging sections of text(s) and engages students in a productive struggle through discussion questions and other supports that build toward independence.</li> <li>✓ 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.</li> <li>✓ Provides extensions and/or more advanced text for students who read well above the grade level text band.</li> </ul> <p><u>A unit or longer lesson should:</u></p> <ul style="list-style-type: none"> <li>✓ 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>).</li> <li>✓ Gradually remove supports, requiring students to demonstrate their independent capacities (<i>may be more applicable across the year or several units</i>).</li> <li>✓ Provide for authentic learning, application of literacy skills, student-directed inquiry, analysis, evaluation and/or reflection.</li> <li>☐ Integrate targeted instruction in such areas as grammar and conventions, writing strategies, discussion rules and all aspects of foundational reading for grades 3-5.</li> <li>✓ 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>).</li> <li>✓ Use technology and media to deepen learning and draw attention to evidence and texts as appropriate.</li> </ul>	<p>of understanding. The lessons are supported by text dependent questions that are identified at the beginning of the unit and embedded along the way. Students are challenged to demonstrate deep, critical thinking about the texts under exploration. The unit is tight in its construction and ambitious in its scope.</p> <p>All Students Experience Complexity: The unit is designed for all students to experience the complexity of texts. There is a Differentiation/Adaptations/Modifications section following each lesson that indicates scaffolding for students who struggle. These include adaptations such as chunking the text, peer support, and digital support.</p> <p>Focus on Challenging Sections: The anchor text is very complex for 9th/10th grade students. The text is chunked in order to allow students, with teacher support, to grapple with the complexity of the text and gain understanding through multiple readings. Students work in groups/pairs, participate in discussions with text-dependent questions, and are asked to use targeted skills in writing tasks that are centered on comprehension of the text under study.</p> <p>Integrate Appropriate Supports: The Differentiation/Adaptations/Modifications section, along with the Additional Supports sections follow each lesson. These consistently integrate appropriate and extensive supports for all students through simplified versions of the Articles, guided questions, and graphic organizers. Throughout the lesson, suggestions are provided for reaching all learners: guiding questions, primary source resources, audio recording of the texts, suggestions for chunking the texts, as well as support that might be necessary if the unit is not taught collaboratively with a history class.</p> <p>Provides Extensions: The Differentiation/Adaptation/Modifications section lists extensions for advanced students to expand upon their learning. For each lesson, the extensions are appropriate to the content and skills being learned during the lesson.</p> <p>Learning Progression: The texts provide a nice progression of learning so that concepts and skills advance and deepen over the course of the unit. The first lesson focuses on a primary source document that lends itself toward argumentative writing. Lesson two focuses on identifying and analyzing structure, key words, and punctuation of the texts (primary source documents). Lesson three builds on the previous two lessons by requiring students to use elements of formal argument to evaluate a text and write a claim to determine its effectiveness. Lesson four requires students to not only analyze and evaluate the argument and structure of a text, but also to analyze literary and rhetorical strategies and the impact on tone and meaning. The learning targets of the four lessons culminate in the final performance task.</p> <p>Demonstrate Independence: The lesson sequence is designed to allow students to experience productive struggle, with teacher support in the form of guiding questions, followed by collaborative peer interaction, and finishes with independent application of the skills learned while responding to content. This sequence is thoughtfully designed to support students becoming independent practitioners, including extra supports as needed and extensions to go beyond the lessons.</p>
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	<p><b>Authentic Learning:</b> The unit provides for authentic learning and application of literary skills by requiring students to study how competing notions of human rights lead to conflict and change. Student-directed inquiry, analysis, and evaluation are evident in the final performance assessment.</p> <p><b>Student Choice:</b> Students experience choice as they come to the final project where they will choose a modern instance of human rights violation, conduct research and create an argument that is related to the UDHR document studied.</p> <p><b>Use Technology:</b> Videos are used to provide reinforcement for content presented, resources are accessed online, students can include multi-media in their final project.</p>
<p><b>Rating: 3 – Meets most to all of the criteria in the dimension</b></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"> <li>✓ 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).</li> <li>✓ Assesses student proficiency using methods that are unbiased and accessible to all students.</li> <li>✓ Includes aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance.</li> </ul> <p><i>A unit or longer lesson should:</i></p> <ul style="list-style-type: none"> <li>✓ Use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.</li> </ul>	<p><b>Direct Observable Evidence/ Varied Modes:</b> The unit begins with a “Pre-Assessment of Readiness for Learning” which identifies targeted standards and prior knowledge necessary for students to be successful throughout the unit. Each lesson provides opportunities for students to demonstrate the degree to which they can independently apply the major targeted grade-level standards. Examples of checks for understanding include:</p> <p>One-sentence summaries Class discussion Text annotations Guided Questions and Discussions Primary source document analysis handout Defense Summaries</p> <p><b>Unbiased Assessment:</b> The lesson clearly presents multiple opportunities for a wide-range of assessments that are accessible and unbiased. Students are introduced to the material in a systematic manner. Beginning with the introduction to a declaration and its purpose, students are then transitioned through historical perspectives and ultimately brought full-circle to modern day events in which students select a current event to base their argumentative speech upon.</p> <p><b>Rubric:</b> The lesson does not include a rubric; however, the clearly articulated expectations in the final performance assessment can be easily adapted into a rubric format: The final performance task will be a formal argumentative speech written by the student regarding a current human rights violation. The speech should include reference to the specific Article or Articles of the UDHR being violated as well as evidence to support the argument that the UDHR is being violated. Additionally, the speech should address the issue of the competing notions of human rights that led to this conflict. Students will need to conduct research in order to gather their evidence. The argument should use traditional argument structure and should include a concession as well as claims and sub-claims. Finally, the speech should include at least 3 literary or rhetorical devices that impact the overall tone of the speech.</p>
<p><b>Rating: 3 – Meets most to all of the criteria in the dimension</b></p>	

## Summary Comments

Link on page 18 is not working

### Strengths:

Language of the standards is reiterated throughout the learning objectives.

Unit design is easy to use and understand.

Unit provides opportunities for cross curricular collaboration.

Lesson components are consistent throughout and ensure that learning targets are addressed.

Format of the lessons easily correlate to the EQuIP rubric.

Students are exposed to a highly complex text, but are provided appropriate supports for success.

There is an intentional progression of learning that includes an integration of the four strands of ELA.

The core activities focus students' attention on reading the text closely.

The instructional sequence provides a tight progression of learning so that concepts and skills advance and deepen over the course of the unit.

### Suggestions for Improvement:

Include a clearly stated purpose statement and a rubric for the writing activities.

### **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.