EQuIP Review Feedback

Lesson/Unit Name: Harrison Bergeron
Content Area: English language arts
Grade Level: 9-10

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 lesson targets the following standards: Reading Literature 9-10.1-3, Language 9-10.2, Writing 9-10.3-4. Explicit Purpose: The purpose for each lesson is clearly stated: "In Lesson One, students will read Kurt Vonnegut, Jr's short story "Harrison Bergeron" examining the usage of literary elements in order to develop an objective summary describing how the author uses language to portray characterization, impact tone and mood, and develop the central ideas of the text." "In Lesson Two, students will review crucial details present/omitted in a film treatment (2081) of Vonnegut's "Harrison Bergeron", using a Venn diagram to record their observations. Students will use their diagram to compose a one to two page objective summary of their findings, drawing parallels between the original work and the film in regard to literary elements, author's purpose, audience, etc. and their effects on the overall meaning of the works." Text Complexity: The anchor text for the lesson is Kurt Vonnegut's "Harrison Bergeron" which falls within the appropriate grade-band for text complexity considering the allegorical / symbolic nature of the text. The lesson targets standards on the 9-10 grade band. The text has a Lexile measure of 1050L which is on the low end of the 9th grade text complexity band, however, task considerations and qualitative analysis increase the complexity. Suggestions: The lesson is currently aligned to the Florida State Standards and would be more accessible to educators from other states if Common Core State Standards were provided. Speaking and Listening standards are not listed but strong evidence exists throughout both lessons; therefore, the speaking and listening standards could be added to reflect alignment.
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, examining textual evidence, and	Reading Text Closely/Text Based Evidence: Reading the text closely is central to the lesson. The text must be read and reread to draw a likeness of the character and to answer text-based questions. In addition, students will return to the text to support their responses to peers during small group and classroom discussions. The

discerning deep meaning a central focus of instruction. ✓ **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). ✓ **Writing from Sources:** 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). ❒ **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.	during-reading activities require students to complete a Literary Elements Chart and an Inference Chart, thus requiring students to accurately differentiate between inferential reader observations and author prompted figurative language. Students use an additional Literary Elements Chart (similar to the one used in the initial reading of the text) to cite specific evidence while viewing a media adaptation. These tasks and others found within the lessons support student comprehension and deeper learning through engagement with the text. Writing from Sources: The lessons focus on short writing in the form of note taking, recorded on graphic organizers of various types, and a culminating objective summary. The choice of writing types is guided by the standards that align well to this two-part lesson. The first lesson has a text-centered focus requiring students to read the text closely, examine it for textual evidence, and discern deep meaning. The lesson begins with a thought-provoking warm up addressing the essential question "What makes us individuals?" From there, students are guided by a sequence of text-dependent questions such as "Based on this description, what can be inferred about Harrison's physical and intellectual characteristics?" or "Does the author incorporate comic relief just before the climax of the text only to heighten the feeling of despair/hopelessness at the end?" Students are asked to write from sources, using their graphic organizers and are asked to develop an objective summary describing how the author uses language to portray characterization, impact tone and mood, and develops the central ideas of the text. Academic Vocabulary: The lessons include domain-specific terminology, not necessarily academic vocabulary. There is minimal evidence that vocabulary is taught explicitly in the lessons. Students are exposed to with vocabulary loosely when they consider word choice as they analyze the text to create a drawing of Harrison. The terms "protagonist" and "hero" are compared and contrasted during discussion. Suggestion for Improvement: Developers may consider incorporating a more explicit instruction of academic vocabulary.
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 in reading, writing and speaking about texts. ✓ Addresses instructional expectations and is easy to understand and use. ✓ 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.	Engagement: To begin the lesson students are asked to write a short response to the prompt: "What Makes Us Individuals?" They are then provided the opportunity to discuss their responses. Engagement is further enhanced by the use of prediction. The prediction activity is smartly utilized as a scaffold to introduce the skill of drawing inferences. Suggestion for improvement: It is important to differentiate between a prediction and an inference. A prediction can be verified and validated or invalidated. An inference can be supported by evidence from a text, but often cannot be proven or dis-proven explicitly. An inference by nature is "reading between the lines." A prediction either comes true or does not. While students use evidence for predicting and inferring, it is important to make the distinction between these terms for students.

✓ Focuses on challenging sections of text(s) and engages students in a productive struggle through discussion questions and other supports that build toward independence. ✓ 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. ❑ Provides extensions and/or more advanced text for students who read well above the grade level text band. *A unit or longer lesson should:* ❑ 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.	Instructional Expectations: The lesson design is easy to follow and provides explicit examples and strategies for instruction. The Learning Objectives reflect the language of the standards and are developed in the body of the document. The format is standardized, and the headings are clear and provide guidance for the reader. The sequence of instruction is provided in a before, during, and after chronology that is easy to follow. The handouts are linked within the document/website and also provided in a list of attachments on the second page of the document. Complexity of Text: Effective scaffolding is incorporated to allow all students the opportunity to encounter the complexity of the text, with instruction that provides helpful directions for analyzing complex ideas and figurative language. The instructional supports during reading suggest that students be able to provide a rationale for each action that takes place. Thus, requiring the reader to slow down and determine a motivation behind each action. In a sense, evaluating the psychology of the characters. Students are asked to re-read the physical description of Harrison and create a drawing based on the imagery in the text. Challenging Text: The lesson is designed to ensure that all students are actively engaged in reading. The "During Reading" section of the document describes how to use the gradual release method to move students toward close reading independence. The activities provide opportunities for students to participate in real, substantive discussions that require them to respond directly to the ideas of their peers. The informal writing prompt is smartly placed prior to the climax of the text and allows students the opportunity to organize their own thoughts and continue reading on their own, independently analyzing the text. In addition, the developer suggests places within the text and the film to stop and discuss deeply. Instructional Supports One of the greatest strengths of the lessons are the incorporation of instructional supports. The developers provide many suggestions that may be used to elicit deeper thinking about the text while also highlighting potential aspects where students may struggle. The developer provides lists of text-dependent questions that challenge students to focus on deeper understanding of those portions of texts that contain the textual evidence to answer the questions. Explicit instruction for the teacher regarding how to guide students back to the text when they have provided incomplete information in the graphic organizers is helpful. "If it appears students miss a critical contrast as it is presented in the text, pause, and probe students to see if they merely overlooked the detail or failed to see the relevancy and engage further discussion as appropriate." Teachers are encouraged to break the lesson down to support students if the amount of material is overwhelming. In addition, the graphic organizers physically place information into categories that are more easily understood and accessed by students. "Chunk information into digestible bites for students, providing the background necessary (if it appears some students do not possess such prior knowledge) to allow students to access the lesson." Using graphic organizers (like the ones provided in this lesson) can help struggling students maintain organization, focus, and understanding of the text/skills and concepts covered in the lesson.

Guides for effective modeling are strengthened with rationale: "Model how to practice skills (and transfer the use of these skills to students) using the gradual release method ("I do", "We do", "You do".) For this lesson, begin by thinking aloud as you read text to the students while practicing skills. *Note, reading aloud passage serves as a way to model fluent reading as well. Later, ask students to practice the skill (either in small groups or independently) as you monitor progress, providing assistance/support/feedback to ensure successful application of the skill. Finally, allow students to practice completely independent of your guidance, effectively allowing them to demonstrate mastery of the skill/concept."

The developer makes good use of graphic organizers during-reading to gather and organize evidence from the text to use later in writing assignments. "Using the gradual release method, the instructor will model appropriate use of both the 'Literary Elements' and 'Inference' charts to assist students organize features present in the text and their analysis of such inclusion."

The developer describes in detail how the teacher can move students toward independent learning by using the gradual release method of instruction. "You do: Using the gradual release method, the instructor will direct students to respond to the prompt at the bottom of the "Inference" chart regarding drawing conclusions. Support students as necessary, but ask them to continually refer to their inferences noted on the chart."

Extensions:
The developer provides suggestions to extend the lesson. "Students could develop and examine theories surrounding the author's purpose, presenting their findings in writing or a brief report (perhaps using multimedia presentation tools, i.e., Prezi/PowerPoint presentations). Prompts are also provided for additional activities.

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:	Direct, Observable Evidence:
✓ 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).	The teacher asks questions, listens to discussions, and reads notes and summaries to gather direct, observable evidence for learning. The teacher constantly monitors not only the quantity but also the quality of student responses. By the time students take the summative assessment, the teacher knows that they are ready to be successful. "While monitoring for student progress, the instructor should ensure students are making connections that are both relevant and sufficient in detail. As students demonstrate an appropriate level of understanding (the chart is complete with relevant details; students can explain their rationale verbally), they should proceed with the summative assessment." The methods employed for assessing student mastery are varied and unbiased.
✓ 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:	Rubric:
❒ Use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.	"Teachers can assess students' summaries using the provided rubric." The holistic rubric addresses the content of the writing in two areas: "Source Adaptation/Differences" and "Summarize Text." The strongest criteria for "Source Adaptation/Differences" is "Student is able to identify implied as well as explicitly stated theme/central idea of the text; can support thorough analysis of using evidence from the work, critiquing the author's criticism of society through theme/central idea employed." The

	connection between the area and the criteria could be made more apparent. The criteria does not require students to compare and contrast the text vs. media versions of the narrative since they have not yet viewed the video; however, the "Source Adaptation/Differences" implies that students will compare and contrast them. As is, the rubric deals mainly with content and could be strengthened by adding additional criteria such as conventions and style. However, given that this is not a long-process writing, ease of use for grading may be appropriate.
Rating: **3 – Meets most to all of the criteria in the dimension**	

Summary Comments

This unit provides a strong alignment to the standards using an appropriately complex text for Grade 9, which aligns to the targeted Grade 9-10 standards. Collection of textual evidence is central to the lesson plans as students read closely and write to sources while answering text-dependent questions. This unit of study is somewhat limited in scope since it focuses on two modes of presenting one narrative; therefore, some considerations for extended lessons are not evident in this set of only two lessons. When considering this unit as part of a carefully planned larger course of study, all criteria could be met over time. All students have the opportunity to engage in grade-level texts and support for struggling and achieving students is explicitly provided through suggested accommodations and extensions. Assessments are varied and provide multiple opportunities for students to demonstrate their learning through writing, drawing, and speaking.

This lesson is very well developed and meets most to all of the criteria in each dimension. There is a thoughtfulness about these two lessons that seems to capture all aspects of teaching to reach every student in the class. While the text is not filled with unfamiliar vocabulary words, the theme is a rich one that allows for deep study of the elements of literacy. There is very good detail in the section on student prior knowledge, with examples and a link to further scaffold the needed information for students lacking the prior knowledge. Lesson two starts with solid feedback to students to make sure they comprehended the important information from lesson one; it offers a video that can easily be viewed in one lesson period, making this two-lesson plan easy to implement. Together these two lessons directly assess the standards that have been identified in an in-depth manner.

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.