Module 1
Participant
Guide

Focus on Instructional Shifts

Activity 5

Connecticut Core Standards for English Language Arts and Literacy



Grades K–5

Systems of Professional Learning

Connecticut Core Standards Systems of Professional Learning

The material in this guide was developed by Public Consulting Group in collaboration with staff from the Connecticut State Department of Education and the RESC Alliance. The development team would like to specifically thank Ellen Cohn, Charlene Tate Nichols, and Jennifer Webb from the Connecticut State Department of Education; Leslie Abbatiello from ACES; and Robb Geier, Elizabeth O'Toole, and Cheryl Liebling from Public Consulting Group.

The Systems of Professional Learning project includes a series of professional learning experiences for Connecticut Core Standards District Coaches in English Language Arts, Mathematics, Humanities, Science, Technology, Engineering, Mathematics (STEM), and Student/Educator Support Staff (SESS).

Participants will have continued support for the implementation of the new standards through virtual networking opportunities and online resources to support the training of educators throughout the state of Connecticut.

Instrumental in the design and development of the Systems of Professional Learning materials from PCG were: Sharon DeCarlo, Debra Berlin, Jennifer McGregor, Michelle Wade, Nora Kelley, Diane Stump, and Melissa Pierce.

Published 2014. Available online at http://ctcorestandards.org/



Public Focus. Proven Results.TM





Activity 5

Activity 5: Bringing It All Together–Using the EQuIP Rubric to Assess Alignment

DESCRIPTION

In table groups, coaches will use the EQuIP Rubric to assess the extent to which a video lesson and its accompanying lesson plan align with the features of CCS-ELA instructional shifts. As a group, you will view an entire lesson and determine which features of aligned instruction are clearly evident. (You may not be able to assess all elements of aligned instruction.)

- Alignment to the Rigor of the CCS
- Key Areas of Focus in the CCS
- Instructional Supports
- Assessment

RESOURCES

- EQuIP/Tri-State Quality Review Rubric for lessons and units
- Note: The rubric is included in the resources on the America Achieves site:

http://commoncore.americaachieves.org/

• Video: Grade 5, English language Arts "Graphic nonfiction: Harriet Tubman" (Sims).

http://commoncore.americaachieves.org/module/2 (Segment 1:30 – 8:30) approximately 7 minutes

• Lesson plan for Harriet Tubman, The Life of an African-American Abolitionist

DIRECTIONS

- 1. View the video and review the written lesson plan (on the following pages of the participant guide).
- 2. Read each of the four dimensions of the rubric. As a table, establish a consensus rating for each dimension that you feel able to rate.
- 3. Be prepared (as a table) to share out with the whole group an observation about the experience of using the rubric and/or the alignment of the lesson with the rubric.

Grade 5 Subject **English Language Arts** Harriet Tubman, The Life of an African-Unit name Slavery and Segregation Lesson American Abolitionist Lesson # 3 Teacher Monica Sims **CCS Standards Reading Standards** for English RI.5.1 Quote accurately from a text when explaining what the text says explicitly and Language Arts when drawing inferences from the text. RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts based on specific information in the text. RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. Writing Standards W.5.9.b Draw evidence from literary or informational texts to support analysis, reflection, and research. **Speaking and Listening Standards** SL.5.1 Engage effectively in a range of collaborative discussion, building on others' ideas and expressing their own clearly.

LESSON: HARRIET TUBMAN, THE LIFE OF AN AFRICAN-AMERICAN ABOLITIONIST

UNIT OVERVIEW

Day One	Formal assessment on the book Mississippi Trial 1955.
	Reading: nonfiction article that provides the confession from Roy Bryant and J.W. Milam about the murder and death of Emmett Till.
Day Two	Examine specific quotes from the text and draw conclusions about the expressions and the point of view of Emmett Till, J.W. Milam and Roy Bryant.
Day Three	Graphic text study: Harriet Tubman, The Life of an African-American Abolitionist

Day Four	Socratic Seminar – through Socratic Seminar, students will practice building on others' ideas and expressing their own clearly. Informal assessment and feedback on questions asked throughout the text during the week.
Day Five	Formal assessment

LESSON PLAN: HARRIET TUBMAN, THE LIFE OF AN AFRICAN-AMERICAN ABOLITIONIST

SECTION	TIME	SHIFT	DETAIL
Review	3 minutes	Text selection	Recap the unit on Emmett Till and address questions students asked about the origin of segregation and racism.
			Have students think about the earlier time period as they prepare to read the text.
			Review the objective of the lesson which is to have students quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
		Academic vocabulary	Discuss and explain complex vocabulary Peculiar – strange Institution – any established law or custom
Reading the text/indepen- dent reading	10 minutes	Text selection	Read aloud to students who need additional support to give them access to the text
Introduction to activity	2 minutes		Distribute the questions that accompany the text for students to review as we begin a shared reading of the text.

Shared reading of text	10 minutes	Vocabulary	Shared reading – students read aloud with teacher support where needed.
Gathering evidence	15 minutes	Evidence from text	Students discuss the questions in table groups and answer the questions independently on a sheet of paper.
Sharing answers and questions	8 minutes	Evidence from text Vocabulary	Students share out their answers citing text support.
Discussion and close	2 minutes		After the reading, students will write down something that stood out to them in their reading. Pull named popsicle sticks to have 5–7 students share their written thoughts.



Literacy Lesson/Unit Title:

Grade:



Overall Rating:

IV. Assessment I. Alignment to the Depth of the CCSS II. Key Shifts in the CCSS **III. Instructional Supports** The lesson/unit aligns with the letter and spirit of the The lesson/unit addresses key shifts in the CCSS: The lesson/unit is responsive to varied student learning needs: The lesson/unit regularly assesses whether students CCSS: o Cultivates student interest and engagement in reading, writing and speaking Reading Text Closely: Makes reading text(s) are developing standards- Targets a set of K-2 ELA/Literacy CCSS for closely (including read alouds) a central focus of about texts. based skills: instruction and includes regular opportunities teaching and learning. Addresses instructional expectations and is easy to understand and use for o Elicits direct. observable o Includes a clear and explicit purpose for for students to ask and answer text-dependent teachers (e.g., clear directions, sample proficient student responses, sections evidence of the degree to auestions. that build teacher understanding of the whys and how of the material). instruction. • Text-Based Evidence: Facilitates rich text-based which a student can Integrates targeted instruction in multiple areas such as grammar and syntax, Selects quality text(s) that align with the independently writing strategies, discussion rules and aspects of foundational reading. discussions and writing through specific, requirements outlined in the standards, presents demonstrate foundational thought-provoking questions about common o Provides substantial materials to support students who need more time and characteristics similar to CCSS K-2 exemplars skills and targeted grade texts (including read alouds and, when (Appendix B), and are of sufficient scope for the attention to achieve automaticity with decoding, phonemic awareness, fluency level literacy CCSS (e.g., applicable, illustrations, audio/video and other stated purpose. and/or vocabulary acquisition. reading, writing, speaking media). Provides opportunities for students to present Provides all students (including emergent and beginning readers) with extensive ο and listening and/or o Academic Vocabulary: Focuses on explicitly ideas and information through writing and/or opportunities to engage with grade-level texts and read alouds that are at high language). building students' academic vocabulary and levels of complexity including appropriate scaffolding so that students directly drawing and speaking experiences. o Assesses student concepts of syntax throughout instruction. experience the complexity of text. A unit or longer lesson should: proficiency using methods A unit or longer lesson should: • Focuses on sections of rich text(s) (including read alouds) that present the Emphasize the explicit, systematic development of that are unbiased and o Grade-Level Reading: Include a progression of greatest challenge; provides discussion questions and other supports to foundational literacy skills (concepts of print, accessible to all students. texts as students learn to read (e.g., additional promote student engagement, understanding and progress toward phonological awareness, the alphabetic principle, o Includes aligned rubrics or phonic patterns are introduced, increasing high frequency sight words, and phonics). independence. assessment guidelines that sentence length). Provides text-centered • Regularly include specific fluency-building o Integrates appropriate, extensive and easily implemented supports for students provide sufficient guidance learning that is sequenced, scaffolded and who are ELL, have disabilities and/or read or write below grade level. techniques supported by research (e.g., monitored for interpreting student supported to advance students toward partner reading, choral reading, repeated readings Provides extensions and/or more advanced text for students who read or write performance and independent grade-level reading. with text, following along in the text when teacher above grade level. responding to areas where Balance of Texts: Focus instruction equally on or other fluent reader is reading aloud, short A unit or longer lesson should: students are not yet literary and informational texts as stipulated in timed practice that is slightly challenging to the o Include a progression of learning where concepts, knowledge and skills advance meeting standards. the CCSS (p.5) and indicated by instructional reader). and deepen over time (may be more applicable across the year or several units). A unit or longer lesson should: time (may be more applicable across a year or Integrate reading, writing, speaking and listening o Gradually remove supports, allowing students to demonstrate their independent Use varied modes of several units). so that students apply and synthesize advancing capacities (may be more applicable across the year or several units). assessment, including a o Balance of Writing: Include prominent and literacy skills. o Provide for authentic learning, application of literacy skills and/or studentvaried writing opportunities for students that range of pre-, formative, o Build students' content knowledge in social directed inquiry. summative and selfbalance communicating thinking and answering studies, the arts, science or technical subjects Indicate how students are accountable for independent engaged reading based questions with self-expression and exploration. assessment measures. through a coherent sequence of texts and series of on student choice and interest to build stamina, confidence and motivation questions that build knowledge within a topic. (may be more applicable across the year or several units). o Use technology and media to deepen learning and draw attention to evidence and texts as appropriate. Rating: 3 2 1 0 Rating: 3 2 1 0 Rating: 3 2 1 0 Rating: 3 2 1 0



The EQuIP rubric is derived from the Tri-State Rubric and the collaborative development process led by Massachusetts, New York, and Rhode Island and facilitated by Achieve. This version of the EQuIP rubric is current as of 06-24-13.



View Creative Commons Attribution 3.0 Unported License at http://creativecommons.org/licenses/by/3.0/. Educators may use or adapt. If modified, please attribute EQuIP and re-title.

EQuIP Rubric for Lessons & Units: ELA/Literacy Grades K-2

Directions: The Quality Review Rubric provides criteria to determine the quality and alignment of lessons and units to the Common Core State Standards (CCSS) in order to: (1) Identify exemplars/ models for teachers' use within and across states; (2) provide constructive criteria-based feedback to developers; and (3) review existing instructional materials to determine what revisions are needed.

Step 1 – Review Materials

- Record the grade and title of the lesson/unit on the recording form.
- Scan to see what the lesson/unit contains and how it is organized.
- Read key materials related to instruction, assessment and teacher guidance.
- Study and measure the text(s) that serves as the centerpiece for the lesson/unit, analyzing text complexity, quality, scope, and relationship to instruction.

<u>Step 2 – Apply Criteria in Dimension I: Alignment</u>

- Identify the grade-level CCSS that the lesson/unit targets.
- Closely examine the materials through the "lens" of each criterion.
- Individually check each criterion for which clear and substantial evidence is found.
- Identify and record input on specific improvements that might be made to meet criteria or strengthen alignment.
- Enter your rating 0 3 for Dimension I: Alignment

Note: Dimension I is non-negotiable. In order for the review to continue, a rating of 2 or 3 is required. If the review is discontinued, consider general feedback that might be given to developers/teachers regarding next steps. Step 3 – Apply Criteria in Dimensions II – IV

- Closely examine the lesson/unit through the "lens" of each criterion.
- Record comments on criteria met, improvements needed and then rate 0 3.

When working in a group, individuals may choose to compare ratings after each dimension or delay conversation until each person has rated and recorded their input for the remaining Dimensions II – IV.

Step 4 – Apply an Overall Rating and Provide Summary Comments

- Review ratings for Dimensions I IV adding/clarifying comments as needed.
- Write summary comments for your overall rating on your recording sheet.
- Total dimension ratings and record overall rating E, E/I, R, N adjust as necessary.

If working in a group, individuals should record their overall rating prior to conversation.

Step 5 – Compare Overall Ratings and Determine Next Steps

Note the evidence cited to arrive at final ratings, summary comments and similarities and differences among raters. Recommend next steps for the lesson/unit and provide recommendations for improvement and/or ratings to developers/teachers.

Additional Guidance for ELA/Literacy – When selecting text(s) that measure within the grade-level or text complexity band and are of sufficient quality and scope for the stated purpose, see The Common Core State Standards in English Language Arts/Literacy at www.corestandards.org/ELA-Literacy; and the Supplement for Appendix A: New Research on Text Complexity as well as Quantitative and Qualitative Measures at

www.achievethecore.org/steal-these-tools/text-complexity. See The Publishers' Criteria for Grades K-2 and the same for Grades 3-12 at www.achievethecore.org/steal-these-tools.

Rating Scales

Note: Rating for Dimension I: Alignment is non-negotiable and requires a rating of 2 or 3. If rating is 0 or 1 then the review does not continue.

Rating Scale for Dimensions I, II, III, IV:	Overall Rating for the Lesson/Unit:
3: Meets most to all of the criteria in the dimension	E: Exemplar – Aligned and meets most to all of the criteria in dimensions II, III, IV (total 11 – 12)
2: Meets many of the criteria in the dimension	E/I: Exemplar if Improved – Aligned and needs some improvement in one or more dimensions (total 8 – 10)
1: Meets some of the criteria in the dimension	R: Revision Needed – Aligned partially and needs significant revision in one or more dimensions (total 3 – 7)
0: Does not meet the criteria in the dimension	N: Not Ready to Review – Not aligned and does not meet criteria (total 0 – 2)
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.	Descriptors for Overall Rating: 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.
 Developing toward CCSS Quality – needs significant revision, as suggested in criterion-based observations. Not representing CCSS Quality – does not address the criteria in the dimension. 	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.



I. Alignment to the Depth of the CCSS

II. Key Shifts in the CCSS

Literacy Lesson/Unit Title: Grade:



IV. Assessment

III. Instructional Supports

The lesson/unit aligns with the letter and point of the CCSS: In the isson/unit addresses key shifts in the CCSS: In the isson/unit addresses key shifts in the CCSS: In the isson/unit addresses key shifts in the CCSS: In the isson/unit is responsive to varied student learning needs: In the isson/unit is responsive to varied student learning needs: In the isson/unit is responsive to varied student learning needs: In the isson/unit is responsive to varied student learning needs: In the isson/unit is responsive to varied student learning needs: In the isson/unit is responsive to varied student learning needs: In the isson/unit is responsive to varied student learning needs: In the isson/unit is responsive to varied student learning needs: In the isson/unit is responsive to varied student learning needs: Interest ad engagement in reading, writing and isserses whether the addresses instructional expectations and vites to engage with text is to aread to end the addresses instructional expectation and isserses whether addresses instructional expectation is whoth a student (addresses is student) addresses instructional expectation is whether addresses instructional expectation is whether addresses instructional expectation is whoth a student (addressese instructin) addresses instructional expectation is wh	Ta Augminente to the Depth of the eess	in Key bints in the occo		
 or argets a set of grade-level CCSS ELA/Literacy standards. includes a clear and explicit purpose for instruction. cextual evidence, and discerning deep meaning a central focus of instruction. cextual evidence, and discerning deep meaning a central focus of instruction. cextual evidence, and discerning deep meaning a central focus of instruction. cextual evidence, and discerning deep meaning a central focus of instruction. cextual evidence, and discerning deep meaning a central focus of instruction. cextual evidence, and discerning deep meaning a central focus of instruction. cextual evidence, and discerning deep meaning a central focus of instruction. cextual evidence, and discerning deep meaning a central focus of instruction. cextual evidence, and discerning deep meaning a central focus of instruction. cextual evidence, and discerning deep meaning a central focus of instruction. cextual evidence, and discerning deep meaning a central focus of instruction. cextual evidence, and discerning deep meaning a central focus of complex texts or produce clear and coherent withing that a second and the informs, explains, or makes an argument in various written forms independence. cextual evidence for meaning subdent's cademic vocabulary in contact instruction. complex texts drawn from the grade-level two contered evidence and text throughout instruction. complex texts drawn from the grade-level two contered evidence and text throughout instruction. duit or indere levidence, and subject through the coherent selection of texts. condent exist of strategral instruction evidence dearces the year or several units). condent exist or subject through analysis of a coherent selection of texts. condent exist or informational and literary texts is included accord	1		· · ·	
ELV/Literary standards. Instruction. - Toxt Based Evidence: Facilitates rich and rigroous evidence-based discussions and writing about common texts through a sequence of specific, though-provoking, and text-dependent questions about literary evidence that students through a sequence of specific, though-provoking, and text-dependent questions about literary seturations. - Toxt Based Evidence: Facilitates rich and rigroous evidence-based discussions and writing about common texts through a sequence of specific, though-provoking, and text-dependent questions about literary seturations. - Provides evidence: the complexity for the grade level; includes appropriate complexity of the taxt. - Elicitis direct, sosserable evidence: the complexity of the taxt. - Elicitis direct, sosserable evidence: the degree scaffolding so that students in a support taxt students directly experience the complexity of the taxt. - Provides evidence: through reprovinties to same with text of appropriate complexity for the grade level; includes appropriate complexity for the grade level; includes appropriate complexity of the taxt. - Elicitis direct, sosserable evidence: through the students of away evidence that students draw setupents in a support taxt. - Provides evidence: through the students of away evidence through the student setupents in a support taxt. - Provides evidence: through the student setupents and the students of aways. - CCS specific taxt. - CCS specific taxt. - Aunt or former evidence: through the student setupents at taxt. - CCS specific taxt. - CCS specifi				
 Includes a clear and explicit purpose for instruction. Text-Based Evidence: Facilitates rich and rigorous evidence-based discussions and writing about common texts through a sequence of selects text(s) that measure within the grade-level text complexity band and are of structions workeds. Writing form Sources: Routinely expects that students draw for the stated purpose (e.g., presents vocabulary, syntax, text structures, levels of mening/purpose, and other qualitate characteristics similar to CSS grade-level cext complexity (e.g., nestens vocabulary in context throughout instruction. Autio or longer tesson shouldi: Grades 3-5) Build students routing bisciplinary Knowledge: Provide appropriate texts. Balance of Texts: Within a collection of texts. Balance of Texts: Within a collection of texts. Balance of Virting: include a balance of normational and literary texts is include a corrong to grade-level according to guidelines throughing a bot withing seclaring texts to and coherent selection of strategically sequenced, statificite active, norporating of texts. Balance of Texts: Within a collection of strategically sequenced, scanfolded a coording to guidelines in throughe about to grade-level according to gui	 Targets a set of grade-level CCSS 	textual evidence, and discerning deep meaning a central focus of		
for instruction. o 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 qualitative feason should: discussions and writing about common texts through a sequence of suddence of the degree socaffolding so that students directly experts that students the student can independence. evel excl suddence of the degree socaffolding so that students directly experts that students the student can independence. evel excl sudence of the degree socaffolding so that students directly experts that students the student can independence. evel excl sudence of the degree socaffolding so that students directly experts that students through a sequence of students whore set ulti- target experts in cading, writing, listening and speaking of complex texts drawn from the grade-level lowel text advance students soph and synthesize advancing literacy skills. Integree secons should: students whore advanced text for students to demonstrate their informs, explaining that is sequenced, saffolding and progression of complex texts drawn from the grade-level lowel advance students toward independent reading of complex texts through leaving that sequenced, saffolding as opportate complexity for the grade level informs aversion of learning where concepts and skills advance and of complex texts drawn from the grade-level lowel suddent bey and using in students to demonstrate their informational and literary skills. Integree leaving students to demonstrate their informational and literary texts is included according to guidelines in the CCSR (e.g.). Integree leaving students do advance second molivation advance students to state deving analysios content selection of strategrade level unbiased of strategrel instruction in such areas as grammer and conventions,	ELA/Literacy standards.			
 Selects text(s) that measure within the grade-level text complexity band and are of Sificit, thought-providing, and text-dependent questions and are of Sificit hought-providing, and text-dependent questions and are of Sificit hought-providing, and text-dependent questions for the stated purpose, for the stated purpose, evidence from texts to produce clear and coherent writing that informs, explains, or makes an argument in various writing qualitative characteristics similar to CSS grade-level exemplars in Appendices A & B). A cutior or longer lesson shouldi of complex texts drawn from the grade-level evidence from texts to produce clear and coherent writing that informs, explains, or makes an argument in various writing and listening so that students shouldi of complex texts drawn from the grade-level evel text band. A cademic Vocabulary: Focus students on reading a progression of complex texts drawn from the grade-level evel text band. Increasing Text Complexity: Focus students on reading a progression of complex texts drawn from the grade-level exert of complex texts drawn from the grade-level exert of complex texts drawn from the grade-level evel text band. Increasing Text Complexity: Focus students on reading a progression of complex texts drawn from the grade-level exore students toward independent reading of complex texts at the CCR level. Buildig Disciplinary Knowledge: Provide opportunities for students that provide section informational and literary texts is included according to glideline texts. Balance of Texts: Within a collection of grade-level units a balance of informational and literary texts is included according to glideline texts. Balance of Texts: Within a collection of grade-level units a balance of informational and literary texts is included according to glideline indecret to thoid: A num are explicable across the year or several units; Balance of texts: Within a collection	 Includes a clear and explicit purpose 	• Text-Based Evidence: Facilitates rich and rigorous evidence-based	= =	-
 the grade-level text complexity band and are of sufficient quality and scope for the stated purpose in the grade-level quality and scope for the stated purpose. As 48, 18. A unit context troughed units context troughed units advance in the context troughed units advance in the stated context sufficient selection of texts. Grades 3-5) Build students' context subjects through the coherent selection of texts. Grades 3-5) Build students' context subjects through and writing in social students to ward independent capacities (sincer to entities selection of texts. Grades 3-5) Build students' context subjects through and writing in social students toward independent capacities (sincer to entities advance) in the CCSS (p. 5). Balance of Writing, include a balance of on-demand and proces writing (ag, multiple drafts and revisions over time) and shifts a balance of texts. Writin a collection of texts. Balance of Writing, include a balance of on-demand and proces writing (ag, writing, speaking and ther supports), requiring students to ward independent capacities (sincer to selection of texts. Balance of Writing, include a balance of on-demand and proces writing (ag, writing, speaking that informational and literary skills, students to ward independent capacities (writing instrages, sincer to entities subjects in corporating digital texts where appropriate. Balance of Writing: include a balance of on-demand and proces writing (ag, writing a prograva). Balance of Writing: include a balance of on-demand and proces writing (ag, writing a segrava). Balance of Writing: include a balance of on-demand and proces writing (ag, writing appropriate). Balance of Writing: include a balance of on-demand and proces writing (ag, writing appropriate). Balance of Writing: include a balance of on-demand and proces writing (ag, writing appropriate). Balance of Writing: include	for instruction.	discussions and writing about common texts through a sequence of	appropriate complexity for the grade level; includes appropriate	evidence of the degree
 and are of sufficient quality and scope for the stated purpose (e.g., present svocabulary, syntax, text structures, levels of meaning/purpose, and other qualitative characteristics similar to CCSS grade-level exemplars in Appendices A & B). Aunit or longer lesson shouldi: Integrate sappropriate supports in reading, writing, speaking and listening so that students appy shills solutants of complex ty: focus students on reading and progression of complex texts draw from the grade-level exemplars in Appendices A & B). Aunit or longer lesson shouldi: Integrate reading, writing, speaking and listening so that students appy shills solutants' content throwledge and their understanding reading and writing in social studies, through the coherent selection of texts. Balance of Texts Within a collection of strategically sequenced, discipline-specific texts. Balance of Texts Within a collection of grade-level lunts and miterary texts is included according to grade-level conterent selection of texts. Balance of Texts Within a collection of grade-level lunts and and miterary texts is included according to grade-level conterent selection of texts. Balance of Writing: include a balance of on-demand and process writing (e.g., nutbile) drafts and revisons over time) and short, focused research projects, incorporating digital texts where appropriate. Focuses on challenging sections of text(s) and ongages students in a productive struggles, discussion on texts (sub mith acollection of sections of text). Gradually remove supports, requiring students corporating digital texts where appropriate. Focuses on challenging sections of text(s) and ongages students in a productive struggles, discussion rules and all spects of foundational reading writing (e.g., nutbile) drafts and revisons on reading and filterary texts is included according to graduage struggles, discussion rules and all	 Selects text(s) that measure within 	specific, thought-provoking, and text-dependent questions	scaffolding so that students directly experience the complexity of the	to which a student can
for the stated purpose • Writing from Sources: Routinely expects that students draw • Writing from Sources: Routinely expects that students draw • productive struggle through discussion questions and other supports that sudents draw the construction of the state of	the grade-level text complexity band	(including, when applicable, questions about illustrations, charts,	text.	independently
 (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 rading, writing, speaking 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. Balance of Texts: Within a collection of texts and and projects, incorporating digital texts where appropriate. Balance of Texts: Within a collection of texts and revisions over time) and significants and revisions over time) and brocks over and and process writing (e.g., multiple drafts and revisions over time) and brocks over and therappendent reading appropriate. Balance of Texts: Within a collection of strategically sequenced, sincorporating digital texts where appropriate. Balance of Texts: Within a collection of grade-level units a balance of on-demand and process writing and short, focused research projects, incorporating digital texts where appropriate. Balance of Texts: Within a collection of strategically captor time appropriate. Contract transping that and revisions over time) and short, focused research projects, incorporating digital texts where appropriate. Contract texts as appropriate	and are of sufficient quality and scope	diagrams, audio/video, and media).	 Focuses on challenging sections of text(s) and engages students in a 	demonstrate the major
 (b) products (p) p	for the stated purpose	• Writing from Sources: Routinely expects that students draw	productive struggle through discussion questions and other supports that	targeted grade-level
 meaning/purpose, and other qualitative characteristics similar to CCSS grad-level exemplases in Appendices A & B). A unit or longer lesson shouldi: o Intergate reading, writing, speaking and synthesize advancing literacy skills. o (Grades 3-5) Build students' content knowledge and writing in social studies, science or technical subjects through the coherent selection of texts. o Building Disciplinary Knowledge: Provide opprunities for students and literary texts is included according to guidelines in the CCS (p. 5). o Balance of Texts: Within a collection of strategically sequenced, discipline-specific texts. o 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. or 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. or 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. or 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. or 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. or 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. oreading ad writing	(e.g., presents vocabulary, syntax, text	evidence from texts to produce clear and coherent writing that	build toward independence.	CCSS standards with
qualitative characteristics similar to CCSS grade-level exemplars in Appendices A & B). Aunit or longer lesson should: • Academic Vocabulary: Focuses on building students' academic vocabulary: nontext throughout instruction. Aunit or longer lesson should: • Provides extensions and/or more advanced text for students who read well and listening so that students apply and synthesize advancing literacy skills. • Academic Vocabulary: Focuses on building students' academic vocabulary: nontext throughout instruction. Aunit or longer lesson should: • Provides extensions and/or more advanced text for students who read well above the grade level text band. • Assesses student proficiency using methods that are unbiased and accessible to linclude a progression of learning where concepts and skills advance and deagen over time (may be more applicable across the year or several units). • Assesses student proficiency using methods that are unbiased and accessible to linclude a signed rubrics or assessment guidelines the CCR level. • Building Disciplinary Knowledge and their understanding of reading and writing in social studies, the cost ent selection of texts. • Building Disciplinary Knowledge about a topic or subject through analysis of informational and literary texts is included according to guidelines in for grades 3-5. • Provide for authertic learning, application of literacy skills, student- texts. • Our ever and interest to build stamina, confidence and motivation informational and literary texts is included according to guidelines in 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 varied modes of assessment measures.	structures, levels of	informs, explains, or makes an argument in various written forms	o Integrates appropriate supports in reading, writing, listening and speaking	appropriately complex
CCSS grade-level exemplars in Appendices A & B).vocabulary in context throughout instruction. <i>A unit or longer lesson shouldi:</i> or Provides extensions and/or more advanced text for students who read well above the grade level ext band.proficiency using methods that are unbiased and accessible to advance students toward independent reading, or provide text.or Provide sextensions and/or more advanced text for students who read well above the grade level ext band.proficiency using methods that are unbiased and accessible to all students.o (Grades 3-5) Build students' content knowledge and writing in social studies, the arts, science or tenthical subjects through the coherent selection of texts.o Bilding Disciplinary Knowledge: Provide opportunities for student to build knowledge about a topic or subject through analysis of a coherent selection of texts.o Include a progression of freading and writing in social studies, the arts, science or tenthical subjects through the coherent selection of texts.o Balance of Texts: Within a collection of grade-level units a balance of informational and literary texts is included according to guidelines in the CCS (p. 5).o 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.o Include a progression of texts a appropriate.o Includes a progression or texts at to include a progression or texts at the CCS (p. 5).o Include a progression or filterary skills, student- texts is included according to guidelines in the CCS (p. 5).o Include a progression or texts.o Include a progression or filterary skills, student- toruite fragered instruction in such areas as gram	meaning/purpose, and other	(e.g., notes, summaries, short responses, or formal essays).	for students who are ELL, have disabilities, or read well below the grade	text(s).
Appendices A & B).A unit or longer lesson should:a unit or longer lesson should:a unit or longer lesson should:methods that areA unit or longer lesson should:Increasing Text Complexity: Focus students on reading a progressionabove the grade level text band.methods that areo Integrate reading, writing is othal students' content knowledge and their understanding of reading and writing in social studies, the arts, science or technical subjectsIncreasing Text Complexity: Focus students on reading a progression of complex texts are the CR level.Building Disciplinary Knowledge: Provide opportunities for students to build knowledge about a topic or subject through analysis of a coherent selection of texts.Balance of Texts: Within a collection of grade-level units a balance of informational and literary texts is included according to guidellies in the CCSS (p. 5).Balance of Texts: Within a collection of grade-level units a balance of uniting (e.g., multiple drafts and revisions over time) and short, focused research projects, incorporating digital texts where appropriate.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.above the grade level text band. A unit or longer lesson should:methods that are units).0Increasing Text Complexity: Focus students on reading a progression to build knowledge about a topic or subject through analysis of a coherent selection of informational and literary texts is included according to guidelines in the CCSS (p. 5).Balance of Texts: Within a collection of grade-level units a balance of on-demand and process writing (e.g., multiple drafts	qualitative characteristics similar to	o Academic Vocabulary: Focuses on building students' academic	level text band.	 Assesses student
 A unit or longer lesson should: Increasing Text Complexity: Focus students on reading a progression and listening so that students apply and listening so that students apply and synthesize advancing literacy skills. 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 build knowledge and their understanding of reading and writing in social studies, the arts, science or technical subjects through the coherent selection of texts. Balance of Writing: Include a balance of informational and literary texts is include a balance of or seating and reading of comportanting in social studies, the arts, science or technical subjects through the coherent selection of texts. 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. 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. Just or longer lesson should: Ju	CCSS grade-level exemplars in	vocabulary in context throughout instruction.	 Provides extensions and/or more advanced text for students who read well 	proficiency using
 o integrate reading, writing, speaking and listening so that students apply and synthesize advancing literacy skills. o (Grades 3-5) Build students' content knowledge and their understanding of reading and writing in social studies, the cCR level. o Balance of Texts: Within a collection of texts. o 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. o Include a progression of learning where concepts and skills advance and deepen over time (may be more applicable across the year or several units). o Include a progression of learning where concepts and skills advance and deepen over time (may be more applicable across the year or several units). o Gradually remove supports, requiring students to demonstrate their independent capacities (may be more applicable across the year or several units). o Balance of Texts: Within a collection of grade-level units a balance of informational and literary texts is included a cording to guidelines in formational and literary texts is included a cording to guidelines in formational and literary texts is included a cording to guidelines in formational and literary texts is included 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. o Use technology and media to deepen learning and draw attention to evidence and texts as appropriate. 	Appendices A & B).	A unit or longer lesson should:	above the grade level text band.	methods that are
 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. 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. Centered learning that is sequenced, scaffolded and supported to advance students toward independent reading of complex texts at the CCR level. 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. Centered learning that is sequenced, scaffolded and supported to advance students toward independent reading of complex texts. 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. Centered learning that is sequenced, scaffolded and supported to advance students to deepen learning and draw attention to evidence and texts as appropriate. Indicude texts as appropriate. Indicude texts as appropriate. Indicude texts as appropriate. Indicude texts as appropriate. 	A unit or longer lesson should:	o Increasing Text Complexity: Focus students on reading a progression	<u>A unit or longer lesson should:</u>	unbiased and accessible
 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. Balance of Texts: Within a collection of grade-level units 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. Balance of Writing: Include a balance of on-demand and process writing drafts and revisions over time) and short, focused research projects, incorporating digital texts where appropriate. Gradually remove supports, requiring students to demonstrate their independent capacities (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). Balance of Texts: Within a collection of grade-level units 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. Use technology and media to deepen learning and draw attention to evidence and texts as appropriate. 	 Integrate reading, writing, speaking 	of complex texts drawn from the grade-level band. Provide text-	o Include a progression of learning where concepts and skills advance and	to all students.
skills. the CCR level. Gradually remove supports, requiring students to demonstrate their independent capacities (may be more applicable across the year or several units). that provide sufficient guidance for interpreting guidance for interpreting guidance for interpreting students to demonstrate their independent capacities (may be more applicable across the year or several units). that provide sufficient guidance for interpreting students to demonstrate their independent capacities (may be more applicable across the year or several units). that provide sufficient guidance for interpreting students to demonstrate their independent capacities (may be more applicable across the year or several units). that provide sufficient guidance for interpreting students to demonstrate their independent capacities (may be more applicable across the year or several units). that provide sufficient guidance for interpreting students to demonstrate their independent capacities (may be more applicable across the year or several units). that provide sufficient guidance for interpreting students to demonstrate their independent capacities (may be more applicable across the year or several units). that provide sufficient guidance for interpreting students to demonstrate their independent capacities (may be more applicable across the year or several units). that provide sufficient guidance for interpreting students to demonstrate their independent capacities (may be more applicable across the year or several units). that provide sufficient guidance for interpreting students to demonstrate their independent capacities (may be more applicable across the year or several units). that provide sufficient guidance for interpreting students to demonstrate their independent capacities (may be more applicable across the year or several	and listening so that students apply	centered learning that is sequenced, scaffolded and supported to	deepen over time (may be more applicable across the year or several	o Includes aligned rubrics
 o (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. o Balance of Texts: Within a collection of grade-level units a balance of texts. o 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. o 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. o Use technology and media to deepen learning and draw attention to evidence and texts as appropriate. o Use technology and media to deepen learning and draw attention to evidence and texts as appropriate. 	and synthesize advancing literacy	advance students toward independent reading of complex texts at	units).	or assessment guidelines
 knowledge and their understanding of reading and writing in social studies, the arts, science or technical subjects through the coherent selection of 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. Description of texts as appropriate. Description of texts as appropriate. 	skills.	the CCR level.	o Gradually remove supports, requiring students to demonstrate their	
 reading and writing in social studies, the arts, science or technical subjects through the coherent selection of 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. Provide for authentic learning, application of literacy skills, student-direction. Provide for authentic learning, application of literacy skills, student-direction. Integrate targeted instruction in such areas as grammar and conventions, 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. Use technology and media to deepen learning and draw attention to evidence and texts as appropriate. 	o (Grades 3-5) Build students' content	• Building Disciplinary Knowledge: Provide opportunities for students	independent capacities (may be more applicable across the year or several	guidance for interpreting
 the arts, science or technical subjects through the coherent selection of 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. 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. Integrate targeted instruction in such areas as grammar and conventions, writing strategies, discussion rules and all aspects of foundational 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. 	knowledge and their understanding of	to build knowledge about a topic or subject through analysis of a	units).	student performance.
the arts, science or technical subjects texts. through the coherent selection of 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). • Integrate targeted instruction in such areas as grammar and conventions, the CCSS (p. 5). • Use varied modes of assessment, including a range of pre-, formative, students are accountable for independent reading based on writing (e.g., multiple drafts and revisions over time) and short, focused research projects, incorporating digital texts where appropriate. • Use technology and media to deepen learning and draw attention to evidence and texts as appropriate. • Use technology and media to deepen learning and draw attention to	reading and writing in social studies,	coherent selection of strategically sequenced, discipline-specific	 Provide for authentic learning, application of literacy skills, student- 	<u>A unit or longer lesson</u>
texts. 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. Balance of Writing: Include a balance of on-demand and process writing texts where appropriate. Balance of Writing: Include a balance of on-demand and process writing digital texts where appropriate. Balance of Writing: Include a balance of on-demand and process writing digital texts where appropriate. Balance of Writing: Include a balance of on-demand and process writing digital texts where appropriate. Balance of Writing: Include a balance of on-demand and process writing digital texts where appropriate. Balance of Writing: Include a balance of on-demand and process focused research projects, incorporating digital texts where appropriate. Balance of Writing: Include a balance of on-demand and process focused research projects, incorporating digital texts where appropriate. Balance of Writing: Include a balance of on-demand and process focused research projects, incorporating digital texts where appropriate. Balance of Writing: Include a balance of on-demand and process focused research projects, incorporating digital texts where appropriate. Balance of Writing: Include a balance of on-demand and process focused research projects, incorporating digital texts where appropriate. Balance of Writing: Include a balance of on-demand and process focused research projects, incorporating digital texts where appropriate. Balance of Writing: Include a balance of on-demand and process focused research projects, incorporating digital texts where appropriate. Balance of Writing: Include a balance of on-demand and process focused research projects, incorporating digital texts where appropriate. Balance of Writing: Include a balance of on-demand and process focused research projects, in	the arts, science or technical subjects	texts.	directed inquiry, analysis, evaluation and/or reflection.	<u>should:</u>
texts.informational and literary texts is included according to guidelines in the CCSS (p. 5).writing strategies, discussion rules and all aspects of foundational reading for grades 3-5.assessment, including a range of pre-, formative, summative and self- assessment measures.• 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.• 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).assessment measures.• Use technology and media to deepen learning and draw attention to evidence and texts as appropriate.• Use technology and media to deepen learning and draw attention to evidence and texts as appropriate.• Use technology and media to deepen learning and draw attention to evidence and texts as appropriate.	through the coherent selection of	• Balance of Texts: Within a collection of grade-level units a balance of	o Integrate targeted instruction in such areas as grammar and conventions,	 Use varied modes of
 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. 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. 	-	informational and literary texts is included according to guidelines in	writing strategies, discussion rules and all aspects of foundational reading	assessment, including a
writing (e.g., multiple drafts and revisions over time) and short, focused research projects, incorporating digital texts where appropriate.		the CCSS (p. 5).	for grades 3-5.	range of pre-, formative,
focused research projects, incorporating digital texts where appropriate. (may be more applicable across the year or several units). o Use technology and media to deepen learning and draw attention to evidence and texts as appropriate.		• Balance of Writing: Include a balance of on-demand and process	o indicate how students are accountable for independent reading based on	summative and self-
appropriate. O Use technology and media to deepen learning and draw attention to evidence and texts as appropriate.		writing (e.g., multiple drafts and revisions over time) and short,	student choice and interest to build stamina, confidence and motivation	assessment measures.
evidence and texts as appropriate.		focused research projects, incorporating digital texts where	(may be more applicable across the year or several units).	
evidence and texts as appropriate.		appropriate.	o Use technology and media to deepen learning and draw attention to	
Rating: 3 2 1 0				<u> </u>
	Rating: 3 2 1 0	Rating: 3 2 1 0	Rating: 3 2 1 0	Rating: 3 2 1 0
				·



> The EQuIP rubric is derived from the Tri-State Rubric and the collaborative development process led by Massachusetts, New York, and Rhode Island and facilitated by Achieve. This version of the EQuIP rubric is current as of 06-24-13.



View Creative Commons Attribution 3.0 Unported License at http://creativecommons.org/licenses/by/3.0/. Educators may use or adapt. If modified, please attribute EQuIP and re-title.

EQuIP Rubric for Lessons & Units: ELA/Literacy (Grades 3-5) and ELA (Grades 6-12)

Directions: The Quality Review Rubric provides criteria to determine the quality and alignment of lessons and units to the Common Core State Standards (CCSS) in order to: (1) Identify exemplars/ models for teachers' use within and across states; (2) provide constructive criteria-based feedback to developers; and (3) review existing instructional materials to determine what revisions are needed.

Step 1 – Review Materials

- Record the grade and title of the lesson/unit on the recording form.
- Scan to see what the lesson/unit contains and how it is organized.
- Read key materials related to instruction, assessment and teacher guidance.
- Study and measure the text(s) that serves as the centerpiece for the lesson/unit, analyzing text complexity, quality, scope, and relationship to instruction.

<u>Step 2 – Apply Criteria in Dimension I: Alignment</u>

- Identify the grade-level CCSS that the lesson/unit targets.
- Closely examine the materials through the "lens" of each criterion.
- Individually check each criterion for which clear and substantial evidence is found.
- Identify and record input on specific improvements that might be made to meet criteria or strengthen alignment.
- Enter your rating 0 3 for Dimension I: Alignment

Note: Dimension I is non-negotiable. In order for the review to continue, a rating of 2 or 3 is required. If the review is discontinued, consider general feedback that might be given to developers/teachers regarding next steps.

Step 3 – Apply Criteria in Dimensions II – IV

- Closely examine the lesson/unit through the "lens" of each criterion.
- Record comments on criteria met, improvements needed and then rate 0 3.

When working in a group, individuals may choose to compare ratings after each dimension or delay conversation until each person has rated and recorded their input for the remaining Dimensions II – IV.

Step 4 – Apply an Overall Rating and Provide Summary Comments

- Review ratings for Dimensions I IV adding/clarifying comments as needed.
- Write summary comments for your overall rating on your recording sheet.
- Total dimension ratings and record overall rating E, E/I, R, N adjust as necessary.
- If working in a group, individuals should record their overall rating prior to conversation.

Step 5 – Compare Overall Ratings and Determine Next Steps

- Note the evidence cited to arrive at final ratings, summary comments and similarities and differences among raters. Recommend next steps for the lesson/unit and provide recommendations for improvement and/or
- ratings to developers/teachers.

Additional Guidance for ELA/Literacy – When selecting text(s) that measure within the grade-level text complexity band and are of sufficient quality and scope for the stated purpose, see The Common Core State Standards in English Language Arts/Literacy at www.corestandards.org/ELA-Literacy; and the Supplement for Appendix A: New Research on Text Complexity as well as Quantitative And Qualitative Measures at

www,achievethecore.org/steal-these-tools/text-complexity. See The Publishers' Criteria for Grades K-2 and the same for Grades 3-12 at www.achievethecore.org/steal-these-tools.

Rating Scales

Note: Rating for Dimension I: Alignment is non-negotiable and requires a rating of 2 or 3. If rating is 0 or 1 then the review does not continue.

Rating Scale for Dimensions 1, 11, 111, 1V: 3: Meets most to all of 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)
2: Meets many of the criteria in the dimension	E/I: Exemplar if Improved – Aligned and needs some improvement in one or more dimensions (total 8 – 10)
1: Meets some of the criteria in the dimension	R: Revision Needed Aligned partially and needs significant revision in one or more dimensions (total 3 - 7)
0: Does not meet the criteria in the dimension	N: Not Ready to Review – Not aligned and does not meet criteria (total 0 – 2)
Descriptors for Dimensions I, II, III, IV:	Descriptors for Overall Rating:
3: Exemplifies CCSS Quality – meets the standard described by criteria in the dimension, as explained in	E: Exemplifies CCSS Quality – Aligned and exemplifies the quality standard and exemplifies most of the criteria across Dimensions II, III, IV of
criterion-based observations.	the rubric.
2: Approaching CCSS Quality - meets many criteria but will benefit from revision in others, as suggested in	E/I: Approaching CCSS Quality – Aligned and exemplifies the quality standard in some dimensions but will benefit from some revision in
criterion-based observations.	others.
1: Developing toward CCSS Quality – needs significant revision, as suggested in criterion-based	R: Developing toward CCSS Quality - Aligned partially and approaches the quality standard in some dimensions and needs significant revision
observations.	in others.
0: Not representing CCSS Quality - does not address the criteria in the dimension.	N: Not representing CCSS Quality – Not aligned and does not address criteria.

References

- ACT. (2006). Reading between the lines: What the ACT reveals about college readiness in reading. Available from http://www.act.org/research/policymakers/pdf/reading_summary.pdf
- Alberti, S. (December 2012/January 2013). Making the shifts. *Educational Leadership, 70*(4), 24-27.
- America Achieves (2012). EQuIP Resources. Retrieved from http://commoncore.americaachieves.org/
- Aspen Institute. Education & Society Program (2012). *Tools for teachers: Implementing key shifts in the Common Core State Standards.*
- Beck, I. L., McKeown, M. G. & Kucan, L. (2013). *Bringing words to life: Robust vocabulary instruction*. 2nd *Edition*. NY: Guilford Press.
- Blackburn, B. R. (2014). *Five Myths about Rigor and the Common Core*, by Little Switzerland, NC: MiddleWeb.com. Copyright 2014 by Barbara R. Blackburn. Reprinted with permission. Retrieved from http://www.middleweb.com/12318/five-myths-rigor-common-core/ (website link: barbarablackburnonline.com)
- Brown, S., & Kappes, L (2012). Implementing the Common Core State Standards: A primer on close reading of text. Available from http://www.aspeninstiute.org/publications/tools-teachers-implementing-key-shifts-common-core-state-standards//

Cappiello, M. A., & Dawes, E. T. (2013). *Teaching with text sets*. Huntington Beach, CA: Shell Education.

- CCSSO & NGA. (2010). Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects. Washington, DC. Author, p. 5. Available from http://www.corestandards.org/
- Common Core shifts: a 2-page summary. Available from http://www.achievethecore.org/
- Complete College America (2011). Time is the enemy. Available from http://www/completecollege.org/docs/Time_is_the_Enemy.pdf
- Dounay Zinth, J., & Christie, K. (2012, January). *12 for 2012: Issues to move education forward in 2012*. Denver, CO: Education Commission of the States.
- Fisher, D., Frey, N., & Lapp, D. (2012). *Text complexity: Raising rigor in reading*. Newark, DE: International Reading Association.
- Gates Foundation (2012). Strategy scorecard: 2012 College ready strategy review. Bellevue, WA: Gates Foundation.
- Guide to Creating Questions for Close Analytic Reading. Available from http://www.achievethecore.org/steal-these-tools/text-dependent questions/.

Module 1 Participant Guide

- Hiebert, E. H. (2012). Unique Words Require Unique Instruction. Available from http://www.textproject.org/text-matters/.
- http://nationsreportcard.gov/reading_2011/summary.asp
- http://parccmdfelaliteracyAugust2012_Final.pdf.
- http://www.aspeninstiute.org/publications/implementing-common-core-state-standards-primer-close-reading-text/.
- Introduction to the ELA/Literacy Shifts. Available from http://www.achievethecore.org/steal-these-tools/professional-development-modules/introduction-to-the-ela-literacy-shifts
- Kamil, M. L., Borma, G. D., Dole, J., Kral, C. C., Salinger, T., & Torgesen, J. (2008). *Improving Adolescent Literacy: Effective Classroom and Intervention Practices: A Practice Guide (NCEE#2008-027)*.
 Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of education. Retrieved from http://ies.ed.gov/ncee/wwc/
- Liebling, C., & Meltzer, J. (2011). Making a difference in student achievement using the Common Core State Standards for English language arts: What school and district leaders need to know. *A PCG Education White Paper*. Portsmouth, NH: Public Consulting Group.
- Loveless, T. (2011, February). How well as American students learning? *The 2010 Brown Center report on American Education*, *11*(3). Washington, DC: Brown Center on Education Policy at Brookings.
- Model Content Frameworks ELA/Literacy. http://www.parcconline.org/mcf/ela/parcc-model-contentframeworks-browser
- Mullis, I. V. S., Martin, M. O., Foy, P., & Drucker, K. T. (2012). *PIRLS 2011 International Results in Reading*. Chestnut Hill, MA: TIMSS & PIRLS International Study Center, Boston, College. Available from http://timssandpirls.bc.edu/pirls2011/international-results-pirls.html.
- Nagy, W., & Townsend, D. (2012). Words as tools: Learning Academic Vocabulary as Language Acquisition. *Reading Research Quarterly*, 47(1), 91-108.
- National Assessment of Educational Progress (2011). The Nation's Report Card. http://nationsreportcard.gov/ reading_2011/
- National Governors Association Center for Best Practices & Council of Chief State School Officers (2012). Supplemental information for Appendix A of the Common Core State Standards for English language arts and literacy: New research on text complexity. Retrieved from http://achievethecore.org/steal-these-tools/
- National Governors Association Center for Best Practices & Council of Chief State School Officers (2010). Common Core State Standard for English Language Arts and Literacy in History/Social Studies,

Science, and Technical Subjects. Washington, D.C.: Authors. Retrieved from http://www.corestandards.org/ELA-Literacy/; National Governors Association Center for Best Practices & Council of Chief State School Officers (2012). See Appendix B: Text Exemplars and Sample Performance Tasks. http://www.corestandards.org/assets/Appendix_B.pdf

- National Governors Association Center for Best Practices & Council of Chief State School Officers (2010). *Common Core State Standard for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects*. Washington, D.C.: Authors. See also Appendices A, B, and C. Retrieved from http://www.corestandards.org/ELA-Literacy/
- National Governors Association Center for Best Practices & Council of Chief State School Officers (2012). Supplemental information for Appendix A of the Common Core State Standards for English language arts and literacy: New research on text complexity. Retrieved from http://achievethecore.org/steal-these-tools/
- OECD. (2010). PISA 2009 results: Executive Summary. Available from http://www.oecd.org/pisa/pisaproducts/pisa2009/.
- Orter, W., Riley, R., Towne, L., Hightower, A.M., Lloyd, S.C., et al. (2012, January). *Preparing for change: A national perspective on Common Core State Standards implementation planning*. Seattle, WA: Education First and Bethesda, MD: Editorial Projects in Education, Inc.
- Shanahan, T. (December, 2012/January, 2013). The Common Core ate my baby and other urban legends. *Educational Leadership*, 70(4), pp.10-16. Available from http://www.ascd.org/publications/educational-leadership/dec12/vol70/num04/The-Common-Core-Ate-My-Baby-And-Other-Urban-Legends.aspx.
- Student Achievement Partners. Available from www.achievethecore.org/downloads/EO702_Description_of_the_Common_Core_Shifts.pdf.
- Student Achievement Partners. See professional development modules on the instructional shifts. Retrieved from http://achievethecore.org/steal-these-tools/professional-developmentmodules/introduction-to-the-ela-literacy-shifts?

Videos

- "Mars Supporting Evidence" (Price), http://commoncore.americaachieves.org/module/20
- "The Wonders of Nature" (Liben), http://commoncore.americaachieves.org/module/6

"Graphic Non-Fiction: Harriet Tubman" (Sims), http://commoncore.americaachieves.org/module/2

Websites for Quantitative Text Analyzers

ATOS Analyzer – Renaissance Learning. Available from http://www.renlearn.com/ar/overview/atos/

- Degrees of Reading Power Questar. Available from http://www.questarai.com
- Lexile Framework MetaMetrix. Available from http://www.lexile.com/analyzer/

Coh-Metrix Easability Tool. Available from http://141.225.42.101/cohmetrixgates/Hoes.aspx?Login=1

Nelson, J., Perfetti, C., Liben, D., & Liben, M. (2012). Measures of text difficulty: Testing their predictive value for grade levels and student performance. Report Submitted to the Gates Foundation. Available from http://achievethecore.org/text-complexity for this paper and more information about text complexity.