Quality Review Rating Guide for ELA/Literacy (Grades 3-5) and ELA (Grades 6-12) Lessons & Units

Evaluate each element on a scale of 0 to 3

Grade: **Literacy Lesson/Unit Title:**

I. Alignment to the Rigors of the CCSS		II. Key Areas of Focus in the CCSS	
The extent to which the lesson/unit aligns with the letter and spirit of the CCSS	Observations/Comments	*The extent to which the lesson/unit addresses key areas of focus in the CCSS:*	Observations/Comments
a) Focuses teaching and learning on a targeted set of grade-level CCS ELA/Literacy standards. ☐		a) Text-Based Evidence: Facilitates rich and rigorous evidence-based discussions and writing through specific, thought-provoking questions about common texts (including, when applicable, illustrations, charts, diagrams, audio/video, and media). ☐	
b) Makes close reading of text(s) a central focus of instruction and includes sequences of text-dependent questions that cause students to read closely, examine textual evidence, and discern deep meaning. ☐		b) Writing from Sources: Routinely expects that students draw evidence from texts to inform, explain, or make an argument in various written forms (notes, summaries, short responses, or formal essays). ☐	
c) Includes a clear and explicit purpose for instruction and selects text(s) that are of sufficient quality and scope for the stated purpose. ☐		c) Academic Vocabulary: Focuses on building students' academic vocabulary throughout instruction. ☐	
		In addition, the extent to which a unit exhibits:	
d) Focuses on quality text selections that measure within the grade-level text complexity band. (i.e., present vocabulary, syntax, text structures, levels of meaning/ purpose, and other qualitative character-istics that are similar to CCSS grade-level exemplars [Appendices A and B]) ☐	Recommendations	d) Increasing Text Complexity: Focuses students on the close reading of a progression of complex texts drawn from the grade-level band. Provides text-centered learning that is sequenced, scaffolded, and supported to advance students toward independent reading of complex texts at the CCR level. ☐	Recommendations
In addition, the extent to which a unit:		e) Balance of Texts: Includes a balance of informational and literary texts as stipulated in the CCSS [p.5] and indicated by instructional time. ☐	
e) Integrates reading, writing, speaking and listening so that students apply and synthesize advancing literacy skills. ☐		f) Building Disciplinary Knowledge: Provides opportunities for students to build knowledge about a topic or subject through analysis of strategically sequenced, discipline-specific texts. ☐	
f) (Grades 3-5) Builds students' content knowledge and their understanding of the reading and writing norms in history/ social studies, the arts, science or technical subjects. ☐		g) Balance of Writing: Includes a balance of on-demand and process writing (e.g. multiple drafts and revisions over time) and short, focused research projects. ☐	

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III. Instructional Supports		IV. Assessment	
The extent to which the lesson/unit is responsive to varied student learning needs:	Observations/Comments	*The extent to which the lesson/unit regularly assesses whether students are mastering standards-based content:*	Observations/Comments
a) Cultivates student interest and engagement in reading, writing, and speaking about texts. ☐		a) 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). ☐	
b) 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. ☐		b) Assesses student proficiency using methods that are unbiased and accessible to all students. ☐	
c) Focuses on sections of text(s) presenting the greatest challenge through discussion questions and other supports that promote deep thinking. ☐		c) Includes aligned rubrics and/or assessment guidelines that provide sufficient guidance for interpreting performance. ☐	
d) Integrates appropriate supports for students who are ELL, students with disabilities, and students reading well below the grade level text band. ☐		*In addition, the extent to which a unit:*	
e) Provides extensions and/or more advanced text for students reading well above the grade level text band. ☐	Recommendations	d) Uses varied modes of assessment, including a range of pre, formative, summative, and self-assessment measures. ☐	Recommendations
In addition, the extent to which a unit:			
f) Includes a progression of learning where concepts and/or skills advance and deepen over time. ☐			
g) Gradually removes supports, requiring students to demonstrate their independent capacities. ☐			
h) Provides for authentic learning, application of literacy skills, student-directed inquiry, analysis, evaluation, and/or reflection. ☐			
i) Integrates targeted instruction in such areas as grammar and conventions, writing strategies, fluency, and all aspects of foundational reading for grades 3-5. ☐			
j) Includes regular independent reading based on student choice and interest to build stamina, confidence, and motivation. ☐			
k) Uses technology and media to deepen learning and draw attention to evidence and texts as appropriate. ☐			