

I. Alignment to the Depth of the CCRS	II. Key Shifts in the CCRS	III. Instructional Supports	IV. Assessment
<p><i>The lesson/unit aligns with the letter and spirit of the CCRS:</i></p> <ul style="list-style-type: none"> ○ Targets a set of grade-level CCRS 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 CCRS grade-level exemplars in Appendices A & B) <p><i>A unit or longer lesson should:</i></p> <ul style="list-style-type: none"> ○ Integrate reading, writing, speaking, and listening so that students apply and synthesize advancing literacy skills. ○ (Grade 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. 	<p><i>The lesson/unit addresses key shifts in the CCRS:</i></p> <ul style="list-style-type: none"> ○ Reading Text Closely: Makes reading text(s) closely, examining textual evidence, and 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. <p><i>A unit or longer lesson should:</i></p> <ul style="list-style-type: none"> ○ 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. 	<p><i>The lesson/unit is responsive to varied student learning needs:</i></p> <ul style="list-style-type: none"> ○ Cultivates student interest and engagement in reading, writing, and speaking about texts. ○ Addresses instructional expectations and is easy to understand and use. ○ Provides <i>all</i> 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. ○ 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. <p><i>A unit or longer lesson should:</i></p> <ul style="list-style-type: none"> ○ Include a progression of learning where concepts and skills advance and deepen over time (<i>may be more applicable across the year or several units</i>). ○ Gradually remove supports, requiring students to demonstrate their independent capacities (<i>may be more applicable across the year or several units</i>). ○ Provides 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 (<i>may be more applicable across the year or several units</i>). ○ Uses technology and media to deepen learning and draw attention to evidence and texts as appropriate. 	<p><i>The lesson/unit regularly assesses whether students are mastering standards-based content and skills:</i></p> <ul style="list-style-type: none"> ○ Elicits direct, observable evidence of the degree to which a student can independently demonstrate the major targeted grade level CCRS with appropriately complex text(s). ○ Assesses student proficiency using methods that are unbiased and accessible to all students. ○ Includes aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance. <p><i>A unit or longer lesson should:</i></p> <ul style="list-style-type: none"> ○ Uses varied modes of assessment, including a range or pre-, formative, summative, and self-assessment measures.

Adapted from The EQIP 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 EQIP rubric is current as of 06-24-13. View Creative Commons Attribution 3.0 Unported License at