**ELA High-Value Action Revision Tool**

Title of Resource: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Source/Publisher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of Publication:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Evaluation Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Determine the high-value actions needed to fill gaps for the dimensions that make up each criterion.** Identify the high-value action(s) related to each criterion that will strengthen the alignment of the resource to the CCRS.

**Criterion #1—Text Complexity: Does the resource provide regular practice with complex text and its academic language?**

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| Dimension 1.1**Text Complexity and Quality:** *Most* of the texts included in the resource are at the appropriate level of complexity as defined by the CCR standards; all texts are worth reading.  | Dimension 1.2**Academic Vocabulary:**The resource *regularly* focuses on understanding words and phrases, their relationships, and nuances, particularly general academic words and phrases. |
| Resource Criterion Rating1: Strong □ Modifications Necessary □ Weak □**High-value actions needed to fill the gaps (check all actions that apply):*** Gather information about the quantitative and qualitative complexity of the text. (For published material, contact the program, publisher, or sales representative for the information.)
* If most of the passages reviewed match a lower level of learning, recommend the resource/lesson/unit be used for that level instead.
* Identify high-value academic vocabulary that should be addressed.
* Create questions/activities that engage learners with academic vocabulary.
* Other:
* Additional notes on above actions

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**Criterion #2—Evidence: Does the resource provide reading, writing, and speaking activities grounded in evidence from text?**

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| Dimension 2.1**Growth of Comprehension and Using Evidence From Texts:**An *overwhelming majority (80%)* of all questions reviewed are high-quality, text-dependent, and text-specific questions. | Dimension 2.2**Emphasis on Argumentative and Informative Writing and Speaking:**An *overwhelming majority (80%)* of all writing and speaking assignments reviewed require argumentative and informative writing and speaking. They require students to draw on evidence from texts to present careful analyses and well-defended claims. |
| Resource Criterion Rating1: Strong □ Modifications Necessary □ Weak □**High-value actions needed to fill the gaps (check all actions that apply):*** Replace non-text-dependent questions with valuable text-dependent questions that target level-specific standards.
* Create coherent sequences of text dependent questions to build understanding and analysis.
* Add a variety of text-based writing assignments, including short and longer writing assignments developed from the central ideas of the text.
* Add a culminating writing assignment developed from the central understanding of the text(s).
* Create thought-provoking questions that elicit rich discussion.
* Increase the amount of argumentative and informative writing and speaking opportunities.
* Incorporate read alouds and, when applicable, illustrations, audio/video and other media.
* Other:
* Additional notes on above actions
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**Criterion #3—Knowledge: Does the resource build knowledge through content-rich nonfiction?**

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| Dimension 3.1**Emphasis on Reading Content-Rich Texts:**The resource *accentuates* comprehending quality informational texts independently across disciplines.  | Dimension 3.2**Building Knowledge Through Reading Widely About a Topic and Research:***Most* passages reviewed are organized around a topic or line of inquiry; the resource includes regular research assignments.  |
| Resource Criterion Rating1: Strong □ Modifications Necessary □ Weak □**High-value actions needed to fill the gaps (check all actions that apply):*** Create a list of supplemental texts on the same topic to promote volume of reading and build knowledge.
* Add writing and discussion tasks that encourage students to draw information from multiple texts around a topic.
* Create brief research projects for students on the same topic.
* Other:
* Additional notes on above actions
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**Criterion #4—Instructional Support and Assessment: Does the resource provide structure and support for standards-aligned instruction and assessment?**

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| Dimension 4.1**Instructional Support:** The resource is responsive to varied student learning needs. | Dimension 4.2**Assessment:** The resource *regularly* provides opportunities to assess whether students are mastering standards-based content and skills. |
| Resource Criterion Rating1: Strong □ Modifications Necessary □ Weak □**High-value actions needed to fill the gaps (check all actions that apply):*** Provide supplemental visuals, sentence frames, read alouds, vocabulary definitions, or other supports to allow ALL students to access the work of the lesson.
* Provide relevant contexts for learners such as career, community, or academic subjects for the purposes of building knowledge.
* Provide evidence-based reading resources to support students who need more time and attention to achieve automaticity with decoding, phonemic awareness, fluency and/or vocabulary acquisition.
* Incorporate varied modes of curriculum-embedded assessments that may include pre-, formative, summative and self-assessment measures (for curricular units and published resources only).
* Include standards-aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance.
* Other:
* Additional notes on above actions
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