**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 | |

**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 | |

**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 | |

**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 | |