

ELA High-Value Action Revision Tool

Title of Resource: Beyond True Stories

Publisher: Longman/Pearson Education

Date: 2003

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?

<p>Dimension 1.1</p> <p>Text Complexity and Quality: <i>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.</i></p>	<p>Dimension 1.2</p> <p>Academic Vocabulary: <i>The resource regularly focuses on understanding words and phrases, their relationships, and nuances, particularly general academic words and phrases.</i></p>
<p>Resource Criterion Rating¹: Strong <input type="checkbox"/> <b style="background-color: yellow;">Modifications Necessary <input type="checkbox"/> Weak <input type="checkbox"/></p>	
<p>High-value actions needed to fill the gaps (check all actions that apply):</p> <ul style="list-style-type: none"> ● 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: ● The text complexity and quality are strong (Lexile Measure of Sample story, “A Sixth Sense” is 900 to 1000, putting it into the high C/low D band) and moderately complex (the sample story contains a variety of sentence types (simple, compound, and complex, and the story line is chronological and fairly explicit). ● The Academic Vocabulary for Tier II words is not strong. Most of the words are Tier I words, so the teacher would need to supplement this text with another text that contains more Tier II words. ● Additional notes on above actions 	

¹Use ELA CCRS Alignment Evaluation Tool

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

<p>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.</p>	<p>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.</p>
<p>Resource Criterion Rating¹: Strong <input type="checkbox"/> Modifications Necessary <input checked="" type="checkbox"/> Weak <input type="checkbox"/></p>	
<p>High-value actions needed to fill the gaps (check all actions that apply):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Replace non-text-dependent questions with valuable text-dependent questions that target level-specific standards. <input type="checkbox"/> Create coherent sequences of text dependent questions to build understanding and analysis. <input type="checkbox"/> Add a variety of text-based writing assignments, including short and longer writing assignments developed from the central ideas of the text. <input type="checkbox"/> Add a culminating writing assignment developed from the central understanding of the text(s). <input type="checkbox"/> Create thought-provoking questions that elicit rich discussion. <input type="checkbox"/> Increase the amount of argumentative and informative writing and speaking opportunities. <input type="checkbox"/> Incorporate read alouds and, when applicable, illustrations, audio/video and other media. <input type="checkbox"/> Other: <ul style="list-style-type: none"> • The resource does contain comprehension tasks, such as understanding words and phrases, their relationships and nuances, understanding special expressions, and identifying main ideas. • Each unit includes several genres of text, and the paragraphs are numbered so it could be used as a close read. However, the teacher would need to develop text-dependent questions. • Although the text offers many argumentative and informative speaking and listening opportunities, it only provides narrative writing opportunities. Many of these speaking tasks could be incorporated into writing tasks. <ul style="list-style-type: none"> • Additional notes on above actions 	

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Criterion #3—Knowledge: Does the resource build knowledge through content-rich nonfiction?

Dimension 3.1 Emphasis on Reading Content-Rich Texts: The resource <i>accentuates</i> comprehending quality informational texts independently across disciplines.	Dimension 3.2 Building Knowledge Through Reading Widely About a Topic and Research: <i>Most</i> passages reviewed are organized around a topic or line of inquiry; the resource includes regular research assignments.
Resource Criterion Rating ¹ : Strong <input type="checkbox"/> Modifications Necessary <input type="checkbox"/> Weak <input type="checkbox"/>	
<p>High-value actions needed to fill the gaps (check all actions that apply):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Create a list of supplemental texts on the same topic to promote volume of reading and build knowledge. <input type="checkbox"/> Add writing and discussion tasks that encourage students to draw information from multiple texts around a topic. <input type="checkbox"/> Create brief research projects for students on the same topic. <ul style="list-style-type: none"> • This text provides a variety of readings within each chapter on a particular subject or line of inquiry. A variety of authors contribute different views about the subjects, which stimulate student thinking. • The teacher would need to develop research projects to build more knowledge and allow students to take their ideas to another level or to take a stand defending one side of an argument. • The student tasks in the text are well suited to critical thinking and productive struggle. <ul style="list-style-type: none"> • 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?

<p>Dimension 4.1 Instructional Support: The resource is responsive to varied student learning needs.</p>	<p>Dimension 4.2 Assessment: The resource <i>regularly</i> provides opportunities to assess whether students are mastering standards-based content and skills.</p>
<p>Resource Criterion Rating¹: Strong <input type="checkbox"/> Modifications Necessary <input type="checkbox"/> Weak <input type="checkbox"/></p>	
<p>High-value actions needed to fill the gaps (check all actions that apply):</p> <ul style="list-style-type: none"> ● 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: ● This text includes formative assessment tasks for understanding chronological order, separating fact from fiction, reading graphs, understanding the main idea, recognizing supporting evidence, understanding cause and effect, making inferences and more. ● The teacher would need to build in instructional supports to scaffold for struggling and EL learners. ● The text does not include standards aligned rubrics or assessment guidelines. Modifications providing alternative readings or some read alouds could be incorporated to provide needed support and a list of possible alternative texts on similar subjects. ● Additional notes on above actions 	

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