

ELA High-Value Action Revision Tool

Title of Resource: Challenger 6

Publisher: New Reader's Press

Date: 2009

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"> <input type="checkbox"/> Gather information about the quantitative and qualitative complexity of the text. (For published material, contact the program, publisher, or sales representative for the information.) <input type="checkbox"/> If most of the passages reviewed match a lower level of learning, recommend the resource/lesson/unit be used for that level instead. <input type="checkbox"/> Identify high-value academic vocabulary that should be addressed. <input type="checkbox"/> Create questions/activities that engage learners with academic vocabulary. <input type="checkbox"/> Other: <ul style="list-style-type: none"> • Identify high-value academic vocabulary that should be addressed. Look through the progression of texts and map out which high-impact Tier 2 words occur in texts throughout the level. The teacher can make an informed decision about which particular terms to focus on in each of the 20 unit lessons. Have students practice by incorporating these words into responses, writing separate sentences and/or putting them up on a word wall to help with reinforcement. • Create questions/activities that engage learners with academic vocabulary. Start with definitions, move on to cloze exercises, matching, and advancing to word families, sentences, and Yes/No/Why discussions. <p><input type="checkbox"/> Additional notes on above actions</p>	

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 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 book is filled with several good Non-Fiction texts, but the teacher would need to add text-dependent questions that hit the CCRS Reading Standards. • Many of the text-dependent questions could be used for Speaking and Listening tasks first to help learners verbalize their thoughts before writing. • One or two of the questions could be expanded into an Argumentative or Informative Writing prompt, especially for learners at the low B/High C level. <p><input type="checkbox"/> Additional notes on above actions</p>	

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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"> <input type="checkbox"/> Provide supplemental visuals, sentence frames, read alouds, vocabulary definitions, or other supports to allow ALL students to access the work of the lesson. <input type="checkbox"/> Provide relevant contexts for learners such as career, community, or academic subjects for the purposes of building knowledge. <input type="checkbox"/> 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. <input type="checkbox"/> Incorporate varied modes of curriculum-embedded assessments that may include pre-, formative, summative and self-assessment measures (for curricular units and published resources only). <input type="checkbox"/> Include standards-aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance. <input type="checkbox"/> Other: <ul style="list-style-type: none"> • Challenger 6 is content-specific, short text and is very useful if a student needs a lot of content-specific vocabulary, or if a student just needs more practice in general with words and language at a lower level. • There are little to no supports built in for struggling or EL learners except in the area of language. • As a STAR fluency group, it does provide rich text at a specific level (low B/high C). • To use it as a complete CCRS lesson, a teacher would need to build in assessments. <p><input type="checkbox"/> Additional notes on above actions</p>	

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