ELA High-Value Action Revision Tool

Title of Resource: Common Core Basics Reading   **Publisher**: McGraw-Hill Education   **Date**: 2013

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?

Dimension 1.1	Dimension 1.2
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.	**Academic Vocabulary:** The resource *regularly* focuses on understanding words and phrases, their relationships, and nuances, particularly general academic words and phrases.

Resource Criterion Rating[1]:   Strong   ☐   <mark>Modifications Necessary   ☐</mark>   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:

- The text is complex, with a range of lexile scores from 700 to 1400. Although the publisher identifies it as a text for CCRS level D, parts of the text could be used for C or E.
- The teacher would need to build in authentic vocabulary tasks to give learners more practice with the Tier II and Tier III vocabulary.

- ❏ Additional notes on above actions

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

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 Rating[1]: Strong ☐ Modifications Necessary ☐ <mark>Weak ☐</mark>

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:

- The text does align with the CCRS Reading Standards, but the majority of the questions are multiple choice or fill-in-the blank. The teacher would need to revise the questions to give students more opportunities to struggle with the text and cite text evidence.
- There are no opportunities for Argumentative and Informative Writing, so teachers would need to construct writing prompts for certain content-rich texts throughout the book.
- There are no Speaking and Listening opportunities, so the teacher would need to create them.

❏ Additional notes on above actions

[1]Use ELA CCRS Alignment Evaluation Tool
Adapted From College and Career Readiness Standards-in-Action and EQuIP Rubric for Lessons and Units: ELA

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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 *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 Rating[1]:　　　Strong　　☐　　　<mark>Modifications Necessary　　☐</mark>　　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:

- There are a variety of content-rich excerpts in the text to give students diverse reading opportunities.
- The excerpts are not connected by theme or line of inquiry, so the teacher would need to supplement with other texts on the same topic.
- There are no research opportunities, but the teacher could create a text set of multiple readings throughout the textbook.

❏ Additional notes on above actions

Criterion #4—<u>Instructional Support and Assessment</u>: Does the resource provide structure and support for standards-aligned instruction and assessment?

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 Rating[1]: Strong ☐ Modifications Necessary ☐ <mark>Weak</mark> ☐

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:

- There are no instructional supports for the various texts except some images and graphics, so the teacher would need to build in read-alouds, graphic organizers, etc.
- There is little to no attention to reading development for struggling readers, such as decoding, vocabulary, or fluency instruction, so the teacher would need to include these practices.
- The assessments are primarily multiple-choice, post-assessments, so the teacher would need to create pre-assessments and during-reading assessments.

❏ Additional notes on above actions