ELA High-Value Action Revision Tool

Title of Resource: **Steck-Vaughn Comprehension Skills**   Publisher: **Harcourt Company**   Date: **4-14-2017**

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 CCRS 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   ☐   Modifications Necessary   ☐   <mark>Weak   X</mark>

High-value actions needed to fill the gaps (check all actions that apply):

- **X**   Gather information about the quantitative and qualitative complexity of the text. (For published material, contact the program, publisher, or sales representative for the information.)
- **X**   If most of the passages reviewed match a lower level of learning, recommend the resource/lesson/unit be used for that level instead.
- **X**   Identify high-value academic vocabulary that should be addressed.
- **X**   Create questions/activities that engage learners with academic vocabulary.
- ❏   Other:

  X   Additional notes on above actions:

Vocabulary: The books in the series entitled *Facts* sometimes uses synonyms, or even conclusions, without first having students work through the definitions of academic words in the instructions. This confuses the students. In the Sequence texts, the order of events can usually be found top to bottom, but sometimes uses verb tense instead without ever teaching verb tense or warning to look for it as a sequencing skill, also confusing students. Furthermore, academic vocabulary, although used in the passages, is not systematically taught or practiced throughout the series.

Text complexity: Although published in 2001, readability was determined by Fry Reading Scale 1978. The materials are supposed to be between 2nd and 6th grade. However, ATOS measured 4.2 for 2nd grade (Book B), and 5.2 for 6th grade (Book F). This is primarily CCR band B, just barely reaching into band C.
If students are supposed to be working in a class with level C, D, or E bands, this text does not provide appropriate productive struggle.

Resource level:
Using the ATOS measurement instead of the Fry Readability Scale may mean that some programs are using this resource for students within the Level D band. While this resource is not appropriate for students in meeting level D CCR standards, it may be useful as a stand-alone, temporary resource for the purpose of teaching particular text structures (sequencing) or isolating a particular skill like inference, which proves perpetually challenging to introduce to students reading at a Level B.

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 Rating[1]:   Strong   ☐   Modifications Necessary   ☐   <mark>Weak   X</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.
- **X** Add a variety of text-based writing assignments, including short and longer writing assignments developed from the central ideas of the text.
- **X** Add a culminating writing assignment developed from the central understanding of the text(s).
- **X** Create thought-provoking questions that elicit rich discussion.
- **X** Increase the amount of argumentative and informative writing and speaking opportunities.
- **X** Incorporate read alouds and, when applicable, illustrations, audio/video and other media.
- ❏ Other:

- **X** Additional notes on above actions:

Text-dependent questions: This series intentionally controls both texts and the questions for specific reading comprehension skills. Because of this, the questions can be considered text-specific and text-dependent; however, they are not sequenced to build toward more coherent understanding and analysis, nor do they help to build knowledge to lead up to a culminating writing or research project. The texts for sequence only ask sequence questions, the text for main idea only check for main idea—they therefore do not provide experience answering a wide range of question types.

Writing:
There are only two small writing assignments per skill at each level (facts, main idea, sequence, context, conclusion, inference). Also, the writing activities are not addressing level-specific CCR standards, but rather narrowly focused on demonstrating understanding of the particular reading comprehension skill in isolation (such as sequencing). Additional writing prompts that require integrated reading comprehension skills are not provided.

Speaking/Listening:
Currently there are no questions for discussion or working with a partner or with a group. Discussion questions would need to be developed. The publisher states that intended use of this resources is primarily for independent study.

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   ☐   Modifications Necessary ☐   <mark>Weak   X</mark>

High-value actions needed to fill the gaps (check all actions that apply):

- **X**   Create a list of supplemental texts on the same topic to promote volume of reading and build knowledge.
- **X**   Add writing and discussion tasks that encourage students to draw information from multiple texts around a topic.
- **X**   Create brief research projects for students on the same topic.

❏ Other:

- **X**   Additional notes on above actions:

Supplemental texts on the same topic:
There is no given line of inquiry or topical grouping of texts among the books in this resource. An instructor familiar with the resource could potentially curate from the best of the texts among the various books in the series to create text sets within a line of inquiry. However, this would take quite an investment of time and energy. (This resource would actually lend itself more to be the supplemental texts for other resources that already have a line of inquiry.)

Research:
Due to the many topics discussed in the texts, there would be many possibilities to develop student-led research projects. However, none are ready-made so this modification would also be time-intensive.

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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>Week   X</mark>

High-value actions needed to fill the gaps (check all actions that apply):

X   Provide supplemental visuals, sentence frames, read alouds, vocabulary definitions, or other supports to allow ALL students to access the work of the lesson.

X   Provide relevant contexts for learners such as career, community, or academic subjects for the purposes of building knowledge.

X   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.

X   Incorporate varied modes of curriculum-embedded assessments that may include pre-, formative, summative and self-assessment measures (for curricular units and published resources only).

X   Include standards-aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance.

❏   Other:

X   Additional notes on above actions:

Evidence-based reading resources:
There are no exercises that develop foundational skills. Using an outside source would be necessary to ensure students have these critical skills in place.

Assessments:
Although there are answer keys for the text questions, there are no other ways to assess student's understanding other than the quizzes. Also, they are not aligned to level-specific CCR standards.

Learning supports:
There are very few visuals or graphics, and no video or audio supplements. At the B level it can be helpful to include paragraph numbers or other text features to help students build skills in referring back to specific sections of the text.

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