

ELA High-Value Action Revision Tool

Title of Resource: newsela.com

Publisher: News ELA Instructional Content Platform

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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: The resource <i>regularly</i> focuses on understanding words and phrases, their relationships, and nuances, particularly general academic words and phrases.</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"/> 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"> • The text complexity and quality are strong, with 5 different lexile scores for each article, ranging from slightly complex to very complex. The teacher can allow students to practice increasing their lexile over time. • Academic Tier II Vocabulary is used, but teachers must identify the words for students and give them practice with them. <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 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 questions are text-dependent, and the site is aligned to the CCRS Reading Standards. However, each article has a limited number of questions (only 4), and they are multiple-choice, so students do not need to cite text evidence. The pro version allows teachers to write and embed text-dependent questions that require written responses directly in the text. • Teachers would need to modify one of the questions to create an Argumentative or Informative Writing opportunity for students. In the pro version, students can take constructed response writing assessments. • The teacher could use some of the questions included for a Speaking and Listening activity, but the wording would need to be modified. <p><input type="checkbox"/> Additional notes on above actions</p>	

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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 checked="" 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. <input type="checkbox"/> Other: <ul style="list-style-type: none"> • There are text sets available in the program for teachers to assign to students to build their knowledge and do research on specific topics. Teachers would need to peruse the text sets to determine which sets are appropriate for his/her learners' interest, reading level, and motivation. • Since the articles are so content-rich and texts worthy of reading, teachers could use the articles to create strong Argumentative and Informative Writing prompts. <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"> • The free version does not include instructional supports, but the pro version does. Teachers can annotate portions of the text (or have students do it). Teachers can insert questions at difficult parts of the text to scaffold it for struggling readers or EL learners. • There are no standards-aligned rubrics in the free version, so teachers would have to include these with writing prompts to provide instructional support to learners. • The assessments would need to be changed from multiple-choice to constructed response. <p><input type="checkbox"/> Additional notes on above actions</p>	

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