

ELA High-Value Action Revision Tool

Title of Resource: **Stand Out 2 (3rd Edition)** Publisher: **Cengage Learning/National Geographic Learning**

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</i> 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.</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>
--	--

¹Use ELA CCRS Alignment Evaluation Tool

Adapted From College and Career Readiness Standards-in-Action and EQuIP Rubric for Lessons and Units: ELA

Resource Criterion Rating¹: Strong **Modifications Necessary** X 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:

- ☒ Additional notes on above actions

Text Complexity:

A cursory quantitative and qualitative analysis was conducted to determine general CCR text complexity band placement. The analyses indicate that this text targets students from high B through Low D bands.

Selected Text from Stand Out 2, 3 rd Edition	ATOS Quantitative Measurement	Common Core Band	Qualitative Rubric Results
Unit 1, page 17 Exercise A	2.2	N/A	Slightly Complex
Unit 1, page 35 Exercise C (Reading Challenge)	4.6	B	Moderately Complex
Unit 4, page 86 Exercise C	4.0	B	Slightly Complex
Unit 4, page 98 Exercise C)	4.7	B	Slightly Complex
Unit 5, page 135 Exercise C (Reading Challenge)	6.9	C	Moderately Complex
Unit 6, page 139 Exercise D	6.9	C	Moderately Complex
Unit 7, page 172 Exercise D	7.9	D	Moderately Complex
Unit 7, page 183 Exercise C (Reading Challenge)	8.2	D	Moderately Complex

Vocabulary:

Some text-dependent questions include cursory work with academic words (matching definitions) but they do not expand to word families, additional examples, using the new terms in writing, etc. The terms selected for study appear within the given text and are frequently domain-specific. Adding additional systematic practice with Tier 2 words that also appear in these texts would be helpful.

Also, there is a missed opportunity with the Tier 2 terms used regularly for directions in the book's exercises and written in red (classify, survey, clarify, interpret, define). Students complete English language development exercises that encompass those terms, but those critical high-utility academic instructional words are not defined themselves. Instructors could create additional exercises to develop academic language.

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</p> <p>Growth of Comprehension and Using Evidence From Texts: An <i>overwhelming majority (80%)</i> of all questions reviewed are high-quality, text-dependent, and text-specific questions.</p>	<p>Dimension 2.2</p> <p>Emphasis on Argumentative and Informative Writing and Speaking: An <i>overwhelming majority (80%)</i> 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>
--	--

¹Use ELA CCRS Alignment Evaluation Tool

Adapted From College and Career Readiness Standards-in-Action and EQulP Rubric for Lessons and Units: ELA

Resource Criterion Rating¹: Strong **Modifications Necessary** **X** Weak

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

X Replace non-text-dependent questions with valuable text-dependent questions that target level-specific standards.

X 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.

☐ Add a culminating writing assignment developed from the central understanding of the text(s).

☐ Create thought-provoking questions that elicit rich discussion.

X Increase the amount of argumentative and informative writing and speaking opportunities.

☐ Incorporate read alouds and, when applicable, illustrations, audio/video and other media.

☐ Other:

☐ Additional notes on above actions

Text-dependent questions:

Many activities have learners finding information from video, audio or written text. However, questions could be augmented to include more evidence-based questions and sentence frames to help students develop the language needed to adequately cite information and use evidence in their discussions and writing. The questions and vocabulary studies included in the Reading Challenge section at each unit's end are more directly connected to level-specific CCR standards regarding locating and citing evidence than are questions included in other exercises in the units.

Many questions within the exercises are "right there" kinds of questions. Adding additional questions that go beyond general understandings and key details to text structure, inferences, and arguments could be supplemented. Also, intentionally sequencing the progression of these questions to build student's knowledge would be a high-value action.

Argumentative writing:

In this resource, the emphasis is primarily on informative writing and speaking but does include some persuasive tasks. Increasing the number of argumentative writing and speaking opportunities through supplementing the end of unit projects, as well as adding a culminating writing task would be a useful modification.

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.

¹Use ELA CCRS Alignment Evaluation Tool

Resource Criterion Rating¹: Strong **Modifications Necessary X** 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:

- ☒ Additional notes on above actions

Writing and discussion from multiple texts around a topic:

Develop a list of high-quality, supplemental texts within the lines of inquiry. Create additional text-dependent questions and writing/speaking activities that allow for students to work in Level C standards that integrate knowledge built across a line of inquiry (Reading 9C, Writing 7C).

Research projects:

Each Unit includes a team research project. These projects give some directions but could use more scaffolding, teacher guidance, and extension. Additionally, making intentional modifications to these pre-made research projects to simultaneously meet related ACES and Northstar Digital Literacy skills would be a worthwhile endeavor.

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

¹Use ELA CCRS Alignment Evaluation Tool

Dimension 4.1 Instructional Support: The resource is responsive to varied student learning needs.	Dimension 4.2 Assessment: The resource <i>regularly</i> provides opportunities to assess whether students are mastering standards-based content and skills.
<p>Resource Criterion Rating¹: Strong Modifications Necessary X Weak</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 checked="" 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 checked="" type="checkbox"/> Include standards-aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance. <p><input checked="" type="checkbox"/> Additional notes on above actions</p> <p>Rubrics and assessments: Align provided assessment materials to include rubrics for interpreting student performance toward meeting level-specific standards.</p> <p>Evidence-based reading resources: Supplement the use of Stand Out 2 with resources that develop the reading foundational skills.</p>	

¹Use ELA CCRS Alignment Evaluation Tool