

ELA High-Value Action Revision Tool

Title of Resource: Ten Steps to Advancing College Reading Skills **Publisher:** Townsend Press **Date:** 2014

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 checked="" 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. <p><u>Quantitative:</u></p> <p>Reading Levels 9-13 (Townsend Press website)</p> <p>Lexile: 1150</p> <p>ATOS Levels 7-11</p> <p>Here are ATOS levels for 9 of the 20 articles from the textbook:</p> <ol style="list-style-type: none"> 1. Better, More Affordable Colleges Start Online (ATOS 11.7) 2. Forget What You Know About Good Study Habits (ATOS 10.1) 3. Managing Conflicts in Relationships (ATOS 8.8) 4. Now More Than Ever: Community Colleges (ATOS 8.6) 5. Obedience: Milgram’s Controversial Studies (ATOS 9.7) 6. Taming the Anger Monster (ATOS 8.5) 7. The Professor Is a Dropout (ATOS 7.0) 8. What Causes Hearing Loss (ATOS 10.1) 9. Young and Isolated (ATOS 8.8) <p><u>Qualitative:</u></p> <p>Very Complex</p> <p>Inclusion of Reading Anchor 4 (academic language) throughout text</p>	

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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"> • Change some of the multiple-choice text-dependent questions to written response questions in which the student needs to cite text evidence. • Write some Argument writing prompts and some Informative writing prompts to be used with each chapter. • Incorporate Speaking and Listening focus questions to give students a chance to verbalize their thoughts before they write. <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 type="checkbox"/> Modifications Necessary <input checked="" 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"> • Supplement the book with some content-rich, multimodal texts from on-line sources such as newsela, Read Works, Read Theory, Flocabulary, etc. • Create a mini-research project on topics of interest related to an article in the text, and have students create Google Presentations that they can share with the class. <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"> • Scaffold for struggling readers and EL learners by providing tasks that help learners engage with the text. For example: <ul style="list-style-type: none"> ○ Think-alouds, read-alouds, partner reading, annotating text, multi-column notes, word walls, list-group-label, where do you stand, etc. <input type="checkbox"/> Additional notes on above actions 	

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