

ELA High-Value Action Revision Tool

Title of Resource: COMMONLIT

Source/Publisher: <https://www.commonlit.org/>

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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:</p> <ul style="list-style-type: none"> • Each text has a corresponding lexile to determine the quantitative measure of the text. • Divided by grade level, from 3rd grade to 12th grade, with alignment to the Common Core • Teachers can use qualitative measures to search for text, such as literary device, theme, genre, and text sets. 	<p>Dimension 1.2</p> <p>Academic Vocabulary:</p> <ul style="list-style-type: none"> • Each text identifies Tier II Academic vocabulary and provides simple definitions for each of the words.
<p>Resource Criterion Rating¹:</p> <p>Strong <input type="checkbox"/> (text complexity and quality) Modifications Necessary <input checked="" type="checkbox"/> (Academic Tier II Vocabulary activities)</p> <p>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 checked="" type="checkbox"/> Create questions/activities that engage learners with academic vocabulary. <input type="checkbox"/> Other: <p>Strengths: Due to the inclusion of lexile measures for every text and the organizational features that allow teachers to use qualitative measures, COMMONLIT is a strong website resource for text complexity and quality</p> <ul style="list-style-type: none"> <input type="checkbox"/> Additional notes on above actions <input checked="" type="checkbox"/> (modifications necessary) <ul style="list-style-type: none"> • Teachers would need to create tasks for pre-reading, during-reading, and post-reading Tier II Academic Vocabulary work. The website identifies words and their definitions, but there are no activities for students to engage with and practice the words multiple times. • Teachers would need to incorporate some of the Tier II words in the comprehension questions. 	

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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:</p> <ul style="list-style-type: none"> • Comprehension questions are high-quality, text-dependent, and text-specific questions • Some texts use multiple choice, and other texts require students to answer in a written response. 	<p>Dimension 2.2 Emphasis on Argumentative and Informative Writing and Speaking:</p> <ul style="list-style-type: none"> • Each text includes discussion questions to give students opportunities to practice academic Speaking and Listening tasks. • Some of the discussion questions are text-dependent, and others provide opportunities for students to make text-to-self, text-to-text, and text-to-world connections. • Discussion questions can form writing prompts that require students to draw on evidence from texts to present careful analyses and well-defended claims. There are opportunities for informative (summary or explanation of key ideas).
<p>Resource Criterion Rating¹: Strong <input type="checkbox"/> (citing evidence, speaking, and writing)</p> <p>Modifications Necessary <input type="checkbox"/> (sequence questions) 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 checked="" 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: <p>Strengths: Each text includes text-dependent questions, academic speaking and listening discussion questions, and an emphasis on either argumentative and informative writing.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Additional notes on above actions (Modifications necessary) • Teachers should also do a qualitative analysis of the text before instruction to find other areas to focus on in designing well-sequenced, text-dependent questions. Based on the qualitative analysis, the teacher should create a good sequence of text-dependent questions to improve comprehension. 	

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Criterion #3—Knowledge: Does the resource build knowledge through content-rich nonfiction?

<p>Dimension 3.1</p> <p>Emphasis on Reading Content-Rich Texts:</p> <ul style="list-style-type: none"> • The website contains quality informational texts across disciplines (science, history, technology, and current events). • The website also features literary texts. • There are text sets that include both thematic units and cross-genre texts. 	<p>Dimension 3.2</p> <p>Building Knowledge Through Reading Widely About a Topic and Research:</p> <ul style="list-style-type: none"> • Individual texts and text sets are thematic and follow a line of inquiry. • There are many opportunities to research across texts, but the website does not provide research assistance.
<p>Resource Criterion Rating¹: Strong <input type="checkbox"/> (content-rich texts) Modifications Necessary <input type="checkbox"/> (research component)</p> <p>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"/> 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 checked="" type="checkbox"/> Create brief research projects for students on the same topic. <input type="checkbox"/> Other: <p>Strengths:</p> <p>There are numerous content-rich texts, both fiction and non-fiction. However, teachers would need to spend some time perusing the website and grouping similar texts into a text set to maximize content knowledge. The library is quite extensive, and COMMONLIT is adding diverse text genres at each level quite regularly.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Additional notes on above actions <p>Modifications necessary:</p> <p>Teachers would need to provide resources and instructions for completing a research project on a topic. There are no research tasks provided on this website, and there are no directions to guide students in how to conduct research.</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</p> <p>Instructional Support:</p> <ul style="list-style-type: none"> • When using the online component, the teacher can turn on the Guided Reading feature to gray out the text until readers answer basic comprehension questions. • The Read-Aloud feature assists with multimodal reading and increases learner persistence. Students can manipulate the text-to-speech settings to slow, medium, or fast, giving them more autonomy. 	<p>Dimension 4.2</p> <p>Assessment:</p> <ul style="list-style-type: none"> • The resource provides multiple-choice assessment opportunities for each text to determine if students are mastering standards-based content and skills via text-dependent questions and writing prompts. • There are some short written response assessments and Discussion questions that may be used for assessment.
<p>Resource Criterion Rating¹: Strong <input type="checkbox"/> (instructional support) Modifications Necessary <input type="checkbox"/> (additional assessments may be necessary) 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: <p>Strengths:</p> <p>There are multiple features on the online version to scaffold and differentiate instruction for struggling readers and ELLs. The features include Guided Reading mode, Read-Aloud mode, text-to-speech speed adjustment, text font size increase, and a Spanish version.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Additional notes on above actions (modifications necessary) • The online system provides assessment data based on the comprehension questions included with each text, but this is based on CCSS and which standard(s) students are struggling with. • The provided quizzes and prompts may not provide enough formative or summative assessment. 	

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