ELA High-Value Action Revision Tool

Title of Resource: __College Reading Essentials__   Source/Publisher: __Townsend Press__

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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?

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 CCR standards; all texts are worth reading. • There are numerous short passages throughout each chapter • The publishing company claims that the passages are leveled from 8-12 using Flesch-Kincaid • The passages are stand-alone; some may be worth reading, others not	**Academic Vocabulary:** The resource *regularly* focuses on understanding words and phrases, their relationships, and nuances, particularly general academic words and phrases. • Academic Vocabulary is not identified in each chapter • There is a mix of Tier I and Tier II words

Resource Criterion Rating[1]:   Strong ☐   Modifications Necessary ☐   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:

Modifications Necessary

• The teacher would need to do a quantitative measurement on several passages throughout the text to determine the lexile and CCRS levels.
• For each chapter, the teacher would need to identify high-utility and Tier II Academic words.
• The teacher would need to create vocabulary tasks to practice with the Academic vocabulary.

Criterion #2—Evidence: Does the resource provide reading, writing, and speaking activities grounded in evidence from text?

Dimension 2.1	Dimension 2.2
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.	**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.
• Each chapter focuses on a specific comprehension skill and provides practice to develop it	• There is one chapter that contains Argumentative passages
• The exercises are multiple choice and are text-dependent to a certain extent	• The other chapters contain Informative passages
• There are no open-ended text-dependent questions	• There are no Argumentative or Informative Writing prompts
	• There are no Speaking and Listening tasks

Resource Criterion Rating[1]: Strong ☐ Modifications Necessary ☐ (comprehension instruction) Weak ☐

(writing prompts and Speaking and Listening tasks)

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.

❏ 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.

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

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

❏ Other:

Modifications Necessary
• The text would be useful for practicing various comprehension skills, such as identifying main idea and details, patterns of organization, inferences, and Argument.
• The multiple-choice questions for the short passages would need to be changed to open-ended text-dependent questions.

Weaknesses
• The teacher would need to develop some Argumentative writing prompts to go with the chapter on Argument and some Informative writing prompts to accompany the other chapters.
• Some of the text-dependent questions the teacher creates could be used for discussion tasks.
• The teacher would need to develop a culminating, end of chapter writing assignment.

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

Dimension 3.1	Dimension 3.2
Emphasis on Reading Content-Rich Texts: The resource *accentuates* comprehending quality informational texts independently across disciplines. • Each short passage is a stand-alone passage • There is no connection between the reading passages • The passages are not content-area specific	**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. • Since the passages are stand-alone and not thematic, there is no opportunity to build knowledge about a topic • There are no research opportunities

Resource Criterion Rating[1]:   Strong   ☐   Modifications Necessary   ☐   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:

Weak
• The teacher would need to peruse the chapters to find passages that contain a common theme or line of inquiry and try to group them.
• The teacher would need to supplement other texts on the same topic so that students could build their content knowledge or a deeper understanding of a specific topic through a text set.
• The teacher would need to choose one of the passages that is worth reading and develop a mini-research project to help students to dig deeper into a topic.

❑ Additional notes on above actions

Criterion #4—Instructional Support and Assessment: 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. • Leveled text for differentiation • Supplemental resources • There are no additional supports to scaffold for struggling readers or ELLs	Dimension 4.2 **Assessment:** The resource *regularly* provides opportunities to assess whether students are mastering standards-based content and skills. • The resource is full of multiple-choice, comprehension assessments • The assessments are leveled

Resource Criterion Rating[1]: Strong ☐ (numerous comprehension assessments)

Modifications Necessary ☐ (instructional support)   Weak   ☐

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

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

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

❏ 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.

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

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

Strengths
- The resource is excellent for assessing various reading comprehension skills and providing instruction and practice in those skills.
- There are five different reading levels based on Flesch-Kincaid to allow the teacher to differentiate for students.
- The PowerPoint presentations that accompany each chapter provide visual media to enhance and scaffold the learning.
- The online component provides additional assessment opportunities.

Modifications Necessary
- The teacher will need to build in instructional supports, such as Partner and Guided Reading, Sentence Frames, Annotation instruction, and other supports to assist struggling readers and ELLs.
- The teacher will need to provide additional reading instruction for decoding, phonemic awareness, fluency, and vocabulary acquisition.
- End of unit summative assessments need to be developed to assess for high proficiency.