

ELA High-Value Action Revision Tool

Title of Resource: **Grammar and Beyond Level 1** Source/Publisher: **Cambridge University Press**

Date of Publication: **2014** Evaluation Date: **3/12/2018**

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: <i>The resource regularly focuses on understanding words and phrases, their relationships, and nuances, particularly general academic words and phrases.</i></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> <p><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.)</p> <p><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.</p> <p><input checked="" type="checkbox"/> Identify high-value academic vocabulary that should be addressed.</p> <p><input checked="" type="checkbox"/> Create questions/activities that engage learners with academic vocabulary.</p> <p><input type="checkbox"/> Other:</p> <p><input type="checkbox"/> Additional notes on above actions</p>	
<p>Reading level may be challenging for some students as layout and text are complex. An ATOS analysis on four different text passages in Level 1 resulted with 3.8, 5.2, 5.6, and 3.6. Additional accommodations will likely be required.</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 <i>overwhelming majority (80%)</i> 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 <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>
<p>Resource Criterion Rating¹: Strong <input type="checkbox"/> Modifications Necessary <input checked="" type="checkbox"/> Weak <input type="checkbox"/></p>	
<p><u>High-value actions needed to fill the gaps (check all actions that apply):</u></p> <p>X Replace non-text-dependent questions with valuable text-dependent questions that target level-specific standards.</p> <p>X Create coherent sequences of text dependent questions to build understanding and analysis.</p> <p><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.</p> <p><input type="checkbox"/> Add a culminating writing assignment developed from the central understanding of the text(s).</p> <p><input type="checkbox"/> Create thought-provoking questions that elicit rich discussion.</p> <p><input type="checkbox"/> Increase the amount of argumentative and informative writing and speaking opportunities.</p> <p>X Incorporate read alouds and, when applicable, illustrations, audio/video and other media.</p> <p><input type="checkbox"/> Other:</p> <p><u>Additional notes on above actions:</u></p> <p>Use the Comprehension Check questions to practice citing evidence. Add additional text-dependent questions as needed.</p> <p>Scaffold up for more advanced students and use student generated questions.</p> <p>Add a student expansion writing activity such as: <i>What did your lifestyle look like for the week? Was it healthy or unhealthy?</i></p>	

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

<p>Dimension 3.1 Emphasis on Reading Content-Rich Texts: The resource <i>accentuates</i> comprehending quality informational texts independently across disciplines.</p>	<p>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.</p>
<p>Resource Criterion Rating¹: Strong <input type="checkbox"/> Modifications Necessary <input checked="" type="checkbox"/> Weak <input type="checkbox"/></p>	
<p><u>High-value actions needed to fill the gaps (check all actions that apply):</u></p> <p><input checked="" type="checkbox"/> Create a list of supplemental texts on the same topic to promote volume of reading and build knowledge.</p> <p><input checked="" type="checkbox"/> Add writing and discussion tasks that encourage students to draw information from multiple texts around a topic.</p> <p><input type="checkbox"/> Create brief research projects for students on the same topic.</p> <p><input type="checkbox"/> Other:</p> <p><input type="checkbox"/> Additional notes on above actions</p> <p>Supplement with similar texts on the same topic with another resource such as ReadWorks to promote volume of reading and build knowledge. Provide additional writing and discussion activities that encourage students to draw information from multiple texts.</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 checked="" type="checkbox"/> Weak <input type="checkbox"/></p>	
<p>High-value actions needed to fill the gaps (check all actions that apply):</p> <p>X Provide supplemental visuals, sentence frames, read alouds, vocabulary definitions, or other supports to allow ALL students to access the work of the lesson.</p> <p><input type="checkbox"/> Provide relevant contexts for learners such as career, community, or academic subjects for the purposes of building knowledge.</p> <p>X 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.</p> <p>X Incorporate varied modes of curriculum-embedded assessments that may include pre-, formative, summative and self-assessment measures (for curricular units and published resources only).</p> <p><input type="checkbox"/> Include standards-aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance.</p> <p><input type="checkbox"/> Other:</p> <p><input type="checkbox"/> Additional notes on above actions</p> <p>Use STAR resources and strategies to support students who need more time and attention.</p>	

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