

# ELA High-Value Action Revision Tool

Title of Resource: *Great Writing 3: From Great Paragraphs to Great Essays, Third Edition*

Source/Publisher: Cengage Learning/National Geographic Learning

Date of Publication: 2015 Evaluation Date: March 15, 2019

**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><b>Text Complexity and Quality:</b> 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.</p>	<p>Dimension 1.2</p> <p><b>Academic Vocabulary:</b> 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 Rating<sup>1</sup>:      Strong    <input type="checkbox"/>      Modifications Necessary    <b>X</b>      Weak    <input type="checkbox"/></p>	
<p><b>High-value actions needed to fill the gaps (check all actions that apply):</b></p> <ul style="list-style-type: none"> <li><input checked="" 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.)</li> <li><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.</li> <li><input checked="" type="checkbox"/> Identify high-value academic vocabulary that should be addressed.</li> <li><input checked="" type="checkbox"/> Create questions/activities that engage learners with academic vocabulary.</li> <li><input type="checkbox"/> Other:</li> </ul> <p><input type="checkbox"/> Additional notes on above actions</p> <p>This resource would need supplementation with high-quality, complex texts in content-rich areas. Additional vocabulary and tasks could be identified from these texts.</p>	

<sup>1</sup>Use ELA CCRS Alignment Evaluation Tool

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

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.

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.

Resource Criterion Rating<sup>1</sup>:      Strong          Modifications Necessary          Weak   

**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:

Additional notes on above actions

Again, this resource would benefit from additional complex texts, accompanied by thought-provoking text-dependent questions, and enriched by text-based writing assignments. The text does not include Argumentation and needs complete supplementation in this area. It would be advantageous to promote more speaking opportunities as well as audio-visual engagement.

<sup>1</sup>Use ELA CCRS Alignment Evaluation Tool

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

<p>Dimension 3.1 <b>Emphasis on Reading Content-Rich Texts:</b> The resource <i>accentuates</i> comprehending quality informational texts independently across disciplines.</p>	<p>Dimension 3.2 <b>Building Knowledge Through Reading Widely About a Topic and Research:</b> <i>Most</i> passages reviewed are organized around a topic or line of inquiry; the resource includes regular research assignments.</p>
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Resource Criterion Rating<sup>1</sup>:      Strong          Modifications Necessary          Weak    **X**

**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

The instructor would need to create tasks that are text-based as well as create research opportunities.

<sup>1</sup>Use ELA CCRS Alignment Evaluation Tool

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

<b>Dimension 4.1</b> <b>Instructional Support:</b> The resource is responsive to varied student learning needs.	<b>Dimension 4.2</b> <b>Assessment:</b> The resource <i>regularly</i> provides opportunities to assess whether students are mastering standards-based content and skills.
Resource Criterion Rating <sup>1</sup> :    Strong <input type="checkbox"/> Modifications Necessary <input checked="" type="checkbox"/> Weak <input type="checkbox"/>	
<b>High-value actions needed to fill the gaps (check all actions that apply):</b>	
<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 checked="" 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.	
<input type="checkbox"/> Other:	
 <input type="checkbox"/> Additional notes on above actions	
 <p>The instructor would need to create graphic organizers, outline templates, standards-aligned rubrics, etc. in order to support students' understanding of assessment criteria and increase student success.</p>	

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Adapted From College and Career Readiness Standards-in-Action and EQuiP Rubric for Lessons and Units: ELA  
September 2018