

ELA High-Value Action Revision Tool

Title of Resource: ReadingVine

Source/Publisher: Reading Vine

Date of Publication: 2018

Evaluation Date: August 8, 2018 Tammy Twiggs

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

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.

- Several types of text: informational, literary, etc.
- Includes lexile measures for each text

Dimension 1.2

Academic Vocabulary: The resource *regularly* focuses on understanding words and phrases, their relationships, and nuances, particularly general academic words and phrases.

- Texts use Tier II academic vocabulary

Resource Criterion Rating¹: **Strong** (lexile and diverse genres) **Modifications Necessary** (see below)

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.

Strengths

- The website contains numerous texts, diverse genres, and text sets at a wide range of lexile measures, up to 1300+.
- Teachers can search by lexile, text genre, word count, CCSS standard, or grade level.
- There are opportunities to read cross-content and cross-genre in the text sets on the website: Reading, Science, History, Social Studies, and Language.

Modifications Necessary

- Since the Academic Vocabulary is not identified on the website, the teacher would need to identify the words in each text.
- The teacher would also need to create questions or tasks to help learners to interact with the academic vocabulary.
- Some texts would not be appropriate for Adult learners because they are geared toward young children.

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.

- Each text includes 4 comprehension questions
- Answer keys are included with each text

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.

- The website does not include writing or speaking tasks.

Resource Criterion Rating¹: 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:

Weak

- Each text includes only 4 questions, and only some are text-dependent. Others are text-to-self questions.
- The teacher would need to write additional questions to cover more of the ELA Reading Anchor standards.
- The teacher would need to create pre-reading, during-reading, and post-reading discussion for Guided Reading, peer/small group discussion, or whole-group discussion.
- The teacher would need to develop writing prompts that emphasize argumentative or informative writing for the text sets.
- Teacher-supported learning opportunities would enhance student learning, including pre-reading prompts and discussion, text-dependent questions that are open-ended, paragraph frames, and opportunities to cite evidence from text to support conclusions or opinions, and opportunities to share knowledge with peers.

- Additional notes on above actions

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

<p>Dimension 3.1</p> <p>Emphasis on Reading Content-Rich Texts: The resource <i>accentuates</i> comprehending quality informational texts independently across disciplines.</p> <ul style="list-style-type: none">• There are rich Language, Informational, History, Science, and Social Studies text• The website includes poetry and drama	<p>Dimension 3.2</p> <p>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> <ul style="list-style-type: none">• Text sets provide opportunities to increase knowledge across a single line of inquiry or theme• There are no research opportunities
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Resource Criterion Rating¹: **Strong** (content-rich texts) **Modifications Necessary** (no research tasks)

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:

Strengths

- Content-rich text sets give teachers a way to expose students to diverse texts across many disciplines.
- Reading Vine has reading sets related to: African American Inventors, Black History, and Women’s History, and other important thematic sets.
- Teachers can practice close reading with other genres of text, such as poetry or drama, which may be more accessible to students new to close reading.

Modifications Necessary

- Since the website does not include research tasks, the teacher would need to create brief research projects to help students synthesize all of the information found in a thematic text set.

Additional notes on above actions

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> <ul style="list-style-type: none">• There are no supports available on the website to differentiate instruction for struggling readers or ELLS.	<p>Dimension 4.2 Assessment: The resource <i>regularly</i> provides opportunities to assess whether students are mastering standards-based content and skills.</p> <ul style="list-style-type: none">• Each text includes four comprehension questions as assessment.
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Resource Criterion Rating¹: Strong Modifications Necessary **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.

Weak

- With no aids on the website to scaffold or differentiate instruction, teachers would need to include read-alouds, guided reading, sentence frames, academic language instruction, decoding, phonemic awareness, and fluency instruction.
- Each text includes only 4 questions, and only some of the questions are text-dependent. Others are text-to-self questions. The teacher would need to create better formative and summative assessments.
- The teacher would need to create some writing prompt assessments and rubrics to assess the writing.

Additional notes on above actions