

ELA High-Value Action Revision Tool

Title of Resource: Six-Way Paragraphs in the Content AreasSource/Publisher: Jamestown PublishersDate of Publication: 2001 (Focus on Intro. Level)Evaluation Date: July 11, 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?

<p>Dimension 1.1</p> <p>Text Complexity and Quality: Each informational text has been assessed quantitatively using Fry's <i>Formula for Estimating Readability</i>. The Introductory Level text contains passages ranging from reading level 4 to reading level 7, with 25 passages at each level. The Middle level contains passages from reading level 7 to reading level 10, and the Advanced level contains passages from reading level 10 to reading level 12+. There is no qualitative measure.</p>	<p>Dimension 1.2</p> <p>Academic Vocabulary: Each reading passage contains Academic Tier II vocabulary words, but the authors identify only one academic word per passage. There is one question per passage that focuses on applying the word in another context, but the resource lacks practice with academic language.</p>
<p>Resource Criterion Rating¹: Strong <input type="checkbox"/> <b style="background-color: #00FF00;">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> <ul style="list-style-type: none"> <input type="checkbox"/> Gather information about the quantitative and <b style="background-color: #00FF00;">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"/> <b style="background-color: #00FF00;">Identify high-value academic vocabulary that should be addressed. <input type="checkbox"/> <b style="background-color: #00FF00;">Create questions/activities that engage learners with academic vocabulary. <input type="checkbox"/> Other: <input type="checkbox"/> Additional notes on above actions 	
<p><b style="background-color: #00FF00;">Modifications Necessary</p> <ul style="list-style-type: none"> • The teacher will need to do a qualitative analysis on at least 2 passages at each level to further determine text complexity. • Tier II Academic words need to be identified, and teachers will need to create student tasks to engage with the academic vocabulary. 	

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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: Each passage includes multiple-choice, text-dependent questions, but they are not high-quality, and much of the wording is confusing.</p>	<p>Dimension 2.2 Emphasis on Argumentative and Informative Writing and Speaking: There are no opportunities for Argumentative or Informative Writing and Speaking.</p>
<p>Resource Criterion Rating¹: Strong <input type="checkbox"/> Modifications Necessary <input type="checkbox"/> Weak <input checked="" type="checkbox"/></p>	
<p>High-value actions needed to fill the gaps (check all actions that apply):</p>	
<p><input type="checkbox"/> Replace non-text-dependent questions with valuable text-dependent questions that target level-specific standards.</p> <p><input type="checkbox"/> Create coherent sequences of text dependent questions to build understanding and analysis.</p> <p><input checked="" 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 checked="" 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 checked="" type="checkbox"/> Increase the amount of argumentative and informative writing and speaking opportunities.</p> <p><input type="checkbox"/> Incorporate read alouds and, when applicable, illustrations, audio/video and other media.</p> <p><input type="checkbox"/> Other:</p> <p><input type="checkbox"/> Additional notes on above actions</p>	
<p><u>Weaknesses that will need major modification</u></p>	
<ul style="list-style-type: none"> • The teacher will need to rewrite the multiple-choice questions to make them incorporate a focus on text structure, author’s craft, purpose, and word choice. • If the teacher alters the multiple-choice questions to short response items, she/he can use the questions for rich discussion opportunities for speaking. • By changing the questions, the teacher can modify them for short and longer Argumentative and Informative writing tasks. • The longer writing assignment is an opportunity for a culminating summative assessment. • Ultimately, this might prove to be a lot of work for the teacher, so in terms of Dimensions 2.1 and 2.2, this would not be a good resource. 	

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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 Humanities, Social Studies, Science, and Mathematics disciplines.</p>	<p>Dimension 3.2 Building Knowledge Through Reading Widely About a Topic and Research: Although the passages are organized by content area, there is no line of inquiry connecting the passages. There are no extension tasks for research opportunities.</p>
<p>Resource Criterion Rating¹: Strong <input type="checkbox"/> (Content-rich texts) Modifications Necessary <input type="checkbox"/></p> <p>Weak <input type="checkbox"/> (line of inquiry and research)</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 type="checkbox"/> Create brief research projects for students on the same topic. <input type="checkbox"/> Other: <p>Strengths</p> <ul style="list-style-type: none"> • The resource contains many types of content-rich informational texts to help students build background knowledge. • There are several content areas included in the resource for Humanities, Social Studies, Science, and Math. <p><input type="checkbox"/> Additional notes on above actions</p> <p>Weaknesses that will need major modification</p> <ul style="list-style-type: none"> • Teachers will need to find passages throughout the resource that combine into a unit to give students an opportunity to read widely on a topic. • Teachers will need to create text sets using other resources along a similar line of inquiry and provide instructions and tasks for completing research projects. 	

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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 does not provide any differentiation or scaffolds to assist students who need the extra support.</p>	<p>Dimension 4.2 Assessment: The resource only provides a minimal number of multiple-choice questions for each passage. The assessment is not rigorous enough to assess whether students are mastering standards-based content and skills.</p>
<p>Resource Criterion Rating¹: Strong <input type="checkbox"/> Modifications Necessary <input type="checkbox"/> Weak <input checked="" type="checkbox"/> (Both dimensions)</p>	
<p>High-value actions needed to fill the gaps (check all actions that apply):</p>	
<p><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.</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><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.</p> <p><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).</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><u>Weaknesses that will need major modification</u></p>	
<ul style="list-style-type: none"> • In both Dimensions 4.1 and 4.2, the resource is extremely weak, and there will need to be many modifications to meet these dimensions. • Teachers would need to provide instructional supports, such as read-alouds, Guided Reading, Partner Reading, decoding, phonemic awareness, fluency, and vocabulary acquisition instruction. • Since each passage is a stand-alone, there is no contextualization, so the teacher would need to build curriculum units based on the needs of the learners. • Formative assessments are present, but only as multiple-choice questions, and summative assessments are missing. There is a point system and a graphic to help students track their comprehension scores, but there are no rubrics to guide teachers to interpret student performance in writing or speaking and listening. <p><input type="checkbox"/> Additional notes on above actions</p>	

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