

ELA High-Value Action Revision Tool

Title of Resource: **The Guardian Monthly Newsletter**Source/Publisher: **onestopenglish.com**Date of Publication: **Monthly**Evaluation Date: **March 13, 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?

Dimension 1.1 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>	Dimension 1.2 Academic Vocabulary: <i>The resource regularly focuses on understanding words and phrases, their relationships, and nuances, particularly general academic words and phrases.</i>
Resource Criterion Rating ¹ : Strong <input type="checkbox"/> Modifications Necessary <input checked="" type="checkbox"/> Weak <input type="checkbox"/>	
<u>High-value actions needed to fill the gaps (check all actions that apply):</u>	
<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.)	
<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"/> Identify high-value academic vocabulary that should be addressed.	
<input checked="" type="checkbox"/> Create questions/activities that engage learners with academic vocabulary.	
<input type="checkbox"/> Other:	
X Additional notes on above actions:	
<i>Care should be taken to check the ATOS level of each reading since their rating system of Pre-Intermediate, Upper-Intermediate and Advanced are not consistent from story to story and the jump can be as large as two grade levels. The resource is good at identifying academic vocabulary, but additional practice activities are recommended.</i>	

¹Use ELA CCRS Alignment Evaluation Tool

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

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 type="checkbox"/> Weak X</p>	
<p><u>High-value actions needed to fill the gaps (check all actions that apply):</u></p> <p><input type="checkbox"/> 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>X Add a variety of text-based writing assignments, including short and longer writing assignments developed from the central ideas of the text.</p> <p>X Add a culminating writing assignment developed from the central understanding of the text(s).</p> <p>X Create thought-provoking questions that elicit rich discussion.</p> <p>X 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>X Other: Identify British English that may need to be explained.</p> <p>X Additional notes on above actions:</p> <p><i>Text dependent questions are provided but tasks do not ask the learner to cite where the answer is located. Sequenced questions should be added which should also include targeted vocabulary. These reading lend themselves easily to short writing assignments which need to be added. Additional speaking activities should be included. Since the articles are written in British English, it is sometimes necessary to modify text and/or questions.</i></p>	

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

Dimension 3.1 Emphasis on Reading Content-Rich Texts: The resource <i>accentuates</i> comprehending quality informational texts independently across disciplines.	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.
Resource Criterion Rating ¹ : Strong <input type="checkbox"/> Modifications Necessary X Weak <input type="checkbox"/>	
<p>High-value actions needed to fill the gaps (check all actions that apply):</p> <p><input type="checkbox"/> Create a list of supplemental texts on the same topic to promote volume of reading and build knowledge.</p> <p>X Add writing and discussion tasks that encourage students to draw information from multiple texts around a topic.</p> <p>X Create brief research projects for students on the same topic.</p> <p><input type="checkbox"/> Other:</p> <p>X Additional notes on above actions:</p> <p><i>These articles are one-offs and there is no building of knowledge by widely reading about a topic. Additional opportunities could be given for students to research a particular topic.</i></p>	

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.	Dimension 4.2 Assessment: The resource <i>regularly</i> provides opportunities to assess whether students are mastering standards-based content and skills.
Resource Criterion Rating ¹ : Strong <input type="checkbox"/> Modifications Necessary X Weak <input type="checkbox"/>	
<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>	

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- 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.

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).

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

- Other:

X Additional notes on above actions:

There are few supports (other than the stories come in three levels) that would support varied student learning needs. More extensive assessment questions and activities should be added. There are no listening opportunities provided; although, since the articles are current, I was able to find resources from other websites that could be incorporated. The resource does not do a good job of integrating writing and speaking, but it easily lends itself to both without too much work on the teacher's part.

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