ELA High-Value Action Revision Tool

Title of Resource: **USA LEARNS English Course 1**   Source/Publisher: **USALEARNS.org**

Date of Publication: **2008**   Evaluation Date: **March 9, 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:** *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.	Dimension 1.2 **Academic Vocabulary:** The resource *regularly* focuses on understanding words and phrases, their relationships, and nuances, particularly general academic words and phrases.

Resource Criterion Rating[1]:   Strong   **Modifications Necessary   X**   Weak

High-value actions needed to fill the gaps (check all actions that apply):

X 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.
X Identify high-value academic vocabulary that should be addressed.
X Create questions/activities that engage learners with academic vocabulary.
   ❏ Other:

Additional notes on above actions:

- *Needs ATOS/Lexile: Website didn't measure the level of text complexity. Ran ATOS and the result for Level 1 was 3.1. NRS levels are Level 2-3 Low Beginning-High Beginning that the site provided.*
- *Level 1 doesn't explicitly focus on academic vocabulary, yet in total there is a lot of new vocabulary. Being that academic vocabulary is a weak point of this resource the teacher should focus on more complex terms and draw students' attention to them with well sequenced questions. Incorporating the task directions will add more complex vocabulary to the lessons.*
- *Focus on in designing well-sequenced, text-dependent questions to add to the reading comprehension.*

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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[1]:　　　Strong 　☐　　　Modifications Necessary 　☐　　**Weak** 　**X**

High-value actions needed to fill the gaps (check all actions that apply):

X Replace non-text-dependent questions with valuable text-dependent questions that target <u>level-specific standards.</u>
X Create coherent sequences of text dependent questions to build understanding and analysis.
X Add a variety of text-based writing assignments, including short and longer writing assignments developed from the central ideas of the text.
X Add a culminating writing assignment developed from the central understanding of the text(s).
X Create thought-provoking questions that elicit rich discussion.
Increase the amount of argumentative and informative writing and speaking opportunities.

❏　Incorporate read aloud and, when applicable, illustrations, audio/video and other media.
❏　Other:

Additional notes on above actions:

- *Writing activities are minimal. There are no culminating writing assignments in the text, and will need to be supplemented by the teacher.*

- *The questions provided are simple and help the learners to understand and are sequenced to help the learner develop an understanding of the audio script.*
- *Ask and create more text-dependent questions that are text-specific. Currently the majority of questions focus on the text (photos) and are multiple choice.*

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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 *accentuates* comprehending quality informational texts independently across disciplines.	Dimension 3.2 **Building Knowledge Through Reading Widely About a Topic and Research:** *Most* passages reviewed are organized around a topic or line of inquiry; the resource includes regular research assignments.

Resource Criterion Rating[1]:　　　Strong　　　　　Modifications Necessary　　　　**Weak**　　**X**

High-value actions needed to fill the gaps (check all actions that apply):

X Create a list of supplemental texts on the same topic to promote volume of reading and build knowledge.

X Add writing and discussion tasks that encourage students to draw information from multiple texts around a topic.

X Create brief research projects for students on the same topic.

❏ Other:

Additional notes on above actions:

- *English Level 1 has a lot of videos, but lacks on readings.*

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 *regularly* provides opportunities to assess whether students are mastering standards-based content and skills.

Resource Criterion Rating[1]:　　　Strong　□　　**Modifications Necessary**　**X**　　　Weak　□

High-value actions needed to fill the gaps (check all actions that apply):

X Provide supplemental visuals, sentence frames, read alouds, vocabulary definitions, or other supports to allow ALL students to access the work of the lesson.

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❏ Provide relevant contexts for learners such as career, community, or academic subjects for the purposes of building knowledge.

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.

❏ 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:

Additional notes on above actions:

- *For students in the A-C band, this resource may be considered weak. Teacher supplementing will be needed to support this instruction. This resource is best suited as a supplement.*

- *Additional formative and summative assessments will need to be considered.*
- *The online system provides a self-assessment in each unit. There is an opportunity to go back and redo a unit or section if a student needs more additional practice with decoding, phonemic awareness or fluency.*
- *The teacher can monitor student progress through each unit.*
- *An online teacher guide is provided with additional activities or resources to an online dictionary*
- *There are additional filters in Level one, that you can add for the student to work on from the site.*