

## ELA High-Value Action Revision Tool

**Title of Resource:** We the People

**Source/Publisher:** The Center for Civic Education

**Date of Publication:** 2001

**Evaluation Date:** July 28, 2019, 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><b>Text Complexity and Quality:</b> <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></p>	<p>Dimension 1.2</p> <p><b>Academic Vocabulary:</b> <i>The resource regularly focuses on understanding words and phrases, their relationships, and nuances, particularly general academic words and phrases.</i></p>
<p>Resource Criterion Rating<sup>1</sup>:      <b>Strong</b>    <input type="checkbox"/>      Modifications Necessary    <input type="checkbox"/>      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 type="checkbox"/> <b>Gather information about the quantitative and qualitative complexity of the text. (For published material, contact the program, publisher, or sales representative for the information.)</b></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 type="checkbox"/> Identify high-value academic vocabulary that should be addressed.</li> <li><input type="checkbox"/> Create questions/activities that engage learners with academic vocabulary.</li> <li><input type="checkbox"/> Other:</li> </ul>	
<p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>• Based on a qualitative rubric of the text, there is moderate text complexity. The language is easy to understand, and most of the words are familiar. There are primarily simple and compound sentences, with some inclusion of complex sentences. The inclusion of graphics in the form of cartoons helps students better understand the content.</li> <li>• Each lesson includes a vocabulary list of Tier II and Tier III academic words that are essential to know to understand the concepts in the chapter and to build academic vocabulary.</li> </ul> <p><input type="checkbox"/> Additional notes on above actions</p>	

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

<p>Dimension 2.1</p> <p><b>Growth of Comprehension and Using Evidence From Texts:</b> <i>An overwhelming majority (80%) of all</i></p>	<p>Dimension 2.2</p> <p><b>Emphasis on Argumentative and Informative Writing and Speaking:</b> <i>An overwhelming majority (80%) of all writing and speaking assignments reviewed require</i></p>
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<p>questions reviewed are high-quality, text-dependent, and text-specific questions.</p>	<p>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 Rating<sup>1</sup>: <b>Strong</b> <input type="checkbox"/> Comprehension and Evidence <b>Modifications Necessary</b> <input type="checkbox"/></p> <p>Argumentative and Informative writing      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 type="checkbox"/> Replace non-text-dependent questions with valuable text-dependent questions that target level-specific standards.</li> <li><input type="checkbox"/> Create coherent sequences of text dependent questions to build understanding and analysis.</li> <li><input type="checkbox"/> Add a variety of text-based writing assignments, including short and longer writing assignments developed from the central ideas of the text.</li> <li><input checked="" type="checkbox"/> <b>Add a culminating writing assignment developed from the central understanding of the text(s).</b></li> <li><input type="checkbox"/> Create thought-provoking questions that elicit rich discussion.</li> <li><input checked="" type="checkbox"/> <b>Increase the amount of argumentative and informative writing and speaking opportunities.</b></li> <li><input type="checkbox"/> Incorporate read alouds and, when applicable, illustrations, audio/video and other media.</li> <li><input type="checkbox"/> Other:</li> </ul> <p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>• There are post-reading questions at the end of each lesson that are text-dependent and would be good for both discussion and using evidence from the text. The teacher would need to modify them to allow students the opportunity to argue specific points from the text to utilize information from the text in their verbal responses.</li> <li>• Each of the pre-reading and post-reading questions would lead to rich discussions about the concepts in the text.</li> </ul> <p><b>Weakness:</b></p> <ul style="list-style-type: none"> <li>• The teacher would need to provide instruction on how to expand the question prompt to scaffold it for an Argumentative or Informative written response.</li> </ul> <p><input type="checkbox"/> Additional notes on above actions</p>	

**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>
<p>Resource Criterion Rating<sup>1</sup>: <b>Strong</b> <input type="checkbox"/> Content-rich <b>Modifications Necessary</b> <input type="checkbox"/> Research      Weak <input type="checkbox"/></p> <p><b>High-value actions needed to fill the gaps (check all actions that apply):</b></p>	

- 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:**

- Students will gain content knowledge in Civics, the Founders, the three branches of government, the basics of the Constitution, and citizens’ rights.
- Each lesson chunks the concepts into manageable parts, and the knowledge builds throughout the text, scaffolding with easier material, and then leading into more challenging concepts.

**Weaknesses**

- The teacher would need to build a text set of other materials to increase a deeper knowledge of the numerous concepts presented throughout the text.
- The teacher would need to create research-based activities to help learners to increase their knowledge across a broader spectrum.

- 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  <b>Instructional Support:</b> The resource is responsive to varied student learning needs.</p>	<p>Dimension 4.2  <b>Assessment:</b> The resource <i>regularly</i> provides opportunities to assess whether students are mastering standards-based content and skills.</p>
<p>Resource Criterion Rating<sup>1</sup>:    Strong    <input type="checkbox"/>    <b>Modifications Necessary</b>    <input checked="" type="checkbox"/>    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>• Provide supplemental visuals, sentence frames, read alouds, vocabulary definitions, or other supports to allow ALL students to access the work of the lesson.</li> <li>• Provide relevant contexts for learners such as career, community, or academic subjects for the purposes of building knowledge.</li> <li>• 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.</li> <li>• Incorporate varied modes of curriculum-embedded assessments that may include pre-, formative, summative and self-assessment measures (for curricular units and published resources only).</li> <li>• Include standards-aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance.</li> <li>• Other:</li> </ul>	

**Weaknesses:**

- The teacher would need to help students annotate the text to fully comprehend it, provide some graphic organizers to better understand the concepts, such as the three branches of government and the separation of powers, and add other supplemental supports, such as videos, audio, and other graphic text to assist students in their understanding of the concepts.
- Teachers would need to create multiple forms of assessments to differentiate for the various needs of the students in the class to ensure that they are mastering the content and the concepts.
- Additional notes on above actions