

## ELA CCRS Resource Alignment Evaluation and Rating Tool

### 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. (Support documents: CCRS-Associated Quantitative Measures in Reading Anchor 10 and Qualitative Analysis Rubric)</i></p>	<p>Evidence:</p> <ul style="list-style-type: none"> <li>• Publisher or instructor supplies list of texts in the submission with their quantitative measures, and texts intended for close reading are within the appropriate band of complexity for the level.</li> <li>• Conducts qualitative analyses of passages to differentiate between texts worth reading and those not worth reading (for a full resource/textbook, analyze 30% of the texts).</li> <li>• Provides text-centered learning to advance students toward independent reading of complex texts at CCRS level.</li> <li>• Texts are content-rich. They exhibit exceptional craft and thought and/or provide useful information.</li> <li>• Makes reading text(s) closely a central focus of instruction.</li> <li>• Provides a balance of informational and literary texts.</li> <li>• <b>Specific to Level A-C Readers:</b> Include a progression of texts as students learn to read (e.g., additional phonic patterns are introduced, increasing sentence length).</li> </ul>
<p>Dimension 1.2</p> <p><b>Academic Vocabulary:</b> The resource <i>regularly</i> focuses on understanding words and phrases, their relationships, and nuances, particularly general academic words and phrases.</p>	<p>Evidence:</p> <ul style="list-style-type: none"> <li>• Questions and tasks support students in analyzing the academic language (vocabulary and syntax) in passages.</li> <li>• The vocabulary words selected for attention are primarily academic vocabulary.</li> <li>• Those words are key to understanding the specific text.</li> <li>• Focuses on explicitly building students' academic vocabulary and syntax throughout.</li> </ul>

### 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> An <i>overwhelming majority (80%)</i> of all questions reviewed are high-quality, text-dependent, and text-specific questions. (Support document: Checklist for Evaluating Question Quality)</p>	<p>Evidence:</p> <ul style="list-style-type: none"> <li>• Questions are text-dependent and text-specific. They require readers to produce evidence from the text.</li> <li>• Questions are sequenced to build toward more coherent understanding and analysis</li> <li>• Questions address the central ideas of the text. Take particular note to see if they support students' ability to address the culminating task.</li> <li>• Questions target level-specific standard(s).</li> </ul>
<p>Dimension 2.2</p> <p><b>Emphasis on Argumentative and Informative Writing and Speaking:</b> 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. (Support document: Checklist for Evaluating Question Quality)</p>	<p>Evidence:</p> <ul style="list-style-type: none"> <li>• Most writing and speaking assignments require students to provide text-based evidence. Note any assignments that do not require writing to or speaking about the sources they are reading.</li> <li>• Facilitates rich text-based discussions and writing through specific, thought-provoking questions about common texts (including read alouds and, when applicable, illustrations, audio/video and other media).</li> <li>• Students are directed to discuss the texts with one another as a regular part of the process.</li> <li>• Argumentative and informative writing and speaking make up 80% of the writing and speaking assignments. Calculate a percentage of aligned assignments.</li> </ul>

**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>Evidence:</p> <ul style="list-style-type: none"> <li>● Resource provides substantial attention to high-quality informational texts.</li> <li>● There are ample opportunities for regular independent reading of texts that appeal to students’ interests to develop both knowledge and a love of reading.</li> <li>● Builds students’ content knowledge in various areas: careers, community, social studies, the arts, science, and/or technical subjects through the coherent selection of texts.</li> </ul>
<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>Evidence:</p> <ul style="list-style-type: none"> <li>● The collection of passages is carefully sequenced and organized with the aim of increasing knowledge on a topic or focused area of inquiry.</li> <li>● The resource requires students to engage in regular, brief research projects to enable them to build knowledge about topics they are studying.</li> </ul>

**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. (<i>Support document: Reading Standards: Foundational Skills K-5 on p. 40 of the CCRS full text</i>)</p>	<p>Evidence:</p> <ul style="list-style-type: none"> <li>● Questions and tasks offer students opportunities for productive struggle.</li> <li>● Integrates instruction of reading, writing, language, speaking, and listening skills.</li> <li>● Allows students varying opportunities to demonstrate knowledge (writing, speaking, multi-media, etc.)</li> <li>● Integrates appropriate supports in reading, writing, listening &amp; speaking for students who are EL, have disabilities, or are reading below the level appropriate text band</li> <li>● Gradually removes supports (i.e. visual prompts, paragraph frames, fixed dialogues, etc.), requiring students to work independently.</li> <li>● Provides all students (including emergent and beginning readers) with extensive opportunities to engage with level appropriate complex texts, including appropriate scaffolding so that students directly experience the complexity of text</li> <li>● <b>Specific to Level A-C Readers:</b> Emphasize the explicit, systematic development of foundational literacy skills (concepts of print, phonological awareness, the alphabetic principle, high frequency sight words, and phonics).</li> </ul>
<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>Evidence:</p> <ul style="list-style-type: none"> <li>● The resource is designed to elicit direct, observable evidence of the degree to which a student can independently demonstrate the targeted standards.</li> <li>● Assesses student proficiency using methods that are unbiased and accessible to all students</li> <li>● Includes aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance.</li> <li>● Use varied modes of assessment of student progress towards building knowledge.</li> </ul>

## ELA CCRS Alignment Evaluation Rating Tool

Title of Resource: \_\_\_\_\_

Publisher: \_\_\_\_\_

1. **Rate the resource against the criteria in the ELA CCRS Alignment Evaluation Tool.** Use the dimensions and the evidence statements in the CCRS Alignment Evaluation tool to guide your ratings.
2. **Give an overall score for the resource.** Summarize the overall strengths and weaknesses of the resource with respect to the three criteria to score the resource.

### Individual Dimension Rating Descriptors

Strong Alignment	Little to no revision needed. There is evidence in the resource to indicate that at least 80% of the dimension is met.
Revisions Necessary	There is evidence in the resource to indicate that at least 50% of the dimension is met. There <u>may</u> be potential to use the resource with revisions.
Weak Alignment	There is little to no evidence in the resource to indicate the dimension is met. Consider choosing another resource.

### Criterion #1—Text Complexity: Does the resource provide regular practice with complex text and its academic language?

Dimension	Strong	Modifications Necessary	Weak
Dimension 1.1 <b>Text Complexity and Quality</b> <i>Quantitative and qualitative text analysis info (Document here or attach appropriate rubrics):</i> <ul style="list-style-type: none"> <li>• Lexile Measure of Sample story, “A Sixth Sense” is 900 to 1000, putting it into the high C/low D band.</li> <li>• Moderately complex: The sample story contains a variety of sentence types (simple, compound, and complex)</li> <li>• Story line is chronological and fairly explicit</li> </ul>	X		
Dimension 1.2 <b>Academic Vocabulary</b> Sample story contains some Tier II Academic vocabulary and Tier III vocabulary, but more Tier I vocabulary.		X	

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

Dimension	Strong	Modifications Necessary	Weak
Dimension 2.1 <b>Growth of Comprehension and Using Evidence From Text</b> The text does include many comprehension activities, but only some of them require evidence from text.		X	
Dimension 2.2 <b>Emphasis on Argumentative and Informative Writing and Speaking</b> There are many Speaking and Listening collaborative activities included in the text, but not opportunities for Argumentative or Informative Writing. The majority of the writing is Narrative.		X	

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

Dimension	Strong	Modifications Necessary	Weak
Dimension 3.1 <b>Emphasis on Reading Content-Rich Texts</b> <ul style="list-style-type: none"> <li>Each unit includes various genres around a specific theme.</li> <li>There are ample opportunities to build content knowledge through rich texts.</li> </ul>	X		
Dimension 3.2 <b>Building Knowledge Through Reading Widely About a Topic and Research</b> The text does not provide further extension or research opportunities.		X	

**Criterion #4—Instructional Support and Assessment: Does the resource provide structure and support for standards-aligned instruction and assessment?**

Dimension	Strong	Modifications Necessary	Weak
Dimension 4.1 <b>Instructional Supports</b> There are no instructional supports in the sample, but there may be in the teacher’s edition.		X	
Dimension 4.2 <b>Assessment</b> Although there are a wide variety of tasks for formative assessment after each story, there are no summative assessments.		X	

**Overall Rating:** Check one    Strong Alignment     **Revisions Necessary**     Weak Alignment

Summary of key strengths and weakness:

**Strengths:**

- The sample text is appropriate for a high C to a low D level classroom, and it is moderately complex.
- There is a variety of genres in each unit to help students read both Fiction and Non-Fiction texts.
- The content varies with Social Studies, Science, Narrative Non-Fiction, Fiction, so there is an opportunity to read content-rich text.
- There are many opportunities for Speaking and Listening tasks through Pre-reading and Post-reading activities.

**Weaknesses**

- Text has some Tier II and Tier III vocabulary, but more Tier I vocabulary
- Most of the questions are not text-dependent; they are based on personal experience and do not require the student to cite evidence from the text.
- There are no opportunities for writing Argumentative or Informative essays.
- There are no research opportunities.
- The teacher would need to build in instructional supports and summative assessments.