

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 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. (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"> ● 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. ● 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). ● Provides text-centered learning to advance students toward independent reading of complex texts at CCRS level. ● Texts are content-rich. They exhibit exceptional craft and thought and/or provide useful information. ● Makes reading text(s) closely a central focus of instruction. ● Provides a balance of informational and literary texts. ● Specific to Level A-C Readers: Include a progression of texts as students learn to read (e.g., additional phonic patterns are introduced, increasing sentence length).
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<p>Dimension 1.2 Academic Vocabulary: 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"> ● Questions and tasks support students in analyzing the academic language (vocabulary and syntax) in passages. ● The vocabulary words selected for attention are primarily academic vocabulary. ● Those words are key to understanding the specific text. ● Focuses on explicitly building students’ academic vocabulary and syntax throughout.
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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: 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"> ● Questions are text-dependent and text-specific. They require readers to produce evidence from the text. ● Questions are sequenced to build toward more coherent understanding and analysis ● Questions address the central ideas of the text. Take particular note to see if they support students’ ability to address the culminating task. ● Questions target level-specific standard(s).
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<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. (Support document: Checklist for Evaluating Question Quality)</p>	<p>Evidence:</p> <ul style="list-style-type: none"> ● 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. ● 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). ● Students are directed to discuss the texts with one another as a regular part of the process. ● Argumentative and informative writing and speaking make up 80% of the writing and speaking assignments. Calculate a percentage of aligned assignments.
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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 disciplines.</p>	<p>Evidence:</p> <ul style="list-style-type: none"> ● Resource provides substantial attention to high-quality informational texts. ● There are ample opportunities for regular independent reading of texts that appeal to students’ interests to develop both knowledge and a love of reading. ● Builds students’ content knowledge in various areas: careers, community, social studies, the arts, science, and/or technical subjects through the coherent selection of texts.
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<p>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.</p>	<p>Evidence:</p> <ul style="list-style-type: none"> ● The collection of passages is carefully sequenced and organized with the aim of increasing knowledge on a topic or focused area of inquiry. ● The resource requires students to engage in regular, brief research projects to enable them to build knowledge about topics they are studying.
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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 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"> ● Questions and tasks offer students opportunities for productive struggle. ● Integrates instruction of reading, writing, language, speaking, and listening skills. ● Allows students varying opportunities to demonstrate knowledge (writing, speaking, multi-media, etc.) ● Integrates appropriate supports in reading, writing, listening & speaking for students who are EL, have disabilities, or are reading below the level appropriate text band ● Gradually removes supports (i.e. visual prompts, paragraph frames, fixed dialogues, etc.), requiring students to work independently. ● 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 ● Specific to Level A-C Readers: Emphasize the explicit, systematic development of foundational literacy skills (concepts of print, phonological awareness, the alphabetic principle, high frequency sight words, and phonics).
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<p>Dimension 4.2 Assessment: 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"> ● The resource is designed to elicit direct, observable evidence of the degree to which a student can independently demonstrate the targeted standards. ● Assesses student proficiency using methods that are unbiased and accessible to all students ● Includes aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance. ● Use varied modes of assessment of student progress towards building knowledge.
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ELA CCRS Alignment Evaluation Rating Tool

Title of Resource: Challenger 6

Publisher: New Readers Press

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 <i>may</i> 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 Text Complexity and Quality <i>Quantitative and qualitative text analysis info (Document here or attach appropriate rubrics):</i> <ul style="list-style-type: none"> • According to a quantitative analysis of approximately 30% of the whole text, Book 6 is at a 7.4 ATOS level, which falls within New Readers Press’s given band. • The lexile is 600 to 700, which puts it at a high B/low C for Common Core. • According to qualitative analyses of both the informational and literary texts in the book, Challenger 6 is moderately complex. 		X	
Dimension 1.2 Academic Vocabulary The Word Index for Reader’s Press lists mostly Tier I vocabulary with very few Tier II Academic Vocabulary words.		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 Growth of Comprehension and Using Evidence From Text <ul style="list-style-type: none"> • Most questions are at a recall level and only require the student to locate information or correctly remember a detail; they rarely ask a student to infer, summarize, compare, or use evidence from the text to support a response. • Some parts of the text require a student to support their answers with evidence or reasons, but many are based on personal opinion. 			X

Dimension 2.2 Emphasis on Argumentative and Informative Writing and Speaking			X
<ul style="list-style-type: none"> Some of the tasks could be used for Speaking and Listening, but they are not Argumentative. There are no Argumentative or Informative writing opportunities. 			

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

Dimension	Strong	Modifications Necessary	Weak
Dimension 3.1 Emphasis on Reading Content-Rich Texts		X	
<ul style="list-style-type: none"> Most of the text selections are content rich. There is a focus on many content-specific vocabulary words that are essential to understanding the text. 			
Dimension 3.2 Building Knowledge Through Reading Widely About a Topic and Research		X	
<ul style="list-style-type: none"> There is an opportunity to build knowledge about a wide range of topics. There are no extension or research opportunities. 			

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 Instructional Supports			X
<ul style="list-style-type: none"> There are very few instructional supports built into the text; only some images and graphics to enhance understanding. 			
Dimension 4.2 Assessment			X
<ul style="list-style-type: none"> There are limited formative assessments at the end of each lesson. There are no summative assessments. 			

Overall Rating: Check one Strong Alignment Revisions Necessary Weak Alignment

Summary of key strengths and weakness:

Strengths:

- There is an accompanying teacher’s manual for the Challenger series, with a separate section for each of the eight books. The publisher has included a broad placement tool, which shows Book 6 at a 6-7.5 reading level range. According to a quantitative analysis of approximately 30% of the whole text, Book 6 is at a 7.4 ATOS level, which falls within New Readers Press’s given band. The lexile of 600 to 700 puts Challenger 6 in the low B/High C range.
- According to qualitative analyses of both the informational and literary texts in the book, Challenger 6 is

moderately complex.

- Most of the texts are content rich. Though there aren't many literary texts (3 out of 20), the ones included are of high quality (Studs Terkel, Mark Twain, Lorraine Hansberry [Raisin in the Sun]). The book is divided into four units – Family, Work, Going Places, and Food – and opportunities for development of knowledge are there, especially because each of the five lessons in a unit related to the theme in a slightly different way.
- There is a focus on many content-specific vocabulary words that are essential to understanding the text. There's a good base here for further knowledge development in these – and other related – content areas. There are also multiple opportunities for students to encounter and practice the highlighted vocabulary words. In each individual text, there also appears to be at least two or three Tier 2 words that can be focused on in addition to the content-specific, knowledge-building ones.

Weaknesses

- There is not a focus on Tier II Academic vocabulary words or regular practice with them.
- Most questions included are at a basic, recall level and only require the student to locate information or correctly remember a detail; they rarely ask a student to infer, summarize, compare, or use evidence from the text to support a response.
- There are no opportunities to practice writing Argumentative or Informational written responses.
- There are no built-in research projects.
- The teacher's manual does give some ideas for additional word work and writing prompts. Many of the activities, however, are related to language skills or word parts and do not often contribute to a deeper understanding of the text.
- The questions and tasks do not allow for a lot of productive struggle.
- The book repeats many task types (like practice with suffixes, antonyms and synonyms, capitalization, etc.), but there are also brand-new tasks thrown in without a lot of guidance or support.
- Assessment is lacking.