

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>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).
<p>Dimension 1.2</p> <p>Academic Vocabulary: <i>The resource regularly focuses on understanding words and phrases, their relationships, and nuances, particularly general academic words and phrases.</i></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.

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

<p>Dimension 2.1</p> <p>Growth of Comprehension and Using Evidence From Texts: <i>An overwhelming majority (80%) of all questions reviewed are high-quality, text-dependent, and text-specific questions. (Support document: Checklist for Evaluating Question Quality)</i></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).
<p>Dimension 2.2</p> <p>Emphasis on Argumentative and Informative Writing and Speaking: <i>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. (Support document: Checklist for Evaluating Question Quality)</i></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.

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

<p>Dimension 3.1</p> <p>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.
<p>Dimension 3.2</p> <p>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.

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

<p>Dimension 4.1</p> <p>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).
<p>Dimension 4.2</p> <p>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.

ELA CCRS Alignment Evaluation Rating Tool

 Title of Resource: Steck-Vaughn Comprehension Skills

 Publisher: Harcourt Company/Steck-Vaughn

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 Text Complexity and Quality <i>Quantitative and qualitative text analysis info (Document here or attach appropriate rubrics):</i>			X
Dimension 1.2 Academic 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 Growth of Comprehension and Using Evidence From Text			X
Dimension 2.2 Emphasis on Argumentative and Informative Writing and Speaking			X

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
Dimension 3.2 Building Knowledge Through Reading Widely About a Topic and Research			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 Instructional Supports			X
Dimension 4.2 Assessment			X

Overall Rating: Check one

 Strong Alignment ☐

 Revisions Necessary ☐

 Weak Alignment ☒

STRENGTHS:

- Texts include high-interest topics that address a wide variety of disciplines including social studies, science, history, sports and the arts.
- Some instructors and students may find it helpful that this resource features controlled texts for specific reading strategies, such as finding the main idea, sequencing, and inferencing.

WEAKNESSES:

- Quantitative text complexity given by publisher is from Fry Readability Scale 1978, and claims that the passages are leveled for grades 2 through 6. However, after checking sample passages in books at the series' B and F levels, the ATOS measurement only differed from 4.2 to 5.2. This puts the entire series within the middle of band B, barely reaching into low C.
- No lines of inquiry within the books across the levels, nor within books focusing on the same reading comprehension strategy.
- No listening or speaking activities are included.
- Writing activities are only included after 12 lessons/passages (two per book.) There are no specific leveled standards addressed in the writing activities. They range from completing a cloze, a graphic organizer, or writing a paragraph, but do not include scaffolding or any extension.
- No research opportunities are provided.
- Very minimal supports such as graphics, pictures, or text features are included.
- Although academic language and Tier 2 words are used in the passages, outside of the Context book there are no specific questions or activities to address academic vocabulary acquisition.
- Reading foundational skills are not addressed.

FINAL THOUGHTS:

For students to meet the CCR standards at the B and C level, students would need to engage with texts and questions that analyze point of view, research and publish through diverse media formats, assess the validity of reasoning, and compare and contrast of two or more texts. This resource does not address these varied needs.

The time and effort needed to make the modifications needed to bring this resource into strong alignment with CCR do not seem merited.

However, this resource could be used with minimal modifications to supplement other resources and serve the needs of students in specific areas related to CCRS:

- Direct instruction and multiple examples of particular text structures (sequencing)
- Direct instruction in identifying and defining particular reading comprehension strategies (especially main idea, using context clues, and inferencing)
- Fluency passages to supplement other evidence-based reading materials for foundational skills