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?

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. *(Support documents: CCRS-Associated Quantitative Measures in Reading Anchor 10 and Qualitative Analysis Rubric)*	Evidence: ● 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).
Dimension 1.2 **Academic Vocabulary:** The resource *regularly* focuses on understanding words and phrases, their relationships, and nuances, particularly general academic words and phrases.	Evidence: ● 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?

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. *(Support document: Checklist for Evaluating Question Quality)*	Evidence: ● 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).
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. *(Support document: Checklist for Evaluating Question Quality)*	Evidence: ● 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?

Dimension 3.1 **Emphasis on Reading Content-Rich Texts:** The resource *accentuates* comprehending quality informational texts independently across disciplines.	Evidence: ● 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.
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.	Evidence: ● 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?

Dimension 4.1 **Instructional Support:** The resource is responsive to varied student learning needs. *(Support document: Reading Standards: Foundational Skills K-5 on p. 40 of the CCRS full text)*	Evidence: ● 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).
Dimension 4.2 **Assessment:** The resource *regularly* provides opportunities to assess whether students are mastering standards-based content and skills.	Evidence: ● 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: Newsela.com   **Publisher:** News ELA Instructional Content Platform

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.

<u>Individual Dimension Rating Descriptors</u>

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** *Quantitative and qualitative text analysis info (Document here or attach appropriate rubrics):* • There are 5 different lexile scores for each article. • The articles range from slightly complex to very complex.	X		
Dimension 1.2 **Academic Vocabulary** • Tier II Academic vocabulary is included in each article, but there is only 1 vocabulary practice question per article.		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** • The questions are text-dependent, and the site is aligned to the CCRS Reading Standards.	X		
Dimension 2.2 **Emphasis on Argumentative and Informative Writing and Speaking** • The free version has limited writing prompts, but the premium version has more writing opportunities.		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** • The texts are current and cover multiple content areas.	X		

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Adapted From College and Career Readiness Standards-in-Action and EQuIP Rubric for Lessons and Units: ELA

Dimension	Strong	Modifications Necessary	Weak
Dimension 3.2 **Building Knowledge Through Reading Widely About a Topic and Research** • The text sets allow students to read widely and do research on a specific topic.	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** • The free version does not have instructional supports except a change in lexile for each article.		X	
Dimension 4.2 **Assessment** • The assessments are limited to 4 questions that are multiple-choice.		X	

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

Summary of key strengths and weakness:

Strengths:
• Each article has a lexile score.
• The articles use Tier II vocabulary.
• All of the questions are text-dependent and aligned to one of the CCRS Reading Standards.
• The content is wide-ranging, including Science, Law, Health, Arts, Economics, etc.
• The site allows teachers to assign articles, and the students can increase their use of technology while increasing their reading practice.
• There are text-sets available on specific topics so that students can read widely about a topic and do research.

Weaknesses:
• Tier II Academic vocabulary is present, but there are few opportunities to practice with the words.
• The writing prompts are limited in the free version; the pro version is very expensive.
• There are no Speaking and Listening tasks.
• Students have to navigate the site, the reading, and the questions with no instructional supports in place.
• Assessments are very limited (only 4 questions), and the questions are very wordy and confusing.