

## ELA CCRS 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: CCSS-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 CCSS 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>
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<p>Dimension 3.2 <b>Building Knowledge Through Reading Widely About a Topic and Research:</b> Most 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>
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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 <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: College Reading Essentials

Source/Publisher: Townsend Press

Date of Publication: 2018

Evaluation Date: August 13, 2018 Tammy Twiggs

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 <b>Text Complexity and Quality</b> <i>Quantitative and qualitative text analysis info (Document here or attach appropriate rubrics):</i>		X	
Dimension 1.2 <b>Academic Vocabulary</b>		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>		X	
Dimension 2.2 <b>Emphasis on Argumentative and Informative Writing and Speaking</b>			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>			X
Dimension 3.2 <b>Building Knowledge Through Reading Widely About a Topic and Research</b>			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>		X	
Dimension 4.2 <b>Assessment</b>	X		

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

## Summary of key strengths and weakness:

### **Strengths**

- The resource is excellent for assessing various reading comprehension skills and providing instruction and practice in those skills. The resource would best be used as an assessment tool for gauging students' skill in various reading tasks, including: finding the main idea, identifying supporting details, using transition words, recognizing patterns of organization, making inferences, and understanding arguments and logic. Each chapter of this text contains a brief explanation of each skill and then five tests that assess that skill for levels 8 through 12.
- There are five different reading levels based on Flesch-Kincaid to allow the teacher to differentiate for students.
- The PowerPoint presentations that accompany each chapter provide visual media to enhance and scaffold the learning.
- The online component provides additional assessment opportunities.
- The questions in each of these tests are CCRS aligned. While they don't always explicitly state that students should find their answers using evidence from the text, to get the correct answers, that is what the student ultimately needs to do. Also, in various chapters it is emphasized that underlining main ideas and key details in the text is an important reading strategy, so if students pay attention to that, they may use that skill when doing the tests.
- A final strength is that the book is arranged to build easier reading skills first and move onto more complex reading skills, and within each chapter, the tests increase in difficulty as well.

### **Weaknesses**

- The teacher would need to do a quantitative measurement on several passages throughout the text to determine the lexile and CCRS levels.
- For each chapter, the teacher would need to identify high-utility and Tier II Academic words.
- The teacher would need to create vocabulary tasks to practice with the Academic vocabulary.
- The multiple-choice questions for the short passages would need to be changed to open-ended text-dependent questions.
- The teacher would need to develop some Argumentative writing prompts to go with the chapter on Argument and some Informative writing prompts to accompany the other chapters.
- Some of the text-dependent questions the teacher creates could be used for discussion tasks.
- The teacher would need to develop a culminating, end of chapter writing assignment.
- The teacher would need to peruse the chapters to find passages that contain a common theme or line of inquiry and try to group them.
- The teacher would need to supplement other texts on the same topic so that students could build their content knowledge or a deeper understanding of a specific topic through a text set.
- The teacher would need to choose one of the passages that is worth reading and develop a mini-research project to help students to dig deeper into a topic.
- The teacher would need to build in instructional supports, such as Partner and Guided Reading, Sentence Frames, Annotation instruction, and other supports to assist struggling readers and ELLs.
- The teacher will need to provide additional reading instruction for decoding, phonemic awareness, fluency, and vocabulary acquisition.
- End of unit summative assessments need to be developed to assess for high proficiency.