

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>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. <i>(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"> ● 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 CCSS 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: The resource regularly 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.

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: An overwhelming majority (80%) of all questions reviewed are high-quality, text-dependent, and text-specific questions. <i>(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: 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. <i>(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 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: *Great Writing 3: From Great Paragraphs to Great Essays, Third Edition*

Source/Publisher: Cengage Learning/National Geographic Learning

Date of Publication: 2015 Evaluation Date: March 15, 2019

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"> • Publisher labels the books as high-intermediate 		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
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Overall Rating: Check one Strong Alignment Revisions Necessary **X** Weak Alignment

Summary of key strengths and weakness:

Weaknesses:

- My sampling of several student texts in the book revealed a Lexile range appropriate for Level C-Level D, which would be appropriate for my Level C students. However, none of the texts are labeled with quantitative Lexile measures.
- Reading sample texts is a recurring focus of instruction; however, these texts are not built around lines of inquiry, nor do they specifically build student knowledge in academic content areas.
- There are supports and practice with academic language of writing, idioms, and figurative language, which often enhance understanding of the text (within and outside of textual context); however, the contextual vocabulary words sometimes seem incidental as opposed to foundational, and the accompanying exercises do not require students to engage deeply with the vocabulary.
- The writing lessons never require research or text-based evidence and instead are focused on personal interest topics.
- Students are not directed to engage extensively with others (with the exception of peer review), but the tasks are easy to modify from independent work to pair/group work.
- Argumentation is completely absent from the textbook; the instructor would need to supplement with outside material to address this area.
- Although there is some support with scaffolding and checklists in the writing lessons, graphic organizers and outline templates are absent and must be created by the instructor.
- There is not an answer key in the back of the text, nor are there rubrics.
- There is no component for instruction in paraphrasing, quoting, summarizing, citing sources, etc.

Strengths:

- The subjects of sample texts are engaging for students.
- Student sample texts demonstrate high-quality, traditional paragraph and essay structure.
- The lessons do focus on building students' syntactical abilities.
- Questions that follow student sample texts promote analysis of writing structure.
- CCRS anchor standards addressed throughout the book include R1, R2, R4, R5, W2, W3, W4, W5, L1, L2, L3, L5, L6.
- The culminating tasks always involve higher-order thinking skills via composition of original paragraphs and essays in rhetorical modes of description, comparison, cause-effect, and classification.
- Although productive struggles with reading of texts in minimal, student tasks in areas of writing and language do provide opportunities for productive struggle.

Overall Impressions:

- Because this textbook is currently available for me to use with students, I do use components of it in my writing class. It provides foundational content about paragraph and essay structure, with tasks that build student abilities to write. However, I would never use it as a sole text in a writing classroom. I create writing instruction with more paragraph-writing practice on personal and original ideas, more writing based on lines of inquiry that focus on reading content of complex texts (Commonlit.org or Newsela.com), an extensive unit on Argumentation, an extensive unit on research (including paraphrasing, quoting, summarizing, and citing sources), and extensive work with scaffolds of the writing process (graphic organizers, outline templates, peer review, self-revision checklists, single-point rubrics, etc.). We also work with Google Docs and Google Slides to publish and share final products of work. These supplements help us accomplish all nine CCR Writing Standards in addition to many Reading, Language, and Speaking and Listening standards.
- Someday, when I can find time, I would love to create a series of ABE/ELL writing textbooks that are based on expansive lines of inquiry (i.e. American History, Issues in Science, etc.), addressing all of the standards as students build knowledge in content areas. Our students are hungry for and capable of learning more content (and they need these foundations to prepare for college), and lines of inquiry help promote synthesis of ideas. Although I try to do this work on my own, it would be beneficial to create a comprehensive course available with "timeless" content that could minimize instructor preparation time and benefit students!