

## 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: CCRS-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 CCRS 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</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> </ul>

analyses and well-defended claims. <i>(Support document: Checklist for Evaluating Question Quality)</i>	<ul style="list-style-type: none"> <li>Argumentative and informative writing and speaking make up 80% of the writing and speaking assignments. Calculate a percentage of aligned assignments.</li> </ul>
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**Criterion #3—Knowledge: Does the resource build knowledge through content-rich nonfiction?**

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

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>	Evidence: <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>
Dimension 4.2 <b>Assessment:</b> The resource <i>regularly</i> provides opportunities to assess	Evidence: <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> </ul>

whether students are mastering standards-based content and skills.

- 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: Six-Way Paragraphs in the Content Areas

Source/Publisher: Jamestown Publishers

Date of Publication: 2001 (Focus on Intro. Level)

Evaluation Date: July 11, 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 contains numerous quality informational texts across Humanities, Social Studies, Science, and Mathematics disciplines to help students build background knowledge.
- The authors used Fry's *Formula for Estimating* Readability to quantitatively assess each text passage. The Introductory Level text contains passages ranging from reading level 4 to level 7, with 25 passages at each level. The Middle level contains passages from reading level 7 to 10, and the Advanced level contains passages from reading level 10 to 12+.

**Weaknesses**

- The teacher will need to do a qualitative analysis to further determine text complexity.
- The teacher will need to identify Tier II Academic words need to be identified and create student tasks to engage with the academic vocabulary.
- The teacher will need to rewrite the multiple-choice questions to incorporate a focus on text structure, author's craft, purpose, and word choice.
- If the teacher alters the multiple-choice questions to short response items, she/he can use the questions for rich discussion opportunities for speaking.
- By changing the questions, the teacher can modify them for short and longer Argumentative and Informative writing tasks.
- The longer writing assignment is an opportunity for a culminating summative assessment.
- Ultimately, this might prove to be a lot of work for the teacher, so in terms of Dimensions 2.1 and 2.2, this would not be a good resource.
- Teachers will need to find passages throughout the resource that combine into a unit to give students an opportunity to read widely on a topic.
- Teachers will need to create text sets using other resources along a similar line of inquiry and provide instructions and tasks for completing research projects.
- In both Dimensions 4.1 and 4.2, the resource is extremely weak, and there will need to be many modifications to meet these dimensions.
- Teachers would need to provide instructional supports, such as read-alouds, Guided Reading, Partner Reading, decoding, phonemic awareness, fluency, and vocabulary acquisition instruction.
- Since each passage is a stand-alone, there is no contextualization, so the teacher would need to build curriculum units based on the needs of the learners.
- Formative assessments are present, but only as multiple-choice questions, and summative assessments are missing. There is a point system and a graphic to help students track their comprehension scores, but there are no rubrics to guide teachers to interpret student performance in writing or speaking and listening.