# ELA CCRS 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

**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.

Adapted From College and Career Readiness Standards-in-Action and EQuIP Rubric for Lessons and Units: ELA
analyses and well-defended claims. *(Support document: Checklist for Evaluating Question Quality)*

- 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?

### 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

**Evidence:**
- The resource is designed to elicit direct, observable evidence of the degree to which a student can independently demonstrate the targeted standards.
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.

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### ELA CCRS Alignment Evaluation Rating Tool

**Title of Resource:** The Guardian Monthly News Lesson  
**Source/Publisher:** onestopenglish.com

**Date of Publication:** Monthly  
**Evaluation Date:** March 13, 2018

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 may 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?

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Strong</th>
<th>Modifications Necessary</th>
<th>Weak</th>
</tr>
</thead>
</table>
| Dimension 1.1 Text Complexity and Quality  
Quantitative and qualitative text analysis info  
(Document here or attach appropriate rubrics): | | X |
| Dimension 1.2 Academic Vocabulary | X | |

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

<table>
<thead>
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<tbody>
<tr>
<td>Dimension 2.1 Growth of Comprehension and Using Evidence From Text</td>
<td></td>
<td>X</td>
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Dimension 2.2
Emphasis on Argumentative and Informative Writing and Speaking

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

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

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<td></td>
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<td></td>
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Overall Rating: Check one

- Strong Alignment
- Revisions Necessary X
- Weak Alignment

Summary of key strengths and weaknesses:

**Strengths:**

High interest, current topics. The readings come in three levels: Pre-intermediate/intermediate, Upper Intermediate and Advanced. Each reading identifies key (academic) vocabulary and provides pre/post exercises. Answer key is provided. Topics generate good conversation.

**Weaknesses:**

The levels are not consistent across readings. An ATOS was used on four different selections and the Pre-Intermediate came in between 7.2 - 9.0, Upper Intermediate 8.6 - 10.2, and Advanced 8.7 - 10.9. There could be follow up vocabulary exercises, and the questions are not sequenced. There is not always a writing or speaking activity with every lesson. No standards are identified as this is a British resource. There are no research tasks, additional independent reading suggestions, nor help for struggling readers.

**Overall:**

I believe this is a resource worth using and the modifications necessary would not be overwhelming.