

ELA CCRS Alignment Evaluation and Rating Tool

Criterion #1—Text Complexity: Does the resource provide regular practice with complex text and its academic language?

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| <p>Dimension 1.1</p> <p>Text Complexity and Quality: <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"> ● 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 <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"> ● 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?

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| <p>Dimension 2.1</p> <p>Growth of Comprehension and Using Evidence From Texts: 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"> ● 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 <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"> ● 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?

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| <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: 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"> ● 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?

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| <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). |
| <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. |

ELA CCRS Alignment Evaluation Rating Tool

Title of Resource: We the People

Source/Publisher: The Center for Civic Education

Date of Publication: 2001

Evaluation Date: July 28, 2019, Tammy Twigg

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

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| 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 |
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| Dimension 1.1 Text Complexity and Quality <i>Quantitative and qualitative text analysis info (Document here or attach appropriate rubrics):</i> | 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 |
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| Dimension 4.1 Instructional Supports | | X | |
| Dimension 4.2 Assessment | | X | |

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

Summary of key strengths and weakness:

Strengths:

- There is moderate quantitative complexity in the text in terms of conventionality since the language is easy to understand and most of the words are familiar. The sentence structure consists of primarily simple and compound sentences, with some inclusion of complex sentences. The inclusion of graphics in the form of cartoons helps students better understand the content.
- Each lesson includes a vocabulary list of Tier II and Tier III academic words that are essential to know to understand the concepts in the chapter and to build academic vocabulary.
- Each chapter includes pre-reading and post-reading questions to aid in comprehension of the text. While the pre-reading questions are not text-dependent, they do require the reader to make text-to-self and text-to-world connections. The post-reading questions are text-dependent and would be good for both discussion and writing.
- Students will gain content knowledge in Civics, the Founders, the three branches of government, the basics of the Constitution, and citizens' rights.
- Each lesson includes excellent critical thinking questions that require students to use higher-order thinking skills to respond.

Weaknesses:

- Each lesson includes problem-solving scenario questions that would be excellent for Argumentative and Informative writing opportunities, but the teacher would need to provide instruction on how to expand the question prompt to scaffold it for an Argumentative or Informative written response.
- The text does not include any research opportunities to further enrich students' knowledge of the topics. The teacher would need to supplement the text with research-based activities.
- The only instructional supports are some graphics included to help understand the content, a glossary of terms at the end of the text, and the amendments to the Constitution. The teacher would need to help students annotate the text to fully comprehend it, provide some graphic organizers to better understand the concepts, such as the three branches of government and the separation of powers, and add other supplemental supports, such as videos, audio, and other graphic text to assist students in their understanding of the concepts.
- Other than a few text-dependent questions at the end of each lesson and a unit review, there are no other assessments included with the text. Teachers would need to create multiple forms of assessments to differentiate for the various needs of the students in the class to ensure that they are mastering the content and the concepts.