# ELA Resource Alignment Tool[1]

## Target:  Large Resources: workbooks, textbooks, websites of lessons or reading passages

**Purpose**: See how well a resource is aligned to the College & Career Readiness Standards for Adult Education (CCRS), and identify actions to fill in the alignment gaps.

**The Three Criteria for ELA (aka the Three Key Shifts):**
- **Building Knowledge:** Build knowledge through multiple related readings with an emphasis on content-rich nonfiction
- **Text Complexity**: Regularly practice with complex text and its academic language
- **Evidence:** Find and use evidence from texts across reading, writing, speaking and listening

**Directions**
1. Skim through the entire resource and rate it for **Building Knowledge**.

2. Choose 3–4 texts/ lessons in the resource (enough to generalize and determine the overall alignment of the entire resource) and evaluate them for **Text Complexity** and **Evidence**.

3. Summarize the overall alignment and suggestions.

**Helpful Prerequisites – a working knowledge of:**
- The College & Career Readiness Standards for Adult Education (CCRSAE)
- Text Complexity (quantitative and qualitative)
- Text-Dependent and Text-Specific Questions
- Vocabulary Tiers (Academic / Tier 2, Content / Tier 3)

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[1] Adapted from Standards-in-Action Curriculum Review Protocol, versions 1.0 (2016) and 2.0 (2019)

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## Building Knowledge: Does the resource build knowledge through content-rich nonfiction?

| Metric | Evidence / Notes | Meets | Partially Meets | Doesn't Meet |
|---|---|---|---|---|
| • Curriculum includes at least 50% non-fiction balance of anchor or central reading texts. | | | | |
| • The resource contains several high-quality informational texts, suitable to adult learners, with the aim of increasing knowledge on a topic or focused area of inquiry. | | | | |
| • Information is presented in multiple formats within the limitations of the overall form. (ex. text, images, graphics, charts, …) | | | | |
| • The resource provides graphic organizers or suggestions for graphic organizers in support of organizing knowledge-building and thought-processing | | | | |

**Suggestions for using this resource in a standards-aligned classroom (check all that apply)**                       **Other suggestions or comments**

| | |
|---|---|
| Create a list of supplemental texts on the same topic to promote volume of reading and build knowledge. Consider adding "texts" in varying formats and media. | |
| Create or use a Text Set: texts organized around a topic, and sequenced so that less complex texts support more complex texts to build knowledge and vocabulary. | |
| Create opportunities for independent reading of texts that appeal to students' interests and build knowledge. | |
| Create questions and tasks providing multiple opportunities for students to understand content vocabulary words. | |
| Provide simple ways for students for students to show what they are learning when engaging in a volume of reading on a topic (ex. Rolling knowledge journal, rolling vocabulary journal). | |

| **Text Complexity**: Does the resource provide regular practice with complex text and its academic language? | | | | |
|---|---|---|---|---|
| **Metric** | **Evidence / Notes** | **Meets** | **Partially Meets** | **Doesn't Meet** |
| • The texts are actually at the grade level range as advertised (based on quantitative and qualitative text complexity) | | | | |
| • Texts are content-rich, well-written, and provide useful (and accurate) information. | | | | |
| • Grouped passages are sequenced, with less complex texts supporting access to more complex texts. | | | | |
| • Academic (T2) vocabulary words are selected for attention. | | | | |
| • Questions and tasks providing multiple opportunities for students to understand academic vocabulary (T2) words and phrases, their relationships, and nuances. | | | | |
| • The resource includes a glossary. | | | | |

**Suggestions for using this resource in a standards-aligned classroom (check all that apply)**                    **Other suggestions or comments**

| | |
|---|---|
| | Locate additional texts that are on topic and appropriately complex. |
| | Identify high-value academic vocabulary that should be addressed. |
| | Use graphic organizers to assist with understanding new vocabulary. |
| | Include engaging activities to increase exosure to high-value words and provide a useful review of words previously taught. |
| | Supplement with other glossaries and student-friendly dictionaries as needed. |
| | Highlight syntactically complex sentences from anchor texts for special examination and discussion by students. |
| | Re-word questions about relevant sections of the anchor text so that they are more understandable, retaining their original rigor. |
| | Provide time to engage with the level-specific complex text over repeated encounters. Each reading has different purposes, foci, questions, and activities. These include engaging discussions and structured opportunities to write. |

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College & Career Readiness Standards-in-Action, MA, rev. August 2019     3

| Evidence: Are the resource's reading and writing activities grounded in evidence from the provided texts? | | | | |
|---|---|---|---|---|
| **Metric** | **Evidence / Notes** | **Meets** | **Partially Meets** | **Doesn't Meet** |
| • Questions can only be answered by reading this text, and they require readers to produce evidence from the text. | | | | |
| • There are sequences of high-quality, standards-based, text dependent questions which delve deeply into texts to build understanding of the central ideas and key details. | | | | |
| • Writing and speaking assignments require students to provide text-based evidence. | | | | |
| • The resource includes writing exemplars (mentor texts) that highlight specific elements of a well-structured response. | | | | |

**Suggestions for using this resource in a standards-aligned classroom (check all that apply)**                      **Other suggestions or comments**

| | |
|---|---|
| | Replace non-text-dependent questions with valuable text-dependent questions that target level-specific standards, and that include a mix of factual and inferential questions. |
| | Add text-based writing assignments of varying lengths that demand knowledge and understanding of the main ideas of the texts. |
| | Create culminating unit assignments that reflect what is most essential for students to learn from the text(s) and addresses several at-level (or higher) specific standards. |
| | Build in frequent opportunities for collaborative conversations where students share their findings and evidence about what they are reading and researching. |
| | Ask ELLs to arrive at a reasonable interpretation of extended discourse, rather than being asked to process every word literally. |
| | Integrate lessons about grammatical and text structures that are essential to producing coherent, clear and meaningful writing. |
| | Include a set of clear, concrete instructional routines that support students as they generate and organize their ideas for writing and research. |
| | Facilitate students' entry into and development of writing, with, for example, sentence frames. |

**Final Thoughts, Comments, and Questions that weren't recorded elsewhere.**
**Are there other considerations for practitioners who are wondering if they should use this resource?**

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