ELA Resource Alignment Tool

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)

---

1 Adapted from from Standards-in-Action Curriculum Review Protocol, versions 1.0 (2016) and 2.0 (2019)
Building Knowledge: Does the resource build knowledge through content-rich nonfiction?

<table>
<thead>
<tr>
<th>Metric</th>
<th>Evidence / Notes</th>
<th>Meets</th>
<th>Partially Meets</th>
<th>Doesn’t Meet</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Curriculum includes at least 50% non-fiction balance of anchor or central reading texts.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 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.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Information is presented in multiple formats within the limitations of the overall form. (ex. text, images, graphics, charts, ...)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• The resource provides graphic organizers or suggestions for graphic organizers in support of organizing knowledge-building and thought-processing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Suggestions for using this resource in a standards-aligned classroom (check all that apply)

- 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?

<table>
<thead>
<tr>
<th>Metric</th>
<th>Evidence / Notes</th>
<th>Meets</th>
<th>Partially Meets</th>
<th>Doesn’t Meet</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The texts are actually at the grade level range as advertised (based on quantitative and qualitative text complexity)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Texts are content-rich, well-written, and provide useful (and accurate) information.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Grouped passages are sequenced, with less complex texts supporting access to more complex texts.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Academic (T2) vocabulary words are selected for attention.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Questions and tasks providing multiple opportunities for students to understand academic vocabulary (T2) words and phrases, their relationships, and nuances.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• The resource includes a glossary.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Suggestions for using this resource in a standards-aligned classroom (check all that apply)

- 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 exposure 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.
### Evidence: Are the resource’s reading and writing activities grounded in evidence from the provided texts?

<table>
<thead>
<tr>
<th>Metric</th>
<th>Evidence / Notes</th>
<th>Meets</th>
<th>Partially Meets</th>
<th>Doesn’t Meet</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Questions can only be answered by reading this text, and they require readers to produce evidence from the text.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 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.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Writing and speaking assignments require students to provide text-based evidence.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• The resource includes writing exemplars (mentor texts) that highlight specific elements of a well-structured response.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Suggestions for using this resource in a standards-aligned classroom (check all that apply)

- 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?