




Using the CCRS ELA Resource Alignment Tool and the Key Shifts

English Language Arts (ELA)
Module 2: Evidence

Translating Standards Into College and Career Readiness-Aligned Curriculum and Instruction



Module 1	• Analyzing for Text Complexity
Module 2	• Analyzing for Evidence
Module 3	• Analyzing for Knowledge
Module 4	• Revising and Improving ELA Resource and Lessons

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Further Resources for Understanding the CCR Standards



- www.paadultedresources.org
- <http://community.lincolnschools.org>

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Why Are We Doing this Work?



- Are the resources we are using tightly aligned to our CCR standards?
- How can we modify curriculum resources in use to more tightly align to the standards?
- How can we modify our teaching practices to achieve the necessary alignment?

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You Will Need a Curriculum Resource




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Module 2

Analyzing the Alignment of Resources to the College and Career Readiness Standards

Criterion 2: Evidence
Analyzing for complex text and academic language


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Criterion 2: Evidence

Does the resource provide reading, writing, and speaking activities grounded in evidence from text, both literary and informational?


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Criterion 2: Evidence



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Key Terms

Text-Dependent Questions	<ul style="list-style-type: none"> Questions that require evidence from what has been read Cannot be answered with general knowledge
Webb's Depth of Knowledge (DOK)	<ul style="list-style-type: none"> Webb's Depth of Knowledge (DOK) categorizes tasks according to the complexity of thinking required to successfully complete them
Scaffolding	<ul style="list-style-type: none"> Intentionally sequenced to gradually build a deep understanding They are not primarily low-level or recall questions

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Teacher Friendly Tools Needed

- English Language Arts (ELA)/Literacy Resource Alignment Tool [#1]
- Checklist for Evaluating Question Quality [#4]

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Resource Alignment ELA Tool 1

Criterion ID—Evidence that the resource provide reading, writing, and speaking activities grounded in evidence from text?

Dimension 1.1	Meets	Partially Meets	Does Not Meet (Insufficient Evidence)
Growth of Comprehension and Using Evidence from Texts —In comprehending roughly 80% of all questions reviewed are high quality, text dependent, and text specific questions. (Support document: Checklist for Evaluating Question Quality [96])	Evidence: <ul style="list-style-type: none"> Questions are text dependent and text specific. They require readers to produce evidence from the text. Questions address the central idea of the text. Take particular note to see if they support students' ability to address the culminating task. Questions target level-specific standards. 		
Dimension 2.2	Meets	Partially Meets	Does Not Meet (Insufficient Evidence)
Emphasis on Argumentative and Informative Writing and Speaking —In comprehending roughly 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 central analyses and well-defined claims. (Support document: Checklist for Evaluating Question Quality [96])	Evidence: <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. 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. 		

High-value actions needed to fill the gap (check all actions that apply):

- ☐ Replace non-text dependent questions with valuable text-dependent questions that target level-specific standards.
- ☐ Add a variety of text-based writing assignments, including short and longer writing assignments developed from the central ideas of the text.
- ☐ Add a culminating writing assignment developed from the central understanding of the text.
- ☐ Other:

Summary findings

Rating each dimension

Evidence "look fors"

Suggested high-value actions to fill alignment gaps

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Resource Alignment ELA Tool 4

Checklist for Evaluating Question Quality¹

ELA Tool #4

Lesson/Unit/Review (include page numbers): _____

For each lesson reviewed, check (✓) if "yes" and leave blank if "no."

✓/No "yes"	✓/No "yes"	✓/No "yes"	✓/No "yes"	Criteria	Comments/Questions/Notes (refer to specific questions)
A. Text-Dependent Questions (When evaluating questions, discard all questions that get a "no" in Section A.)					
				A1. Does the question have to read the text to answer each question?	
				A2. Is it always clear to students that answering each question requires using evidence from the text to support their claims? (Reading standards should align to be in play?)	
B. Text-Specific Questions					
				B1. Are the questions specific enough so they can be answered only by reference to this text? (Can they be answered only by reference to background knowledge?)	
				B2. Are the questions tied to level-specific standards?	

¹ Adapted from Checklist for Evaluating Question Quality from Student Achievement Partners, <http://achievementpartners.org/aligned/Checklist-for-evaluating-question-quality>

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Dimension 2.1: Using Evidence

An **overwhelming majority** (80%) of all questions reviewed are high-quality, text-dependent, and text-specific.

Text-dependent questions (TDQ)

TDQ...

- ☐ can only be answered with evidence from the text.
- ☐ focus on the most difficult vocabulary and portions of the text.
- ☐ can be literal to check for understanding, but must quickly scaffold upward.

TDQ are not...

- ☐ low-level, literal, or recall questions.
- ☐ questions that depend solely on prior knowledge.
- ☐ focused on comprehension strategies.

Dimension 2.1: Rationale



Together, let's look for evidence

Step 1

Look for evidence in the lesson for how well the resource provides reading, writing, and speaking activities grounded in the text.

Scan **your selected lesson** to see what kinds of questions are being asked:

1. Do the questions focus students on the text or elsewhere?
2. Do they gradually build understanding?
3. Do they ask about important parts and ideas of the text?
4. Do they address level-specific standards?

Dimension 2.1: Using Evidence

Step 2

Scan **the unit and up to 20% of the resource** to find evidence of Dimension 2.1:

1. Do the questions focus students on the text or elsewhere?
2. Do they ask about important parts of the text?
3. Do they gradually build understanding?
4. Do they address level-specific standards?

Use the Checklist for Evaluating Question Quality [#4] to help you.

Rate this dimension.

Dimension 2.2: 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 analyses and well-defended claims.

Together, let's look for evidence

Look for evidence of the kinds of writing assignments and speaking opportunities offered by **a single lesson** in this resource.

1. Are there opportunities to write argumentative essays?
2. Are there opportunities to write informative pieces?
3. Do those writing assignments require students to provide text-based evidence?
4. Are there regular invitations to speak about the reading?

Dimension 2.2: Writing and Speaking Rating

Scan **the unit and 20% of the resource** for evidence of **Dimension 2.2**:

1. Are there regular opportunities to write argumentative essays?
Informative pieces?
2. Do they make up 80% of the writing and speaking assignments in the selected lessons?
3. Do they require students to provide text-based evidence?
4. Are there regular invitations to speak about the reading?

Rate this dimension.

Criterion 2: Debrief

Stop and Think:

- What was the general consensus about the quality and text-based focus of the questions and assignments?
- Were there writing prompts that allowed students to demonstrate what they had learned from their reading?
- Were there discussion questions that allowed students to demonstrate what they had learned from the text?
- What questions do you still have about the role of evidence in a resource aligned to CCR standards?

Criterion 2: High-Value Actions

- ☐ Replace non-text-dependent questions with valuable text-dependent questions that target level-specific standards.
- ☐ Add a variety of text-based writing assignments, including short and long writing assignments developed from the central ideas of the text.
- ☐ Add a culminating writing assignment developed from the central understanding of the text.
- ☐ Other:


Congratulations!

You have completed Module 2

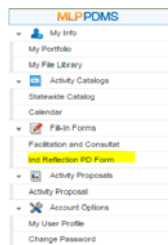
Analyzing the Alignment of
Resources to the College and
Career Readiness Standards

Criterion 2: Evidence

Analyzing for collection of evidence
and text-dependent questions

The **Individual Reflection Professional Development Form** is available to Division-funded staff to complete to document completion of this on-demand PD activity. Completion of this form is optional. 

1. Log into My Learning Plan (www.myllearningplan.com)
2. Click on **Ind Reflection PD Form**.
3. Click on **Fill-in Form**.
4. Complete all fields and click **Save Log Entry**.
5. Click **Submit log entries for approval**.
6. Administrators will be required to approve the form before staff will see the activity listed in their My Learning Plan portfolio.



You have successfully completed this module.
Please download any resources before exiting the lesson.
