College and Career Readiness Standards-in-Action

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

Facilitator Guide for English Language Arts/Literacy Unit 1

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Introduction

The College and Career Readiness Standards-in-Action (CCR SIA) innovations are new materials and methods designed to support the implementation of CCR standards in adult education classrooms. The CCR SIA materials were developed for adult education program administrators and instructors. They build on tools and materials developed as part of earlier efforts to support standards-based instruction in adult education.[1] CCR SIA is designed to encourage adult educators to address the new and demanding standards within a learning community. CCR SIA's materials and methods combine "learning by doing" with the best ways to implement the standards in the classroom.

Background and Purpose

For standards-based education reform to succeed, adult educators first and foremost must understand the intent of the standards—what knowledge and skills should be taught and learned. This unit focuses on how the goals articulated in the standards help shape instruction. The purpose of the unit is to help adult educators adapt and create curricula that will teach the content of the CCR standards to students. The unit supports the development of a range of classroom lessons, activities, and assignments. It is also designed to deepen adult educators' understanding of the meaning and intent of the standards, and to introduce them to teacher-friendly tools to facilitate standards implementation.

The need for aligned resources and instructional guidance is even more pressing since curriculum resources guide much of instruction. Research shows that curriculum resources greatly influence how teachers make the leap from intentions and plans to tangible classroom activities.[2] Textbooks play a central role in how instructors organize content and set learning tasks.[3] In recognition of the reliance on curriculum resources as guides for instruction, this unit focuses on the development of curricula that is aligned to CCR standards and that supports standards-based instruction.

The activities in this unit address three high-priority areas of standards-based reform:

1. *Analyzing the Alignment of Resources to CCR Standards.* It is critical to achieve tight

[1] MPR Associates. *Standards-in-Action: Innovations for Standards-Based Education* (2009). http://www.adultedcontentstandards.ed.gov/ReferenceFiles/Guide/Standards_In_Action.pdf; CCR Standards Project (2015). https://lincs.ed.gov/programs/ccr

[2] Association for Supervision and Curriculum Development. (1997). *Education Update,* Vol. 39, No. 1.

[3] Schmidt, W. H., McKnight, C. C., & Raizen, S. A. (1997). *A Splintered Vision: An Investigation of U.S. Science and Mathematics Education.* Boston/Dordrecht/London: Kluwer Academic Publishers.

alignment of curriculum resources to CCR standards. Instructors depend heavily on their printed curriculum. This leads to curriculum resources dictating not only what is taught, but also how and in what sequence. Instructors who know the standards they are adopting are the individuals best positioned to evaluate curriculum resources currently in use. Checking for alignment ensures that instructors will not simply teach what the current curriculum focuses on, but rather provide instruction centered on what the new standards demand. Learning how to evaluate resources builds capacity in instructors to align their teaching to CCR standards. It also provides instructors with opportunities to work together to define what CCR standards-based instruction should look like, and determine whether their resources are in fact well-aligned.

2. *Revising a Resource to Improve Alignment to CCR Standards.* Instructors can address current curriculum resources' gaps in alignment immediately after identifying them. Research shows that the effectiveness of a curriculum revision process is substantially greater when that curriculum is reviewed and rewritten by those using the resource. Doing this increases the essential "buy-in" that so often is noted in research as vital for effective curriculum reform.[4] The process of identifying and filling the gaps in current curricula also provides instructors with readily available resources aligned to CCR standards.

3. *Creating CCR-Aligned Lessons.* Translating CCR standards into lessons is challenging. Instructors can get frustrated when they are faced with what they may feel is a long list of standards to follow and not enough time to address each one. Learning how to create effective lessons will show instructors not only how to bundle CCR standards, but also how to reinforce the key instructional advances and level-specific demands of the standards. Conducting a lesson study will provide participants the opportunity to share, test, and hone lessons with their peers. It also will allow instructors to stretch their teaching practice and experiment with new ideas, while staying open to continuous improvement. Because instructors experience the same lesson simultaneously, they will have opportunities to gain insights from one another and become more reflective about their practice.

By taking these actions, instructors will increase their understanding and ownership of CCR standards. They will also gain the skills needed to align resources, and put them to use in implementing instruction that fully addresses the standards. The materials developed can help fill the need for curriculum resources aligned to CCR standards. In addition, the record of these evaluations (and subsequent revisions) will be a valuable tool for staff members who are not involved in the original evaluation and revision. Sharing the results provides a practical way to disseminate information about the demands of CCR standards, how well resources align to them, and how to continue to bring instructional resources into alignment.

[4] Judy A. Johnson, Ed.D. *Principles of Effective Change: Curriculum Revision That Works.*

Overview

The activities embedded in this unit will empower the adult educators in your state to answer three crucial questions:

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

Part 1 of the training begins by your teaching adult educators how to discern what curriculum resources aligned to CCR standards look like. First, they will review the alignment and utility of sample adult education resources using the English Language Arts (ELA)/Literacy Resource Alignment Tool. It is organized around the key advances and level-specific demands of CCR standards.

Once they determine that a resource is not fully aligned, you will begin Part 2 of the training: how to fill alignment gaps in the resource. Select one lesson to improve using the ELA/Literacy Lesson Revision Template so that it exemplifies both the key advances and level-specific demands of the standards. The result will be a lesson that is informative and relevant, and can be seamlessly integrated in instructors' existing curriculum.

In Part 3 of the training you will engage adult educators in a lesson study. Initially, they will work with a sample lesson aligned to CCR standards and review it against the Checklist to Guide ELA/Literacy Lesson Development to strengthen its alignment. Next, you will review the lesson study process so adult educators understand the steps they need to take to implement lesson studies in their programs.

After completing all three parts of the unit, teams of instructors will have engaged in processes through which they can evaluate and revise resources being used in their programs. This unit will build capacity in your instructors and create resources aligned to the CCR standards.

Materials: What You Need

Part 1: Analyzing the Alignment of Resources to CCR Standards

- ELA/Literacy Resource Alignment Tool (#1)
- Access to Quantitative Analysis (#2)
- Quantitative Analysis Chart for Determining Text Complexity (#3)
- Checklist for Evaluating Question Quality (#4)

- Reference copies of the ELA/literacy CCR standards
- Instructional resources to review
- PowerPoint slide presentation

Part 2: Revising a Resource to Improve Alignment to CCR standards

- ELA/Literacy Resource Alignment Tool (#1)
- Access to Quantitative Analysis (#2)
- Quantitative Analysis Chart for Determining Text Complexity (#3)
- Checklist for Evaluating Question Quality (#4)
- Checklist to Guide ELA/Literacy Lesson Development and Revision Template (#5)
- Informational and Literary Text Qualitative Rubrics (#6)
- Promoting Volume of Reading to Build Knowledge (#7)
- Reference copies of the ELA/literacy CCR standards
- PowerPoint slide presentation

Part 3: Creating CCR-Aligned Lessons

- Access to Quantitative Analysis (#2)
- Quantitative Analysis Chart for Determining Text Complexity (#3)
- Checklist for Evaluating Question Quality (#4)
- Checklist to Guide ELA/Literacy Lesson Development and Revision Template (#5)
- Informational and Literary Text Qualitative Rubrics (#6)
- Promoting Volume of Reading to Build Knowledge (#7)
- Lesson Study Protocol (#9)
- Reference copies of the ELA/literacy CCR standards
- Sample lesson aligned to CCR standards
- PowerPoint slide presentation

Time Frame to Complete the Unit

The initial process of evaluating an existing resource for its alignment to the CCR standards, outlined above for Part 1, takes a team 5 to 7 hours.

The time needed to revise one lesson (Part 2) will vary depending on how much modification is required to bring it into alignment. The initial training to modify a lesson could take 6 to 8 hours. (Once instructors are familiar with the process, subsequent lessons could be revised in 4 to 6 hours.) Instructors can do this work virtually with a partner or in small groups in the same setting.

Part 3 centers on conducting a lesson study, which requires instructors to meet several times for a total of about a day and a half. This includes 4 to 8 hours to adapt or create a lesson, an hour to observe the lesson being taught, 2 to 4 hours to reflect on and revise the lesson, another hour to observe, and 1 to 2 hours to reflect and debrief.

Preparation for Unit 1

Action steps to complete prior to beginning each part of Unit 1

Create small groups of participants, ideally four to eight at each table. The maximum size of a group for this training depends on your space, need, and comfort level. Make the group small enough so that you can be in touch with each table of participants. This way you can make sure participants understand the concepts and are fully engaged.

Select table leaders in advance, or ask each table to choose a leader. The table leader will keep track of time and bring participants together. The leader will also make sure activities are moving along, share information with the larger group, and notify you when there are questions or if the group needs more support. (If table leaders are chosen in advance, provide them with copies of the PowerPoint presentation, agenda, and participant materials.)

Be prepared to move around the room when participants are working. This allows you to check on their understanding and makes you readily available to answer questions.

Prepare the training materials. If possible, provide digital copies of the materials to participants before the training (via USB flash drives or through email). Then staff can evaluate and align resources electronically—an efficient way for them to complete the work. If materials cannot be made available electronically, make copies of the materials listed on pages 3 to 4.

Familiarize yourself with the PowerPoint presentation and participant materials. Detailed notes in the PowerPoint presentation will help you prepare for the training. Notes for each slide include the identification of the Big Idea and Facilitator Talking Points and Notes. These can help you frame your presentation and provide important context. The slides, coupled with the information in this Facilitator Guide, will give you the support and guidance necessary to lead a successful training.

Action steps to complete prior to beginning Part 1: Analyzing the Alignment of Resources to CCR Standards

Determine who will be attending the training and what resource will be analyzed. Organize each training session by one common resource and level of learning. This way, all participants in the room can share their findings and insights. If you are able to choose a resource that they are

using, ask participants to bring to the training session copies of the resource they will be evaluating (and improving).

Before the training, get acquainted with the resource(s) that will be evaluated. Ways to understand how a resource is organized, and to gain a sense of its content, include:

- Examine the table of contents.
- Look through the introduction, glossary, index, appendices, and any accompanying digital resources.
- Scan assessments (e.g., pre-, post-, self-, summative, formative) for information about the goals and expectations of the lessons.

Doing so will provide you with insight into the overall content and sequencing of the lessons so you can select a representative sample of the resource for participants to evaluate.

Select a representative sample of the lessons for participants to inspect. Because the various materials in a curriculum resource designed for a particular level of learning commonly are written by the same author(s), participants need only review a representative sample of it to gain a sense of its strengths and weaknesses. Choose between *10% and 20%* of the resource for participants to closely evaluate, in addition to the table of contents and index. (Note: A resource from the same publisher but written for another level of learning will itself have to be evaluated. The findings from one level of learning of a resource cannot be extrapolated to a resource for another level of learning.)

Action steps to complete prior to beginning Part 2: Revising a Resource to Improve Alignment to CCR Standards

Set the expectation for how many lessons in the resource will be modified, over what period of time, and how the work will get done. Here are some questions to guide your decision-making:

- How many programs in the state are using this resource? Can you divide the revision work across several programs?
- Are there certain individuals who can take charge of the effort for each resource?
- Can you partner instructors to revise lessons over time? Can different sets of partners review each other's work?
- Is the resource being used in only one program? If so, how much of the resource do you need to improve to provide instructors with enough guidance to continue revising it on their own?
- What is the timeline for the revision approach you have selected?

Action steps to complete prior to beginning Part 3: Creating CCR-Aligned Lessons

Limit each lesson study group to five or six members. Because this process involves instructors observing instruction in a classroom setting, larger groups could unintentionally overwhelm students or disrupt the lesson. Also consider geographic proximity in forming the groups so that participants can readily meet to observe lessons and complete the other planning and revision work. (Use lesson study groups as a guide for organizing table groups.)

Think through the observation schedule. You may need to arrange coverage for classes of the instructors observing the lesson.

Implementation Directions

Part 1—Analyzing the Alignment of Resources to CCR Standards

Introduce the purpose of the alignment activity. The process performed in Part 1 will help your instructors determine the degree of alignment of existing instructional resources to CCR standards. Organized by the key instructional advances of the CCR standards, the Resource Alignment Tool (#1) is a guide to highlight the resource's strengths and gaps in alignment. The tool prioritizes the actions needed to modify the resource to achieve closer alignment to CCR standards. The evaluation process also provides a "trail" for other instructors to follow when determining whether and how the resource will be useful to them.

Introduce the ELA/Literacy Resource Alignment Tool (#1). Skim the tool. The criteria in the Resource Alignment Tool (#1) reflect the most significant advances in instruction that CCR standards require. They detail what it means for resources to be aligned to those advances. Review the tool directions and three key evaluation criteria:

1. **Text Complexity:** Does the resource provide regular practice with complex text and its academic language?
2. **Evidence:** Does the resource provide reading, writing, and speaking activities grounded in evidence from text, both literary and informational?
3. **Knowledge:** Does the resource build knowledge through content-rich nonfiction?

Understanding each criterion is crucial for achieving alignment and using the Resource Alignment Tool properly. Here are the most important points for each criterion that you should help your instructors understand:

- Criterion 1: Providing students with access to more complex texts will prepare them for the rigors of college- and career-level reading.

- Criterion 2: Providing students with ways to examine a text through good questions gives students the crucial supports they need to comprehend the ideas expressed in complex texts. Asking students to collect evidence while they read also contributes to their ability to learn from what they're reading.
- Criterion 3: Similarly, well-crafted culminating writing assignments tied to content-rich texts can help students collect and expand their knowledge. And asking students to read a coherent selection of texts allows them to grow their knowledge and vocabulary.

Review the meanings of the various ratings for each dimension. Have your instructors note the extent to which each dimension is met based on the amount of evidence in the resource.

- **Meets:** There is evidence in the resource to indicate that this dimension is met.
- **Partially Meets:** There is evidence in the resource to indicate that the dimension can be met with some revision.
- **Does Not Meet:** There is little or no evidence in the resource to indicate that the dimension is being met. Substantial revision is needed for alignment.

Address Criterion 1: Text Complexity. Take the following steps to introduce and work through the analysis of this criterion.

1. *Provide a brief presentation on Dimension 1.1. Text Complexity and Quality.* Because success in most work and college settings requires the ability to read and comprehend complex texts independently, the first dimension focuses on the quality of text. Research shows that reading high-quality text—that is worth reading and content-rich—increases reading proficiency. Therefore, the expectation is that most of the texts in the resource are at the appropriate level of complexity and quality, as defined by the CCR standards.

2. *Introduce the alignment tools that can be used to support the evaluation.* Use both Access to Quantitative Analysis Tools (#2) and the Quantitative Analysis Chart for Determining Text Complexity (#3) to determine whether the resource's texts are at the right level of learning. If the publisher has not included any quantitative measures, follow the directions in Access to Quantitative Analysis Tools (#2) for how to run a passage or two from the resource through one of the computer programs mentioned in that document. If the publisher has included quantitative measures, check the Quantitative Analysis Chart for Determining Text Complexity (#3) to see if the measures fall within the appropriate band for the level.

3. *Review the evidence statements related to this dimension and, as a group, apply the evidence to the resource.* Walk participants through the evidence for this dimension.

Ask your instructors to read the passages accompanying the lessons and determine together if they are content-rich and exhibit exceptional craft and thought—making them worth reading and learning from.

4. *Ask participants to complete the evaluation of this dimension with others at their table.* Give your instructors time to work at their tables so they can both record the strengths and weaknesses of the resource, and rate the dimension—using the evidence statements to guide them.

5. *Provide a brief presentation on Dimension 1.2. Academic Vocabulary.* The second dimension explores the important role that academic vocabulary (Tier 2) words play in understanding complex text. Research shows that vocabulary is central in reading and listening comprehension. Therefore, the expectation is that the resource regularly focuses on asking students if they understand words and phrases (particularly general academic words and phrases) as well as the relationships and nuances of the vocabulary.

6. *Review the evidence statements related to this dimension and, as a group, apply the evidence to the resource.* Walk participants through the evidence for this dimension. Ask your instructors to determine whether academic vocabulary words, central to understanding the text in a lesson, have been identified for teachers to focus on with their students. (Academic vocabulary consists of words that appear often in academic, technical, and literary texts. They are not used as commonly in informal speech, but are critical to successful college- and career-level reading, and include words, such as *relative, formulate, dedicate,* and *structure*.)

7. *Ask participants to complete the evaluation of this dimension with others at their table.* Give your instructors time to work at their tables so they can both record the strengths and weaknesses of the resource, and rate the dimension—using the evidence statements to guide them.

8. *Conduct a group debrief of Criterion 1.* Get a sense of what instructors thought about the quality and complexity of the texts in the resource. Check on their findings with respect to the resource's focus on academic vocabulary too. Also check on the level of consensus in the group, and find out what questions instructors still have about the role of text complexity and quality in a resource.

9. *Consider what high-value actions to take to improve the alignment of the resource to Criterion 1.* Depending on your findings, this could mean asking the publisher of the resource to provide information about the quantitative and qualitative complexity of its texts. Another possible action is conducting qualitative analyses of the passages to differentiate between texts that are worth reading and those that are not. In addition, if

high-value academic vocabulary words are not included in the lesson, choose an action that will identify those words that should be addressed.

Address Criterion 2: Evidence. Take the following steps to introduce and work through the analysis of this criterion.

1. *Provide a brief presentation on Dimension 2.1. Growth of Comprehension and Using Evidence from Texts.* Because success in most work and college settings requires using evidence to draw accurate and logical conclusions, this dimension prioritizes evidence collection. Asking text-dependent questions that require students to provide evidence and make inferences from what they have read helps guide reading and improves reading comprehension. Therefore, the expectation is that an overwhelming majority (80%) of all questions tied to what students are reading are high-quality text-dependent and text-specific questions.

2. *Introduce the concept of a text-dependent question.* Text-dependent questions are not low-level, literal, or recall questions; they don't target particular reading strategies or rely on students' background knowledge. Instead, they focus on analysis, synthesis, and evaluation to support students' comprehension of complex texts.

3. *Introduce the alignment tools that can be used to support the evaluation.* Use the Checklist for Evaluating Question Quality (#4) to determine whether the questions connected to the passages are text-specific and standards-based, and require students to produce evidence from the text.

4. *Review the evidence statements related to this dimension and, as a group, apply the evidence to the resource.* Walk participants through the evidence for this dimension. In one lesson, ask your instructors to look for questions that address the text's central ideas, target the level-specific demands of the standards, and build understanding of the text. These can be speaking or writing tasks that ask students to produce evidence from the text in a lesson.

5. *Ask participants to complete the evaluation of this dimension with others at their table.* Give your instructors time to work at their tables so they can both record the strengths and weaknesses of the resource, and rate the dimension.

6. *Provide a brief presentation on Dimension 2.2. Emphasis on Informative and Argumentative Writing and Speaking.* This second dimension focuses on the importance of students writing about what they read as another way to learn in the classroom and successfully participate in adult life. Drawing on evidence from texts to present careful analyses and well-defended claims should be central in adult education. Therefore, the

expectation is that an overwhelming majority (80%) of all writing and speaking assignments reviewed address argumentative and informative writing and speaking.

7. *Review the evidence statements related to this dimension and, as a group, apply the evidence to the resource.* Walk participants through the evidence for this dimension. Ask your instructors to calculate what percentage of 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. (This process should go more quickly now because participants are reviewing—and will be familiar with—the same representative sample of lessons.)

8. *Ask participants to complete the evaluation of this dimension with others at their table.* Give your instructors time to work at their tables so they can both record the strengths and weaknesses of the resource, and rate the dimension.

9. *Conduct a group debrief of Criterion 2.* Get a sense of what instructors thought about the quality of the questions and writing and speaking assignments. Check on the level of consensus in the group, and find out what questions instructors still have about the role of text-based and text-specific questions in a resource.

10. *Consider what high-value actions to take to improve the alignment of the resource to Criterion 2.* Depending on the evaluation, this could include developing valuable text-dependent questions and a variety of text-based writing assignments, including a culminating writing assignment developed from the central understanding of the text.

Address Criterion 3: Knowledge. Take the following steps to introduce and work through the analysis of this criterion.

1. *Provide a brief presentation on Dimensions 3.1: Emphasis on Reading Content-Rich Text and 3.2: Building Knowledge Through Reading Widely About a Topic and Research.* Because reading comprehension is tied to prior knowledge and is a critical component in the classroom and workplace, these dimensions prioritize cultivating students' knowledge base through reading and writing about content-rich material. Research shows that reading comprehension improves dramatically when systematically building knowledge about a topic. Therefore, the expectation is that the resource accentuates comprehending high-quality informational texts independently across disciplines; that most passages are organized by a topic or line of inquiry; and that the resource includes regular research assignments.

2. *Review the evidence statements related to these dimensions and, as a group, apply the evidence to the resource.* Walk participants through the evidence for these dimensions. Ask your instructors to look for three critical features: 1) informational passages that include content-rich nonfiction in history or social studies, science, and the arts; 2) regular independent reading of texts that appeal to students' interests to develop both knowledge and a love of reading; and 3) regular, brief research projects that enable students to build knowledge about topics they are studying. Discoveries from your analysis of Criterion 2 will help you in this task. For example, well-crafted culminating writing assignments tied to content-rich texts can help students collect and expand their knowledge.

3. *Ask participants to complete the evaluation of these dimensions with others at their table.* Give your instructors time to work at their tables so they can both record the strengths and weaknesses of the resource, and rate the dimensions.

4. *Conduct a group debrief of Criterion 3.* Get a sense of how well instructors thought the resource built knowledge of topics through reading of content-rich informational texts and research. Check on the level of consensus in the group, and find out what questions instructors still have about the role of knowledge and volume of independent reading in a resource.

5. *Consider what high-value actions to take to improve the alignment of the resource to Criterion 3.* If the evaluation shows a deficiency in this area, choose the action to create a list of supplemental texts on the same topic as the passage in a lesson to promote the volume of reading and build knowledge. This also could include creating brief research projects on the same topic for students to accomplish.

Give the resource an overall score. Determine together if the resource is tightly aligned, partially aligned, or only weakly aligned to the standards. Summarize the resource's overall strengths and weaknesses with regard to the three criteria to decide on an overall score. Ask your instructors note the extent to which each dimension is met based on the amount of evidence present:

- **Tight Alignment:** Most (four or more) of the dimensions are rated as *Meets*, with the remainder rated as *Partially Meets*. There are only a few minor revisions (or none at all) needed to improve alignment of the resource to CCR standards.
- **Partial Alignment:** Most (four or more) of the dimensions are rated at least as *Partially Meets*. Moderate revisions are needed to improve alignment of the resource to CCR standards.

- **Weak Alignment:** Most (three or more) of the dimensions are rated as *Does Not Meet*. Substantial revisions are needed to improve alignment of the resource to CCR standards.

Once the resource has been scored, briefly review the steps your instructors took to evaluate the resource. Point out that these steps not only identified the present degree of alignment with the standards, but now provide a roadmap for revising the resource in Part 2 of the training.

Part 2—Revising a Resource to Improve Alignment to CCR Standards

- **Select one lesson from the resource to revise.** Review this lesson, keeping in mind the high-value actions identified in the ELA/Literacy Resource Alignment Tool (#1). You will add information to the Checklist to Guide ELA/Literacy Lesson Development and Revision Template (#5) to fill the gaps.

Fill in introductory information for the lesson that is being strengthened. Identify the original source of the lesson: 1) the name of the resource; 2) the publisher; and 3) the lesson name and page number. Identify the intended level of the lesson. Provide a brief description of how the lesson should be used: Is it meant to replace the lesson in the resource? Add content to the original lesson? Fill specific gaps? Finally, insert the number of classes and estimated number of hours needed to teach the lesson.

Begin the revision process. Review each element of the Checklist to Guide ELA/Literacy Lesson Development and Revision Template (#5) and the high-value actions identified in Part 1. Then, systematically improve the lesson by adding content wherever a gap has been identified.

Address focus through a description of the learning goals and standards that will be targeted in the lesson. Specify learning goals of important concepts, topics, and skills based on what students need to know and be able to do by the end of the lesson. Identify what, realistically, can be taught and learned in that time frame. Select a small set (4 to 8) of CCR standards. Don't forget speaking and listening and language standards in addition to the reading and writing standards. Remember, you will want to include Reading Standard 1 (drawing evidence from texts) and Reading Standard 10 (text complexity) in every lesson.

Address text complexity. When revising the resource, you will be using the texts provided, and may not have easy access to the quantitative measures. You can determine the quantitative measure by following the directions in Access to Quantitative Analysis (#2). This requires retyping 1,000 words of a passage. Be sure to conduct a qualitative analysis for as many of the passages as you can. Doing so will provide you with an understanding of a text's key elements, which parts are especially challenging, and help you generate valuable text-based questions. (Use Informational Text and Literary Text Qualitative Rubrics [#6].)

Address evidence. Write or revise questions so they require students to use evidence from the text to support their claims. Questions should be based on the writing, visual elements, and features unique to this text (be text-specific). They should also draw attention to the ways in which authors use particular vocabulary, with an emphasis on academic vocabulary. Focus on breaking down challenging portions of the text by crafting questions that support students in mastering these sections. These could be sections with difficult syntax: particularly dense information, tricky transitions, or places that offer a variety of possible inferences. Investigate beginnings and endings of texts, too, to notice what is missing or understated. In addition, describe the text-based writing assignments (summaries, paraphrasing texts, short responses, etc.) that will lead to students' culminating writing assignment. A good culminating writing assignment develops from the central understanding of the text and allows students to demonstrate that understanding. Questions that address text-to-self or text-to-world connections—text-*inspired* questions or activities—should be reserved for after students have gained a deep understanding of the text. (Use the charts in the Checklist to Guide ELA/Literacy Lesson Development and Revision Template (#5) and Checklist for Evaluating Question Quality [#4] as guides for adding or revising questions and crafting writing assignments.)

Address building knowledge. Insert any links to helpful sites or list supplemental texts on the same topic as the lesson passage. This will give students access to more reading experiences than in the texts being taught. Provide enough instruction and clear guidance so an instructor can find the texts. Alternatively, include one or two brief research projects that students could complete on the same topic. In addition, if this lesson is part of a larger unit, make connections to what students have read about or learned before. (Use the Checklist for Evaluating Question Quality [#4] and the Promoting Volume of Reading to Build Knowledge [#7] as guides to address building knowledge.)

Add notes to instructors who will use this lesson. Add any supports you suggest to ensure students are able to access texts, and share any additional information you want others to know about the text or your ideas for teaching it.

Determine as a group how many lessons in the resource will be modified, over what period of time, and how the work will get done. Be sure to discuss the expectations as a group. Decide who will be responsible for keeping group members on task as they work to strengthen the alignment of lessons in the curriculum resource they are using.

Once the lesson has been revised and additional lessons have been targeted for revision, briefly review the steps that your instructors took to align the resource to the standards. Point out that one or more of those lessons could become the focus of a lesson study performed in Part 3 of the

training. There, the lessons undertaken in the quiet of the planning room meet the realities of the classroom.

Part 3—Creating CCR-Aligned Lessons

Discuss the purpose of lesson study. Lesson study is an example of staff development that builds on what teachers do. Instructors are given the opportunity to learn by doing the real work of teaching in cooperative work groups. It prompts instructors to think beyond their classroom practice to the needs of the whole program. Lesson study also helps teachers to become comfortable with learning from one another through observing and being observed.

Share a sample lesson that is aligned to CCR standards. Sharing a sample lesson ("RFK's Remarks on the Assassination of Martin Luther King, Jr.") will help familiarize instructors with elements aligned to CCR standards that they should include in lesson(s) they adapt or create. While intentionally bare-boned, the sample lesson includes essential content. This includes a good text, a set of text-based questions, and an extended response assignment. As a group, check this lesson against the Checklist to Guide ELA/Literacy Lesson Development and Revision Template (#5). Discuss ways to further strengthen the alignment of the lesson to CCR standards. These could include:

- Assessing the quantitative and qualitative complexity of the text.
- Identifying high-value academic vocabulary words from the text.
- Adding other text-specific questions.
- Identifying the applicable CCR standards, and providing notes of support for teachers leading the lesson.

Working through these steps will build the confidence of instructors, who might use the lesson as the basis of their lesson study before attempting to create their own. Of course, the lesson will need to match the needs of the students and level of the class being taught.

Introduce the steps to engage in a lesson study. Review the Lesson Study Protocol (#9). After reviewing the steps with each lesson study group, they could get to work on Steps 1-4 below right away. Alternatively, they could schedule their planning and lesson creation for a later time.

1. *Choose a goal for the lesson study.* Determine a CCR instructional goal based on the achievement or needs of a class of students, using performance data as a guide. The following are some guiding questions and directions for instructors to determine a relevant goal:

- What do you want to foster and help develop in your students?
- What gaps do you see between these aspirations and how students are actually doing? Discuss these gaps with your group.
- Select a "gap" on which you would like to focus for your lesson study.

Enter the instructional goal in the Lesson Study Protocol (#9).

2. *Situate the goal within a sequence of learning.* Next, instructors will need to enter an instructional goal in the template for lesson study. Prompt instructors to reflect on how the content of the lesson is related to other content taught at the level. Include only highly relevant content in this description. Enter this information in the Lesson Study Protocol (#9).

3. *Set the context of the lesson.* Guide instructors through a discussion about their students' abilities and needs with respect to this lesson. The purpose of these discussions is for instructors to gain a shared understanding of where students are experiencing difficulty so that their lesson will address these needs with precision. Enter this information in the Lesson Study Protocol (#9).

4. *Create the lesson.* Each lesson study group needs to design a lesson together or strengthen the sample lesson by following the Checklist to Guide ELA/Literacy Lesson Development (#8) to guide their work. Name the lesson, describe its key objectives, and state explicitly how the lesson relates to a sequence of learning and addresses the lesson study goal. Select a group of "focus" standards (4 to 8) to target in the lesson based on student needs. (Any fewer and the lesson won't be rich enough; any more and the lesson won't be focused enough). Reading Standard 1 (drawing evidence from texts), Reading Standard 10 (text complexity), and a vocabulary standard (Reading Standard 4 or Language Standard 6) represent three CCR standards that should be present in every lesson. Enter this information in a lesson plan template.[5]

5. *Teach and observe the lesson.* Each lesson study group should select a member of the group to teach the lesson while the others observe it. Remind instructors that observation should focus not on delivery, but on whether the lesson builds students' knowledge and skills. Review observation etiquette with your instructors and ask them to record their observations on the lesson plan itself (to keep the focus on the lesson goals and activities).

[5] Use a lesson plan template of your choice. That could be the ELA/Literacy Lesson Revision Template (#5), or any other template.

6. *Debrief after the observed lesson.* Immediately afterward, or within a few days of the observation, gather the group members to discuss the lesson and share their observations of what worked and what could be improved. Emphasize that all members of the group—not just the instructor who taught the lesson—should listen and provide feedback, and support their statements with concrete evidence. Remind your instructors to review the lesson design, not its delivery.

7. *Revise and re-teach the lesson.* Revise the lesson based on observations and analysis. Select a different group member to teach the revised lesson to another class that could benefit from the same content. Use the Checklist to Guide ELA/Literacy Lesson Development and Revision Template (#5) to ensure the lesson stays aligned to CCR standards.

8. *Debrief after the revised lesson.* Repeat the observation and debriefing steps. During the debriefing, explore the relationship between the two versions of the lesson. Clarify what changes were made and how they related to the goal of instruction.

9. *Report on what students learned.* Identify and discuss 1) the progress students made toward meeting the lesson study goal; and 2) the knowledge they gained and skills they learned along the way.

Completing Materials for Instructional Use

Build a resource library. Gather the work of various teams to create three sets of resources for staff to use. They include:

- Resource alignment charts that show the alignment of each evaluated resource to CCR standards.
- Revised lessons (aligned to CCR standards) from the resources that were modified to fill identified gaps.
- Aligned lessons that were adapted or created as part of each lesson study.

Sharing the results of the evaluation and revision of resources provides a practical method for disseminating information to those who were not originally involved in evaluating and revising them. This includes information about the demands of CCR standards, how well resources align, and how to continue to revise instructional resources.

Final Reflections

After completing all of Unit 1, Translating Standards Into CCR-Aligned Curriculum and Instruction, ask your instructors to reflect on the activities' effectiveness and on what they learned. Below are some discussion questions to consider:

- What worked well and what could be improved?
- How has participating in these activities changed your thinking about CCR standards?
- How will you use these new methods and materials to improve your teaching practice and students' learning?
- What additional professional development resources and materials might you need?