
Resource Alignment Tool for English Language Arts/Literacy (ELA Tool 1)

- 1. Rate the resource against the criteria in the English Language Arts (ELA)/Literacy Resource Alignment Tool.**¹ Use the dimensions and the evidence statements in the tool to guide your ratings. Record strengths and weaknesses for each key criterion (Text Complexity, Evidence, and Knowledge).²
- 2. Determine the high-value actions needed to fill gaps for the dimensions that make up each criterion.** Identify the high-value action(s) related to each criterion that will strengthen the alignment of the resource to your college and career readiness (CCR) standards. High-value actions are those that will bring your resource into much closer alignment to the standards. In many cases, while the actions take some effort, they can be efficiently executed.
- 3. 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.
- 4. Begin the lesson revision process.** Review the ratings and the high-value actions you identified and choose one lesson in the resource to begin the revision process. Use the ELA/Literacy Lesson Revision Template to catalogue your improvements to the lesson. To assist with the revisions, use your CCR standards and other support documents, such as the text complexity resources, the Checklist for Evaluating Question Quality, and Promoting Volume of Reading.

INDIVIDUAL DIMENSION RATING DESCRIPTORS	
MEETS	There is evidence in the resource to indicate that the 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 (INSUFFICIENT EVIDENCE)	There is little or no evidence in the resource to indicate that the dimension is being met. Substantial revision is needed for alignment.

¹ Adapted from *Publishers' Criteria for the Common Core State Standards in ELA/Literacy for Grades 3-12*. Washington, DC. Accessed January 13, 2015. <http://www.corestandards.org/search/?f=all&t=Publishers%27+Criteria>, and *Toolkit for Evaluating Alignment of Instructional and Assessment Materials to the Common Core State Standards*. [http://achievethecore.org/content/upload/Materials-Alignment-Toolkit_Version2%20\(9\)\[1\].pdf](http://achievethecore.org/content/upload/Materials-Alignment-Toolkit_Version2%20(9)[1].pdf)

² There are other essential elements of CCR standards—and of good literacy instruction—that are not represented in the criteria below because they do not require a key shift in instruction. Foundations of Reading—represented in CCR standards—are necessary and important components of an effective, comprehensive reading program. They have long been part of literacy programs, so they tend to be well represented in existing resources and don't require attention as a “gap” in alignment.

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

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Criterion 3 Knowledge: Does the resource build knowledge through content-rich nonfiction?

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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 with the 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 with the 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 with the CCR standards.	
Summary of key strengths and weaknesses:		

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