

## Using the CCRS ELA Resource Alignment Tool and the Key Shifts

English Language Arts (ELA)  
Module 1: Text Complexity



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### 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 for CCR Standards Alignment

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### Key shifts

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 grounded in evidence from text?

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

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## Further resources for understanding the CCR standards



- [www.paadultedresources.org](http://www.paadultedresources.org)
- <http://community.lincs.gov>

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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 1**



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

**Criterion 1: Text Complexity**  
Analyzing for complex text and academic language

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**Criterion 1: Text Complexity**

Does the resource provide regular practice with complex text and its academic language?

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**Criterion 1: Text complexity**



Materials our students need to be successful

**FOUR YEAR GAP**

Materials we are giving to our students



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## Key terms



- Academic Vocabulary**
  - Words that appear often in academic, technical, and literary texts
  - Can have multiple meanings across different subject areas
- Academic Language**
  - The language needed to demonstrate higher-order thinking skills such as analyzing, synthesizing, or creating
  - Language that is used in the professional and academic arena
- Quantitative Analysis**
  - Assigning a number or value to the text being studied (e.g. 3<sup>rd</sup> grade level, E-band of CCRS)

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## Teacher friendly tools needed



- English Language Arts (ELA)/Literacy Resource Alignment Tool [#1]
- Access to Quantitative Analysis [#2]
- Quantitative Analysis Chart for Determining Text Complexity [#3]

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## ELA Tool 1



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

Dimension 1.1	Meets	Partially Meets	Does Not Meet (Insufficient Evidence)
<b>Text Complexity and Quality:</b> Most of the texts included in the resource are at the appropriate level of complexity as defined by the CCR standards; all texts are worth reading. (Support documents: text complexity resources #2 and #3)			
<b>Evidence:</b> <ul style="list-style-type: none"> <li>Publisher supplies list of all texts in the submission with their quantitative measures, and most texts are within the appropriate band of complexity for the level.</li> <li>Texts and other stimuli are published or of publishable quality. The texts are content-rich. They exhibit exceptional craft and thought and/or provide useful information.</li> </ul>			
Dimension 1.2	Meets	Partially Meets	Does Not Meet (Insufficient Evidence)
<b>Academic Vocabulary:</b> The resource regularly focuses on understanding words and phrases, their relationships, and nuances, particularly general academic words and phrases.			
<b>Evidence:</b> <ul style="list-style-type: none"> <li>Questions and tasks support students in unpacking the academic language (vocabulary and syntax) in passages.</li> <li>The vocabulary words selected for attention are primarily academic vocabulary.</li> <li>Those words are key to understanding the specific text.</li> </ul>			
<b>Summary of strengths and weaknesses:</b>			
<b>High-value actions needed to fill the gaps (check all actions that apply):</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ask the publisher of the resource to provide information about the quantitative and qualitative complexity of the texts.</li> <li><input type="checkbox"/> Conduct qualitative analyses of passages to differentiate between texts worth reading and those not worth reading.</li> <li><input type="checkbox"/> If most of the passages you reviewed match a lower level of learning, recommend the resource be used for that level instead.</li> <li><input type="checkbox"/> Identify high-value academic vocabulary that should be addressed in the lesson.</li> <li><input type="checkbox"/> Other:</li> </ul>			

Criterion descriptor → Rating each dimension  
 Dimension descriptors → Evidence "look fors"  
 Summary findings → Suggested high-value actions to fill alignment gaps

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## ELA Tool 2

Access to Quantitative Analysis Tools

To run a test through any of these tools (other than Reading Maturity), you will need to "scrub" the text to rid it of any irregular characters. You can upload the text as a Word document to [www.readingmaturity.com](http://www.readingmaturity.com). For the other tools, use the following directions as a guide for creating text that you can upload:

1. Copy and paste the original text into a Word document, or retype 1,000 words of the passage to submit it.
2. Eliminate any extraneous information other than the passage, title, and author. Include tables, graphs, and other illustrations.
3. Save the copy as plain text.
4. When the pop-up appears (when you hit the "save" button), click on the option for "Other Encoding."
5. Choose US-ASCII from the menu.
6. Check "okay" in the box marked "Allow Character Substitution."
7. Re-save the newly encoded file.
8. Certain tools allow you to run texts of only 1,000 words or less. Cut down your word count as necessary.

ATOS Analyzer -- Renaissance Learning	<a href="http://www.atos.com/gc/eas/atsp">www.atos.com/gc/eas/atsp</a>
Degrees of Reading Power -- Quantile	<a href="http://www.pearson.com">www.pearson.com</a> (Contact Quantile with requests for test analysis.)
The Lexile Framework -- MetaMetrics	<a href="http://www.lexia.com/lexipkg">www.lexia.com/lexipkg</a>
Reading Maturity -- Pearson Knowledge Technologies	<a href="http://www.readingmaturity.com">www.readingmaturity.com</a>

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## ELA Tool 3

Quantitative Analysis Chart for Determining Text Complexity<sup>1</sup>

This research-based chart represents the "staircase" of text complexity that will allow students to reach levels of proficiency that will be used to deem them college- and career-ready once they exit Level E. For more information about this research, see *New Research on Text Complexity*.

Reading levels have been bundled into five grade-level groupings—A (K–1), B (2–3), C (4–5), D (6–8), and E (9–12)—to more closely reflect adult education levels of learning: Beginning Adult Basic Education Literacy, Beginning Basic Education, Low Intermediate Basic Education, High Intermediate Basic Education, and Low Adult Secondary and High Adult Secondary Education.

CCR Levels of Learning	ATOS Analyzer	Degrees of Reading Power	Fleish-Kincaid	The Lexile Framework	Reading Maturity
B (2 <sup>nd</sup> – 3 <sup>rd</sup> )	2.75 – 5.14	42 – 54	1.98 – 5.34	420 – 820	3.53 – 6.13
C (4 <sup>th</sup> – 5 <sup>th</sup> )	4.87 – 7.03	52 – 60	4.51 – 7.73	740 – 1010	5.42 – 7.92
D (6 <sup>th</sup> – 8 <sup>th</sup> )	7.00 – 9.98	57 – 67	6.51 – 10.34	925 – 1185	7.04 – 9.57
E (9 <sup>th</sup> – 12 <sup>th</sup> )	9.67 – 12.03	62 – 72	8.52 – 12.12	1050 – 1335	8.41 – 10.81
E (11 <sup>th</sup> – CCR)	11.20 – 14.10	67 – 74	10.34 – 14.2	1185 – 1385	9.57 – 12.80

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## Dimension 1.1: Text complexity

**Most** of the texts included in the resource are at the appropriate level of complexity as defined by the CCR standards; **all** texts are worth reading.

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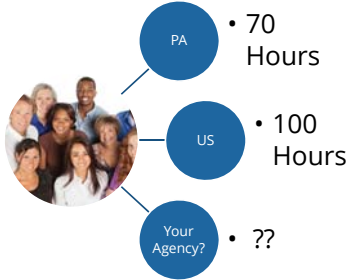
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## Dimension 1.1: Rationale



### Adult Education Persistence Rates



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## Together, let's look for evidence



Identify any evidence **provided in the resource** of text complexity appropriate for this level.

1. Scan the **whole text** (e.g., table of contents, appendix, and teacher resources, if provided).
2. Identify any information about text complexity in the lessons or accompanying material.

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The screenshot shows the Pearson Reading Maturity Metric (beta) interface. At the top, it says 'PEARSON' and 'ALWAYS LEARNING'. Below that, it says 'Reading Maturity Metric beta'. There are links for 'Welcome Back, Max', 'ACCOUNT', 'LOG OUT', and 'HELP'. The main section is titled 'Process Passage' and has a text input area with the placeholder 'Paste or paste your passage here'. To the right of the input area, there is a green box with 'RMM' and '0' below it, and a blue 'Analyze' button. At the bottom left, it says 'Words left: 2500'. At the bottom right, there is a copyright notice: '© 2012 Pearson Education, Inc. or its affiliates. All rights reserved. beta 1.0'.

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PEARSON ALWAYS LEARNING

Reading Maturity Metric *beta*

Welcome Back, Kim ACCOUNT LOG OUT HELP

After World War II ended, the ...

Words Count: 412 | Sentence Count: 28

After World War II ended, the capitalist and communist nations soon began engaging in a power struggle called the C...

Overall RMM score: 8.8

Common Core Grade Band: 6 - 10

Top maturity words

overt  
reliance  
upheld  
engaging  
instantaneous

capitalist  
capitalism  
vigilant  
minorities  
reform

Vocabulary in context

After World War II ended, the **capitalist** and communist nations soon began **engaging** in a power struggle called the Cold War. Leading the **capitalist**

How does your score compare?

Flesch-Kincaid Grade Level: 9.7

Coleman-Liau Readability: 12.2

Grain-Chart Readability: 10.7

Automated Readability Index: 10.5

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### Materials to support your work

CCR Levels of Learning	ATOS	Degrees of Reading Power	Flesch-Kincaid	The Lexile Framework	Reading Maturity
B (2 <sup>nd</sup> - 3 <sup>rd</sup> )	2.75 - 5.14	42 - 54	1.98 - 5.34	420 - 820	3.53 - 6.13
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E (9 <sup>th</sup> - 10 <sup>th</sup> )	9.67 - 12.01	62 - 72	8.32 - 12.12	1050 - 1335	8.41 - 10.81
E (11 <sup>th</sup> - CCR)	11.20 - 14.10	67 - 74	10.34 - 14.2	1185 - 1385	9.57 - 12.00

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### Dimension 1.1: Text complexity rating

Focus on the text **in your selected lesson or unit** to evaluate the text quality and determine if it is appropriately complex for the determined level.

Apply the evidence for Dimension 1.1 to the resource:

- Has the publisher supplied a list of quantitative measures of the text? And are they within the appropriate band for the level?
- Are the texts previously published or of publishable quality? Are they content-rich?
- Do they exhibit exceptional craft and thought, and/or provide useful information?

Rate this dimension.

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## Dimension 1.2: Academic vocabulary

The resource **regularly** focuses on understanding words and phrases, their relationships, and nuances, as well as on acquiring new vocabulary, particularly general academic (Tier 2) words and phrases.

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## Dimension 1.2: Rationale

### What is Academic Vocabulary?

#### Tier 1 – Basic Words

- in, out, house, dog, cat, blue, yellow, flower, book, girl, run, house, sad, car, go, animal, street

#### Tier 2 – Academic Vocabulary

- vary, relative, innovation, accumulate, surface, layer, merge, increase, navigate, justice, immigration

#### Tier 3 – Content-Specific

- ecosystem, terrarium, germinate, photosynthesis, geometric, lava, aorta, legislature, circumference

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## Together, let's look for evidence

### Step 1

Look for evidence in **your selected lesson** that attention is being paid to vocabulary, especially academic vocabulary.

Scan supporting documents and instructions that accompany a lesson for Dimension 1.2:

1. Is there any attention on vocabulary?
2. Are any of the words identified academic vocabulary words (as opposed to words that are domain-specific)?
3. Are questions asked about vocabulary and the author's word choice?

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## Dimension 1.2: Academic vocabulary rating



### Step 2

Scan up to 20% of your resource for evidence of Dimension 1.2:

1. How is vocabulary handled in the resource?
2. Are academic vocabulary words targeted?
3. Are they central to understanding the text?

Rate this dimension.

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## Criterion 1: Summary



### Stop and Think:

- What were some of your key findings?
- What was the general consensus about text quality and complexity?
- Was academic vocabulary featured in the lessons and questions?
- How did you rate these dimensions?
- What questions do you still have about the importance of text complexity and quality?

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## Criterion 1: High-value actions



- Ask the publisher of the resource to provide information about the quantitative and qualitative complexity of the texts.
- Conduct qualitative analyses of passages to differentiate between texts worth reading and those not worth reading.
- If most of the passages you reviewed match a lower level of learning, recommend the resource be used for that level instead.
- Identify high-value academic vocabulary words that should be addressed in the lesson.

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## Congratulations!



You have completed Module 1

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

#### Criterion 1: Text Complexity

Analyzing for complex text and academic language

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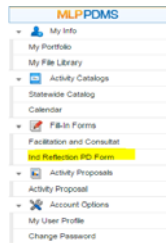
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The **Individual Reflection Professional Development Form** is available to Division-funded staff to complete to document completion of this on-demand PD activity. Completion of this form is optional.



1. Log into My Learning Plan ([www.mylearningplan.com](http://www.mylearningplan.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.

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