Using the CCRS ELA Resource Alignment Tool and the Key Shifts

English Language Arts (ELA)
Module 3: Knowledge

Pennsylvania
Professional Development
System

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 Resources and Lessons

You will need a curriculum resource

Lesson Plan

Further resources for understanding the CCR standards

- www.paadultedresources.org
- http://community.lincs.ed.gov

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?

Module 3

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

Criterion 3: Knowledge
Analyzing for content-rich text
and activities to build knowledge

Criterion 3: Knowledge

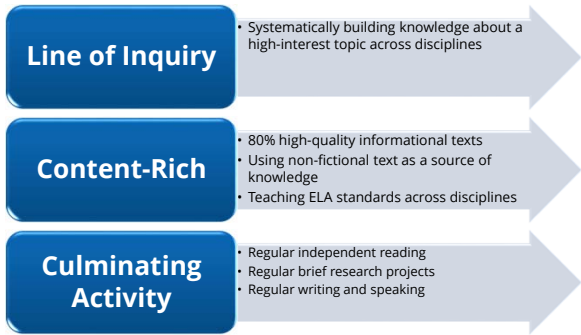Does the resource include well-crafted culminating writing and speaking assignments tied to content-rich texts?

Key terms

Line of Inquiry
- Systematically building knowledge about a high-interest topic across disciplines

Content-Rich
- 80% high-quality informational texts
- Using non-fictional text as a source of knowledge
- Teaching ELA standards across disciplines

Culminating Activity
- Regular independent reading
- Regular brief research projects
- Regular writing and speaking

Teacher friendly tools needed

- English Language Arts (ELA)/Literacy Resource Alignment Tool [#1]

ELA Tool 1

Criterion descriptor

Dimension descriptors

Summary findings

Rating each dimension

Evidence "look fors"

Suggested high-value actions to fill alignment gaps

Criterion 3 and its dimensions

3.1 The resource **accentuates** comprehending quality informational texts independently across disciplines.

3.2 **Most** passages reviewed are organized around a topic or line of inquiry; the resource includes regular research assignments.

Dimensions 3.1 & 3.2: Rationale

Stop and Think:

- What does it mean to build knowledge?
- How does having foundational knowledge impact learning?

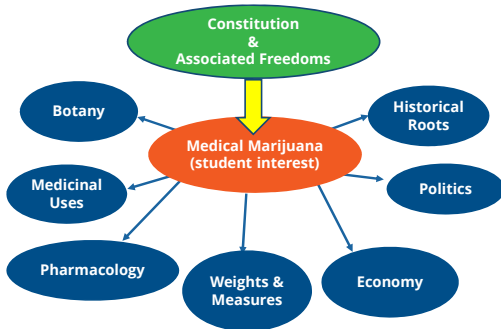## Dimensions 3.1 and 3.2: Impact on curricula key components to look for:

Together, let's look for evidence

Look for opportunities for students to build knowledge and engage in a volume of reading through the entire resource.

Scan the list of topics and text titles.

1. How well does the resource build knowledge on a single topic?
2. How does the resource promote independent reading?

Dimension 3.1 and 3.2 knowledge rating

Review up to 20% of the entire resource.

Look for evidence of Dimensions 3.1 and 3.2:

1. How well does the resource build knowledge on a single topic?

2. Are most of the texts content-rich informational texts that promote learning and thinking?

3. How does the resource promote independent reading?

4. Does the resource offer research opportunities?

Rate these dimensions.

Criterion 1: Summary

Stop and Think:

- How well did the resource build knowledge on a single topic?
- Were most of the texts content-rich informational texts that promoted learning?
- Were there opportunities for students to extend their learning through research?
- What questions do you still have about the importance of building knowledge and independent reading?

Criterion 3: High-value actions

- ❑ Create a list of supplemental texts on the same topic to promote volume of reading and build knowledge.
- ❑ Develop brief research projects for students on the same topic.
- ❑ Other:

Overall summary findings/rating

- Review your findings and ratings for each dimension.
- Provide a summary of the resource's strengths and weaknesses.
- Give the resource an overall rating.

Congratulations!

You have completed Module 3

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

Criterion 3: Knowledge
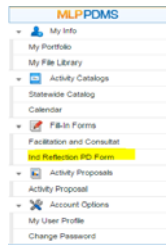Analyzing for content-rich text and
activities to build knowledge

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

1. Log into My Learning Plan (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.

MLP PDMS

- My Info
  - My Portfolio
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You have successfully completed this module.
Please download any resources before exiting the lesson.