

Using the CCRS Resource Alignment Tools for English Language Arts

Using the CCRS Resource Alignment Tools for English Language Arts (ELA)

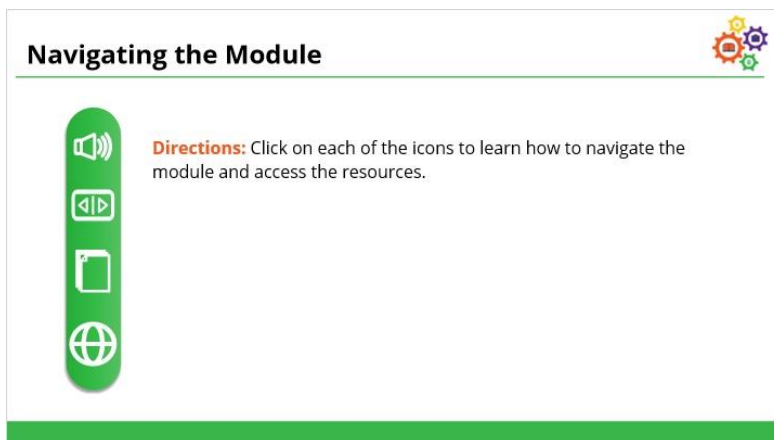


Notes:

Welcome to the learning module Using the CCRS Resource Alignment Tools for English Language Arts.

Click on the Next button to begin.

Navigation Tips



Notes:

Using the CCRS Resource Alignment Tools for English Language Arts

If this is your first time participating in an online module, please click on each of the icons to learn how to navigate and access resources. When you are ready, please click Next to continue.

End of Module Introduction

End of Module Introduction

You've reached the end of this section. The next section of the module is:

Introduction to Using the Resource Alignment Tool for English Language Arts/ Literacy.



Notes:

Congratulations, you've reached the end of this section. Please advance to the next section to continue the module.

Using the CCRS Resource Alignment Tools for English Language Arts

2. Introduction

Introduction to Using the Resource Alignment Tool for English Language



Covered in this Module

- Assess a published resource or a teacher-designed lesson plan for alignment to the CCR Standards.
- Examine resource based on three criteria, the three key shifts in the CCR Standards.

Introduction to Using the CCRS Resource Alignment Tools for English Language Arts

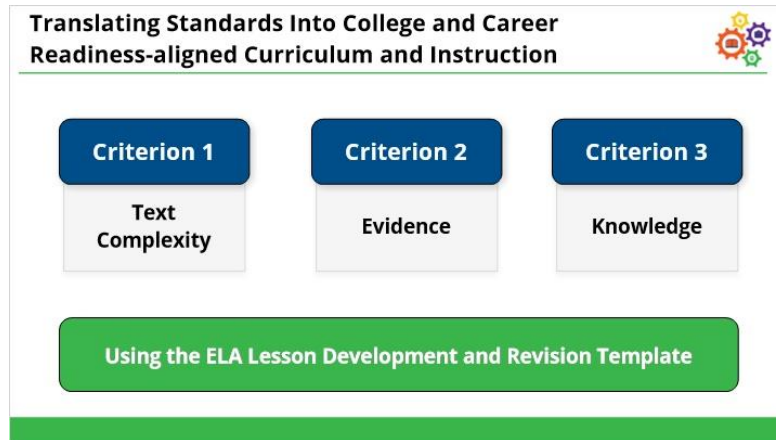
Notes:

During this module, you will learn how to assess a published resource or a teacher-designed lesson plan for alignment to the College and Career Readiness Standards. We will be examining the resource based on three criteria, the three key shifts in the CCR Standards.

Click Next to continue.

Using the CCRS Resource Alignment Tools for English Language Arts

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



Notes:

For Criterion 1, we will examine the key shift of text complexity. In this section of the module, you will determine if the curricular resource you are using provides regular practice with complex text and its academic language. We will also be determining the level of the text.

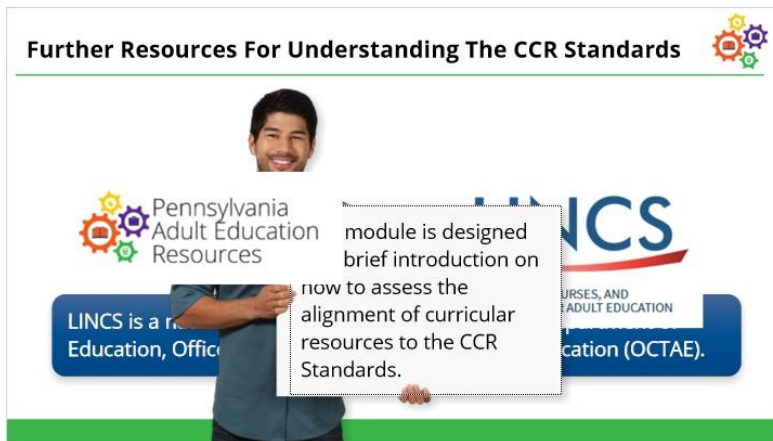
For Criterion 2, we will determine if the curricular resource provides reading, writing, and speaking activities that require a student to use evidence from both literary and informational text.

For Criterion 3, we will determine if a text helps students to build knowledge around a topic. We will also be looking to see if the text encourages cross-disciplinary activities.

After completing the analysis process and identifying the gaps between your current curriculum resources and the level demands of the CCR Standards, you can also view the module "Using the ELA Lesson Development and Revision Template," which will take you through a structured process for aligning curriculum to the standards. Throughout this process, you will become more familiar with the demands of the CCR Standards and will be more prepared to provide instruction to the level-specific demands of the standards.

Using the CCRS Resource Alignment Tools for English Language Arts

Further Resources for Understanding the CCR Standards



Notes:

This module is designed as a brief introduction on how to assess the alignment of curricular resources to the CCR Standards.

For further information and useful resources relating to the College and Career Readiness Standards, you may refer to the PA Adult Education Resources page or explore the resources on the LINCS website.

LINCS is a national leadership initiative of the U.S. Department of Education, Office of Career, Technical, and Adult Education (OCTAE). The purpose of this site is to expand evidence-based practice in the field of adult education. Both of these websites are linked in the Resources tab of this module. You may also wish to contact your in-house professional development specialist (IHPDS) or your agency's professional development consultant if you are interested in further instruction or coaching relating to this topic.


Using the CCRS Resource Alignment Tools for English Language Arts

Materials Needed

You Will Need a Curricular Resource

Analyze Curricular Resource

- A published resource that you've been using in your classroom.
- Teacher-designed units and lessons.



Notes:

For the purpose of this module, you will need a curricular resource to analyze. A curricular resource can be a published resource that you've been using in your classroom. A curricular resource could also be teacher-designed units and lessons. The process of analyzing curricular resources is the same for both published and teacher-designed materials. If your resource includes a teacher's guide or manual, be sure to review the corresponding pages of that resource along with the student text. This will ensure that you don't overlook activities or directions that may change your assessment of the resource.

For your first attempt at analyzing a resource, we suggest using a published resource you are familiar with or that is widely used at your program. As you work through the module, you will be using the same curricular resource. If you do not have a resource ready, we suggest you pause the recording now and choose a curricular resource to analyze.


Using the CCRS Resource Alignment Tools for English Language Arts

Tools Needed

Tools Needed

Throughout the module:

- [The Resource Alignment Tool \(ELA Tool #1\)](#)
- [The Text Complexity Quantitative Analysis Tool \(ELA Tool 2 & 3\)](#)
- [The Checklist for Evaluating Question Quality \(ELA Tool #4\)](#)



Notes:

Now let's talk about tools you will need to complete your curricular analysis. In addition to your curricular resource, you'll need three tools:


- The Resource Alignment Tool: ELA Tool #1
- The Text Complexity Quantitative Analysis Tool: ELA Tool 2&3
- The Checklist for Evaluating Question Quality: ELA Tool #4

Each of these tools is linked in the Resources tab of this module. You should download or print copies of each of these tools before moving forward with this module. You will be using one copy of the Resource Alignment Tool throughout this module. Each of the three sections of the module focuses on one section of the Resource Alignment Tool.

Using the CCRS Resource Alignment Tools for English Language Arts


End of Introduction

End of Introduction



You've reached the end of this section. The next section of the module is:

Criterion 1: Text Complexity



CONGRATULATIONS!
You've completed this section.

Notes:

Congratulations, you've reached the end of this section. Please advance to the next section to continue the module.

3. Criterion 1: Text Complexity

Criterion 1: Text Complexity



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

Section 1

Criterion 1: Text Complexity

- Examine the Key Shift of Text Complexity.
- Determine if it is worth reading.
- Determine appropriate level of complexity.

Notes:

In Section 1, we will examine the key shift of text complexity. We will determine if

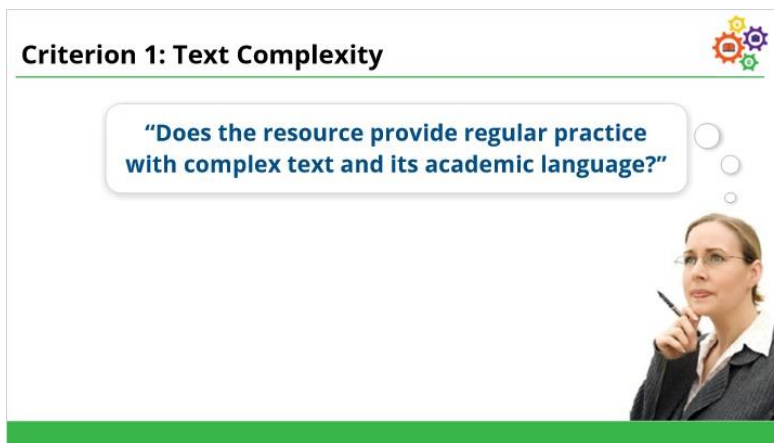
Using the CCRS Resource Alignment Tools for English Language Arts

the text in the curricular resource you are using is of high-quality. We will be examining the text to determine if it is worth reading and if it is at the appropriate level of complexity, as defined by the CCR Standards.

Now let's begin by analyzing our curricular resource for text complexity.

Click Next to continue.

Criterion 1: Introduction



The slide is titled "Criterion 1: Text Complexity" in the top left corner. In the top right corner, there is a logo consisting of three interlocking gears in yellow, red, and blue. A central thought bubble contains the question: "Does the resource provide regular practice with complex text and its academic language?". To the right of the thought bubble, there is a photograph of a woman with glasses, wearing a dark blazer over a white collared shirt, holding a pen to her chin in a thinking pose. The slide has a green horizontal bar at the bottom.


Notes:

The objective of analyzing for Criterion 1, Text Complexity, is to answer the question, "Does the resource provide regular practice with complex text and its academic language?"

Using the CCRS Resource Alignment Tools for English Language Arts

Key Terms

Key Terms



| | | |
|--|--|--|
| Academic Vocabulary | Academic Language | Quantitative Analysis |
| <ul style="list-style-type: none">• Words that appear often in academic, technical, and literary texts.• Can have multiple meanings across different subject areas. | <ul style="list-style-type: none">• The language needed to demonstrate higher-order thinking skills such as analyzing, synthesizing, or creating.• Language that is used in the professional and academic arenas. | <ul style="list-style-type: none">• Assigning a number or value to the text being studied. |

Notes:

Now let's talk about some key terms you'll need to understand as we move through this section of the module.

The first term, **academic vocabulary** is defined as vocabulary that students will see in multiple subject areas throughout their studies. The words often have multiple meanings, connotations, or variations, depending on the context and subject area. Another way to think of academic vocabulary is as cross-curricular terms. For example, the terms "justify" and "predict" frequently appear in science, social studies, and English texts. We call these words "high-value" because, when we teach them, we are providing access to texts in multiple genres and subjects.

The second key term is related to the first. **Academic language** refers to the words we use in our careers and in college. This is the language that is found in textbooks and technical writing and should be found in our lessons, assignments, and tests. Academic language is the mortar that holds academic vocabulary together in complex text. It is the language that changes the meaning of words by creating the syntax, phrasing, and meaning, depending on the discipline or purpose of the text. Our students need to understand academic language to be able to practice their higher order thinking skills at the Depth of Knowledge 2 and 3 levels, which is required for most of the questions students are responding to on the HSE exams. Additionally, being fluent with high level academic vocabulary and language increases our student's ability to express knowledge. A focus on both academic vocabulary and language enables our adult students to differentiate between social language and the language that is used in work or college settings.

Using the CCRS Resource Alignment Tools for English Language Arts

Finally, **quantitative analysis** is assigning a number or value to a text being studied. For example, a text may be at an 8th grade level or fall within the “C” band for complexity on the College and Career Readiness Standards. This is different from a qualitative analysis where we evaluate a resource or text against a subjective set of criteria.

Resource Alignment Tool for ELA

The screenshot displays the 'Resource Alignment Tool for ELA (Tool 1)'. At the top, it states the criterion: 'Text Complexity: Does the resource provide regular practice with complex text that is scaffolded language?'. Below this, there are two dimension descriptors, DIMENSION 1.1 and DIMENSION 1.2, each with a corresponding rating bar (MEETS, PARTIALLY MEETS, DOES NOT MEET) and a list of guiding questions. A 'Summary findings' section is located at the bottom left. On the right side, there are labels for 'Rating each dimension', 'Guiding questions', and 'Suggested high-value actions to fill alignment gaps'. A magnifying glass icon is present at the bottom left of the tool interface.

Notes:

For this criterion, we'll be focusing on Page 2 of the Resource Alignment Tool for English Language Arts. Notice the criterion descriptor at the top. In this section, we will be analyzing the curricular resource based on the criterion of text complexity. Moving down the page, on the left-hand side you will see that there are two-dimension descriptors. These descriptors provide a concrete description of what you will be looking for in the text.

To the right of each dimension descriptor, you'll see a place to rate each dimension. You will be asked to rate your curricular resource on its alignment to the criterion of text complexity. If you are using the PDF version of the document, save a copy with the title of the resource in its name. Then, once you decide on the rating for a dimension, you can simply click in the box under the appropriate rating. Below each rating bar you will see a list of guiding questions. These are some questions you will want to answer as you decide whether a resource meets the criteria for that dimension.

Using the CCRS Resource Alignment Tools for English Language Arts

In the bottom half of the page, you'll find a space to summarize the evidence you are using to justify your ratings.

Finally, at the bottom of the form you will see a place to list the high-value actions you would take to revise this resource for tighter alignment to the CCR Standards. These high-value actions are things you might suggest to the publisher, or do yourself, to make the resource better aligned to the shifts. While you should select the options that make sense based on your analysis, you will not be revising the resource during this module, just analyzing it.

Text Complexity Quantitative Analysis Tool

Text Complexity Quantitative Analysis Tool (Tool 2 & 3)

Text Complexity Quantitative Analysis Tool

Use these websites to access the quantitative analysis or machine scoring tools listed in the chart below. To run a test through any of these tools, you will need to eliminate any extraneous information other than the passage, title, and author. Delete tables, graphs, and other illustrations. Note that publishers/developers of proprietary tools may change access requirements or discontinue access at any time.

ATOS Analyzer: Renaissance Learning
<https://www.renaissance.com/grades/products/calculator/reader/atos-and-text-complexity/>

Flesch-Kincaid: Public Domain
Flesch-Kincaid analysis is available using Microsoft Word (search "show readability statistics").
OR: Use a website such as <https://calculators.uconn.edu/words/> or <https://www.analyzemyst.com/>

The Lexile Framework: MetaMetrics (requires a premium account)
<https://pub.lexia.com/analyze/>

Quantitative Analysis Chart *

This research-based chart (excerpted from CCRS reading Anchor 10) represents the "baseline" 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](#).


| CCR Levels of Learning | ATOS Analyzer | Flesch-Kincaid Grade Level | The Lexile Framework |
|------------------------|---------------|----------------------------|----------------------|
| B (2nd - 3rd) | 2.75 - 5.14 | 1.98 - 5.34 | 420 - 820 |
| C (4th - 5th) | 4.97 - 7.03 | 4.51 - 7.73 | 740 - 1010 |
| D (6th - 8th) | 7.00 - 9.98 | 6.51 - 10.34 | 920 - 1185 |
| E (9th - 10th) | 9.67 - 12.20 | 8.30 - 12.12 | 1050 - 1385 |
| E (11th - CCR) | 11.20 - 14.10 | 10.34 - 14.2 | 1185 - 1385 |

Notes:

The Text Complexity Quantitative Analysis Tool shows you multiple ways to complete a quantitative analysis on a text. On any of the websites listed, you can copy and paste a text and receive a quantitative analysis of the document. A bit later in this section of the module, we'll examine more closely how to do this and why you might want to do it. This tool also allows you to compare the quantitative analyses you get from the online tools with the appropriate bands in the College and Career Readiness Standards.

Using the CCRS Resource Alignment Tools for English Language Arts

Dimension 1.1: Text complexity

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.

- "Most" means that within a curricular published resource or a unit designed by a teacher, 80% of the text will be at the appropriate level of complexity as defined by **ELA Reading Standard 10** in the CCR Standards.
- All of the texts in the resource are worth reading. They should be instructionally valuable and interesting to adult learners. These texts should be short enough to read and study carefully but complex enough and of high enough interest so that the student wants and needs to keep coming back to the text, digging deeper and understanding more every time.

Notes:

Now let's look at Dimension 1.1. Take a moment to read the dimension to yourself. The first dimension focuses on the quality of the text. Research shows that reading high-quality text, 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. This is important because success in most work and college settings requires the ability to read and comprehend complex texts independently.

You will notice that the words "most" and "all" are highlighted. For the purpose of this work, "most" means that within a curricular published resource or a unit designed by a teacher, at least 80% of the text will be at the appropriate level of complexity as defined by ELA Reading Anchor 10 in the CCR Standards.

All of the texts in the resource are worth reading. They should be instructionally valuable and interesting to adult learners. These texts should be short enough to read and study carefully but complex enough and of high enough interest so that the student wants and needs to keep coming back to the text, digging deeper and understanding more every time.

Using the CCRS Resource Alignment Tools for English Language Arts

Together, Let's Look for Evidence

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.

Notes:

Now it is time to start looking at the resource you have chosen to analyze. Step One is to look at the resource you're analyzing and determine if the publisher has provided any evidence of text complexity appropriate for the level. Start by scanning the whole text (including things like the table of contents, appendix, teacher guides, or supplemental online resources) to see if there is any indication of the level of the resource. If you are analyzing a teacher-designed resource, look at the assigned readings from the lesson. If you're pulling a text out of a larger resource, you'll want to take the time to scan the entire resource. Take a few minutes to scan the resource.

Using the CCRS Resource Alignment Tools for English Language Arts

Quantitative Measurement Tools



Notes:

Often you will not find any indication of the text level of a resource, or if you do, you might not trust the information. How can you verify that the listed complexity is accurate?

On the Text Complexity Quantitative Analysis Tool, there are several options to generate a quantitative analysis. To analyze a text, you simply copy and paste it into the tool. How do you copy and paste out of a textbook? There are many options: maybe your textbook is available digitally, or maybe your resource is a historical document, newspaper article, or something from the common domain. Many of those texts are available online. If so, you can copy from there. If not, many scanners and photocopiers have software that will read the text on a page. If none of these are an option, you can always type a representative sample of text into a document or dictate it into your smartphone.

Using the CCRS Resource Alignment Tools for English Language Arts

Quantitative Measurement Tools

The screenshot shows the Renaissance ATOS Analyzer interface. On the left, the 'ATOS for Text Analyzer Results' window displays various metrics. A red box highlights the 'ATOS Level' of 9.8. On the right, a 'Readability Statistics' dialog box is open, showing counts and averages. A purple box highlights the 'Flesch-Kincaid Grade Level' of 9.9. A green bar at the bottom contains the text: 'Click magnifying glass to expand image.'

Notes:

After you submit the text, you will see a score based on the algorithm used by the tool you are using. You can see here that the scores may vary a bit from one tool to the next, and, importantly, the same score could mean different things on different calculators. That's why you will need to use the Text Complexity Quantitative Analysis Tool to interpret the scores.

Quantitative Measurement Tools

| CCR Levels of Learning | ATOS Analyzer | Flesch-Kincaid | The Lexile Framework |
|------------------------|---------------|----------------|----------------------|
| B (2nd – 3rd) | 2.75 – 5.14 | 1.98 – 5.34 | 420 – 820 |
| C (4th – 5th) | 4.97 – 7.03 | 4.51 – 7.73 | 740 – 1010 |
| D (6th – 8th) | 7.00 – 9.98 | 6.51 – 10.34 | 925 – 1185 |
| E (9th – 10th) | 9.67 – 12.01 | 8.32 – 12.12 | 1050 – 1335 |
| E (11th – CCR) | 11.20 – 14.10 | 10.34 – 14.2 | 1185 – 1385 |


Annotations: A red box around '9.8' in the D (6th – 8th) row points to the '7.00 – 9.98' range in the ATOS Analyzer column. A purple box around '9.9' in the E (9th – 10th) row points to the '8.32 – 12.12' range in the Flesch-Kincaid column.

Notes:

Using the CCRS Resource Alignment Tools for English Language Arts

If we take the scores we received and check them against the Text Complexity Quantitative Analysis Tool, we can determine the College and Career Readiness level. In this case, our text is on the border between Levels D and E. This indicates that this text might reasonably be used with students at either of these levels, though they might require different levels of support in order to understand the text. In general, it is only necessary to use one quantitative measurement tool. As you can see here, most tools will give similar results, but they may not always be identical. If you will be working with your professional learning community (PLC) to analyze resources used in your program, you might want to agree to use the same measurement tool. This will help you avoid unnecessary confusion when you discuss whether the texts in a resource are appropriately complex for the level.

Rating Dimension 1.1 Text Complexity

Dimension 1.1: Text Complexity Rating 

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

Answer the Guiding Questions for Dimension 1.1:

- Are most texts within the appropriate band of complexity for the level?
- Have the texts and other stimuli been previously published, or are they of publishable quality?
- Are the texts content-rich? Do they exhibit exceptional craft and thought or provide useful information?

Notes:

Now, let's focus on the text in one lesson from the published resource or teacher-designed lesson you are analyzing. When you consider the text in the lesson, you should consider all of the text. This would include sidebars, graphs, cartoons, charts, maps, questions, et cetera.

You will need to answer the following questions to determine the rating for this dimension. It is important to be objective when answering these questions. If the information is not present, you must rate the dimension at the lower level. For example, in Question 1, if the curricular resource is used for students in the E band but the quantitative analysis shows the text is actually written at the C level, then

Using the CCRS Resource Alignment Tools for English Language Arts

this would indicate a “Does Not Meet.”


For Question 2, it is important to know what “publishable quality” means. You can assume that a published resource has been through an editing process. This means there are few or no grammatical mistakes, and it has been vetted by an outside source. If a text is of publishable quality, it meets similar standards. Content-rich means that this is a text “worth reading.” A text that is worth reading requires the reader to return to the text to learn more things on a deeper level. The text should reward close reading.

For Questions 2 and 3, you should consider the intended student demographic when making a judgment of the overall rating of this dimension. In general, the process involves looking for the evidence listed in Dimension 1.1. If you find the evidence, it meets the criteria. If you only find some of the evidence, it partially meets it. If you find none (or very little), it does not meet it. Take a few minutes now and rate your resource on Dimension 1.1.

Dimension 1.2: Academic vocabulary

Dimension 1.2: Academic Vocabulary

The resource **regularly** focuses on understanding words and phrases, their relationships, and nuances, particularly general academic words and phrases.



Notes:

Now we move onto the second dimension in text complexity. This dimension explores the important role that academic vocabulary plays in understanding complex texts. Research shows that vocabulary is central in reading and listening comprehension – and that academic vocabulary and academic language can be the major obstacle to student access and success with the text. Therefore, the

Using the CCRS Resource Alignment Tools for English Language Arts

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.

Notice that the word regularly is highlighted. For this dimension, you will be examining the questions in your lesson's student assignments to determine if they focus the student on the academic vocabulary and academic language of the lesson. You will be analyzing the text to see if the student questions and assignments point the student to the academic vocabulary about 80% of the time.

Dimension 1.2: Academic Vocabulary

Dimension 1.2: Academic Vocabulary

Tier 1 - Basic Sight Words

- in, out, house

There are a distinct difference among basic sight words, academic vocabulary, and content-specific words.

Tier 2 - Academic Vocabulary

- justify, expand, maximum, vary, relative, layer, innovation, increase, accumulate, surface, merge, navigate

Tier 3 - Content-Specific

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

Notes:

As you begin to analyze for Dimension 1.2, it is important to have a clear understanding of the vocabulary tiers. There is a distinct difference among basic sight words, academic vocabulary, and content-specific words.

Tier 1 words are what you might call sight words ... words that have concrete definitions and that students have little trouble accessing.

Tier 3 words are words that are specific to a content area or topic. Think of scientific words like photosynthesis, for example, that have little use outside of a specific field. Tier 2 words are key for students to master and understand deeply because academic words such as justify, expand, maximum, and vary are found in many content area texts, including social studies, science, mathematics, English, and history texts. Understanding these terms greatly increases comprehension of

Using the CCRS Resource Alignment Tools for English Language Arts

academic texts.

Together, Let's Look for Evidence

Together, Let's Look for Evidence

Step 1
Look for evidence in **a 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:

- How is vocabulary handled in the resource?
- Are academic vocabulary words targeted? Are they central to understanding the specific text?
- Are questions asked about vocabulary and authors' word choices?

Notes:

Now that we have reviewed the definition of academic vocabulary, it is your turn to review the vocabulary instruction in your resource. We'll do this in two steps. First, select one lesson from your resource to examine more closely. Scan your selected lesson to see if there is appropriate attention to academic vocabulary.

You will be looking to see if the text identifies vocabulary that teachers and students should focus on. You will be determining whether the vocabulary is truly Tier 2 academic vocabulary, or if it is specific to just the topic at hand. Pay attention to see if there are questions that ask learners to use or define academic vocabulary or that require them to understand the purpose for the author's choice of words and phrases.

Note that resources designed for lower-level English Learners will need to teach a significant amount of Tier 1 vocabulary. However, English Learners should still have a chance to learn Tier 2 words as soon as they are able. Take a few minutes now and review your lesson.

Using the CCRS Resource Alignment Tools for English Language Arts

Rating Dimension 1.2 Academic Vocabulary

Dimension 1.2: Academic Vocabulary Rating

Step 2

Look for evidence in **the resource as a whole** that attention is being paid to **vocabulary, especially academic vocabulary**.

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

- How is vocabulary handled in the resource?
- Are academic vocabulary words targeted? Are they central to understanding the specific text?
- Are questions asked about vocabulary and authors' word choices?

Notes:


Now that you've reviewed your lesson, it's time to review the unit (or up to 20% of the entire resource) for evidence of Dimension 1.2. Use what you learned by examining the lesson to look for patterns throughout the unit or resource. Is academic vocabulary part of the regular structure of each lesson?

Using the evidence statements provided on the Resource Alignment Tool, record the strengths and weaknesses of the resource and rate the dimension.

Are the vocabulary words selected primarily academic vocabulary? Do the questions and tasks support the students in understanding that vocabulary and language? Take a few minutes, review a larger portion of the resource, and rate your resource on Dimension 1.2.


Using the CCRS Resource Alignment Tools for English Language Arts

Criterion 1: Summary

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?



Notes:

Now that we've covered both dimensions of text complexity, it's time to summarize our findings about the criterion as a whole and get a sense of what we think about the quality and complexity of the texts in the resource, as well as the resource's focus on academic vocabulary.


Using your notes and the questions on this slide as a guide, summarize the strengths and weaknesses of the resource regarding text complexity. Take a few minutes and write down your thoughts in the bottom half of Page 2 of the Resource Alignment Tool.

Using the CCRS Resource Alignment Tools for English Language Arts

Criterion 1: High-value Actions

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.



Notes:

Now it's time to consider what actions need to be taken in order to improve the alignment of the resource to Criterion1: Text Complexity.


These “high-value actions” may be things that you ask the publisher to do in subsequent editions of the text, or they may be things that you will do yourself. Depending on your findings, this could mean providing 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 lessons, choose an action that will identify those words that should be addressed.

Take a few moments and select the high-value actions needed to better align this resource in terms of text complexity.

Please note that you may have different feelings about how well aligned your resource is to the CCR Standards at the completion of each section. It is important to refrain from making overall judgments, either good or bad, about the resource you have chosen until you have completed the entire analysis process.


Using the CCRS Resource Alignment Tools for English Language Arts

End Section

End of Criterion 1: Text Complexity 

You've reached the end of this section. The next section of the module is:

Criterion 2: Evidence




Notes:

Congratulations, you've reached the end of this section. Please advance to the next section to continue the module.

4. Criterion 2: Evidence

Criterion 2: Evidence



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

Section 2

Criterion 2: Evidence

- Examine the Key Shift of Evidence.
- Determine if the lesson's student assignments provide reading, writing, and speaking activities.
- Does the resource provide reading, writing, and speaking activities grounded in evidence from text, both literary and informational?

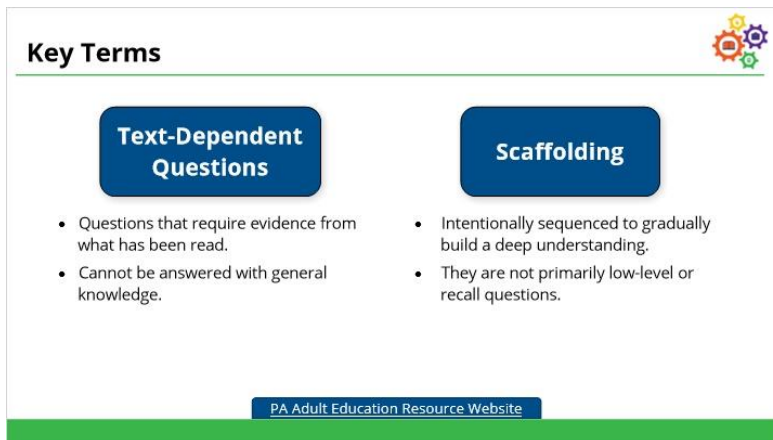
Notes:

In Section 2, we will examine the Key Shift of Evidence. We will determine if the lesson's student assignments provide reading, writing, and speaking activities that

Using the CCRS Resource Alignment Tools for English Language Arts

require a student to use evidence from literary and informational text. Now let's begin analyzing our curricular resource for evidence. Click Next to continue.

Key Terms



Key Terms

Text-Dependent Questions

- Questions that require evidence from what has been read.
- Cannot be answered with general knowledge.

Scaffolding

- Intentionally sequenced to gradually build a deep understanding.
- They are not primarily low-level or recall questions.

PA Adult Education Resource Website


Notes:

There are two key terms that you'll need to be familiar with before we move forward. The first is "text dependent questions." 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. They'll often have wording such as "using evidence from the text ..." or "based on what you read ..." Scaffolding is a deliberate sequencing of questions so that they gradually build in cognitive rigor. When we scaffold, we will often start by checking for understanding but then increase the challenge for students in a way that they will see on the HSE exams, in college, or in the workplace.


Using the CCRS Resource Alignment Tools for English Language Arts

Tools Needed for Criterion 2

Tools Needed For Criterion 2



- [Resource Alignment Tool \(ELA Tool 1\)](#)
- [Checklist for Evaluating Question Quality \(ELA Tool 4\)](#)




Notes:

In this section of the module, in addition to your resource, you will continue to use the Resource Alignment Tool. You'll also need the Checklist for Evaluating Question Quality.

Resource Alignment Tool for ELA

Resource Alignment Tool for ELA (Tool 1)



Criterion descriptors →

Dimension descriptors →

Summary findings →

Click magnifying glass to expand image.

Criterion Evidence: Does the resource provide reading, writing, and speaking activities promoted in evidence from text?

| DIMENSION 2.1 | MEETS | PARTIALLY MEETS | DOES NOT MEET (INSUFFICIENT EVIDENCE) |
|--|-------|-----------------|---------------------------------------|
| Consistency of comprehension and Using Evidence From Text: An assessment reports 100% of all questions assessed are high-quality, text-dependent, and text-specific. (aligner document) Checklist for Evaluating Question Quality. | MEETS | PARTIALLY MEETS | DOES NOT MEET (INSUFFICIENT EVIDENCE) |
| Engage in Argumentative and Informative Writing and Speaking: An assessment reports 100% of all writing and speaking assignments assessed engage argumentative and informative writing and speaking. They require students to draw on evidence from text to present clearly and well-defended claims. (aligner document) Checklist for Evaluating Question Quality. | MEETS | PARTIALLY MEETS | DOES NOT MEET (INSUFFICIENT EVIDENCE) |

Summary of strengths and weaknesses:

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

- Replace non-text-dependent questions with relevant text-dependent questions that target level-specific standards.
- Add a variety of text-based writing assignments, including short and longer writing assignments that require students to draw on evidence from text to present clearly and well-defended claims.

Rating each dimension ←

Guiding questions ←

Suggested high-value actions to fill alignment gaps ←

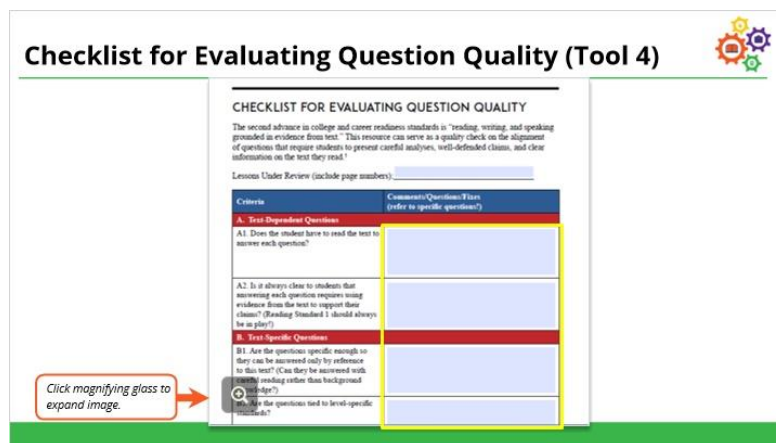
Notes:

For this criterion, we'll be focusing on Page 3 of the Resource Alignment Tool. Notice the criterion descriptor at the top: Evidence.

Using the CCRS Resource Alignment Tools for English Language Arts

Just as with the Text Complexity page, you will see that there are two-dimension descriptors. To the right of each dimension descriptor, you'll see a place to rate each dimension and a list of guiding questions. These are some questions you will want to answer as you decide whether a resource meets the criteria for that dimension. In the bottom half of the page, you'll find a space to summarize the evidence you are using to justify your ratings and a place to list the high-value actions you would take to revise this resource for tighter alignment to the CCR Standards. Remember that, while you will select the options that make sense based on your analysis, you will not be revising the resource during this module, just analyzing it.

Checklist for Evaluating Question Quality




Notes:

As we analyze the text for evidence, you will need the Checklist for Evaluating Question Quality. In this document, you'll see a series of guiding questions to help you determine whether the questions connected to the passages are aligned with the criterion of evidence.


To the right of each guiding question is a space to take notes on your observations. These could include comments, questions, or suggested fixes for specific questions. It's important to refer to evidence from the text when making comments. You will be using this document to help justify any actions you suggest to improve the alignment of the resource, so you'll want to have page and question numbers documented.

Using the CCRS Resource Alignment Tools for English Language Arts

Dimension 2.1: Using Evidence

Dimension 2.1: Using Evidence 

Asking good questions that require students to provide evidence and make inference from what they have learned gives students support to comprehend the ideas contained within complex texts.



Notes:

Now we are ready to analyze a curricular resource for alignment to the Key Shift of Evidence.

Asking good questions that require evidence and inferences from what students have learned gives them the support needed to comprehend the ideas contained within complex texts. Therefore, the expectation is that a majority (80%) of all questions tied to what students are reading are high-quality text-dependent questions.

Using the CCRS Resource Alignment Tools for English Language Arts

Text-dependent Questions

Text-dependent Questions

| Text-Dependent | Not Text-Dependent |
|---|---|
| <input type="checkbox"/> Can only be answered with evidence from the text. | <input type="checkbox"/> Low-level, literal, or recall questions. |
| <input type="checkbox"/> Focus on the most difficult vocabulary and portions of the text. | <input type="checkbox"/> Questions that depend solely on prior knowledge. |
| <input type="checkbox"/> Can be literal to check for understanding, but must quickly scaffold upward. | <input type="checkbox"/> Focused on comprehension strategies. |

Notes:

Text-dependent questions (TDQs) should not require background knowledge in order for students to answer them. Not only do text-dependent questions draw students to the text, they must focus on the most difficult portions of the text. We spent time in Criterion 1 ensuring that the text is complex and uses academic vocabulary. The questioning should focus the students on those aspects of the text.

Together, Let's Look for Evidence

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? Do they require readers to produce evidence from the text?
2. Do questions ask about central ideas of the text?
3. Do they gradually build understanding of the text?
4. Do they address level-specific standard(s)?

Notes:


Using the CCRS Resource Alignment Tools for English Language Arts

Now, let's start the analysis process by focusing on the same lesson you worked with in Criterion 1. Your objective is to determine if the questions in your lesson address the text's central ideas, target the level-specific demands of the standards, and build understanding of the text through scaffolding.

Using sections A, B, and C of the Checklist for Evaluating Question Quality to guide you, take a few moments to determine if the questions are text-dependent, appropriately scaffolded, and meet the rigor of the level's standards.

At this time, you only need to address sections A, B and C of the checklist. We will work with section D in the next dimension.

Dimension 2.1: Using Evidence

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? Do they require readers to produce evidence from the text?
2. Do questions ask about central ideas of the text?
3. Do they gradually build understanding of the text?
4. Do they address level-specific standard(s)?

Use the Checklist for Evaluating Question Quality to help you. Rate this dimension.

Notes:


Once you have finished sections A, B, and C of the checklist, scan the rest of your resource. If you are using a textbook, take time to look at about 20% of the lessons in the book. You may find that some of the lessons have different numbers of activities that focus a student's attention to drawing evidence from a text. When looking at a published resource, you can also consider if the questions in the lessons target the text's central ideas and build understanding of the text through scaffolding. As you scan the resource, use the questions from the Checklist for Evaluating Question Quality to help you evaluate whether the overwhelming majority of questions are high-quality, text-dependent, and text-specific. Once you have completed this, rate the dimension – Does not meet, Partially meets, or Meets.

Using the CCRS Resource Alignment Tools for English Language Arts

Dimension 2.2: Writing and Speaking

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.



Notes:

Now it is time to move to Dimension 2.2.

This second dimension focuses on the importance of students writing about what they've read as another way to learn. Drawing on evidence from texts to present careful analyses and well-defended claims should be central in adult education. Therefore, the expectation is that a majority (80%) of all writing and speaking assignments reviewed address argumentative and informative writing and speaking. As a point of clarity here, this dimension is asking if 80% of the writing and speaking assignments require the student to have evidence from the text to back up their claims. This is not asking that 80% of the questions be about writing and speaking. What we are really looking for here is that the resource requires students to use evidence to support their inferences, hypothesis, opinions, and ideas in 80% of the writing and speaking activities.

Using the CCRS Resource Alignment Tools for English Language Arts

Evidence

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 regular invitations for students to speak about the reading?
2. Do most writing and speaking assignments require students to provide text-based evidence? Do they make up 80% of the writing and speaking assignments?
3. Are there regular opportunities to write arguments and informative pieces?

Notes:

Now start your examination by analyzing a single lesson in your curricular resource or teacher-designed unit. This is where you can use the questions in Part D of the Checklist for Evaluating Question Quality. Ask yourself this question: Does the lesson provide students the opportunity to write argumentative or informative essays? If there are opportunities like that, what percentage require students to provide text-based evidence? Are there regular invitations for students to speak about what they read?

(This process should begin to go more quickly now because you are already familiar with the sample lesson.)

Using the CCRS Resource Alignment Tools for English Language Arts

Dimension 2.2: Writing and Speaking Rating

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 invitations for students to speak about the reading?
2. Do most writing and speaking assignments require students to provide text-based evidence? Do they make up 80% of the writing and speaking assignments?
3. Are there regular opportunities to write arguments and informative pieces?

Rate this dimension.

Notes:

Once you have finished using the Checklist for Evaluating Question Quality for your focus lesson, you can scan the rest of your resource. If you are using a textbook, take time to look at about 20% of the lessons in the book. You may find some variation from lesson to lesson in the number and type of writing and speaking questions, but they should occur regularly, and at least 80% of them should require students to provide text-based questions.

Once you have completed this survey, it is time to rate Dimension 2.2.

Criterion 2: Summary

Criterion 2: Summary



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?



Using the CCRS Resource Alignment Tools for English Language Arts


Notes:

Now that we've covered both dimensions of evidence, it's time to summarize our findings about the criterion as a whole, and get a sense of what we think about the quality of the questions and the writing and speaking assignments.

Using your notes, and the questions on this slide as a guide, summarize the strengths and weaknesses of the resource regarding evidence.

Take a few minutes and write down your thoughts at the top of Page 3 of the Resource Alignment Tool.

Criterion 2: High-value Actions

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:

Notes:


Now it's time to consider what actions need to be taken in order to improve the alignment of the resource to Criterion 2: Evidence.

These “high-value actions” may be things that you ask the publisher to do in subsequent editions of the text, or they may be things that you will do yourself. Depending on your findings, this could mean developing valuable text-dependent questions, adding a variety of text-based writing assignments, or including a culminating writing or speaking assignment developed from the central understanding of the text.

Using the CCRS Resource Alignment Tools for English Language Arts


Take a few moments and select the high-value actions needed to better align this resource in terms of evidence.

End Section

End of Criterion 2: Evidence 

You've reached the end of this section. The next section of the module is:

Criterion 3: Knowledge



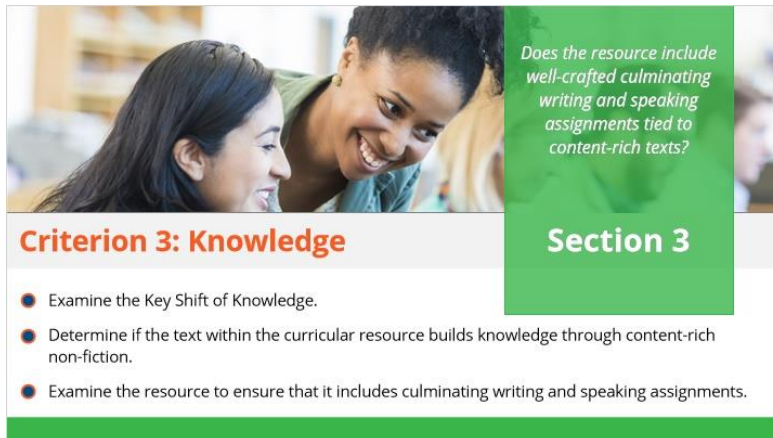
Notes:

Congratulations, you've reached the end of this section. Please advance to the next section to continue the module.

Using the CCRS Resource Alignment Tools for English Language Arts

5. Criterion 3: Knowledge

Criterion 3: Knowledge



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

Criterion 3: Knowledge

Section 3

- Examine the Key Shift of Knowledge.
- Determine if the text within the curricular resource builds knowledge through content-rich non-fiction.
- Examine the resource to ensure that it includes culminating writing and speaking assignments.

Notes:


In Section 3 of this module, we will examine the third criterion: The Key Shift of Knowledge. The primary objective of this criterion is to determine if the text within the curricular resource builds knowledge through content-rich non-fiction. We will also examine the resource to ensure that it includes culminating writing and speaking assignments that give students an opportunity to work with and demonstrate the knowledge they are acquiring.

Now, let's begin by analyzing our curricular resources for knowledge. Click Next to continue.

Using the CCRS Resource Alignment Tools for English Language Arts

Key Terms

Key Terms



| | | |
|---|--|---|
| Line of Inquiry | Content-rich | Culminating Activity |
| <ul style="list-style-type: none">• Systematically building knowledge about a high-interest topic across disciplines. | <ul style="list-style-type: none">• 80% high-quality informational texts using non-fictional text as a source of knowledge.• Teaching ELA standards across disciplines. | <ul style="list-style-type: none">• Regular independent reading.• Regular brief research projects.• Regular writing and speaking. |

Notes:

Here you will see some key terms that will be discussed when analyzing your curriculum resource for alignment to the key shift of knowledge.

- Shaping curriculum around a line of inquiry is essential for adult students to build a foundation for college and career readiness. Through extensive reading, students have an opportunity to build foundational knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge. Students also acquire the habits of reading independently and closely, which are essential to their future success.
- When we use the term content-rich in relation to the College and Career Readiness Standards, we are referring to the intentional selection of a wide range of high-quality informational texts. Content-rich also implies that students are reading about a topic through the lenses of other disciplines. Students are given an opportunity to see how cross-disciplinary concepts intersect with important historical events, and how academic language ties it all together.
- Often when we hear the term culminating activity, we think of an end-of-unit research project or presentation. For the purpose of this training,

Using the CCRS Resource Alignment Tools for English Language Arts

culminating activities happen frequently within a unit and/or at the end of lessons. Students are given the opportunity to demonstrate their newly acquired knowledge through brief writing assignments and speaking tasks.

Resource Alignment Tool for ELA

Resource Alignment Tool for ELA (Tool 1)

Criterion descriptors

Dimension descriptors

Rating each dimension

Guiding questions

Click magnifying glass to expand image.

| Criterion | Meets | Partially Meets | Does Not Meet (Insufficient Evidence) |
|---|-------|-----------------|---------------------------------------|
| DIMENSION 3.1 Emphasis on Reading Content-Rich Texts: The content emphasizes understanding quality informational text across disciplines. | | | |
| DIMENSION 3.2 Building Knowledge Through Reading Widely about a Topic and Research: Informational text passages selected are organized around a topic or issue of inquiry; the resource includes explicit research assignments. | | | |

Notes:

For this criterion, we'll be focusing on Page 4 of the Resource Alignment Tool. As for the previous two criteria, the Resource Alignment Tool has two dimensions for the criterion Knowledge. During this section of the module, you will be analyzing the resource for evidence of Dimensions 3.1: Emphasis on Reading Content-Rich Texts and 3.2: Building Knowledge Through Reading Widely about a Topic and Research.

Next to the dimension descriptors, you'll see the guiding questions. You will use these to guide the analysis process.

Just as before, you will rate the resource on each dimension, summarize your findings, and list high-value actions.

Using the CCRS Resource Alignment Tools for English Language Arts

Criterion 3 and Its Dimensions

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.

Notes:

For Criterion 3, you will analyze your curricular resource by looking at Dimensions 3.1 and 3.2 simultaneously.

You will notice the dimensions in Criterion 3 are focused on materials that 1) include a variety of high-quality informational texts on a wide range of topics and 2) provide opportunities for students to build knowledge.

Let's think about the highlighted words. In Dimension 3.1, the word **accentuates** indicates an emphasis. Comprehension of the specific content presented in the texts is emphasized; it is a priority. In other words, texts should be selected for the useful information they offer, and we should see quality information about a similar topic across different disciplines.

In Dimension 3.2, **most** is an important term. It is vital for students to have extensive opportunities to build knowledge through texts so they can learn independently. Organizing curriculum resources around a line of inquiry provides students opportunities for practicing the application of academic language. Regular culminating activities and short research assignments can help to ensure that students can develop the skills needed to independently build knowledge.

Using the CCRS Resource Alignment Tools for English Language Arts

Dimension 3.1 and 3.2 Knowledge Rating

Dimension 3.1 and 3.2 Knowledge Rating

Look for evidence of the kinds of writing assignments and speaking opportunities offered by [a single lesson](#) in this resource.

1. Are most of the texts content-rich and informational texts that promote learning and thinking?
2. Does the resource promote regular independent reading?
3. How well does the resource build knowledge on a single topic?
4. Are the passages carefully sequenced to increase knowledge on a topic or focus area of inquiry?
5. Does the resource offer regular (short) research opportunities?

Rate these dimensions.

Notes:

Now, let's start the analysis process by focusing on the same lesson you have been working with. Although you may not be able to fully answer all of these questions when looking at a single lesson, you should make note of whether the lesson contains content-rich informational texts that support students in building knowledge. You will also be able to look for evidence indicating that the resource encourages students to pursue independent reading or research opportunities. Take notes on your observations, since they may help you when you review the resource as a whole.

Dimensions 3.1 and 3.2 Knowledge Rating

Dimensions 3.1 and 3.2 Knowledge Rating

Scan [the unit and 20% of the resource](#) for evidence of Dimensions 3.1 and 3.2:

1. Are most of the texts content-rich and informational texts that promote learning and thinking?
2. Does the resource promote regular independent reading?
3. How well does the resource build knowledge on a single topic?
4. Are the passages carefully sequenced to increase knowledge on a topic or focus area of inquiry?
5. Does the resource offer regular (short) research opportunities?

Rate these dimensions.


Using the CCRS Resource Alignment Tools for English Language Arts

Notes:

Now review up to 20% of the entire resource for evidence of Dimensions 3.1 and 3.2. For Dimension 3.2, it can be especially helpful to check the table of contents to see if there is a progression of knowledge or evidence of lines of inquiry within the resource.


Using the evidence statements provided on the Resource Alignment Tool, rate each dimension and record the strengths and weaknesses of the resource.

Criterion 3: Summary

Criterion 3: 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?



Notes:


Now that you have covered both dimensions of knowledge, it's time to summarize your findings about the criterion as a whole and get a sense of what you think about the curricular resource's ability to build knowledge on a single topic, extend learning through research and inspire independent learning and reading.

Using your notes and the questions on this slide as a guide, summarize the strengths and weaknesses of the resource regarding knowledge.

Take a few minutes and write down your thoughts on the Resource Alignment Tool.

Using the CCRS Resource Alignment Tools for English Language Arts

Criterion 3: High-value Actions

| Criterion 3: High-value Actions |  |
|---|---|
| <input type="checkbox"/> Create a list of supplemental texts on the same topic to promote volume of reading and to build knowledge. | |
| <input type="checkbox"/> Develop brief research projects for students on the same topic. | |
| <input type="checkbox"/> Other: | |

Notes:


Now it's time to consider what actions need to be taken in order to improve the alignment of the resource to Criterion 3: Knowledge.

These “high-value actions” may be things that you ask the publisher to do in subsequent editions of the text, or they may be things that you will do yourself. Depending on your findings, this could mean developing a list of supplemental texts or brief research projects that students can use to explore the topics further.

Take a few moments and select the high-value actions needed to better align this resource in terms of knowledge.

Using the CCRS Resource Alignment Tools for English Language Arts

Overall Summary Findings/Rating

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.


Notes:

Now that you have analyzed the resource for alignment to the CCR standards using the three key shifts of text complexity, evidence, and knowledge as your criterion for alignment, it is time to determine if the resource is tightly aligned, partially aligned, or weakly aligned to the standards.

Take a few moments to summarize the resource's overall strengths and weaknesses regarding the three criteria to decide on an overall score. Use Page 5 of the Resource Alignment Tool to record your overall rating for the resources and to make notes about the resource's key strengths and weaknesses. You will find this helpful if you or your PLC decide to use this resource in the next module, "Using the ELA Lesson Development and Revision Template."

Using the CCRS Resource Alignment Tools for English Language Arts

Next Steps

Next Steps 

In-House Professional Development Specialist

[Pennsylvania Adult Education Resources website](#)

[PD Portal](#)


Notes:

Once you finish this module, you may want to contact your supervisor or your agency's in-house professional development specialist, or IHPDS, to see if there are any program-specific procedures that you should follow when performing a resource alignment assessment. Your IHPDS will also be able to recommend additional training for you depending on your needs and interests.

For more information about the CCRS, including guidance on revising lessons and examining student work, go to the College and Career Readiness Standards (CCRS) Resources page of the Pennsylvania Adult Education Resources website. You will find several other modules, tools, and resources there. You may also want to search for related courses in the PD Portal.

Using the CCRS Resource Alignment Tools for English Language Arts


Ending

Congratulations! 

You have successfully completed this module.

- Save any resources located under the Resources tab.
- Click Exit to close the module.

[Exit](#)



Notes:

Congratulations! You have completed this module and have analyzed a resource for its alignment to the CCR standards. Be sure to download any resources you want to save by clicking on the Resources tab. Click on the Exit button below to close the module.