



College and Career Readiness Standards-in-Action

**ADVANCED
UNIT**

1

FACILITATOR GUIDE FOR
ENGLISH LANGUAGE ARTS/LITERACY

ALIGNING CURRICULUM RESOURCES WITH STANDARDS

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TABLE OF CONTENTS

Background and Purpose..... 1

Overview4

Workshop Materials5

Time Frame5

Preparations6

Implementation Directions 8

 Part 1—Evaluate the Alignment of an Adult Education Curriculum Resource with CCR Standards.....8

 Part 2—Fill Alignment Gaps in the Curriculum Resource 17

 Part 3—Complete the Curriculum Resource for Instructional Use.....20



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BACKGROUND AND PURPOSE

States around the nation are integrating college and career readiness (CCR) demands into their adult education programming. Raising the academic bar reflects a willingness on the part of states to act on the empirical evidence of what colleges and employers require of prospective students and employees.

The U.S. Department of Education’s Office of Career, Technical, and Adult Education (OCTAE) has been supporting states’ efforts, for over a decade, through its program of national leadership activities. A technical assistance report was produced for states to voluntarily employ when strengthening their academic programs.¹ OCTAE then initiated the Implementing CCR Standards in Adult Education project, more commonly known as CCR Standards-in-Action (CCR SIA). Since 2014, the CCR SIA project has developed several professional development units.

The CCR SIA project initially developed four foundational professional development units to ensure that instructors clearly understand the intent and meaning of CCR standards. At their heart is a focus on the most critical content and processes for developing the kind of mathematics mastery needed for college and careers. Through Foundational Units 1–4, adult educators learn how important it is to concentrate mathematics instruction on three key instructional advances:

- Selecting texts of sufficient complexity;
- Developing the ability to draw evidence from texts; and
- Making the connection between text comprehension and knowledge acquisition.

States that are deeply involved in implementing CCR standards report that the training embedded in Foundational Units 1–4 has been an essential first step in helping adult educators become comfortable with the instructional, curricular, and leadership demands of the three key advances.

Once instructors clearly understand the intent and meaning of CCR standards, the next step is to work through how, over time, they will support students in meeting them. This work is at the heart of Advanced Unit 1. It builds on and extends the content of the foundational units.

¹ The CCR Standards for Adult Education report is available at:
<http://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf>. (2013)

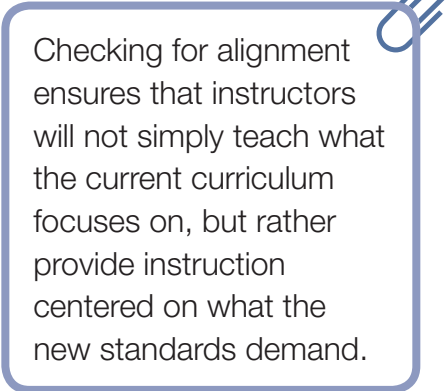
Advanced Unit 1 increases the level of engagement with the key instructional advances in the areas of application, experimentation, advocacy, and innovation. The training embedded in Advanced Unit 1 not only deepens adult educators’ understanding of the intent and meaning of the standards; it introduces teacher-friendly tools to facilitate effective standards-based instruction. Advanced Unit 1 materials and methods:

- Delve into the instructional and institutional implications of level-specific CCR standards; and
- Help shape the approach adult educators will take in teaching the standards and in sustainably implementing standards-based reforms.

Curriculum resources—often purchased by a program—play a central role in how most instructors organize content and set learning tasks. Research shows that resources like textbooks and workbooks greatly influence how teachers make the leap from intentions and plans to tangible classroom activities.² In recognition of our reliance on curriculum resources as guides for instruction, Advanced Unit 1 focuses on how to analyze and then adapt curricula to align with CCR standards. The specific objectives of this unit are twofold:

- To teach adult educators how to analyze the degree of alignment between adult education curriculum resources and the expectations of CCR standards; and
- To teach adult educators how to modify curriculum resources so that they tightly align with these standards.

Checking for alignment ensures that instructors will provide instruction centered on what CCR standards demand—not simply on what the current curriculum focuses. Learning how to evaluate curriculum resources builds instructors’ capacity to align their teaching with the standards. It also provides instructors with opportunities to work together to define what CCR standards-based instruction should look like.



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.

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

Achieving both objectives of Advanced Unit 1 requires an understanding of both the standards and the curriculum. Research shows that instructors who know what standards they are adopting are the individuals best positioned to evaluate and rewrite curriculum resources currently in use.³ Immediately addressing the gaps they identify in the analysis of curriculum resources increases the buy-in that is so vital for effective curriculum reform. The process of identifying and filling gaps in curricula also provides instructors with readily available resources aligned with the standards.

By taking these actions, instructors will increase their understanding and ownership of the standards. They will also gain the skills needed to align curriculum resources and put the resources to use in implementing instruction that fully addresses the standards. Records of these evaluations and subsequent revisions will also serve as valuable resources for staff who were not involved in the original evaluation and revision processes.

Share the results across programs! Sharing provides a practical way to disseminate important information about the demands of the standards and how well certain curriculum resources align with them.

³ Judy A. Johnson, EdD. Principles of Effective Change: Curriculum Revision That Works.



OVERVIEW


The method outlined below will empower adult educators in your state to answer two crucial questions:

- Are the curriculum resources we are using tightly aligned with CCR standards?
- How can we modify curriculum resources currently in use to more tightly align with CCR standards?

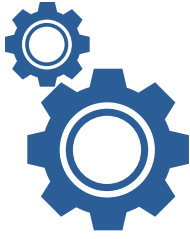
PART 1 of the advanced unit begins with teaching adult educators how to discern what curriculum resources aligned with CCR standards look like. First, they will review the alignment and utility of a sample set of lessons from an adult education curriculum resource you choose using the ELA/Literacy Resource Alignment Tool. That tool is organized around the key advances and level-specific demands of the CCR standards

PART 2 of the advanced unit teaches adult educators how to begin to fill alignment gaps in the curriculum resource by selecting one lesson to improve, using the ELA/Literacy Lesson Revision Template. The result will be a lesson that exemplifies both the key advances and level-specific demands of the standards and can be seamlessly integrated into instructors' existing curriculum.

PART 3 of the advanced unit focuses on organizing production teams who can continue the work subsequent to **PART 1** and **PART 2** training. A distinguishing feature of the advanced (over the foundational) units is that the work extends well beyond the initial two-day training. Teams, made up of trained adult educators, will be asked to revise additional lessons in the curriculum resource over several months. You will want to set expectations for how many lessons in the curriculum resource(s) will be modified, over what period of time, and how the work will get done (e.g., in person or virtually, in small or larger teams, using different levels of review).



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WORKSHOP MATERIALS

- Resource Alignment Tool for English Language Arts/Literacy
- Lesson Revision Template for English Language Arts/Literacy
- Support documents
 - Quantitative and Qualitative Text Complexity Resources
 - Checklist for Evaluating Question Quality
 - Promoting Volume of Reading to Build Knowledge
- PowerPoint slide presentation
- Reference copies of the state's CCR standards for English language arts/literacy (one per table)
- Curriculum resource of your choice to review



TIME FRAME

The initial process of evaluating a curriculum resource for its alignment with CCR standards (**PART 1**) will take a team 5 to 7 hours.

The time needed to revise one lesson (**PART 2**) in the curriculum resource 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 reviewers have been trained and are familiar with the process, adult educators should be able to revise subsequent lessons in the curriculum resource (**PART 3**) in less time, about 2 to 3 hours.



PREPARATIONS

Determine which curriculum resource will be analyzed. Organize each training session by common curriculum 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 curriculum resource that most people are currently using, ask them to bring copies to the training session.

Get acquainted with the curriculum resource that training participants will evaluate. Doing so will provide you with insight into the content and sequencing of the lessons so you can select a representative sample for participants to evaluate. Ways to understand how a curriculum resource is organized and to gain a sense of its content include:

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

Select a representative sample of the lessons from the curriculum resource for participants to inspect. Select between 10% and 20% of the lessons in the curriculum resource. Because materials in a curriculum resource commonly are written by the same author(s), participants can gain a sense of its strengths and weaknesses by reviewing a representative sample. (Note: A curriculum resource from the same publisher, but written for another level of learning will need to be evaluated separately. The findings from one level of learning cannot be extrapolated to another level of learning.)

Familiarize yourself with the PowerPoint presentation and participant materials (tools and templates, support documents). 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 Facilitator Notes. These will help you frame your presentation and provide important context. The slides, coupled with the information in this Facilitator Guide, should give you the support and guidance necessary to lead a successful training. Consider rehearsing before the training so you master the material. With practice, you will be able to put ideas in your own words rather than read the slides word for word, as well as answer questions from training participants as they come up.

Prepare the training materials. If possible, provide digital copies of the materials to participants before the training (on USB flash drives or through email). Then staff members can evaluate and align curriculum 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 page 4.

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. Table leaders should keep track of time and make sure activities are moving along. Table leaders can also share information with the table and notify you when there are questions or if the group needs more support. (If you choose table leaders in advance, provide them with copies of the PowerPoint presentation, agenda, and all participant materials, including the tools and templates and the support documents.)

IMPLEMENTATION DIRECTIONS

PART 1—EVALUATE THE ALIGNMENT OF AN ADULT EDUCATION CURRICULUM RESOURCE WITH CCR STANDARDS

Introduce the purpose of Part 1 and review the evaluation process (Slide 3).

Explain that the process performed in Part 1 helps determine the degree of alignment of existing curriculum resources with the CCR standards. Organized by the key instructional advances of the CCR standards, the ELA/Literacy Resource Alignment Tool is a guide to highlight a curriculum resource’s strengths and gaps in alignment. The tool prioritizes actions needed to modify the curriculum resource to achieve closer alignment with the standards. The tool, once filled in, also provides documentation for other instructors to follow when determining whether and how the curriculum resource will benefit them.

Introduce the ELA/Literacy Resource Alignment Tool (Slides 4-5). Go over the tool with participants. The criteria in the ELA/Literacy Resource Alignment Tool reflect the most significant advances in instruction that the CCR standards require. They detail what it means for curriculum resources to be aligned with those criteria. Review the directions as well as the three key evaluation criteria:

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

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

Criterion 2 Evidence: Does the curriculum resource provide reading, writing, and speaking activities grounded in evidence from text, both literary and informational?

Rationale: Providing students with ways to examine a text through good questions gives students the crucial support 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 are reading.

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

Rationale: 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.

Scan the contents of the sample curriculum resource (Slide 6). Once you have introduced the ELA/Literacy Resource Alignment Tool, give participants at least 15 minutes to get acquainted with the sample curriculum resource they will be evaluating. The table of contents is a good place to start. It will tell participants what pieces of content are included and how the curriculum resource is organized. Curriculum resources often address multiple levels. As a group, determine the predominant level that the curriculum resource addresses; lessons within the curriculum resource will be evaluated against that level.


After reviewing the table of contents, ask participants to skim the rest of the curriculum resource: Are there discrete lessons, assessments, student activities, vocabulary words, and teacher notes? This way participants will know where to look for certain information as they evaluate the alignment of lessons within the curriculum resource with each criterion.

Address Criterion Text Complexity:

Take the following steps to show participants how to evaluate the alignment of the curriculum resource to this criterion. (While the criteria and dimensions differ in substance, the evaluation steps are the same from criterion to criterion.)



Provide a brief presentation on Dimension 1.1 from the Resource Alignment Tool: Text Complexity and Quality (Slides 7-9). Provide a rationale and the impact this dimension should have on what participants find in the curriculum resource. Because success in most work and college settings requires the ability to read and comprehend complex texts independently, explain that the first dimension focuses on the quality of text. Point out that research shows that reading high-quality text—content-rich text that is worth reading—increases reading proficiency³. Therefore, your participants should expect that most of the texts in the curriculum resource are at the appropriate level of complexity and quality, as defined by the CCR standards.



Because success in most work and college settings requires the ability to read and comprehend complex texts independently, explain that the first dimension focuses on the quality of text.




Introduce the support materials that can be used to assist with the evaluation process (Slide 10). If the publisher has included quantitative measures, instruct participants to check the Quantitative Analysis Chart for Determining Text Complexity to see if the measures fall within the appropriate band for the level. If the publisher has not included any quantitative measures, ask participants to follow the directions for how to run a passage or two from the curriculum resource through one of the computer programs mentioned in the quantitative analysis chart.





Review the guiding questions related to Dimension 1.1. Then ask participants to work at their tables to look for evidence in the curriculum resource to support the answers (Slide 11). Walk participants through the questions for this dimension. Ask them to read the passages accompanying the lessons and determine together if they are content-rich and/or exhibit exceptional craft and thought—making them worth reading and learning from.

³ ACT, Inc. (2006). *Reading between the lines: What the ACT reveals about college readiness in reading*. Iowa City, IA: Author.


 **Ask participants to complete the evaluation of Dimension 1.1 with others at their table (Slide 12).** Give participants at least 15 minutes to review the selected lessons in the curriculum resource. They need to record the strengths and weaknesses of the curriculum resource and rate the dimension as:


- **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; or
- **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.


 **Provide a brief presentation on Dimension 1.2 from the Resource Alignment Tool: Academic Vocabulary (Slides 13-15).** Provide a rationale and the impact this dimension should have on what participants find in the curriculum resource. Explain that this second dimension explores the important role that academic vocabulary (Tier 2) words play in understanding complex text. In your presentation, point out that research shows that vocabulary is central in reading and listening comprehension⁴. Therefore, participants should expect that most lessons in the curriculum resource regularly focus 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.


 Explain that this second dimension explores the important role that academic vocabulary (Tier 2) words play in understanding complex text.

⁴ Whipple, G. (Ed.) (1925). *The Twenty-fourth Yearbook of the National Society for the Study of Education: Report of the National Committee on Reading*. Bloomington, IL: Public School Publishing Company; Baumann, J. F., & Kameenui, E. J. (1991). Research on vocabulary instruction: Ode to Voltaire. In J. Flood, J. M. Jensen, D. Lapp, & J. R. Squire (Eds.), *Handbook of research on teaching the English language arts* (pp. 604–632). New York, NY: Macmillan. Baumann & Kameenui, 1991; and Becker, W. C. (1977). Teaching reading and language to the disadvantaged—What we have learned from field research. *Harvard Educational Review*, 47, 518–543.

-  **Review the guiding questions related to Dimension 1.2. Then ask participants to work at their tables to look for evidence in the curriculum resource to support the answers (Slide 16).** Ask participants 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—such as “relative,” “formulate,” “dedicate,” and “structure”—that appear often in academic, technical, and literary texts. They are not used as commonly in informal speech but are critical for successful college- and career-level reading.)

-  **Ask participants to complete the evaluation of Dimension 1.2 with others at their table (Slide 17).** Give participants at least 15 minutes to work so they can both record the strengths and weaknesses of the curriculum resource and rate the dimension.

-  **Conduct a group debrief of Criterion 1 (Slide 18).** Get a sense of what participants think about the quality and complexity of texts in the curriculum resource. Check on their findings about the curriculum resource’s focus on academic vocabulary too. Learn the level of group consensus and find out which questions instructors still have about the role of text complexity and quality in a curriculum resource.


-  **Consider what high-value actions (listed in the ELA/Literacy Resource Alignment Tool) need to be taken to improve the alignment of the curriculum resource with Criterion 1 (Slide 19).**

Address Criterion Evidence:


Take the following steps to show participants how to evaluate the alignment of the curriculum resource to this criterion.


 **Provide a brief presentation on Dimension 2.1 from the Resource Alignment Tool: Growth of Comprehension and Using Evidence From Texts (Slides 20-22).**


Provide a rationale and the impact this dimension should have on what participants find in the curriculum resource. Explain that success in most work and college settings requires using evidence to draw accurate and logical conclusions. 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, your participants should expect that an overwhelming majority (80%) of all questions about what students read in the curriculum resource are high-quality text-dependent and text-specific questions.





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.


 **Introduce the concept of text-dependent questions (Slides 23-24).** Text-dependent questions are not low-level literal or recall questions; they do not target particular reading strategies or rely on students' background knowledge. Instead, they focus on analysis, synthesis, and evaluation to support students' comprehension of complex material.


 **Introduce the support materials that can be used to assist with the evaluation process (Slide 25).** Use the Checklist for Evaluating Question Quality to determine whether the questions connected to the passages are text-specific and standards-based and whether they require students to produce evidence from the text.


 **Review the guiding questions related to Dimension 2.1. Then ask participants to work at their tables to look for evidence in the curriculum resource to support the answers (Slide 26).** Ask participants 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.


-  **Ask participants to complete the evaluation of Dimension 2.1 with others at their table (Slide 27).** Give participants at least 10 minutes to work so they can both record the strengths and weaknesses of the curriculum resource and rate the dimension.

-  **Provide a brief presentation on Dimension 2.2 from the Resource Alignment Tool: Emphasis on Informative and Argumentative Writing and Speaking (Slides 28-30).** Provide a rationale and the impact this dimension should have on what participants find in the curriculum resource. Explain that this second dimension focuses on the importance of students’ writing about what they read as another way to learn in the classroom and to succeed in life. Drawing on evidence from texts to present careful analyses and well-defended claims should be central in adult education. Therefore, participants should expect that an overwhelming majority (80%) of all writing and speaking assignments that they review in the curriculum resource require argumentative and informative writing and speaking.

-  **Review the guiding questions related to Dimension 2.2. Then ask participants to work at their tables to look for evidence in the curriculum resource to support the answers (slide 31).** Ask participants to calculate the percentage of writing and speaking assignments that require students to provide text-based evidence. Note any assignments that do not require writing or speaking about the sources they read. (This process should move faster now that participants are reviewing—and are familiar with—the same representative sample of lessons.)

-  **Ask participants to complete the evaluation of Dimension 2.2 with others at their table (Slide 32).** Give participants at least 15 minutes at their tables so they can both record the strengths and weaknesses of the curriculum resource and rate the dimension.

-  **Conduct a group debrief of Criterion 2 (Slide 33).** Get a sense of what instructors think about the quality of the questions in writing and speaking assignments. Check on the level of consensus in the group and find out which questions participants still have about the role of text-based and text-specific questions in lessons.


-  **Consider what high-value actions (listed in the ELA/Literacy Resource Alignment Tool) need to be taken to improve the alignment of the curriculum resource with Criterion 2 (Slide 34).**

Address Criterion Knowledge:

Take the following steps to show participants how to evaluate the alignment of the curriculum resource to this criterion.



Provide a brief presentation on Dimensions 3.1 and 3.2 from the Resource Alignment Tool: Emphasis on Reading Content-Rich Text and Building Knowledge Through Reading Widely About a Topic and Research (Slides 35-37). Provide a rationale and the impact this dimension should have on what participants find in the curriculum resource. Explain that because reading comprehension is tied to prior knowledge and is a critical component in the classroom and workplace, the dimensions in this criterion prioritize cultivating students' knowledge base through reading and writing about content-rich material. Point out that research shows that students better comprehend what they read when they systematically build knowledge about a topic⁵. Therefore, participants should expect that the curriculum resource accentuates comprehending high-quality informational texts across disciplines; that most passages in the resource are organized by a topic or line of inquiry; and that the curriculum resource includes regular research assignments.





Point out that research shows that students better comprehend what they read when they systematically build knowledge about a topic.




Review the guiding questions related to the dimensions (3.1 and 3.2). Then ask participants to work at their tables to look for evidence in the curriculum resource to support the answers (Slide 38). Ask participants to look for three critical features: 1) informational passages that include content-rich nonfiction in history, 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 help students build knowledge about the topics they are studying. Discoveries from the analysis of Criterion 2 will be useful in this task. For example, well-crafted culminating writing assignments tied to content-rich texts can help students collect and expand their knowledge.

⁵ Hampton, S., and Kintsch, E., 2009. "Supporting Cumulative Knowledge Building Through Reading." In *Adolescent Literacy, Field Tested: Effective Solutions for Every Classroom*, eds.; E.D. Hirsch, Jr., *The Knowledge Deficit: Closing the Shocking Education Gap for American Children* (Boston: Houghton Mifflin, 2006).

 **Ask participants to complete the evaluation of these dimensions with others at their table (Slide 39).** Give participants at least 20 minutes to work so they can both record the strengths and weaknesses of the curriculum resource and rate the dimensions.

 **Conduct a group debrief of Criterion 3 (Slide 40).** Get a sense of how well participants think the curriculum resource builds knowledge of topics through reading content-rich informational texts and conducting research. Check on the group's consensus and learn which questions they still have about the role of knowledge and volume of independent reading in a curriculum resource.

 **Consider what high-value actions (listed in the ELA/Literacy Resource Alignment Tool) need to be taken to improve the alignment of the curriculum resource to Criterion 3 (Slide 41).**

Direct participants to give the curriculum resource an overall score (Slide 42).

Participants should determine if the curriculum resource is tightly, partially, or only weakly aligned to the standards. They should then summarize the curriculum resource's overall strengths and weaknesses with regard to the three criteria to decide on an overall score. Ask participants to 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 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.

Once participants have scored the curriculum resource, briefly review the steps participants took to evaluate it. Point out that these steps not only identified the present degree of alignment to the standards, but now provide a road map for revising the curriculum resource in Part 2 of the training.

Review Part 1 process and provide time for questions and comments about Part 1 before continuing to Part 2 (Slides 43-44).

PART 2—FILL ALIGNMENT GAPS IN THE CURRICULUM RESOURCE

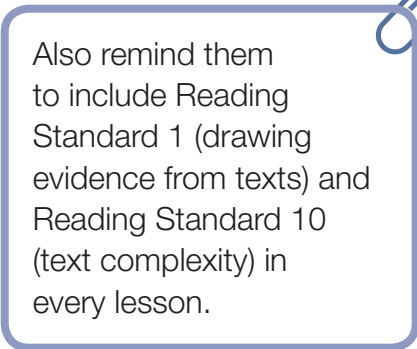
Introduce the purpose.	Address the focus of the resource as a whole.	Select one lesson to revise.	Fill in introductory information.	Address the three key advances.	Add explanatory notes to instructors.
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Introduce the purpose of Part 2 and review the revision process (Slides 45-46).

Introduce the ELA/Literacy Lesson Revision Template and begin the revision process (Slide 47). Select one lesson from the curriculum resource being reviewed. Review each element of the ELA/Literacy Lesson Revision Template. Review this lesson, keeping in mind the high-value actions identified in Part 1 of the training and captured in the ELA/Literacy Resource Alignment Tool. Then systematically improve the lesson by adding content wherever a gap has been identified.

Fill in introductory information for the lesson that is being strengthened (Slide 48). Using items 1-3 in the Lesson Revision Template, instruct participants to identify the original source of the lesson: the name of the curriculum resource and publisher, the lesson title, and the page number. They should provide a brief description of how the lesson will be used. For example: Is it meant to replace the lesson in the curriculum resource? Add content to the original lesson? Fill specific gaps? Also identify the intended instructional level of the lesson.

Address focus (Slide 49). Using items 4-6 in the Lesson Revision Template, instruct participants to specify the learning goals by answering the question: What are important concepts, topics, and skills students need to know and be able to do by the end of the lesson? Participants should identify what, realistically, can be taught and learned in that time frame. Instruct participants to select a small set (four to eight) with the CCR standards—remind them not to forget speaking and listening and language standards in addition to the reading and writing standards. Also remind them to include Reading Standard 1 (drawing evidence from texts) and Reading Standard 10 (text complexity) in every lesson. Participants should then insert the number of classes and estimated number of hours needed to teach the lesson.




Also remind them to include Reading Standard 1 (drawing evidence from texts) and Reading Standard 10 (text complexity) in every lesson.

Address text complexity (Slides 50-51). Instruct participants to use item 7 in the Lesson Revision Template. When revising the curriculum resource, participants will be using the texts provided and therefore may not have easy access to the quantitative measures. They should determine the quantitative measures by following the directions in the text complexity curriculum resources. Be sure they also conduct a qualitative analysis for as many of the passages as they can. This will help them understand the text’s key elements—for example, which parts are especially challenging—and assist in generating valuable text-based questions. (Participants should use the Quality Analysis Rubrics for Informational and Literary Texts to help them.)

Address academic vocabulary (Slides 52-53). Using item 8 in the Lesson Revision Template, instruct participants to determine which academic vocabulary words are central to understanding the text in a lesson, in addition to any vocabulary words that are already identified in the lesson. Ask participants to include two categories of words in instruction to best support student growth: 1) those that merit less time and attention but are still important for understanding the text (concrete); and 2) those that merit more time and attention and are also important for understanding the text (abstract). Hold a group debrief on Criterion 1: Text Complexity. Ask participants about the qualities and challenges of the text(s) that they found in the lesson. In addition, ask participants about some of the academic vocabulary words they identified as high-value and that merit more time and attention.

Address evidence (Slides 54-57). Using items 9 and 10 in the Lesson Revision Template, instruct participants to write or revise questions so that they require students to use information from the text to support claims. Their questions should be based on the writing, visual elements, and features unique to the text (be text-specific). The questions should also draw attention to the ways authors use particular vocabulary, with an emphasis on academic vocabulary. Participants should focus on breaking down challenging sections of the text with helpful questions; these could be sections with difficult syntax: particularly dense information, tricky transitions, or places that offer a variety of possible inferences. They also should investigate the beginnings and endings of texts to learn what is missing or understated. In addition, ask participants to describe the text-based writing assignments (summarizing, paraphrasing texts, providing short responses, etc.) that will lead to students’ culminating writing assignment. A good



A good culminating writing assignment is developed from the central understanding of the text and allows students to demonstrate that understanding.

culminating writing assignment is developed from the central understanding of the text and allows students to demonstrate that understanding. Remind participants that 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. Gather reflections and questions participants have created. (Participants should use the charts in Section 9 of the ELA/Literacy Lesson Revision Template and Checklist for Evaluating Question Quality as guides for adding or revising questions and crafting writing assignments.)

Address building knowledge (Slides 58-60). Using item 11 in the Lesson Revision Template, ask participants to insert any links to helpful sites or list supplemental texts on the same topic as the passage in the lesson. This will give students access to more reading experiences. Participants should provide enough instruction and clear guidance so that an instructor can find the texts. Alternatively, they could include one or two brief research projects on the same topic that students could complete. If this lesson is part of a larger unit, participants should make connections to what students have read or learned before. Gather reflections and questions participants have about encouraging a volume of reading. (Participants should use the Checklist for Evaluating Question Quality and the document on Promoting Volume of Reading to Build Knowledge as guides to address building knowledge.)

Add notes to instructors who may use this lesson in the future (Slide 61). Using item 12 in the Lesson Revision Template, include any supporting information to ensure students are able to access the texts, and share any additional information you want others to know about the texts or your ideas for teaching the content.

Once the lesson has been revised and additional lessons have been targeted for revision, briefly review the steps that participants took to align the curriculum resource to the standards.

Ask participants to reflect on the training activities and on what they learned (Slide 62). 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 the CCR standards?

PART 3—COMPLETE THE CURRICULUM RESOURCE FOR INSTRUCTIONAL USE

Introduce the purpose for continuing work beyond the initial training and organize production teams to revise additional lessons (Slides 63-64). You could organize a expert curriculum team to revise and adapt lessons in curriculum resources that have been evaluated. Alternatively, you could form two- or three-person teams of trained participants who would work together to revise additional lessons, meeting either in person or virtually. If a resource is being used within a region or across a state, you could divide the revision work across several programs. Decide who will be responsible for keeping group members on task as they work to strengthen the alignment of lessons in their curriculum resource with the CCR standards. Set a timeline for and check points during the revision process, including review of the adapted lessons.

Set expectations for how many lessons in the curriculum resource will be modified, over what period of time, and how the work will get done after the training (Slide 65). Here are some questions to guide your decision-making:

- Q1:** How many programs in your state are using this curriculum resource? Can you divide the revision work across several programs?
- Q2:** How much of the curriculum resource do you need to improve to provide instructors with enough guidance to continue revising it on their own?
- Q3:** Are there certain people who could take charge of the effort to align lessons for each curriculum resource?
- Q4:** Can you organize instructors in groups of two or three to revise lessons in a curriculum resource over time?
- Q5:** Can different sets of partners review each other’s work?
- Q6:** What is the timeline (in months) for the revision approach you have selected?
- Q7:** Where could the revised lessons be stored so all educators in the state could access them?

Build a curriculum resource library (Slide 66). Gather the work of various teams to showcase:

- Evaluations that show the alignment of each curriculum resource to CCR standards; and
- Lessons (aligned to CCR standards) from the curriculum resources that were modified to fill identified gaps.

Sharing the results of the evaluation and revision of curriculum 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 curriculum resources align, and how to continue to revise curriculum resources.

Provide time at the end of the session for questions and comments regarding the presentation (Slide 67).

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