

At the center of the Alaska English/Language Arts Standards is a substantial shift in literacy instruction that demands a focus on high quality texts, high-quality text dependent and text-specific questions, and writing to sources. The three shifts in literacy instruction include:

1. Building knowledge through content-rich non-fiction and informational texts,
2. Reading and writing grounded in evidence from text,
3. Regular practice with complex text and its academic vocabulary.

High quality instructional material aligned with the Alaska English/Language Arts Standards will be rich and diverse in its instruction approach and fully aligned with these shifts.

Grade: _____ Overall Rating: _____

Instructional Materials/Literacy Unit Title: _____

Rating Guide:

- 0 – No evidence of expectation
- 1 – Major gaps in expectations that may not be easily filled
- 2 – Gaps in expectations that may not be easily filled
- 3 – Few gaps in expectations that may be easily filled
- 4 – The content fully meets the expectation

Components for alignment to Alaska English/Language Arts (ELA) Standards Grade 9-12		
I. ALIGNMENT TO THE RIGOR OF ALASKA ELA STANDARDS	Rating (0-4)	Observation and Comments
1. Includes a clear and explicit purpose for instruction.		
2. Targets a set of grade-level standards.		
3. Selects text(s) that measure within the grade-level text complexity band and are of sufficient quality for the stated purpose. (present vocabulary, syntax, text structures, levels of meaning/purpose and other qualitative characteristics).		
4. Integrates reading, writing, speaking and listening so that students advance, apply, and synthesize literacy skills.		
II. KEY AREA OF FOCUS IN THE AK ELA STANDARDS	Rating (0-4)	Observation and Comments
1. Reading Text Closely Makes reading text(s) closely, examining textual evidence, and discerning deep meaning, a central focus of instruction.		
2. Text-Based Evidence Facilitates rich and rigorous evidence-based discussions and writing about common texts through a sequence of specific, thought-provoking, and text-dependent questions.		

II. KEY AREA OF FOCUS IN THE AK ELA STANDARDS (cont.)	Rating (0-4)	Observation and Comments
<p>3. Writing from Sources Routinely expects that students draw evidence from texts to produce clear and coherent writing that informs, explains, or makes an argument in various written forms.</p>		
<p>4. Academic Vocabulary Focuses on building students’ academic vocabulary in context throughout instruction.</p>		
<p>5. Increasing Text Complexity Focuses students on reading a progression of complex texts drawn from the grade-level band.</p>		
<p>6. Building Disciplinary Knowledge Provides opportunities for students to build knowledge about a topic or subject through analysis of a coherent selection of strategically sequenced, discipline-specific texts.</p>		
<p>7. Balance of Writing Includes a balance of on-demand and process writing (e.g. multiple drafts and revisions over time) and short, focused research projects, incorporating digital texts where appropriate.</p>		
III. INSTRUCTIONAL SUPPORTS	Rating (0-4)	Observation and Comments
<p>1. Addresses instructional expectations and is easy to understand and use.</p>		
<p>2. Provides <i>all</i> students with multiple opportunities to engage with text of appropriate complexity for the grade level; includes appropriate scaffolding so that students directly experience the complexity of the text.</p>		
<p>3. Uses technology and media to deepen learning and draw attention to evidence and texts as appropriate.</p>		
IV. ASSESSMENT	Rating (0-4)	Observation and Comments
<p><i>The lesson/unit regularly assesses whether students are mastering standards-based content and skills:</i></p>		
<p>1. Includes aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance.</p>		
<p>2. Elicits direct, observable evidence of the degree to which a student can independently demonstrate the major targeted grade level standards with appropriately complex text(s).</p>		
<p>3. Uses varied modes of assessment, including a range of pre, formative, summative, and self- assessment measures.</p>		

