

Classroom Instructional Material Alignment Tool–English Language Arts Grades 3-12

The purpose of this document is to assist teachers in determining alignment of their instructional materials being used in the classroom. Effective instructional materials are learning resources used to help students acquire essential knowledge, skills, and abilities as outlined in the standards. This includes print and non-print materials. It may also provide evidence to support your discussion about standards and resources as part of your evaluation.

Title: Into Reading Author(s): Ada, Beers, Carroll, Clemens, Cunningham, Etc. Publisher(s): Houghton Mifflin Harcourt
Grade Level: K-5

Standard(s) addressed in this instructional material:

All ELA standards

Instructions: Use the tables below to reflect upon and then determine if the instructional material meets each criteria.

I. Alignment to the Nevada Academic Content Standards (NVACS)- NON NEGOTIABLES

Criteria	Meets Criteria			Evidence
	Yes	No	N/A	
Targets a set of grade-level NVACS for ELA/Literacy standards.	X			All ELA NCACS are addressed.
Selects text(s) that measure within the grade-level text complexity band and are of sufficient quality and scope for the stated purpose.	X			Yes, at all grade levels in shared reading, guided reading, and leveled reading.
Other: _____				

II. Key Shifts in the Nevada Academic Content Standards (NVACS)

Criteria	Meets Criteria			Evidence
	Yes	No	N/A	
Reading Text Closely: Makes reading text(s) closely, examining textual evidence, and discerning deep meaning a central focus of instruction.	X			Close reading strategies with direct instruction is embedded in every unit across all grade levels.
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 (including, when applicable, questions about illustrations, charts, diagrams, audio/video, and media).	X			Shared reading stories provide questions at all DOK levels during reading.
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. Include a balance of on-demand and process writing and short, focused research projects.	X			The program utilizes mentor texts for writing instruction.
Academic Vocabulary: Focuses on building students' academic vocabulary in context throughout instruction.	X			Each unit focuses on both academic and domain specific vocabulary.
Increasing Text Complexity: Focuses students on reading a progression of complex texts drawn from the grade band (a balance of informational and literary texts as defined by the NVACS). Provides text-centered learning that is sequenced, scaffolded, and supported to advance students toward independent reading of complex texts at the CCR level.	X			Informational and Literary texts are balanced and within the grade level Lexile ranges.
Building Disciplinary Knowledge: Provides opportunities for students to build knowledge about a topic/subject through analysis of a coherent selection of strategically sequenced, discipline-specific texts.	X			Social Studies, Science, and Literature are mixed throughout each unit of instruction.

Other: _____				
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III. Assessment

Criteria	Meets Criteria			Evidence
	Yes	No	N/A	
Assesses student proficiency through various modes including pre-, formative, summative, performance tasks, and self-assessment measures.	X			Weekly, end of unit, and semester formal assessments as well as formative assessments are included.
Includes aligned rubrics, answer keys and scoring guidelines that provide sufficient guidance for interpreting student understanding and performance.	X			All assessments include answer keys.
Other: _____				

IV. Instructional Supports

Criteria	Meets Criteria			Evidence
	Yes	No	N/A	
Provides for authentic learning, application of literacy skills, student-directed inquiry, analysis, evaluation, and/or reflection.	X			
Integrates targeted instruction in such areas as grammar and conventions, writing strategies, discussion rules, and all aspects of foundational reading.	X			Foundational reading skills as well as writing is embedded throughout the program at all grade levels.
Provides appropriate level and type of scaffolding, differentiation, intervention and support for all learners. <ul style="list-style-type: none"> • Supports diverse cultural and linguistic backgrounds, interests and styles. • Provides extra supports for students working below grade level. • Provides extensions for students with high interest or working above grade level. 	X			Scaffolded instruction for ELL and Sped students as well as acceleration is embedded in daily lessons. Extra lessons to support ELL and Sped are also included.
Other: _____				

Summary/Reflection:

Into Reading is a comprehensive ELA curriculum that includes instruction in reading, writing, language, grammar, speaking and listening, and foundational skills. The program includes whole group reading, small group reading, independent reading and student choice libraries. Scaffolding and enrichment ideas are identified throughout all of the lessons. All student texts are also available online for students to access away from school. The program includes instruction and support for Close Reading, Notes and Notice as well as Growth Mindset. Readymade mini lessons and anchor charts are provided to support teachers with student interventions. A writers workshop that utilizes authentic texts ensures that there is a strong focus on writing. Kinder through 2nd grade has a strong focus on foundational skills. Foundational skills are still present in grades 3-5. Into Reading not only aligns with the NVACS but also with current district expectations.

Overall Classroom Instructional Material Meets Criteria Rating: X Yes No N/A