

Classroom Instructional Material Alignment Tool – Noncore

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: Total Harmony Author(s): Kostka, Byrne, Moran Publisher(s): McGraw Hill Grade Level: AP
 Standard(s) addressed in this instructional material: _____

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 Nevada Academic Content Standards (NVACS).	✓			
Selects text(s) that measure within the grade-level text complexity band and are of sufficient quality and scope for the stated purpose.	✓			
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.	✓			
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).	✓			
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.	✓			respond to written music
Academic Vocabulary: Focuses on building students' academic vocabulary in context throughout instruction.	✓			
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.	✓			
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.	✓			
Other: _____				


III. Assessment

Criteria	Meets Criteria			Evidence
	Yes	No	N/A	
Assesses various modes, including a range of pre-, formative, summative, performance tasks, and self-assessment measures.	✓			
Includes aligned rubrics, answer keys and scoring guidelines that provide sufficient guidance for interpreting student understanding and performance.	✓			
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.	✓			
Integrates targeted instruction in such areas as grammar and conventions, writing strategies, discussion rules, and all aspects of foundational reading.		✓		
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. 	✓			
Other: _____				

Summary/Reflection:



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