



INSTRUCTIONAL EXCELLENCE

IF Alignment Determination

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Background

The two main resources that make up The Instructional Framework (IF) are the IF grade-level documents and the IF Rubric. The IF grade-level documents demonstrate how to apply the IF Rubric research-based best practices over the course of the school year. The IF documents are designed to show real-life examples of how these practices can be taught consecutively throughout the planning and delivery of instruction.

While the IF grade-level documents were originally created to supplement a school’s existing curriculum, the assumption at the time was that all schools have access to quality curriculum with similar components as the IF documents. It has since been learned that this is not the case. The fact is that quality curriculums and resources vary from school to school. So, we have identified three different approaches, or options, you can choose from when considering how to use the IF. The option that is the best fit will depend on your school’s curriculum and its components. We recommend using Option 1, if possible, as the other options require time and additional human resources

to connect curriculum components with the IF Rubric best practices.

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Curriculum Alignment: Which Option Matches Your School?

| OPTION 1 Full Use | OPTION 2 Partial Use | OPTION 3 Minimal Use |
|---|---|---|
| <p>School uses both The Instructional Framework — which applies backward planning to multiple standards — as the main guide for instruction and the complete IF Rubric.</p> | <p>School uses an existing curriculum that applies backward planning to multiple standards as the main guide for instruction along with the complete IF Rubric.</p> | <p>School only uses select Instructional Framework ideas, resources and IF Rubric Indicators.</p> |
| <p>✓ Use the IF grade-level documents for instruction</p> <hr/> | <p>✓ Use the IF Rubric comprehensively in conjunction with the school's curriculum</p> <hr/> | <p>✓ Supplement with the IF grade-level documents, as appropriate</p> |
| <p>✓ Use the IF Rubric comprehensively in conjunction with the IF grade-level documents</p> <hr/> | <p>✓ Supplement with the IF grade-level documents, as appropriate</p> | |
| <p>✓ Supplement with the school's existing curriculum and resources, as desired</p> | | |

Option 1: Full Use

- This is for schools that choose to use the IF Rubric with the IF grade-level documents.
- *This option has all the documents* needed to fully apply The Instructional Framework best practices.
- This option is perfect for nonpublic schools that do not have a mandated curriculum.

Option 2: Partial Use

- This is for schools that choose to use the IF Rubric with a curriculum that includes documents specifically designed for backward planning to multiple standards (see “The IF Document Name and Purpose” in the chart starting on page 7 for more details).
- *This option has most of the documents* needed for backward planning, but some documents will need to be created, depending on the curriculum, in order to comprehensively apply the IF Rubric best practices.

Option 3: Minimal Use

- This is for schools that choose to learn the IF Rubric with a curriculum that does not include documents designed for backward planning, as noted in the comparison chart.
- *This option does not have the documents* needed for backward planning; therefore, all the IF Rubric best practices cannot be applied. If it’s an option, consider a curriculum that applies backward planning. If it’s not an option, there are still several IF Rubric indicators that can be implemented as part of school improvement plans.

IF Grade-level Documents and Curriculum Comparison Chart

What to consider: Review the chart below to see the names and definitions of the IF grade-level documents as well as a comparison with two widely used curriculums. If you have an existing curriculum you'd like to use with the IF Rubric, compare its components with those needed for backward planning. This will help you determine the best option for you as a teacher or as a school leader.

| |
|---|
| A comparable document(s) is included in the curriculum. |
| A comparable document(s) is included but is missing some of the components. |
| A comparable document(s) is missing from the curriculum. |

| The IF Grade-level Documents | *Standards Overview (Specifies standards for the year by unit or module) | *Unit Overview (Essential questions, standards and learning targets, suggested texts, resources, and strategies) | *Unit-at-a-Glance (Weekly scope and sequence with lesson ideas) | Assessments (Aligned to standards and examples of formative and summative) | Model Lessons (Uses the essential components of a lesson plan) | Handouts (To be used with lesson seed ideas aligned to standards) | Option 1 |
|---------------------------------|--|--|---|---|--|--|--|
| Pathways 2.0 Curriculum | | <ul style="list-style-type: none"> Missing learning targets | | | | | <ul style="list-style-type: none"> Option 2 |
| The HMH Into Reading Curriculum | | <ul style="list-style-type: none"> Missing standards and learning targets | | <ul style="list-style-type: none"> Missing alignment to standards and learning targets | <ul style="list-style-type: none"> Missing standards and learning targets | <ul style="list-style-type: none"> Missing alignment to standards | <ul style="list-style-type: none"> Option 3 |

* These are required types of documents for backward planning.

The HMH Into Reading Curriculum Comparison

| The IF Document Name and Purpose | Core Components | Where to Find Within HMH | Template Needed for Missing Information |
|---|---|--|---|
| <p>The Standards Overview</p> <p>The Standards Overview shows all the grade-level standards taught over the course of the school year broken down into four units. In each of the four units, different standards are emphasized depending on the unit’s specific theme and focus areas.</p> <p>The Standards Overview should be used as a quick reference for teachers to guide them in their overall planning for each unit.</p> | <p>The grade-level yearly standards broken into manageable segments (units/modules) over the course of the school year.</p> | <p>A Standards Overview for the year is missing.</p> | <p>ELA Standards Overview Template</p> |

| The IF Document Name and Purpose | Core Components | Where to Find Within HMH | Template Needed for Missing Information |
|--|----------------------------------|---|---|
| <p>The Unit Overview</p> <p>The Unit Overview provides all the standards and learning targets that should be taught over the course of the unit. It is designed to be used in</p> | <p>A Narrative Unit Overview</p> | <p>HMH uses modules instead of units. Short narratives for each module can be found in the Teacher’s Guide under “Module Opener.”</p> | |
| | <p>Essential Questions</p> | <p>Teacher’s Guide: Module Opener and under “Essential Skills” for each Week.</p> | |

| The IF Document Name and Purpose | Core Components | Where to Find Within HMH | Template Needed for Missing Information |
|--|---|---|--|
| <p>conjunction with the Unit-at-a-Glance.</p> <p>Teachers should refer to the Unit Overview to locate specific standards and their corresponding learning targets when designing lesson plans and assessments.</p> | Common Core State Standards and Learning Targets | The standards for each module can be found in the Teacher’s Guide: Maryland Weekly Tabs; however, the Learning Targets are missing. | CCSS with Learning Targets |
| | Text Suggestions | Teacher’s Guide: Teaching With Text Sets | |
| | Teacher Resources: Educational Websites | Professional Learning Tab: Articles, Audios, Videos, and Live Events for Your Questions Answered. | |
| | Unit Assessments (aligned with the Learning Targets) | Teacher’s Guide: Assessment and Progress Monitoring. An alignment to standards and learning targets is missing. | An alignment to standards and learning targets is missing. |
| | Unit-Specific Vocabulary | Missing for the module as a whole — this is shown weekly. | Unit-Specific Vocabulary template |
| | A Lesson Sequence: Unit Progression | Teacher’s Guide: Weeks 1-3, Lessons 1-15 for each Module. An alignment to standards and learning targets is missing. | An alignment to standards and learning targets is missing. |
| | Appendix A: Text Complexity Considerations | Teacher’s Guide: Preview Lesson Texts are shown weekly. | |
| | Appendix B: Instructional Strategies for Diverse Learners | Teacher’s Guide: Options for Differentiation are shown weekly, and “English Learner Support” is shown weekly in all sections of the lesson except | |

| The IF Document Name and Purpose | Core Components | Where to Find Within HMH | Template Needed for Missing Information |
|--|--|---|--|
| | | for Options for Independent and Collaborative Work. | |
| <p>The Unit-at-a-Glance</p> <p>The Unit-at-a-Glance takes all the standards listed in the Unit Overview and offers weekly suggestions on how to teach the standards in a manageable way. Since standards from different subject areas are often taught consecutively (e.g., Reading, Writing, Language, and Speaking and Listening), several standards will be recommended per week.</p> <p>The Unit-at-a-Glance takes the unit and organizes it into nine focused weeks.</p> | Weekly Themes and Concepts | Teacher’s Guide: Introduce the Topic in Lesson 1 for the module and “Essential Skills” for each week. | |
| | Essential Questions | Teacher’s Guide: Module Opener and under “Essential Skills” for each week. | |
| | Weekly Suggested Standards | The Standards for each week of each Module can be found in the Teacher’s Guide: Maryland Weekly Tabs. | |
| | Assessments (Pre-, Formative and Summative) | Teacher’s Guide: Assessment and Progress Monitoring. An alignment to standards and learning targets is missing. | An alignment to standards and learning targets is missing. |
| | Opening Lesson Ideas | Teacher’s Guide: Options for Differentiation are shown weekly. No opening lesson ideas. | |
| | Lesson Seeds (ideas that can be further developed into lessons based on the weekly standards and learning targets) | | |
| | Model Lessons | Teacher’s Guide: Each section (except for Options for Differentiation and Options for Independent and Collaborative Work) within daily lessons 1-15 of each Module. An alignment to standards and learning targets is missing. | An alignment to standards and learning targets is missing. |

The Pathways 2.0 Curriculum Comparison

| The IF Document Name and Purpose | Core Components | Where to Find Within Pathways 2.0 | Template Needed for Missing Information |
|---|---|--|---|
| <p>The Standards Overview</p> <p>The Standards Overview shows all the grade-level standards taught over the course of the school year broken down into four units. In each of the four units, different standards are emphasized depending on the unit’s specific theme and focus areas.</p> <p>The Standards Overview should be used as a quick reference for teachers to guide them in their overall planning for each unit.</p> | <p>The grade-level yearly standards broken into manageable segments (units/modules) over the course of the school year.</p> | <p>This is found in the grade-specific NAD Elementary English Language Arts Standards, which can be accessed online at www.adventsource.org or www.adventisteducation.org but do not seem to be included in the online resources of the curriculum.</p> <p>In the <i>Teacher Daily Lesson Guide</i> for each unit, the Standards Addressed also shows all the grade-level standards taught for each specific unit, of which there are nine in total.</p> | |

| The IF Document Name and Purpose | Core Components | Where to Find Within Pathways 2.0 | Template Needed for Missing Information |
|--|----------------------------------|--|---|
| <p>The Unit Overview</p> <p>The Unit Overview provides all the standards and learning targets that should be taught over the course of the unit. It is designed to be used in</p> | <p>A Narrative Unit Overview</p> | <p>The <i>Pathway 2.0 Teacher Manual</i> provides a thematic unit description for each of the nine units as well as a synopsis for the anchor text in the <i>Teacher Daily Lesson Guide</i> for each unit.</p> | |
| | <p>Essential Questions</p> | <p>This is found in the Introduction of the <i>Teacher Daily Lesson Guide</i> for each unit.</p> | |

| The IF Document Name and Purpose | Core Components | Where to Find Within Pathways 2.0 | Template Needed for Missing Information |
|--|--|--|--|
| <p>conjunction with the Unit-at-a-Glance.</p> <p>Teachers should refer to the Unit Overview to locate specific standards and their corresponding learning targets when designing lesson plans and assessments.</p> | Common Core State Standards and Learning Targets | Not available. Instead, they use the NAD ELA Standards and an abbreviated form of the standard to serve as the objective for the lesson. | |
| | Text Suggestions | <p>Anchor texts and paired texts are highlighted in the <i>Teacher Daily Lesson Guide</i> for each unit in the Introduction, Week-at-a-Glance, Standards, Activities and Resources.</p> <p>Paired texts, which are the supplemental texts, are minimal.</p> | Template to show learning targets for each standard. |
| | Teacher Resources: Educational Websites | There is an online educational resource for Pathways 2.0. | |
| | Unit Assessments (aligned with the Learning Targets) | This can be found in Suggested Assessments in the <i>Teacher Daily Lesson Guide</i> for each unit and in Appendix C: Printable Assessments. | |
| | Unit-Specific Vocabulary | The Anchor Text Vocabulary is found in the <i>Teacher Daily Lesson Guide</i> for each unit both in the Daily Activities and Resources. | |
| | A Lesson Sequence: Unit Progression | This is found in the <i>Teacher Daily Lesson Guide</i> for each unit in the Week-at-a-Glance, Daily Activities and Resources. | |
| | Appendix A: Text Complexity Considerations | | |

| The IF Document Name and Purpose | Core Components | Where to Find Within Pathways 2.0 | Template Needed for Missing Information |
|--|--|--|---|
| | Appendix B: Instructional Strategies for Diverse Learners | This is found in the <i>Teacher Daily Lesson Guide</i> for each unit in the Week-at-a-Glance, Daily Activities and Resources. | |
| <p>The Unit-at-a-Glance</p> <p>The Unit-at-a-Glance takes all the standards listed in the Unit Overview and offers weekly suggestions on how to teach the standards in a manageable way. Since standards from different subject areas are often taught consecutively (e.g., Reading, Writing, Language, and Speaking and Listening), several standards will be recommended per week.</p> <p>The Unit-at-a-Glance takes the unit and organizes it into nine focused weeks.</p> | Weekly Themes and Concepts | This is found in the <i>Teacher Daily Lesson Guide</i> . | |
| | Essential Questions | This is found in the Introduction of the <i>Teacher Daily Lesson Guide</i> for each unit. | |
| | Weekly Suggested Standards | This is found in the Introduction of the <i>Teacher Daily Lesson Guide</i> for each unit. | |
| | Assessments (Pre-, Formative and Summative) | In the <i>Teacher Daily Lesson Guide</i> for each unit, the Standards Addressed shows all the grade-level standards taught for each specific unit, which are nine in total. These are also included in the Week-at-a-Glance, Daily Activities and Resources. | |
| | Opening Lesson Ideas | This is found in the Introduction of the <i>Teacher Daily Lesson Guide</i> for each unit in Suggested Assessments. | |
| | Lesson Seeds (ideas that can be further developed into lessons based on the weekly standards and learning targets) | This is found in the <i>Teacher Daily Lesson Guide</i> for each unit in the Week-at-a-Glance, Daily Activities and Resources. | |
| | Model Lessons | This is found in the <i>Teacher Daily Lesson Guide</i> for each unit in the Week-at-a-Glance, Daily Activities and Resources. | |

Educational Philosophy/Pedagogy

What to consider: What is your school's educational philosophy? What is your personal pedagogy when it comes to teaching?

The Instructional Framework was designed to help educators understand what research-based practices and procedures look like in planning, instruction and assessment. It stems from the educational philosophy that all children have an innate desire to learn, and it is our job as educators to nurture their curiosity by connecting abstract learning goals to their real-life experiences. Learning does not happen in isolation. The IF's philosophy is to look at standards and learning target skills across disciplines to find commonalities that can be used to enhance lessons by making real-world connections for students.

Teachers with a pedagogy of creating student-centered learning environments and lessons that promote creativity, communication, collaboration and critical-thinking skills tend to embrace The Instructional Framework. Understanding and explaining to students the context for learning — why they're learning what they're learning — plays an essential role in establishing these learning environments.

Resources

What to consider: Do you have specific guidelines for what resources you can use for planning, teaching and assessing students? Do you have an instructional coach or a staff member at your school who can facilitate learning and applying the IF best practices?

The Instructional Framework shows how to use a variety of resources to promote learning. The key is to be intentional about selecting resources that are directly aligned to the standards and specific learning target skills being taught — which is part of the backward planning process.

Lesson seed ideas and model lessons in the IF show how to use a mix of traditional resources such as textbooks and extended texts with digital media and hands-on strategies to promote creativity, communication, collaboration and critical thinking. These examples are designed to inspire teachers to see the possibilities for creating lessons that teach to multiple English/Language Arts standards.

When thinking about resource alignment with the IF, it is helpful to consider any school-related guidelines or restraints, then compare your current resources with those in the grade-level documents. Resource and text suggestions for each IF unit can be found in the grade-level documents in each Unit Overview.

For school leaders, consider your human resources and whether you have access to an instructional coach. This could be a staff member or an external consultant who helps establish ongoing reflective practice routines. Teachers should consider a peer-coach or instructional coach to maximize their own learning and professional development.