Curriculum Assignment:
Analyzing a Curriculum through the EDDN 635 Alignment Reflection Tool

(Template: Adjusted from A Guide for Aligning Local Curricula to the Next Generation English Language Arts Learning Standards)

This assignment requires you to analyze a curriculum map for a chosen instructional level and discipline, focusing on integrating accommodations for English Language Learners (ELLs)/Multilingual Learners (MLs). You will apply your knowledge of learning standards and ESOL best practices to create a curriculum that is both inclusive and rigorous. You must use the template in this document to complete your submission.

Objectives:
- To analyze and synthesize academic standards with ESOL instructional strategies using an existing curriculum map.
- To critically analyze existing curriculum structures for their inclusivity and effectiveness in supporting & teaching multilingual students.
- To evaluate instructional accommodations and digital tool that address the diverse needs of ELLs.

Instructions:
Selection and Research:
- Choose an instructional level (e.g., elementary, middle, high school) and a discipline (e.g., Math, Science, Social Studies).
- Research the New York State academic learning standards for your chosen discipline.
- Review the ESOL best practices for curriculum design and assessment.

Curriculum Map Analysis:
- Complete all the steps in the template.
- Write a reflective piece discussing the challenges and considerations encountered while designing the curriculum map.
- Reflect on the potential impact of your proposed accommodations on MLs' learning experiences.

Adjusted NYS Curriculum Alignment Reflection Tool for Next Generation English Language Arts (ELA) Units

To assist with the development of local curriculum, the NYS Education Department has taken some of the key hallmarks from the literacy briefs and created the *NYS Curriculum Alignment Reflection Tool for Next Generation English Language Arts (ELA) Units*.
Evaluating evidence of the indicators provided in this tool is a process that engages educators and administrators in thoughtful conversations around curricular and instructional decisions. This resource supports districts and classroom teachers as they plan instruction for all students.

The NYS Curriculum Alignment Reflection Tool for English Language Arts (ELA) can be used by curriculum writers and classroom teachers to evaluate the degree of standards alignment for existing or proposed ELA units. For the purpose of this tool, curriculum is defined as the content, concepts, and skills students learn throughout a full year of instruction. Curriculum resources include lessons, books, and materials aligned to the Next Generation ELA Standards. Units typically extend over a sustained period-of-time and can be as brief as a few weeks or longer, depending on local choice. The time allotted to each unit depends on the depth and breadth of knowledge and skills included. This tool provides a space to reflect on the indicators of standards-based ELA instruction present in an existing or proposed unit.

The tool's indicators represent best practices in English Language Arts instruction. Informed by the research in *Topic Briefs on Advanced Literacies,* as well as the Introduction to the Next Generation ELA Learning Standards, the indicators are guidelines intended to support research-based practices. It is understood that **not all indicators will necessarily be represented in a single unit**. However, all the standards and indicators should be addressed over the course of the school year to ensure all students are provided a comprehensive sequence of instruction, aligned to the Next Generation ELA Standards.

Curriculum alignment and development is a fluid, ongoing process; therefore, revisions and adjustments should continue to be made following students' engagement with the curriculum and assessment of student learning. Knowing educators constantly reflect, the tool also provides a space for reflection following implementation of the unit.

Although this tool is most appropriate for 3rd through 12th grade learning environments, it could also be used in prekindergarten through 2nd grade environments, with modifications to reflect developmentally-appropriate practices as well as the inclusion of all domains of early learning.

Here are additional resources: BOCES & teacher center

Grade: 1   **Unit Title / Topic(s): HMH Into Reading/ Module 1**

Complete the **Rationale**, **Standards & Assessment Summary**, **Indicators Alignment Log**, and **Final Analysis** for each unit of study in your English Language Arts curriculum.

Rationale

Think about why you are teaching this unit. How does the unit prepare our Multilingual (ML) students to become lifelong readers, writers, learners, and thinkers?

This unit is designed to help children recognize the value of friendship and the importance of learning new things, aiming to build foundational skills essential for their academic and personal development. Additionally, the unit prepares our multilingual learners to become lifelong readers, writers, learners, and thinkers. For instance, it introduces new words and phrases related to friendship and learning, helping them expand their English vocabulary. It provides activities that promote critical thinking, encouraging them to analyze and reflect on their learning. It also encourages practicing listening and speaking, enhancing language acquisition through interaction with peers. The stories and texts included in the unit, which are related to friendship and learning, help develop reading comprehension strategies. Additionally, writing assignments help express thoughts and ideas, improving understanding and writing skills.

Standards & Assessment Summary

Which Next Generation ELA Standards are taught through this unit? How are they assessed?

	Standards	Assessment
Reading Standard(s)	1R1: Develop and answer questions about key ideas and details in a text. 1R2: Identify a main topic or central idea in a text and retell important details. 1R3: Describe characters, settings, and major events in a story, or pieces of information in a text.	-Teachers observe students during reading activities, noting their ability to ask and answer questions, retell stories, and describe characters and settings. -Students are assessed through their participation in discussions, their ability to make predictions, and their understanding of key details and main ideas.
Writing Standard(s)	1W2: Write an informative/explanatory text to introduce a topic, supplying some facts to develop points, and provide some sense of closure. 1W3: Write narratives which recount real or imagined experiences or events or a short sequence of events.	-Students write a short informative text about a story that is in the unit with at least three facts and a closing sentence. -Students write a narrative about a time they made a new friend, using words like first, next, and finally to sequence events, including details and a closing sentence.
Speaking & Listening Standard(s)	1SL1: Participate in collaborative conversations with diverse peers and adults (e.g., in small and large groups and during play). 1SL2: Develop and answer questions about key details in diverse texts and formats. 1SL4: Describe familiar people, places, things, and events with relevant details expressing ideas clearly.	-Students participate in group discussions after reading stories in class. Teacher uses a checklist to assess their ability to take turns speaking, listen to others, and stay on topic. -Students give a short oral presentation about describing the people they met, the places they went, and the events that happened. Teacher uses a rubric to assess their clarity, detail, and expression.

| Language Standard(s) | ANCHOR STANDARD L1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking. ANCHOR STANDARD L2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing. 1L5: Demonstrate understanding of word relationships and nuances in word meanings. | -Students complete worksheets and writing assignments focusing on proper use of nouns, verbs, adjectives, and sentence structure related to the stories in the unit. - Students are given paragraphs to correct by adding punctuation and capitalization. -Students participate in vocabulary activities where they match synonyms and antonyms related to the story. |

Note: *Standards are in separate rows for planning purposes; however, standards are likely to be integrated throughout the unit.*

While all standards will be addressed throughout the year, not all standards will be present in one unit.

Core Elements ● Indicators Alignment Log

(Please note that not all indicators need to be present in a single unit)

Indicators of High-Quality ESOL/BLE Curriculum/Instruction	Evidence in Unit	Alignment Scale
Lessons are developed within an instructional cycle, focusing on a multifaceted topic and including a clear purpose and progression for ML students.	Students are introduced to the theme of making new friends and learning new things through read-alouds, discussions, and vocabulary introduction. Additionally, lessons build background knowledge using visuals, group discussions, and interactive read-alouds. The lessons are systematically well-organized with other components such as guided practice, independent practice, and assessments.	+
Includes inquiry, critical thinking, and/or problem solving.	Books like "Pete the Cat: Rocking in My School Shoes" and "My First Day" introduce the theme and encourage students to ask questions and make predictions about the story, which promotes inquiry and sets the stage for critical thinking. Additionally, the unit suggests an Inquiry and Research project: *Celebrate Us* as a center activity.	+
Includes opportunities to practice reading, writing, listening, and speaking for multiple purposes (including learning and pleasure) with authentic texts/audiences and real-world contexts.	Read-alouds are done with authentic texts, and students write narratives about personal experiences. The unit develops listening comprehension skills and helps students learn how to gather information from spoken texts during interactive read-alouds. Additionally, students discuss a question or topic with a partner before sharing their ideas with the class, following the think-pair-share routine.	+
Includes opportunities for written, spoken, visual, and/or digital responses, affording time for skills practice in the use of current, digital media.	The unit provides opportunities for students to read and listen to digital versions of books. However, it does not offer opportunities for written, spoken, visual, and/or digital responses in digital media.	–
Utilizes a variety of assessments, including pre-, self-, formative, and summative. Multiple assessment formats are utilized, including observation and peer/teacher feedback.	The unit provides interactive Rigby quizzes and selection quizzes for the stories used in class to assessing students' comprehension. Also, both interactive and printable weekly assessments are included in the unit.	+

Alignment Scale

← Use the alignment scale to determine the degree to which the unit aligns with each indicator.

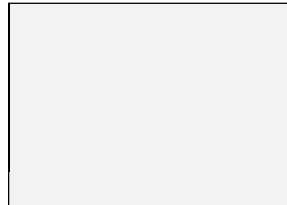→ Use this space to reflect on the unit after implementation.

Reflection after Implementation

The unit provides opportunities for students to access high-quality ESOL/BLE curriculum and instruction through its activities and materials. However, it does not offer opportunities for written, spoken, visual, and/or digital responses in digital media.

Supporting All Students • Indicators Alignment Log

(Please note that not all indicators need to be present in a single unit)

Indicators of High-Quality ELA Curriculum/Instruction	Evidence in Unit	Alignment Scale
Classroom and instructional practices are research-based, developmentally appropriate, inclusive, and capitalize on linguistic and cultural diversity.	The unit is designed to align with research-based instructional practices. For instance, the unit incorporates interactive read-alouds, systematic phonics instruction, word work activities, and small group guided reading sessions. It also provides graphic organizers, books, and materials that reflect the diverse backgrounds of students, showcasing evidence of research-based practices.	**+**
Classroom and instructional practices are flexible, use scaffolds when appropriate, and promote equal opportunities to learn for all students.	The unit includes small group instruction for differentiation. Instruction follows the "I do, we do, you do" model to gradually release responsibility to the students. Visual aids, sentence frames, and graphic organizers are incorporated to help students organize their thoughts and understand complex information. Additionally, the unit offers word banks to support students in writing and speaking.	**+**
Technology is used to personalize learning and empower students to take responsibility for their own learning.	The unit provides access to a wide range of digital books through platforms like myBook and interactive eBooks that include features like read-aloud, word highlighting, and note-taking.	+
Adequate time and multiple opportunities are provided for ML students' mastery of learning processes.	The unit provides differentiated instruction, scaffolded instruction, and check-for-understanding quizzes, ensuring that adequate and multiple opportunities are provided for ML students to master the learning process.	**+**
Planned learning environment supports quality interactions and collaboration through flexible grouping and work spaces; encourages utilization of peers as language resources when speaking, reading, and writing.	The unit includes small group, pair, and whole-class instruction, with groups changing regularly. It sets up learning centers that focus on different skills, such as phonics, vocabulary, reading comprehension, and writing. Additionally, it incorporates the think-pair-share strategy into instruction to encourage students to think about a question, discuss it with a partner, and then share their thoughts with the class.	**+**

← Use the alignment scale to determine the degree to which the unit aligns with each indicator.

→ Use this space to reflect on the unit after implementation.

The unit incorporates research-based, developmentally appropriate, and inclusive practices to support diverse learners, including ML students. Technology is utilized to tailor learning experiences and encourage collaboration. Scaffolding techniques such as visual aids, graphic organizers, and word banks provide the necessary support for students to develop their literacy skills. Overall, the unit fosters meaningful interactions and equal learning opportunities, leveraging students' linguistic and cultural diversity.

Engaging, Content-Rich Texts • Indicators Alignment Log

(Please note that not all indicators need to be present in a single unit)

Indicators of High-Quality ELA Curriculum/Instruction with a focus on ML's	Evidence in Unit	Alignment Scale
Multiple, content-rich, high-interest, grade-level, accessible texts are utilized.	The unit incorporates a variety of content-rich, high-interest, grade-level, and accessible texts to engage students and support their literacy development. These texts span diverse genres and topics, reflecting students' interests and backgrounds to promote inclusivity and cultural awareness. Additionally, interactive read-alouds and digital eBooks provide dynamic methods for students to engage with the material.	+
Texts feature essential knowledge that students need to answer a 'big' question or idea that guides the unit.	The unit includes texts that provide essential knowledge to help students answer the 'big' question guiding the unit: *"How can making new friends and learning new things help us?"* These texts explore themes of friendship and learning new experiences. By interacting with these engaging and informative texts, students acquire the insights and understanding needed to reflect on the central question.	+
Text selection process considers culturally responsive and relevant texts; texts are available in students' home languages when available and appropriate.	The unit includes a thoughtful text selection process that includes culturally responsive and relevant texts. These texts reflect the diverse backgrounds and experiences of the students, promoting inclusivity and cultural awareness. However, the unit does not include books available in students' home languages.	−
Texts represent a variety of formats (e.g., printed material, speech, graphics, visual art, digital representations, video, and/or other visual and audio depictions of ideas, concepts, and experiences).	The unit utilizes a variety of text formats to engage students and support their diverse learning needs. The module includes printed materials, digital eBooks, interactive read-alouds, and videos, providing multiple ways for students to access and interact with content. Additionally, it incorporates visual arts, graphics, and audio depictions to enhance comprehension and engagement.	+

← Use the alignment scale to determine the degree to which the unit aligns with each indicator.
→ Use this space to reflect on the unit after implementation.

- partially present **n/a**

The unit includes a variety of content-rich, high-interest, grade-level, and accessible texts to engage students and support their literacy development. These texts cover diverse genres and topics, reflecting students' interests and backgrounds, thereby promoting inclusivity and cultural awareness. While the unit doesn't include books in students' home languages, it utilizes interactive read-alouds, digital eBooks, videos, visual arts, graphics, and audio depictions to ensure dynamic and varied learning experiences.

Building Written Language • Indicators Alignment Log

(Please note that not all indicators need to be present in a single unit)

Indicators of High-Quality ELA/ML Curriculum/Instruction	Evidence in Unit	Alignment Scale
Writing tasks are appropriately challenging and include a variety of formats.	The unit includes a variety of appropriately challenging writing tasks, such informative and opinion writing, using prompts on student book, Mybook, in print.	**+**
Writing is used as a method for consolidating thinking before and after reading (e.g., summarizing or responding by sharing opinions).	Students engage in various writing tasks that require them to use evidence from the story. These tasks include writing details about a character's actions, creating captions to retell parts of a text, and organizing important events of the story in order. Additionally, students write opinions with supporting reasons in response to a text and describe characters using evidence to support their ideas.	**+**
Time is afforded to plan, revise, edit, rewrite, or try a new approach while writing. Writing models/examples are created with and/or analyzed by students.	The writing workshop, focused on writing a narrative, allows time for students to plan, revise, edit, rewrite, and publish their narratives.	**+**
An extended written piece is produced to demonstrate understanding of content and language.	Students produce an extended written piece to demonstrate their understanding of content and language. This piece, such as a narrative about their first day of school or an informative text about making new friends, allowing them to integrate vocabulary and concepts learned throughout the unit.	**+**
Opportunities to use oral language and discussion to facilitate the writing process are built into the unit.	Activities like think-pair-share, peer discussions, and collaborative brainstorming sessions help students articulate their ideas before putting them into writing. These oral language opportunities support students in organizing their thoughts, expanding their vocabulary.	**+**
Target words, previously taught words, instruction in grammar/mechanics, language structures, and/or strategies for academic language are included in unit.	The unit includes instruction in target words called power words, previously taught words, grammar, mechanics, language structures, and strategies for academic language. The unit reinforces vocabulary through repeated exposure and practice, integrates grammar and mechanics lessons within writing activities, and teaches language structures appropriate for grade level.	**+**

← Use the alignment scale to determine the degree to which the unit aligns with each indicator.
→ Use this space to reflect on the unit after implementation.

It is clear that the unit includes a variety of appropriately challenging writing tasks, and has students use evidence from stories to support their writing and engage in activities that help them articulate and organize their thoughts. The writing workshop allows ample time for planning, revising, editing, and publishing narratives. Additionally, instruction in vocabulary, grammar, and language structures is integrated throughout the unit to support student development.

Academic Vocabulary • Indicators Alignment Log
(Please note that not all indicators need to be present in a single unit)

Indicators of High-Quality ELA Curriculum/Instruction	Evidence in Unit	Alignment Scale
Multiple formats, methods, and opportunities are utilized to deepen language skills, background knowledge, and academic vocabulary.	The unit includes print and digital texts, videos, and pictures, to engage students and deepen their language skills. The unit also incorporates methods such as think-pair-share, peer discussions, and writing workshops to provide structured opportunities for language practice.	+
Target words (academic vocabulary) and word-learning strategies are taught to aid in and communicate students' understanding of concepts and text.	The unit introduces key vocabulary words, known as power words, and reinforces them through repeated exposure and various activities. However, word-learning strategies are not explicitly taught. Instead, students are introduced to power words through vocabulary cards that include a picture illustrating the word's meaning and an example sentence using the word in context.	–
Differences between the conventions of academic English and features of informal written communication, speech, and electronic communication are emphasized.	Throughout the unit, students learn about the formal structures and vocabulary used in academic writing and discussions. Through explicit instruction and practice, students are guided to learn and appropriately apply the conventions of academic English in their writing and speech.	+

Alignment Scale
+   prevalent
√   present
- partially present n/a
   not applicable

← Use the alignment scale to determine the degree to which the unit aligns with each indicator.
→ Use this space to reflect on the unit after implementation.

The unit effectively engages students with print and digital texts, videos, and pictures to deepen their language skills. Additionally, methods such as think-pair-share, peer discussions, and writing workshops provide structured opportunities for language practice. Furthermore, the unit introduces key vocabulary words, known as power words, and reinforces them through vocabulary cards with pictures and contextual sentences. Additionally, the unit guides students in understanding and applying academic English conventions in their writing and speech through explicit instruction and practice.

Classroom Discussion • Indicators Alignment Log
(Please note that not all indicators need to be present in a single unit)

Indicators of High-Quality ELA Curriculum/Instruction with a focus on MLs	Evidence in Unit	Alignment Scale
Classroom discussion is used to support reading, writing, and build conversational and academic language for MLs.	The unit focuses on discussions, fostering a supportive environment for language development. For example, think-pair-share, and peer discussions provide structured opportunities for MLs to engage with texts and articulate their ideas. Writing workshops and collaborative activities, on the other hand, allow students to refine their writing and practice using academic language.	+
Target words and other academic language are utilized during peer-peer and teacher-peer discussion; students are encouraged to experiment with language.	Interactive read-alouds and think-pair-share activities provide structured opportunities for students to engage with target words in context. Writing workshops and collaborative projects further encourage students to practice using language and academic vocabulary meaningfully.	+
Unit includes frequent use of discussion formats (small group, jigsaw, etc.) and opportunities to make connections (to self, other texts, ideas, cultures, eras, etc.).	The unit frequently incorporates small group discussions, mostly peer discussions, enhancing student engagement and understanding. Additionally, it provides opportunities for students to make connections to their own experiences, other texts, and the world, embracing diverse ideas and cultures.	+

Alignment Scale
+ prevalent
√ present
- partially present n/a
not applicable

← Use the alignment scale to determine the degree to which the unit aligns with each indicator.
→ Use this space to reflect on the unit after implementation.

Activities like think-pair-share, peer discussions, and the writing workshop provide multiple opportunities for students to engage with texts and practice using academic language. Additionally, frequent peer discussions and connections to personal experiences, other texts, and diverse cultures enhance student engagement and understanding.

Final Analysis & Reflection

Having completed the tool, provide a final statement/reflection of your curriculum analysis. Consider the comprehensive inclusion of indicators (understanding that not all indicators may be represented in a unit), how well they were addressed, the use and assessment of standards, and how all these aspects relate to the stated goals and rationale of the unit.

HMH Into Reading Grade 1, Module 1 demonstrates a comprehensive and inclusive approach to literacy development by effectively addressing the diverse needs of students. The integration print and digital texts, videos, and interactive read-alouds, provides multiple entry points for student engagement and learning. The structured use of discussion formats such as think-pair-share, peer discussions, and collaborative activities supports the development of both conversational and academic language skills.

The unit's emphasis on vocabulary development through introducing power words and repeated exposure ensures that students build a strong foundation in academic language. However, since the unit lacks explicit instruction in word-learning strategies, there is room for improvement in this area to enhance students' independent vocabulary acquisition. The writing workshop focusing on narrative writing allows students to apply their learning in meaningful ways, demonstrating their understanding of content and language.

 Additionally, assessment practices within the unit provides teachers with a comprehensive view of students' progress. The inclusion of small group instruction, scaffolded activities, and differentiated tasks ensures that all students, particularly ML students, have the opportunity to succeed. The unit's alignment with research-based instructional practices further validates its effectiveness in promoting literacy development.

In conclusion, the unit successfully meets its goals of fostering a supportive and inclusive learning environment by incorporating diverse and engaging materials, structured language practices, and comprehensive assessments. This approach equips students with the skills and confidence needed to excel in their literacy journey.

Glossary of Terms

academic language – key terms used in a discipline (e.g., photosynthesis, Fertile Crescent, alliteration) as well as general-purpose language used in all academic texts and talk (e.g., words like "however" and "therefore" that connect ideas; phrases like, "some have argued" or "research suggests" that signal the writer's viewpoint and support argumentation)

advanced literacies – the skills and competencies that enable communication, spoken and written, in increasingly diverse ways and with increasingly diverse audiences; advanced literacies promote the understanding and use of text for a variety of purposes

authentic – pertaining to the real world with relevance to the learner (e.g., the school board represents an authentic audience for 4th graders writing an argument about cafeteria menus)

consolidating thinking – combining thoughts into a single, more effective, or coherent whole (e.g., summarizing)

content-rich text – text relevant to the unit's big idea that features background knowledge and academic vocabulary

digital media – audio/visual content that may include websites, social networks, videos, graphics, slideshows, or other electronic forms

extended written piece – a fully developed essay, story, feature article or informational piece, research paper, poem, argument, narrative, or other written piece, guided by the expectations of the genre

high-interest text – text that motivates students to read *(Reminder: When choosing texts to meet the Next Generation Learning Standards, teachers should provide a balance of classic and contemporary literature (both full-length and shorter works). Work should be culturally responsive, relevant to all students, and available in the home language when possible. Texts should reflect a global and diverse variety of authors, time periods, genres, and cultural perspectives.)*

home language – the primary language spoken at a student's home (Native Language or Mother Tongue)

instructional cycle – a lesson sequence made up of varied core learning tasks that build from one to the next, enabling the study of content-based themes, academic words, and word-learning strategies

language resources – the structures, tools, processes, and people from which students acquire language (e.g., the use of language structures and words found in mentor texts or adopting language peers use successfully in their own text or speech)

multifaceted topic – a concept that can be explored across disciplines and from multiple perspectives

target words – a small set of academic vocabulary that teachers teach within a lesson or unit; target words should help students understand the text, learn and talk about the unit's theme, and comprehend material across content areas

text – printed material, as well as speech, graphics, visual art, digital representations, video, and other visual and audio depictions of ideas, concepts, and experiences

word-learning strategies – methods students use to try to figure out the meaning of unfamiliar words they encounter while reading (e.g., breaking words into meaningful parts, using clues in surrounding text, consciously attending to words)