

Project ALIGN

Designed to help schools implement aligned instruction across 5th grade core and intervention settings

- Funded by the Institute of Education Sciences
- Dr. Sharon Vaughn, Principal Investigator
- Approved by UT Institutional Review Board

Participating schools receive:

- **Fully prepared, aligned lesson materials for core and intervention classes**
 - Teacher lesson books & student workbooks
 - Focuses on reading comprehension, vocabulary, & writing
 - Integrates U.S. history content
 - Embeds the science of teaching reading
- **Assessments** for students
- **Professional development and ongoing coaching**
- Generous **stipends** for teachers



Accepting 9
schools for the
2026-2027
school year!

Point of Contact

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**UT Principal Investigator of
Project ALIGN**

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Project ALIGN &
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The Power of Aligned Instruction

A Message from Dr. Vaughn

Improving reading comprehension has been a somewhat elusive goal for students with reading disabilities even though millions of dollars have been invested in this effort over the years. There are many possible explanations for this lack of progress, but one factor research teams have consistently observed is **incoherent application of comprehension practices within and across classrooms.**

For example, students with reading difficulties often receive small-group reading support in addition to their classroom instruction. However, intervention typically focuses on different content and skills than classroom instruction, which **limits students' practice opportunities and the generalization of literacy skills.**

Aligned instruction occurs when students use similar materials and strategies from one setting to another. In this project, we align classroom literacy instruction to small group literacy intervention. As a result, the skills and concepts students learn across the core classroom and small group intervention **work together and reinforce each other, potentially leading to greater outcomes for struggling students.**

In previous studies, students who received aligned instruction **performed significantly better** than those who did not receive aligned instruction on measures of content knowledge and vocabulary. There were also promising effects on reading comprehension. Project ALIGN will extend the research in this area and examine aligned instruction on a larger scale.

We hope you will consider partnering with us this fall to explore the power of aligned instruction in your school. I am confident that moving research into daily practice can have a significant impact on students' lives!