WIDA™ PRIME



WIDA PRIME 2020:

A Tool for Aligning K-12 Instructional Materials with the WIDA ELD Standards Framework, 2020 Edition

WIDA PRIME 2020
Publisher Report

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I. Background: WIDA PRIME 2020

WIDA PRIME 2020 and the WIDA Mission

WIDA draws its strength from its mission, vision, and values—the Can Do Philosophy, innovation, service, collaboration, and social justice. This belief system underscores the linguistic, cultural, social, emotional, and experiential assets of multilingual learners, their families, and educators. As part of fulfilling its mission, WIDA has created PRIME.

Mission
WIDA advances academic language development and academic achievement for children and youth who are culturally and linguistically diverse through high quality standards, assessments, research, and professional learning for educators.

WIDA PRIME offers tools to assist publishers and educators in determining a degree of alignment between a given set of instructional materials and the WIDA English Language Development Standards Framework, 2020 Edition (henceforth referred to as the Framework) based on the PRIME rubric. PRIME stands for Protocol for Review of Instructional Materials with the English Language Development Standards Framework, 2020 Edition.

Over the years, there have been multiple reports indicating that there is a lack of standards-aligned, high-quality curricular materials that support multilingual learners well (see, for example, de Araujo & Smith, 2022; Estrada, 2014; Gándara et al., 2003; Loewus, 2016; Mitchell, 2019). With the release of the Framework, there is a recognition among educators that curriculum and instruction will need to shift, and that there is currently a lack of materials aligned to the Framework. One of the benefits of the PRIME review process is the feedback it provides to material developers for strengthening alignment. The productive conversations educators have while reviewing materials (i.e., the review process) provide additional benefits.

Through PRIME and a host of other resources it offers, WIDA hopes to increase the availability of high-quality instructional materials that are student-centered, culturally and linguistically sustaining, and responsive to multilingual learners' strengths and needs.

Increasing the availability of rigorous, high-quality core materials that attend to the diverse needs of multilingual learners is a critical avenue to move forward toward the realization of the Big Ideas the Framework, namely

- Enhancing equity of opportunity and access
- Integration of content and language
- Collaboration among stakeholders
- Functional approach to language development

WIDA PRIME 2020: Audiences and Uses

The primary intended audiences of PRIME are **educational entities**, a term we use in this document to refer to both a) publishers and b) local users (districts, schools, and educators). They may use WIDA PRIME to

- Prompt productive conversations about how instructional materials are serving multilingual learners
- *Guide self-reflection, self-analysis, self-assessment, and self-determination of a degree of alignment* between a given set of instructional materials and the Framework via the criteria specified in the PRIME rubric
- *Collect evidence and information* about instructional materials for potential improvements and revisions to strengthen alignment with the Framework
- *Support communication* with stakeholders (e.g., parents, program directors, school boards, teachers, program reviewers) about instructional materials under consideration for adoption

In addition, **local** users may also use PRIME to

- *Support district/school* leadership *or adoption committees* in making recommendations and decisions about materials adoption. In particular, information in the **PRIME seal report** may help guide decision-making in relation to other data points and local considerations. (*See disclaimers below: the PRIME seal does not imply overall high quality or that WIDA endorses a particular set of materials. The seal speaks only to alignment.)*

WIDA PRIME 2020: Elements

- **WIDA PRIME Portfolio Workbook**: a guided workbook that the publisher uses to compile an evidence-based portfolio to demonstrate alignment between a given set of instructional materials and the Framework according to the PRIME rubric. It describes PRIME's purpose, the elements that comprise it, the intended audiences, applicable uses, disclaimers, eligibility of materials for external review, definitions of terms, theory of action informing alignment methodology, approach to scoring, and the process of compiling and submitting a portfolio for review. In it, you will find the **WIDA PRIME Rubric**. The WIDA PRIME Rubric provides alignment criteria, indicators, descriptors, and a scoring scale for inferring a degree of alignment between a given set of instructional materials and the Framework.
- **WIDA PRIME Seal:** publishers may choose to submit the portfolio workbook to the PRIME review process in application to receive a WIDA PRIME seal. The PRIME seal indicates that WIDA-trained reviewers believe the publisher has provided sufficient evidence to determine a degree of alignment between a given set of instructional materials and the Framework, based on the PRIME rubric. Receipt of the PRIME seal indicates external validation of the publisher's self-determined claims of alignment by a team of WIDA-trained reviewers. There is no guarantee that a submitted portfolio will earn the seal—seals will be awarded according to the review team's evidence-based determination of a degree of alignment.
- **This PRIME Report**: Publishers' materials that earn the seal may be posted, along with final reports, on the WIDA PRIME Instructional Materials Published Reviews page, which then serves as one data point to inform district and school choices in materials adoption. Publishers will edit this file to create a report. Fields in green provide space for entering information.

WIDA PRIME 2020: Eligible Materials for the External Review Process

WIDA PRIME spotlights the need for curricular coherence of core (Tier 1) instructional materials. Strengthening core instructional materials for multilingual learners through alignment to the Framework supports standards-based practices. It also promotes student achievement in the depth and breadth of a) academic content standards and b) in the WIDA ELD Standards Framework that helps provide multilingual learners with the necessary equity of opportunity to access grade-level content learning.

To support this goal, publishers may submit the following instructional materials for external review of alignment by a WIDA-trained team of reviewers as application for a PRIME seal:

- Materials for one full year's course of study in the core academic disciplines (language arts, mathematics, science, and social studies or interdisciplinary materials) that are designed to align with the Framework.
- Materials for one full year's course of study of dedicated ELD instruction that clearly and concretely connect to grade-level academic content standards.
    - Whether in the core academic disciplines or dedicated ELD, publishers may also submit adjacent grade levels when they are within the Framework's grade-level clusters (K, 1, 2-3, 4-5, 6-8, 9-12) for an extended review. For example, if a publisher submits a portfolio for review of grade 4, they may also submit a rationale and evidence for why grade 5 maintains the same approach and structure of alignment to the Framework as grade 4 does. (For more information about the extended review, see Appendix A.)
    - Supplemental materials for multilingual learners may be submitted, but only if clearly and concretely connected to grade-level core instructional materials.

WIDA PRIME 2020: Inapplicable Uses and Disclaimers

WIDA PRIME offers supports for determining a degree of alignment between a given set of instructional materials and the WIDA English Language Development Standards Framework, 2020 EditionWIDA PRIME does not speak to the ability of a curriculum to fully constitute a healthy, safe, and supportive learning environment for multilingual learners. Decisions in materials adoptions must therefore be complemented by additional information. Depending on local contexts and resources (e.g., technology, professional learning, wraparound supports), districts and schools may prioritize particular curricular criteria and indicators in different ways. Therefore, educators need to consider *how* information contained in the WIDA PRIME reports fits particular populations, programs, and goals. Whereas districts and

schools should examine PRIME reports as one part of a thoughtful materials adoption process, it should be taken in relation to other locally determined data points.

PRIME IS NOT an introduction to the Framework or to curriculum design.
This publication is not intended as an introduction to the Framework or to curriculum design. A thorough understanding of the Framework and curriculum design are needed to effectively apply the PRIME rubric and review process. WIDA offers several ways to support learning about the Framework, including through the WIDA ELD Standards Framework page and a suite of professional learning offerings.

The PRIME seal does not imply an overall high quality of materials. It refers only to alignment.
WIDA PRIME is not an evaluative tool that judges the *overall effectiveness* of instructional materials, and the PRIME seal does not imply that the submitted materials have been evaluated to show a positive impact on student learning outcome. As described in its theory of action, PRIME reviews yield a socially constructed inference about a degree of alignment between the Framework and a given set of instructional materials designed to teach them, in accordance with the criteria in the PRIME rubric. Yet instructional materials can and should do more, such as supporting development of student agency and critical stance and inviting student engagement in authentic and joyful ways. It is important for PRIME users to understand that at this time, PRIME alignment claims are limited to just that: alignment to the Framework. Other places where WIDA as an organization supports these important broader curricular concerns include, for example, the WIDA Mission, Vision, and Values, and the Big Ideas of the Framework.

The PRIME seal is not an endorsement from WIDA for any set of instructional materials.
WIDA does not make recommendations or determine that one set of instructional materials is better than another. Educators of multilingual learners work with a heterogeneous population with a wide range of strengths and needs, in a variety of programs, and in a wide range of environments. The question of what is "the best" curriculum for one student, teacher, or school requires more information than what WIDA PRIME analyzes through its *alignment* rubric.

The PRIME seal cannot account for how instructional materials are enacted in specific contexts.
Each school, classroom, teacher, and student is unique, and so are the instructional decisions educators make to engage multilingual learners during each task, lesson, and unit.

Local or publisher self-determination of alignment is not the same as earning the PRIME seal.
A local process of review that appropriately uses PRIME tools may be helpful in self-determining alignment of materials. That is one use of PRIME. However, the WIDA PRIME process cannot account for how a self-selected local or publisher panel may enact the PRIME tools in specific contexts. *The PRIME seal can only be awarded through an external and independent review process completed by a team of WIDA-trained reviewers that makes a determination of sufficient alignment between a given set of instructional materials and the Framework, based on the PRIME rubric*.

Language development occurs throughout the day and in all classrooms.
Although PRIME only reviews alignment of materials in relation to the four core content areas represented by the WIDA ELD Standards Statements (language arts, math, science, and social studies), we recognize that language permeates schooling and that all teachers are in fact language teachers.

II. Description of Materials Reviewed in this Report

Title of Materials: *Lift Welcome*
Submitting Educational Entity: Cengage Inc.

Description of Materials

Grade level: *Lift Welcome* is supplementary to all of the *Lift* series, and has been positioned as a Secondary Newcomer course.

Content area(s): *Lift Welcome* prepares beginning multilingual teenagers with the basic academic language and literacy skills they need to study cross-curricular subjects and literature, participate in academic discussion, and apply themselves inside and outside of the classroom". The *Lift* series is a content-based English program that teaches the academic language and literacy skills multilingual learners need to succeed. The target audience for the *Lift* series is secondary / teens (students in grades 6-12) learning English. (The content in *Lift Welcome* can easily meet the Lexile range of students in grades 1-2 because the targeting Lexile levels range from 200-460. In this way, *Lift Welcome* addresses the needs of the "High Interest, Low Lexile level student.)

WIDA ELD Standards Statement addressed:
ELD Standard 1: Language for Social and Instructional Purposes (ELD-SI)
ELD Standard 2: Language for Language Arts (ELD-LA)
ELD Standard 3: Language for Math (ELD-MA)
ELD Standard 4: Language for Science (ELD-SC)
ELD Standard 5: Language for Social Studies (ELD-SS)

General scope of materials:
An entire year of instruction, *Lift Welcome*, has been submitted. *Lift Welcome* has 12 units, and each unit has five lessons for a total of 60 lessons. The lessons in each unit cover key vocabulary, language use, viewing a video, reading a text, and a reader's theater selection. The fifth lesson in each unit has a *Lift* Online Platform reading that supports the writing the students are expected to do. In this way, the language arts strands across the units (vocabulary, grammar, reading, writing, listening/speaking) are well covered for students at the beginning levels of acquiring English.

Type of materials included (e.g., student core text and workbook, teacher's guide, tools of instruction, etc.):
• *Lift Welcome* Teacher's Book provides flexible lesson plans to help teachers easily plan and deliver their lessons according to the number of in-class hours.
• *Lift Welcome* Teacher Resources on the Online Platform provide teachers with resources they need to prepare for, address, and assess their students.
• *Lift Welcome* Student's Book teaches the academic language, vocabulary, phonics, reading, writing, and conversations students need to get an education in English.
• *Lift Welcome* Student Resources on the Online Platform include additional content for students, such as audio and video for the Student's Books and additional practice activities and reading.

Unique to *Lift Welcome* is a 10-page Grammar Handbook. Additionally, supplementary and complementary materials that support *Lift Welcome* are found on the *Lift* Online platform and include *Lift* Phonics to support emergent readers as they learn to read. *Lift Welcome* is the only level in the series that does not have a paper Student's Language Companion

Submission of materials included:

Links to other external reviews of the materials completed (e.g., EdReports, evidence for state-based reviews):
WIDA PRIME V2

III. Publisher's Self-Analysis of Alignment to Big Ideas

Four **Big Ideas** are interwoven throughout the Framework. Like the WIDA Can Do Philosophy, they support the design of standards-based educational experiences that are student-centered, culturally and linguistically sustaining, and responsive to multilingual learners' strengths and needs.

Learn more about the Big Ideas on pages 15-20 of the WIDA English Language Development Standards Framework, 2020 Edition.

- Appendix F: Theoretical Foundations offers an overview of theories and research that informed the development of the Big Ideas (pp. 354-367 of the 2020 Edition).

Big Idea: How do instructional materials reflect a commitment of **Equity to Opportunity and Access**?

Thinking Prompts: Where and how do materials reflect…

- The asset-based WIDA Can Do Philosophy? (pp. 18, 356)
- Linguistically and culturally sustainable pedagogies, including through the use of multiple languages and translanguaging practices? (pp. 18, 355-356)
- High expectations for all multilingual learners along with guidance for responsive and effective scaffolding? (pp. 18, 331, 367)
- Guidance and support for diverse cognitive and behavioral strengths, needs, and abilities? (pp. 18, 357)
- Ways to increase avenues of access, agency, and equity for all multilingual learners? (pp. 18, 356)

Publisher Narrative:

The asset-based WIDA Can Do Philosophy is embedded in *Lift Welcome* materials in a variety of ways. The linguistic, cultural, experiential, and social and emotional funds of knowledge are addressed and acknowledged throughout the 12 units. The *Lift Welcome* materials include word decoding and sentence constructing level of discourse, sentence and paragraph construction focused on in *Lift Welcome* to sentence and paragraph writing. Each unit begins with an engaging photograph, the unit question (a.k.a. essential question). The routines that are established in the first unit are used consistently throughout the 12 units.

Each unit starts with creating a Unit Mind Map (a concept map made with ovals and lines to connect big ideas and extend upon them) (illustrated Unit Mind Maps are on pp. T3, T23, T45, T67, T89, T111, T133, T155, T177, T199, T221, and T243). The Unit Mind Maps are created and posted in the class so that throughout the lessons within any given unit they are referenced. On average students are directed to reference the Unit Mind Maps between two and five times. Most lessons reference the Maps four times. Each of the 12 units have five lessons; each lesson features key vocabulary, language use, viewing a video, reading a text, and a reader's theater selection. The fifth lesson in each unit has a *Lift* Online Platform reading that supports the writing the students are expected to do. The unit themes are: "Who are you?"; "Where are people, places and things at school"; "What is your school schedule?"; "What do you do in school?"; "What do you want to eat?", "How do you feel?"; "What do you like to do?"; "What's the weather like?"; "What do we learn in social studies class?"; "What do we do in science class?"; "What do we learn in math class?"; and "What are your goals?". They represent a wide variety of topics and provide a space to support asset-based learning. In the Genres at a Glance, under fiction there are two dialogues, six realistic fiction, one science fiction and one text listed. Each unit has a drama (script) the students perform as a Reader's Theater (a.k.a. Reading Strategy 1). Additionally, there are non-fiction selections: four biographies, one how-to text, seven informational texts, one journal and one lab report.

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Linguistically and culturally sustainable pedagogies are embedded in the materials that span the 12 units. The materials the students are reading are carefully crafted to support beginning level learners and do include some themes and topics that are relevant and engaging for students at the middle and high school grade levels. *Lift Welcome provides* high interest but low Lexile materials with engaging images and thought-provoking themes that foster student learning. The images throughout *Lift Welcome* reflect the lives of people across the globe. Many photos are not attributed but depict people from across the globe (the global majority). Photos with captions included places in Africa (Egypt, Nigeria, Réunion, Asia (Bangladesh, China, India, Indonesia, Japan, Nepal, Russia, Sri Lanka, Turkey, Turkmenistan), Australia/Oceania (Australia), Europe (England, Finland, Spain, Turkey), North America (United States), South America (Brazil, Peru).

Unique to *Lift Welcome* are the numerous Language Transfer and Global Perspective notes that provide the teacher with insights and information about language and culture. The notes are interesting and very relevant to creating a productive and safe learning environment. While translanguaging practices are not directly addressed in the *Lift Welcome* materials, instructors could easily introduce and support learners with similar linguistic and cultural backgrounds by using translanguaging routines and practices. Also unique to *Lift Welcome* are the games in each of the 12 Units at the end of Lesson 4. They include a crossword, TicTac-Toe, Coin Toss games to generate dialogue, Charades, Bingo, Using a Spinner to ask and answer questions about various scenarios, Two Truths and a Lie, and a Question-and-Answer game about graphs and diagrams. The games are interactive, promote dialogue and are relevant in content to the themes of each unit.

Lift Welcome materials have high expectations for all multilingual learners along with guidance for responsive and effective scaffolding. Scaffolds include differentiation notes in the *Lift Welcome* Teacher's Book that address topics such as Neurodivergent (e.g. p. T7), Preliterate: Non-Roman Alphabet (e.g. p T11), Preliterate: Neurodivergent (e.g. p. T13), and Equitable Access (e.g. p. T127). Also included are Teaching Tips, such as, having students use the text as a model to complete a Writing Performance Task (p. T50) and some Extension Tasks. For example, having students use a Venn diagram to share activities they do in morning or afternoon (p. T52) that guides teachers in scaffolding throughout the series. Unit Mind Maps (Concept Maps) launch each of the 12 Units. These maps are referred to and added to multiple times throughout each of the units. For example, the Performance Task (a.k.a Unit Writing Project) "Write a Message" in Unit 4, Lesson 5 includes a model (filled-in chart) and color-coded model message to show, not just tell, the students what is expected. Below the model is a similar chart for the students to complete before they draft a similar response (p. T87). As the units progress in *Lift Welcome,* the number and complexity of highlighted language features incrementally increase.

Pre-assessments and multiple formative assessments are available for the teacher to choose from, prior to the summative assessment. One difference between *Lift Welcome* and the other books in the *Lift* series is that the end-of-unit assessments are done on the Online Platform.

Lift Welcome provides guidance and support for diverse cognitive and behavioral strengths, needs, and abilities. The rich collection of differentiated scaffolds and assessments equip the teacher to support diverse cognitive and behavioral strengths, needs, and abilities. *Lift Welcome* addresses the needs of students with diverse cognitive and behavioral strengths, needs, and abilities in an explicit way throughout each unit. In the *Lift Welcome* Teacher's Book there are different side bars that provide the teacher with support to address the student's needs. For example the side bars may contain: Global Perspectives (e.g. How to pronounce students' names), Language Transfer (e.g. the h spelling not transferring for languages such as Spanish,, Cantonese, or Korean), Building Background (e.g. explaining how adults often use the titles, Mr./Ms), Teaching Tip (e.g. posting the English Alphabet in order in the classroom), Differentiation (e.g. Preliterate Non-Roman Alphabet; Preliterate Neurodivergent; and special intonation patterns), and Extensions (e.g. Game Variations). Additional materials that guide teachers and support students include print, visual, audio, and video resources on the Online Platform. There are tasks that involve pairs of students working together, as well as small group and whole group activities and learning opportunities. This is consistent across *Lift Welcome* and *Lift Intro*.

Lift Welcome uses fiction and nonfiction texts across the 12 units of study to increase avenues of access, agency, and equity for all multilingual learners. Each unit has a Reading, a Video, and a Reader's Theater script. Key Vocabulary and language structures appear three times in each unit. The fourth lesson closes with an interactive (speaking) game followed by a writing task that is modeled, drafted and published before students go on to the *Lift Welcome* Online Platform for the final unit assessment.

The Online Reading Tasks can be classified by WIDA's Key Language Uses: Narrate (Unit 1: Realistic Fiction Introductions, Unit 2: Realistic Fiction-Directions, Unit 3: Journal-Schedule, Unit 4: Science Fiction-Message, Unit 7 Narrative Paragraph-Biography, Unit 12: Biography-Goal Plan), Explain (Unit 11: Explanation-How-To Text), and Inform (Unit 5: Informational Text-Descriptive Paragraph, Unit 6: Informational Text-Poster, Unit 9: Informational Text-Biography). Argue is not addressed specifically in the writing tasks parts of the lessons. Some Key Language Uses overlap such as, Narrate and Inform in Unit 8: Informational Text-Realistic Fiction and Unit 10: Informational Text-Narrative Paragraph. Lesson 3 of each unit provides students with a structured speaking task in the form of a Reader's Theater script. Lesson 4 of each unit provides students with a scaffolded speaking task as they play a variety of interactive games. Finally, regarding resources, *Lift Welcome* has a 10-page Grammar Handbook at the back of the *Lift Welcome* Student's Book and the *Lift Welcome* Teacher's Book.

Big Idea: How do instructional materials **Integrate Content and Language?**

Thinking Prompts: Where and how do materials reflect…

- Opportunities for multilingual learners to develop content and language concurrently, with academic content as a context for language learning and language as a means for learning academic content? (pp. 19, 356)
- Access for multilingual learners to rich, standards-based, grade-level content, including by scaffolding up? (p. 18)
- Opportunities for students to use multiple means to engage, interpret, represent, act, and express their ideas in the classroom? (pp. 19, 356)
- Opportunities for multilingual learners to actively engage with peers while accessing challenging content activities? (pp. 18-19)
- Multimodality as inherent to and essential for how students make meaning and engage in disciplinary practices? (pp. 19, 356)

Publisher Narrative:

Lift Welcome materials have opportunities for multilingual learners to develop content and language concurrently, with academic content embedded throughout. There are units that focus on social studies (Unit 9: Social Studies, Unit 12: Setting Future Goals), math (Unit 11: Math), and science (Unit 6: Health and Well-being, Unit 8: Our Environment, Unit 10: Science).

Lift Welcome materials provide access for multilingual learners to rich, standards-based, grade-level content, including by scaffolding up. The *Lift Welcome* Teacher's Book supplies robust instruction, multi-leveled strategies for differentiation, and guided teacher scripting to maximize the content provided in the *Lift Welcome* Student's Book. Scaffolding up occurs within the Extensions activities (e.g. Game Variations). Additional materials that guide teachers and support students include print, visual, audio, and video resources on the Online Platform. Vocabulary, language and grammar are strategically taught within each of the 12 Units.

Lift Welcome materials provide structured opportunities for students to use multiple means to engage, interpret, represent, act, and express their ideas in the classroom. Engagement activities include routines that appear throughout the series (citations are for when the routine first appears): Vocabulary Routines 1-3 (pp. T4, T18, and T4), Reading Routines 1-3 (pp. T15, T11, T20), Word Wall Routine (p. T4), and Unit Mind Map Routine (p. T3). Cooperative learning routines include the Fish Bowl (p.T22), Round Table (p.T2), the Speaking Routine (p.T5), Viewing Routine (p.

T7), Think, Pair, Share (p. T40), Turn and Talk (p. T44), Three-Step Interview (p. T132), Vocabulary Journal (p. T9), and Inside-Outside Circle (p. T220). To engage with the materials unit by unit, specific key vocabulary words are taught and used repeatedly. Students interpret texts they read and videos they watch. They represent and act out what they are learning in the Reader's Theater and Writing Task parts of each of the Units. They share and express their ideas when they show their learning in the interactive games they play in lesson 4 of each Unit. Lesson 5 usually focuses on reading and a writing task related to the essential question and contents of the units. Routines are consistently repeated throughout the units, more so in *Lift Welcome* than any of the other levels in the *Lift* Series.

Lift Welcome materials provide opportunities for multilingual learners to actively engage with peers while accessing challenging content activities. As mentioned above, students are encouraged to engage with one another when performing a Reader's Theater skit, and when playing a game at the end of a unit. Regarding routines, Reading Routines 1-3 each have a choral reading step. Cooperative learning routines such as Fish Bowl (p.T22), Round Table (p.T2), or the Speaking Routine (pp. T5, T9, T13, and T25 to name a few), promote and scaffold peer engagement. In each unit, all the lesson 4 activities feature an interactive game that requires interpersonal communication that has been scaffolded and taught in the prior lessons. The games are a crossword, Tic-Tac-Toe, Coin Toss games to generate dialogue, Charades, Bingo, Using a Spinner to ask and answer questions about various scenarios, Two Truths and a Lie, and a Question-and Answer game about graphs and diagrams.

Lift Welcome materials provide multimodality (activities that involve listening, speaking, reading, and writing) as inherent to and essential for how students make meaning and engage in disciplinary practices. Throughout the units the Unit Writing Projects directly address WIDA's Key Language Uses, for example, Narrate (Unit 1: Realistic Fiction-Introductions, Unit 2: Realistic Fiction-Directions, Unit 3: Journal-Schedule, Unit 4: Science Fiction-Message, Unit 7 Narrative Paragraph-Biography, Unit 12: Biography-Goal Plan), Explain (Unit 11: Explanation-How-To-Text), and Inform (Unit 5: Informational Text-Descriptive Paragraph, Unit 6: Informational Text-Poster, Unit 9: Informational Text-Biography). Argue is not addressed specifically in the writing tasks parts of the lessons. Some Key Language Uses overlap such as, Narrate and Inform in Unit 8: Informational Text-Realistic Fiction and Unit 10: Informational Text-Narrative Paragraph.

Big Idea: How do instructional materials encourage Collaboration among Stakeholders?

Thinking Prompts: Where and how do materials reflect…

- Guidance for collaboration among stakeholders (e.g., district and school leaders, content and language teachers, specialists, support personnel, students, families)? (pp. 19-20, 358)
- Guidance for all teachers and administrators to see themselves as responsible for fostering the language development of multilingual learners, while moving away from the idea that language specialists alone should assume sole responsibility for students' language development? (pp. 19-20, 358)
- Guidance for educators to ensure that multilingual learner's experiences across the day are coordinated and coherent? (pp. 19-20)
- Guidance for content teachers to develop insights into and respond to the language development needs of multilingual learners? (pp. 19-20)
- Guidance for content and language teachers to work together to collaboratively reflect, inquire, plan, and deliver instruction, support one another, and take collective responsibility for the success of multilingual learners? (p. 359)

Publisher Narrative:

Lift Welcome provides guidance for collaboration among stakeholders by providing an extensive teacher's guide, and further guidance on the *Lift* Online Platform. The units that address specific subject areas, such as Unit 9 (Social Studies), Unit 10 (Science), and Unit 11 (Math) provide direct and specific opportunities for subject area teachers and ESL teachers to collaborate.

Lift Welcome materials provide resources and guidance, so all educators see themselves as responsible for language development. Teachers can guide their students as they build their foundational skills with the *Lift* Phonics program on the online platform (two examples are p. T43 and T 131). Tasks throughout the program build skills critical for all subject areas, from content-specific vocabulary to academic discourse skills and there are Formative Assessments, Writing Tasks, and Formal Assessments on the online platform.

Lift Welcome ensures that multilingual learner's experiences across the day are coordinated and coherent by sequentially introducing individual learner centered experiences and school-based topics a student at a beginner level (WIDA Level 1) really needs.

Lift Welcome materials help students to develop insights into and respond to the language development needs of multilingual learners by providing teachers with notes about language and culture. These include numerous Language Transfer and Global Perspective notes that provide the teacher with insights and information about language and culture. The notes are interesting and very relevant to creating a productive and safe learning environment.

Lift Welcome materials provide guidance for content and language teachers to work together to collaboratively reflect, inquire, plan, and deliver instruction, support one another, and take collective responsibility for the success of multilingual learners by providing a comprehensive Scope and Sequence of the 12 Units and 60 Lessons and the *Lift Phonics* Scope and Sequence. The unit themes are: "Who are you?"; "Where are people, places and things at school"; "What is your school schedule?"; "What do you do in school?"; "What do you want to eat?", "How do you feel?"; "What do you like to do?"; "What's the weather like?"; "What do we learn in social studies class?"; "What do we do in science class?"; "What do we learn in math class?"; and "What are your goals?". They represent a wide variety of topics and provide a space to support asset-based learning.

Big Idea: How do instructional materials take a Functional Approach to Language Development?

Thinking Prompts: Where and how do materials reflect…

- The framing of language development as an interactive social process that expands what multilingual learners can do with language over time in a diversity of contexts, rather than as a series of decontextualized and isolated grammatical structures? (pp. 356, 359-360)
- Guidance for systematic, explicit, and sustained language development alongside the academic demands of content? (pp. 19-20, 359)
- Explicit teaching of how language works for particular purposes, with particular audiences, and in particular sociocultural contexts? (pp. 18, 20, 355-356, 359)
- Guidance for teachers to support multilingual learners in developing control over increasing ranges of the registers and genres required both for school and for the learner's own purposes, including highlighting multilingual learners' ability to select, adapt, negotiate, and use a range of linguistic resources that are appropriate to context? (pp. 356, 359)

Publisher Narrative:

Lift Welcome materials provide the framing of language development as an interactive social process that expands what multilingual learners can do with language over time in a diversity of contexts. Each of the 12 units of study explores an essential question and has thematically connected readings that are supported by lessons that teach contextualized Key Vocabulary, Language and Grammar. Each lesson is highly interactive and includes multiple opportunities for speaking, listening, reading, and writing. Unit by unit, Speaking and Listening are addressed in the Key Vocabulary and Reader's Theater activities. Reading is addressed by reading selections and Reader's Theater selections, and Writing is addressed in the various Language and Grammar activities and the end of unit writing projects (summative assessments). The games that are in lesson 4 of each of the 12 units are designed to maximize

social interaction, using the vocabulary and target grammar focused on in the unit. They include a crossword, Tic-Tac-Toe, Coin Toss games to generate dialogue, Charades, Bingo, Using a Spinner to ask and answer questions about various scenarios, Two Truths and a Lie, and lastly, a Question and Answer game about graphs and diagrams. Unique to *Lift Welcome* is the 10-page Grammar Handbook, located at the back of the *Lift Welcome* Student's Book. Students can track and boost their own expanding language proficiency with the handbook.

Lift Welcome materials provide guidance for systematic, explicit, and sustained language development alongside the academic demands of content. Each unit includes specific Key Vocabulary, Language and Grammar, and Readings. The 12 units begin by addressing WIDA ELD Standard 1 (Language for Social and Instructional Language) in Unit 1 (*Nice to Meet You*), Unit 2 (*Around School*), Unit 3 (*School Routines*), Unit 4 (*School Activities*), Unit 5 (*Food*), Unit 7 (*Interests*), and Unit 12 (*Setting Future Goals*).

WIDA ELD Standard 2 (Language for Language Arts) is addressed in the selections for the readings across units. For example, in the Unit Readers found on the online platform there is a selection of High-Low readings (high interest for older learners combined with low Lexile demand) that are complemented by activities that are paired with the readings in the Student's Book. They include two dialogues, six realistic fiction, one science fiction and one additional text. Each unit has a drama (script) the students perform as a Reader's Theater (a.k.a. Reading Strategy 1). Additionally, there are non-fiction selections: four biographies, one howto text, seven informational texts, one journal and one lab report.

WIDA ELD Standard 3 (Language for Mathematics) is addressed in Unit 11 (Math).

WIDA ELD Standard 4 (Language for Science) are addressed in Unit 6 (Health and Well-Being), Unit 8 (Our Environment), and Unit 10 (Science).

Finally, WIDA ELD Standard 5 (Language for Social Studies) is addressed in Unit 9 (Social Studies). The language demands (interpretive and expressive) increase lesson by lesson and unit by unit.

Lift Welcome materials provide explicit teaching of how language works for particular purposes, with particular audiences, and in particular sociocultural contexts in the Language and Grammar lessons and activities (three per unit for a total of 36) in the units. They build from words to the sentence level to the discourse level across the lessons. They build from the concrete to the more theoretical uses of language as well. For example, in Unit 1 in a lesson on "Meet and Greet", sentence frames emphasize that students speak differently to a friend versus an adult (p. T 11) and this is followed by explicit lessons on how to "Make a Polite Request for Help" (p. T 14). The theme of helping others spans several units: giving advice about what to wear based on the weather (Unit 8) and giving advice about what to do for one's life and livelihood (Unit 12).

Lift Welcome materials provide guidance for teachers to support multilingual learners in developing control over increasing ranges of the registers and genres. Scaffolds for reading, writing, and speaking across a wide range of genres are embedded in *Lift Welcome*. Scaffolds include variations in how students are grouped, sentence starters and frames, discussion frames, graphic organizers (Unit Mind Map), visual prompts (color coding of the exemplars, and the visuals for the teachers to use to teach the cooperative learning routines), and the use of cooperative learning strategies. Throughout the *Lift Welcome* Teacher's Book there are a wide variety of scaffolds and supports for teachers to use are illustrated and explained step by step.

IV. Reviewer's Analysis of Alignment to Components of the Framework

The five WIDA ELD Standards Statements guide us to create materials that simultaneously develop content and language, where language development is positioned in service of disciplinary learning. **Standard Statement 1**, Language for Social and Instructional Purposes (ELD-SI) helps teachers become aware of language for social interactions, everyday routines, negotiation, and problem-solving. ELD-SI works alongside and blends into **Standards Statements 2-5** that address disciplinary language (ELD-LA for Language Arts, ELD-MA for Math, ELD-SC for Science, and ELD-SS for Social Studies). This interweaving reminds us that students communicate to learn, but also to convey personal needs and wants, to interpret and present different perspectives, to affirm their own identities, and to form and maintain relationships.

- Learn more about the Standards Statements and the relationship of Standards Statement 1 to Standards Statements 2-5 on pages 24-25 of the 2020 Edition.
- Appendix F: Theoretical Foundations offers an overview of theories and research that informed the development of the WIDA ELD Standards Statements (pp. 354-367).

Portfolio Part C: Alignment to Components of the Framework. For each Framework component, the publisher completed a self-reflection and analysis considering the following:

- Each criterion description (match, depth, and breadth)
- Indicators for each criterion (with direct references to page numbers in the 2020 Edition)
- Key questions for each criterion

For each criterion, publishers

- Made an evidence-based claim of alignment
- Provided a justification for the claim
- Provided strategic and sufficient evidence to support the claim (include page numbers and direct links).

Potential sources of evidence across criteria include, non-exhaustively:

- Teacher's Guide guidance: prompts, recommendations, criteria, and pedagogical rationale
- Learning goals, objectives, and targets (e.g., unit goals and lesson objectives)
- Unit and lesson learning sequences, tasks, activities, and assignments
- Rubrics, formative and summative assessment tasks, other progress monitoring materials
- A variety of multimodal supports across activities allowing various entry points for students at varying levels of English proficiency
- Guidance/prompting to offer students multiple means of engagement, representation, and action and expression (e.g., use of home languages, visual and graphic supports)
- Guidance for community and learning norms, routines, protocols, structures, and models
- Guidance for student interactions and discussions (e.g., grouping strategies, interactive supports)

Feedback: Alignment to Framework Component I – ELD Standards Statements

The five WIDA ELD Standards Statements guide us to create materials that simultaneously develop content and language, where language development is positioned in service of disciplinary learning. **Standard Statement 1**, Language for Social and Instructional Purposes (ELD-SI) helps teachers become aware of language for social interactions, everyday routines, negotiation, and problem-solving. ELD-SI works alongside and blends into **Standards Statements 2-5** that address disciplinary language (ELD-LA for Language Arts, ELD-MA for Math, ELD-SC for Science, and ELD-SS for Social Studies). This interweaving reminds us that students communicate to learn, but also to convey personal needs and wants, to interpret and present different perspectives, to affirm their own identities, and to form and maintain relationships.

- Learn more about the Standards Statements and the relationship of Standards Statement 1 to Standards Statements 2-5 on pages 24-25 of the 2020 Edition.
- Appendix F: Theoretical Foundations offers an overview of theories and research that informed the development of the WIDA ELD Standards Statements (pp. 354-367).

On the next page you can read the publisher's completed self-reflection and analysis considering the following:

- Each criterion description (match, depth, and breadth)
- Indicators for each criterion (with direct references to page numbers in the 2020 Edition)
- Key questions for each criterion

Match is the degree to which instructional materials **connect** to each component of the Framework.

- Criterion Match.ELD.1 determines whether the **same or similar concepts and ideas** about language development appear in materials and in ELD-SI.
- **Match.ELD.1 is met if** evidence related to indicators clearly shows that materials **explicitly and concretely connect to the indicators of ELD-SI.**

How do instructional materials **connect** to ELD Standards Statement 1? (ELD-SI)	
Match.ELD.1: Indicators In the context of grade-level content learning, instructional materials…	**Match.ELD.1: Key Questions** Where and how do materials prompt, offer guidance, make pedagogical suggestions, and plan instruction that…
❑ Reflect and guide teachers to **value and leverage students' languages, cultures, experiences, and identities.** (pp. 12, 18, 24-25) ❑ Support **language for social and instructional interactions.** (e.g., everyday routines, negotiation, and problem-solving) (p. 25) ❑ Leverage **ELD-SI as a valuable meaning-making resource in conjunction with the disciplinary contexts** represented by Standards Statements 2-5 (ELD-LA, ELD-MA, ELD-SC, and ELD-SS). (p. 25)	● Reflects students' cultures, languages, and backgrounds? ● Leverages students' languages, cultures, experiences, and identities as a resource for learning and means of entering new and complex disciplinary topics? ● Encourages social and instructional interaction? ● Intertwines ELD-SI with content learning represented by Standards Statements 2-5 (ELD-LA, ELD-MA, ELD-SC, and ELD-SS)?

Determination of Alignment: Evidence submitted for criterion **Match.ELD.1** and its indicators is:

4 - Strong and comprehensive (3 indicators)	2 - Present but insufficient (1 indicator)
3 - Present (2 indicators)	1 - Not yet sufficiently present (no indicators)

Review Notes:

Lift Welcome explicitly guides teachers to value and activate students' home languages, cultures, and background experiences through dedicated "Connect and Share" routines and "Global Perspectives" teacher notes. Materials consistently prompt learners to draw on prior knowledge, utilize translanguaging, recognize cognates, and share home-country traditions as meaningful entry points into new content.

Lift Welcome provides comprehensive support for everyday social and instructional language. Interactive routines (such as Roundtable, Fishbowl, and Think-Pair-Share) and contextualized lessons explicitly scaffold classroom communication, including greetings, social expressions, asking for directions, using school tools, and participating in peer discussions. Social and instructional language (ELD-SI) serves as a foundational resource for disciplinary learning throughout the curriculum. Everyday communicative routines are directly intertwined with subject-area language tasks in Language Arts, Science, Mathematics, and Social Studies across all units.

Match is the degree to which instructional materials **connect** to each component of the Framework.

- Criterion Match.ELD.2-5 determines whether the **same or similar concepts and ideas** about language development appear in materials and in *at least one* of the ELD Standards Statements related to the core disciplines (ELD-LA, ELD-MA, ELD-SC, and ELD-SS) (e.g., materials connect to Language for science, ELD-SC).
- **Match.ELD.2-5 is met if** evidence related to indicators clearly shows that materials **explicitly and concretely connect to at least one of ELD-LA, ELD-MA, ELD-SC, and ELD-SS**

How do instructional materials **connect** to ELD Standards Statements 2-5? (ELD-LA, ELD-MA, ELD-SC, and ELD-SS)	
Match.ELD.2-5: Indicators In the context of grade-level content learning, instructional materials…	**Match.ELD.2-5: Key Questions** Where and how do materials prompt, offer guidance, make pedagogical suggestions, and plan instruction that…
❑ **Integrate** language development with content learning. (p. 24) ❑ Guide teachers to support multilingual learners to **communicate information, ideas, concepts, and engage in disciplinary practices necessary for academic success** in at least one of the ELD Standards Statements. (pp. 24, 360) ❑ Include **interactive activities and opportunities for discussion** as multilingual learners simultaneously develop language and conceptual understandings. (pp. 19-20, 25, 362)	● Refers to ELD Standards Statements as drivers of language development? ● Supports multilingual learners to develop language while simultaneously engaging in grade-level content instruction? ● Supports multilingual learners to communicate information, ideas, concepts, and engage in disciplinary practices? ● Includes opportunities for multilingual learners to engage in interactive activities and discussions to simultaneously develop language and conceptual understandings?

Determination of Alignment: Evidence submitted for criterion **Match.ELD.2-5** and its indicators is:

4 – Strong and comprehensive (3 indicators)	2 – Present but insufficient (1 indicator)
3 – Present (2 indicators)	1 – Not yet sufficiently present (no indicators)

Review Notes:

Lift Welcome uses the ELD Standards Statements as direct drivers of language development, explicitly integrating language instruction with grade-level content across Language Arts, Science (Units 6, 8, 10), Mathematics (Unit 11), and Social Studies (Unit 9). Materials provide clear teacher guidance to support multilingual learners in expressing academic concepts and engaging in authentic disciplinary practices, such as applying the scientific method with lab tools, measuring geometric shapes, and reading geographical maps. The program consistently embeds collaborative, interactive routines such as Think-Pair-Share, Reader's Theater, peer dialogues, and unit mind mapping enabling students to simultaneously construct conceptual understanding and expand their academic language proficiency.

In *Lift Welcome* students engage in inquiry by interpreting physical maps, explaining historical timelines, and researching an influential figure to write a short unit biography. Multilingual learners actively apply the scientific method by sequencing experiment steps, conducting hands-on observations, recording observations, and drafting simple lab report summaries. Multilingual learners have the opportunities to participate in collaborative structures like Inside-Outside Circle and other partnering routines prompt students to talk through problems and share how concepts are represented in their home countries.

Depth is the degree to which instructional materials capture the **linguistic purpose, variety, and complexity** resident in each component of the Framework.

- Criterion Depth.ELD determines whether materials reflect the linguistic purpose, variety, richness, and complexity embodied in the ELD Standards Statements.
- **Depth.ELD is met if** evidence related to indicators clearly shows that materials are planned to support multilingual learners to **develop language in purposeful, varied, and ever-expanding ways** congruent to the concepts, ideas, and practices embodied in **ELD-SI and at least one of ELD-LA, ELD-MA, ELD-SC, and ELD-SS.**

How do instructional materials reflect the **linguistic richness, variety, and complexity** embodied in the ELD Standards Statements?	
Depth.ELD: Indicators In the context of grade-level content learning, instructional materials…	**Depth.ELD: Key Questions** Where and how do materials prompt, offer guidance, make pedagogical suggestions, and plan instruction supporting language development in purposeful, varied, and expanding ways through…
❑ Guide teachers to use **strength-based approaches**, leveraging students' experiential, linguistic, and cultural backgrounds, and intersectional identities in relation to disciplinary learning (ELD-SI). (p.24) ❑ Offer **ample opportunities for students to engage in social and instructional interaction**, and for interactive learning (ELD-SI). (p.25) ❑ Attend to **language development in a clear, systematic, and explicit** way to enhance learning in disciplinary contexts (ELD-LA, ELD-MA, ELD-SC, and ELD-SS). (p. 354)	● Taking an asset-based approach and supporting multilingual learners to use their experiences, linguistic and cultural backgrounds, and intersectional identities in multiple ways? ● Supporting multilingual learners to interact with peers and adults in multiple ways? ● Supporting students in developing metacognitive and metalinguistic competencies? ● Explicitly developing language in service of grade-level disciplinary knowledge, skills, concepts, and practices?

Determination of Alignment: Evidence submitted for criterion **Depth.ELD** and its indicators is:

4 - Strong and comprehensive (3 indicators) 3 - Present (2 indicators)	2 - Present but insufficient (1 indicator) 1 - Not yet sufficiently present (no indicators)

Review Notes:

Lift Welcome consistently employs an asset-based approach, guiding teachers to leverage students' experiential, linguistic, and cultural backgrounds through "Connect and Share" routines, translanguaging strategies, and "Global Perspectives" notes that validate home cultures as essential entry points into disciplinary learning. Materials provide ample and varied opportunities for interactive learning. Cooperative routines such as Think-Pair-Share, Roundtable, Fishbowl, and Reader's Theater skits systematically foster continuous interaction among peers and adults using diverse communication modes. These routines are designed to enhance subject-area learning across Language Arts, Science, Mathematics, and Social Studies through structured vocabulary routines, visual graphic organizers, and targeted language expectations embedded in every unit.

Lift Welcome offers translanguaging and home language support, as an example in the Introductory "First Thoughts" activities explicitly prompt teachers to invite students to use home languages, gestures, pantomime, or sketching to express ideas before translating into English (e.g., Unit 1 greetings, Unit 2 library comparison, Unit 12 career roundtable).

Breadth is the degree to which instructional materials **consistently** represent each component of the Framework.

- Criterion Breadth.ELD determines whether materials consistently and systematically support language development in ways that are congruent with the concepts, ideas, and practices represented in the WIDA ELD Standards Statements (ELD-SI, ELD-LA, ELD-MA, ELD-SC, and ELD-SS).
- **Breadth.ELD is met** if evidence related to indicators clearly shows that materials **consistently and systematically** address teaching and learning in service of **ELD-SI** and at least one of **ELD-LA, ELD-MA, ELD-SC, and ELD-SS – over time and across a set of materials** (across lessons, units, or according to an alternate organization scheme).

How do instructional materials **consistently and systematically** represent concepts, ideas, and practices congruent with the WIDA ELD Standards Statements?	
Breadth.ELD: Indicators In the context of grade-level content learning, materials support language development that consistently address teaching and learning about the five ELD Standards Statements…	**Breadth.ELD: Key Questions** Where and how do materials consistently and systematically prompt, offer guidance, make pedagogical suggestions, and plan instruction to…
❑ Across **lessons** ❑ Across **units** of learning ❑ Across the **course** of study	● Take an asset-based approach and support multilingual learners to use their experiences and linguistic and cultural backgrounds across lessons, units, and the course of study? ● Provide opportunities and supports for students to expand what they can do with language to communicate information, ideas, concepts, and engage in disciplinary practices necessary for disciplinary academic success across lessons, units, and the course of study? ● Support multilingual learners to interact with peers and adults across lessons, units, and the course of study?

	● Support multilingual learners in developing metacognitive and metalinguistic competencies across lessons, units, and the course of study?

Determination of Alignment: Evidence submitted for criterion **Breadth.ELD** and its indicators is:

4 - Strong and comprehensive (3 indicators)	2 - Present but insufficient (1 indicator)
3 - Present (2 indicators)	1 - Not yet sufficiently present (no indicators)

Review Notes:

Lift Welcome systematically embeds all five ELD Standards Statements throughout the program, featuring dedicated units for Language Arts, Science (Units 6, 8, 10), Mathematics (Unit 11), and Social Studies (Unit 9), while continuously integrating social and instructional language (ELD-SI) across every lesson. The ELD Standards Statements are sustained predictably across all 12 units and 60 lessons, ensuring that multilingual learners experience continuous, content-driven language development over the full course of the academic year.

Lift Welcome integrates students' linguistic and cultural backgrounds throughout all 12 units and 60 lessons. Every unit predictably features "Connect and Share" routines, translanguaging guidance, and "Global Perspectives" teacher notes that encourage students to leverage home languages, cognates, and native cultures as continuous learning assets. Materials provide structured, ongoing opportunities across lessons and units for multilingual learners to expand their functional academic language.

Lift Welcome provides interactive routines that are predictably woven into daily lesson plans across the entire course of study. Cooperative structures such as Think-Pair-Share, Roundtable discussions, Reader's Theater skits, and peer interviews ensure continuous interaction with classmates and teachers. The curriculum routinely supports metalinguistic and metacognitive growth across all units using predictable visual graphic organizers (Unit Mind Maps), systematic word-building routines, cognate identification, and self-reflection writing projects at the end of each unit.

Feedback: Alignment to Framework Component II – Key Language Uses

Key Language Uses (KLUs)—Narrate, Inform, Explain, Argue—emerged from a systematic analysis of academic content standards, disciplinary practices, and research literature. They bring focus and coherence to the language of schooling, helping educators make choices in what to prioritize during curricular planning for content-language integration.

- Learn more about KLUs on pages 26-27
- Take a deeper dive on KLUs: A closer Look on pages 217-233.
- Appendix F: Theoretical Foundations offers an overview of theories and research that informed the development of KLUs (pp. 354-367).

Match is the degree to which instructional materials **connect** to each component of the Framework.

- Criterion Match.KLU determines whether the **same or similar concepts and ideas** about language development appear in materials and in KLUs.
- **Match.KLU is met if** evidence related to indicators clearly shows that materials **explicitly and concretely connect to KLUs (or prominent genres of schooling**).

How do instructional materials **connect** to the Key Language Uses (KLUs)?	
Match.KLU: Indicators In the context of grade-level content learning, instructional materials…	**Match.KLU: Key Questions** Where and how do materials prompt, offer guidance, make pedagogical suggestions, and plan instruction that…
❑ **Define** KLUs (pp. 27, 217, 288, 363) ❑ **Identify the relationship between KLUs and academic content standards.** (pp. 26, 288, 363) ❑ **Explain how genres work** as a way of organizing language use. (pp. 26, 217, 354)	● Define KLUs? ● Connect KLUs to academic content standards and disciplinary practices? ● Highlight how genre is a way to organize language and communication in disciplinary contexts? (e.g., explaining that x is a type of argument, but y is a narrative: they serve different purposes and have different organizational patterns)

Determination of Alignment: Evidence submitted for criterion **Match.KLU** and its indicators is:

4 - Strong and comprehensive (3 indicators)	2 - Present but insufficient (1 indicator)
3 - Present (2 indicators)	1 - Not yet sufficiently present (no indicators)

Review Notes:

Lift Welcome connects all four WIDA Key Language Uses (KLUs) to academic content and disciplinary practices through speaking and writing tasks designed for older students beginning to learn English.

Narrate and Inform receive the most attention, giving students opportunities to recount experiences and share information about topics they encounter in school. Examples include language arts narratives in Units 1 and 7 and social studies biographies and map descriptions in Unit 9. Explain receives more attention in the later units, where students communicate about science lab work in Unit 10 and explain line graphs in math in Unit 11. Argue is less

prominent and appears primarily in lesson activities and discussions.

The materials define individual genres within lesson prompts, such as explaining that a biography tells true information about a real person. Explicit definitions of the four KLUs as an overarching framework remain an area for growth. Through Study a Model lessons, students examine how a text is organized to achieve its purpose, use graphic organizers to plan their ideas, and apply language features such as sequence words in explanations and past-tense verbs in narratives. These tasks make visible how students can organize language to communicate what they know in different subject areas.

Depth is the degree to which instructional materials capture the **linguistic purpose, variety, and complexity** resident in each component of the Framework.

- Criterion Depth.KLU determines whether materials reflect the linguistic purpose, variety, richness, and complexity embodied in KLUs.
- **Depth.KLU is met if** evidence related to indicators clearly shows that materials are planned to support multilingual learners to **develop language in purposeful, varied, and ever-expanding ways congruent to the concepts, ideas, and practices embodied in KLUs (or prominent genres of schooling).**

How do instructional materials reflect the **linguistic purposes, variety, and complexity** embodied in Key Language Uses show?	
Depth.KLU: Indicators In the context of grade-level content learning, instructional materials…	**Depth.KLU: Key Questions** Where and how do materials prompt, offer guidance, make pedagogical suggestions, and plan instruction supporting language development in purposeful, varied, and expanding ways through…

❑ Highlight **how KLUs work in particular disciplines.** (pp. 26, 217-218)
❑ Offer **explicit explanations** of how KLUs work **in a variety of texts, tasks, and purposes**, examining and revealing common and unique linguistic and organizational features of each KLU. (p. 217)
❑ Emphasize language use within **sociocultural contexts** (e.g., for particular purposes, topics, situations, participant's identities and social roles, audiences). (pp. 26, 363)
	● Explaining how KLUs are constructed and used in
	  ○ a disciplinary community or communities? (e.g., an argument in language arts is different than a mathematical argument)?
	  ○ a variety of texts and tasks? (e.g., exposure to various instances of argumentation)?
	● Examining and revealing organizational patterns characteristic of the genre? (e.g., claim, evidence, and reasoning in Argue)
	● Drawing students' attention to the ways in which linguistic choices are shaped by the speaker's identity and social roles, as well as by topic, audience, purpose, and task? (e.g., I make different choices with language when I argue with my best friend or my boss)
	● Capturing the shared and unique ways in which KLUs work in a particular discipline?
	● Showcasing how the KLUs intersect, blend, and build on each other?

Determination of Alignment: Evidence submitted for criterion **Depth.KLU** and its indicators is:

4 - Strong and comprehensive (3 indicators)	2 - Present but insufficient (1 indicator)
3 - Present (2 indicators)	1 - Not yet sufficiently present (no indicators)

Review Notes:

Lift Welcome uses narratives, realistic fiction, informational texts, videos, and Reader's Theater scripts to show older students beginning to learn English how texts are organized for different purposes. Students discuss why an author created a text, examine how its structure serves that purpose, and apply relevant vocabulary and grammar in their own speaking and writing. Recurring routines, visuals, sentence frames, games, and partner practice help students work with disciplinary content and prepare for end-of-unit speaking and writing assessments. These supports make English accessible while keeping students engaged in thinking about what a text means and how to communicate their own ideas.

The materials also show how language choices vary with audience, purpose, and social context. In Reader's Theater selections such as *Welcome, Eva!* in Unit 1, and *What's for Lunch?* in Unit 5, students practice dialogue in familiar school settings. *Connect and Share* discussions and partner interviews give students further opportunities to ask questions, respond to others, and adjust their language to the situation. Across these tasks, students use Key Language Uses together as they recount experiences, share information, and explain ideas.

Argue is developed primarily through foundational functions such as expressing food preferences in Unit 5, giving advice with modal verbs in Units 6 and 8, and using causal language to give reasons. The reviewer evidence documents practice with these functions. Explicit instruction in organizing an argument around a claim and supporting it with evidence remains an area for growth.

Breadth is the degree to which instructional materials **consistently** represent each component of the Framework.

- Criterion Breadth.KLU determines whether materials consistently and systematically support language development in ways that are congruent with the concepts, ideas, and practices represented by KLUs.
- **Breadth.KLU is met** if evidence related to indicators clearly shows that materials **consistently and systematically** address teaching and learning in service of **KLUs (or prominent genres of schooling).**

How do instructional materials **consistently and systematically** represent concepts, ideas, and practices congruent with the Key Language Uses?	
Breadth.KLU: Indicators In the context of grade-level content learning, materials support language development that consistently address teaching and learning about KLUs…	**Breadth.KLU: Key Questions** Where and how do materials consistently and systematically prompt, offer guidance, make pedagogical suggestions, and plan instruction to…
❑ Across **lessons** ❑ Across **units** of learning ❑ Across the **course** of study	● Explain organizational patterns of KLUs across lessons, units, and the course of study? ● Highlight how KLUs connect to academic content standards and/or disciplinary practices across lessons, units, and the course of study? ● Support students in deconstructing and constructing KLUs across lessons, units, and the course of study? ● Expand what students can do with KLUs over lessons, units, and the course of study?

Determination of Alignment: Evidence submitted for criterion **Breadth.KLU** and its indicators is:

4 - Strong and comprehensive (3 indicators)	2 - Present but insufficient (1 indicator)
3 - Present (2 indicators)	1 - Not yet sufficiently present (no indicators)

Review Notes:

Across lessons, *Lift Welcome* connects lesson-level language objectives to the communicative purpose of the Unit Writing Project. Students examine model texts to see how writers organize information and choose language for a particular purpose. They then practice relevant vocabulary and language structures in speaking and writing activities before applying them in the project. This sequence gives students repeated opportunities to move from identifying how a text works to using similar patterns to communicate their own ideas.

Across units, the Unit Question establishes a purpose for communication that carries through the lessons and into the culminating writing task. In Unit 3, School Routines, the question “What is your school schedule?” anchors the KLU Inform. Students learn to ask for and share information about school routines, then write questions and answers about their own schedules and those of others. In Unit 11, students use Explain in a mathematics context by interpreting a line graph and writing about what its numbers show. The recurring structure supports different disciplinary practices, from exchanging information about school routines to explaining the meaning of mathematical data.

Across the course of study, the sequence from Unit Question to Unit Writing Project recurs across all 12 units and 60 lessons. The familiar routines help students at the beginning stages of learning English focus on the language and content of each new unit. Early units emphasize Inform, and students build on those skills as later units also ask them to Narrate and Explain across language arts, science, mathematics, and social studies. Argue has a more limited role across the course. Lesson activities such as expressing and justifying food preferences in Unit 5 and giving weather-related advice in Unit 8 develop language that can support argumentation. Sustained instruction and a culminating task focused on constructing a claim and supporting it with evidence remain areas for growth.

Feedback: Alignment to Framework Component III – Language Expectations

Language Expectations are goals for content-driven language instruction. Developed from a systematic analysis of academic content standards, Language Expectations are built around a set of Language Functions, which in turn are supported by example Language Features (e.g., types of sentences, clauses, phrases, and words).

Learn more about Language Expectations on pages 28-30.
Take a look at grade-level cluster materials to see Language Expectations (with Language Functions and Language Features)

- Appendix B offers sample correspondence tables for academic content standards and Language Expectations
- Appendix C offers a compilation of all Language Expectations, K-12
- Appendix F: Theoretical Foundations offers an overview of theories and research that informed the development of Language Expectations (pp. 354-367).

Match is the degree to which instructional materials **connect** to each component of the Framework.

- Criterion Match.LE determines whether the **same or consistent concepts and ideas** about language development embodied in Language Expectations appear in materials.
- **Match.LE is met if** evidence related to indicators clearly shows that materials **explicitly and concretely connect to Language Expectations (or content-driven language goals and objectives)**

How do instructional materials connect to Language Expectations?	
Match.LE: Indicators In the context of grade-level content learning, instructional materials…	**Match.LE: Key Questions** Where and how do materials prompt, offer guidance, make pedagogical suggestions, and plan instruction that…
❑ **Define** Language Expectations for units and lessons (pp. 28, 237) ❑ **Connect Language Expectations to academic content** standards and practices. (pp. 29, 266) ❑ Address **interpretive and expressive** communication modes (separate or integrated modes) (p.28)	● Include Language Expectations? ● Derive Language Expectations from academic content standards? ● Support expansion of what students can do in relation to Language Expectations? ● Support students to work with interpretive and expressive communication modes as they engage with disciplinary practices, texts, and tasks?

Determination of Alignment: Evidence submitted for criterion **Match.LE** and its indicators is:

4 - Strong and comprehensive (3 indicators)	2 - Present but insufficient (1 indicator)
3 - Present (2 indicators)	1 - Not yet sufficiently present (no indicators)

Review Notes:

Lift Welcome uses Unit Questions to frame unit-level language goals and lists lesson objectives in both the Student's Book and Teacher's Book. In Unit 3, School Routines, the question "What is your school schedule?" gives students a reason to learn school vocabulary and practice asking and answering questions about their school day. Instruction on question marks helps students apply this language function in writing.

The Language Expectations connect to school-based content and academic practices that help students participate in classroom routines. Asking for and sharing information about a schedule develops the social and instructional language students need to navigate the school day. The reviewer evidence supports this connection to school participation and language arts practices. Alignment to a specific grade-level academic content standard remains unverified.

The materials address both interpretive and expressive communication. In the fifth lesson of each unit, students read a selection on the *Lift* Online Platform that supports the writing task. Students also practice exchanging information orally, as illustrated by the schedule questions in Unit 3. For students at the earliest stages of learning English, visuals, guided practice, and feedback support progress toward the Language Expectations. Unit Mind Maps help students organize ideas throughout the unit and prepare for the summative reading and writing assessments.

Depth is the degree to which instructional materials capture the **linguistic purpose, variety, and complexity** resident in each component of the Framework.

- Criterion Depth.LE determines whether materials reflect the linguistic purpose, variety, richness, and complexity embodied in Language Expectations.
- **Depth.LE is met if** evidence related to indicators clearly show that materials are planned to support multilingual learners to **develop language in purposeful, varied, and ever-expanding ways** congruent to the concepts, ideas, and practices embodied in **Language Expectations (or content-driven language goals that help students understand how language and genre work in service of disciplinary learning).**

How do instructional materials reflect the **linguistic purposes, variety, and complexity** embodied in the Language Expectations?	
Depth.LE: Indicators In the context of grade-level content learning, instructional materials…	**Depth.LE: Key Questions** Where and how do materials prompt, offer guidance, make pedagogical suggestions, and plan instruction supporting language development in purposeful, varied, and expanding ways through…
❑ Guide educators to **systematically expand choices students can make with language** through explicit teaching of **Language Functions** related to a Language Expectation. (pp. 29, 364) ❑ Guide educators to systematically expand choices students can make with language through exploration of **Language Features** that carry out particular Language Functions. (pp. 30, 365) ❑ Highlight the dynamic relationship between a) Language Expectations, b) Language Functions, and c) Language Features, thereby **illustrating how language works in functional ways in service of learning** (pp. 30, 365)	● Exploring how Language Functions work? ● Exploring how Language Features carry out particular Language Functions? ● Highlighting the relationship between the Language Expectations, Language Functions, and Language Features? ● Making the language of content learning visible for students?

Determination of Alignment: Evidence submitted for criterion **Depth.LE** and its indicators is:

4 - Strong and comprehensive (3 indicators)	2 - Present but insufficient (1 indicator)
3 - Present (2 indicators)	1 - Not yet sufficiently present (no indicators)

Review Notes:

Lift Welcome develops the social and instructional language that students at the earliest stages of learning English need to participate in classroom activities. The Teacher's Book provides optional supports, including visuals, graphic organizers, and speaking and writing frames. Students can use a basic frame to respond and then choose a suggested expansion to add detail, express an opinion, or draw on a personal experience. Turn-and-talk activities and question-and-answer practice give students opportunities to rehearse what they want to say before writing. Students also revisit the Unit Mind Map to add new information and ideas they can draw on in later responses.

The vocabulary routines give students several ways to build and express meaning. Students connect words to visuals, say or act out words, and sketch their meanings. They also connect vocabulary to prior knowledge and, when possible, write about their lives or local communities. Later practice includes attending to spelling, grouping words by meaning, discussing them with peers, and using them in writing. These routines help students move from recognizing new words to choosing and using them for a purpose.

Unit 8, *Our Environment*, illustrates how a Language Feature supports a Language Function within a broader Language Expectation. The unit question "What's the weather like?" gives students a reason to learn and use weather and clothing vocabulary. To describe weather in an informational text, students learn to use a conjunction to join adjectives. This feature gives students a way to combine details in a single description and shows how a sentence-level choice helps them communicate what they have learned.

Breadth is the degree to which instructional materials **consistently** represent each component of the Framework.

- Criterion Breadth.LE determines whether materials consistently and systematically support language development in ways that are congruent with the concepts, ideas, and practices represented by Language Expectations.
- **Breadth.LE is met** if evidence related to indicators clearly shows that materials **consistently and systematically** address teaching and learning in service of **Language Expectations (or content-driven language goals that help students understand how language and genre work in service of disciplinary learning).**

How do instructional materials **consistently and systematically** represent concepts, ideas, and practices congruent with the Language Expectations?	
Breadth.LE: Indicators In the context of grade-level content learning, materials support language development that consistently address teaching and learning about Language Expectations…	**Breadth.LE: Key Questions** Where and how do materials consistently and systematically prompt, offer guidance, make pedagogical suggestions, and plan instruction to…
❑ Across **lessons** ❑ Across **units** of learning ❑ Across the **course** of study	● Expand what students can do in relation to Language Expectations over lessons, units, and the course of study? ● Explore how Language Functions and Language Features help students achieve the purposes of the Language Expectations over lessons, units, and the course of study?

	● Support students to engage with interpretive and expressive communication modes across lessons, units, and the course of study?

Determination of Alignment: Evidence submitted for criterion **Breadth.LE** and its indicators is:

4 - Strong and comprehensive (3 indicators)	2 - Present but insufficient (1 indicator)
3 - Present (2 indicators)	1 - Not yet sufficiently present (no indicators)

Review Notes:

Lift Welcome systematically addresses Language Expectations across lessons, units, and the course of study. Across the five lessons in each unit, students build toward a Unit Writing Project by interpreting texts, practicing language in oral exchanges, and applying what they have learned in writing. The Unit Opener introduces the topic, and the Unit Question gives students a purpose for using the language they develop across the lessons.

Across all 12 units, students return to their Unit Mind Maps to record new information, revisit earlier thinking, and organize ideas for writing. This recurring practice helps students reflect on what they are learning and use that learning in their responses. Across the 60-lesson course of study, the sequence from Unit Question to Unit Writing Project gives students repeated opportunities to interpret information and use language to express their understanding on different topics.

Feedback: Alignment to Framework Component IV – Proficiency Level Descriptors

Proficiency Level Descriptors (PLDs) are an articulation of student language performance across six levels of English language proficiency. PLDs are written in interpretive and expressive communication modes, and represent three dimensions of language use: discourse, sentence, and word/phrase. While Language Expectations offer goals for how all students might use language to meet academic content standards, PLDs describe how multilingual learners might develop language across levels of English language proficiency as they move toward meeting Language Expectations. In this way, PLDs can inform choices about how to monitor and support learning, so that instructional materials and instruction can maintain grade-level cognitive challenge and rigor while intentionally scaffolding content and language development.

Learn more about PLDs and the dimensions of language on pages 31-34.
PLDs appear in grade-level cluster materials (Section 3).

- Appendix D offers some technical notes about PLDs, as well as a compilation of all PLDs, K-12 (p. 329).
- Appendix F: Theoretical Foundations offers an overview of theories and research that informed the development of the PLDs (pp. 354-367).

Match is the degree to which instructional materials **connect** to each component of the Framework.

- Criterion Match.PLD determines whether the **same or similar concepts and ideas** about language development appear in materials and the PLDs.
- **Match.PLD is met if** evidence related to indicators clearly shows that materials **explicitly and concretely connect to PLDs (or research-based typical trajectories of language development).**

How do instructional materials **connect** to Proficiency Level Descriptors (PLDs)?	
Match.PLD: Indicators In the context of grade-level content learning, instructional materials…	**Match.PLD: Key Questions** Where and how do materials prompt, offer guidance, make pedagogical suggestions, and plan instruction supporting language development in purposeful, varied, and expanding ways through…
❑ **Offer a range of possibilities for language development targets** for multilingual learners who may be in various stages of language development as described in the six levels of the PLDs. (pp. 34, 329) ❑ Provide opportunities for **monitoring language growth over time** as described in the six levels of the PLDs. (pp. 31, 33) ❑ Suggest **scaffolding** of content and language development across PLD levels. (pp. 31, 57, 248-249, 331, 362)	• Reflecting a range of language development targets for students at different levels of English proficiency? • Monitoring language growth over time? • Scaffolding and supporting student learning through all six levels of the PLDs?

Determination of Alignment: Evidence submitted for criterion **Match.PLD** and its indicators is:

4 - Strong and comprehensive (3 indicators)	2 - Present but insufficient (1 indicator)
3 - Present (2 indicators)	1 - Not yet sufficiently present (no indicators)

Review Notes:

Lift Welcome is designed for older students at the beginning stages of learning English. Within that range, the materials offer multiple ways for students to demonstrate what they can do with English. Speaking and writing frames provide an entry point and invite students to elaborate beyond the model response. Each unit begins with a Unit Question and introduces related academic and topic-specific vocabulary. Successive lessons build toward the unit's language objectives, giving students opportunities to use new language in increasingly developed responses.

The Teacher's Book provides scaffolds and extension options within a consistent lesson structure. Visuals and graphic organizers help students make sense of content, while oral rehearsal and language frames support speaking and writing. Teachers can use these supports to help students meet the lesson-level targets and then invite them to add details or expand their responses as they are ready. The reviewer evidence documents a range of targets and scaffolds within the beginning proficiency range. Their application across all six WIDA proficiency levels remains unverified.

The assessment materials provide multiple opportunities to establish a baseline and monitor growth. Before the first unit, teachers can gather information about students' initial English proficiency and literacy in their home language and score performance tasks using provided rubrics. During instruction, formative assessments and informal observations help teachers adjust support. Ten vocabulary and grammar progress-monitoring assessments, a speaking assessment at the end of each unit, and an end-of-course summative assessment give teachers evidence of how students' English use develops and how they communicate what they have learned over time.

Depth is the degree to which instructional materials capture the **linguistic purpose, variety, and complexity** resident in each component of the Framework.

- Criterion Depth.PLD determines whether materials reflect the linguistic purpose, variety, richness, and complexity embodied in PLDs.
- **Depth.PLD is met if** evidence related to indicators clearly shows that materials are planned to support multilingual learners to **develop language in purposeful, varied, and ever-expanding ways congruent to the concepts, ideas, and practices embodied in PLDs (or research-based typical trajectories of language development).**

How do instructional materials reflect the **linguistic purposes, variety, and complexity** embodied in the PLDs?	
Depth.PLD: Indicators In the context of grade-level content learning, instructional materials…	**Depth.PLD: Key Questions** Where and how do materials prompt, offer guidance, make pedagogical suggestions, and plan instruction supporting language development in purposeful, varied, and expanding ways through…
❑ Address three dimensions of language: **discourse, sentence, and word/phrase.** (pp. 31, 366) ❑ Maintain the **same cognitive rigor for all** students while using the PLDs to account for and **support different ways individual** multilingual learners might develop *across the six levels*. (p. 101)	● Attending to the three dimensions of language (discourse, sentence, word/phrase) in a variety of tasks and texts? ● Maintaining the same grade-level cognitive rigor for all students while offering multiple entry points and responsive support processes? ● Interactional scaffolding that is responsive to students' current strengths and needs?

❑ Guide teachers to **scaffold** learning in relation to **various factors** (student strengths and needs, interests, prior experiences, level of language proficiency, communicative purpose of the situation, task, etc.). (pp. 33, 333)	● Monitoring students' language growth in multiple and varied ways? (e.g., through types of embedded classroom assessments)

Determination of Alignment: Evidence submitted for criterion **Depth.PLD** and its indicators is:

4 - Strong and comprehensive (3 indicators)	2 - Present but insufficient (1 indicator)
3 - Present (2 indicators)	1 - Not yet sufficiently present (no indicators)

Review Notes:

Lift Welcome connects all three dimensions of academic language as students move from vocabulary practice to a cohesive written text. At the word/phrase level, Vocabulary Routines teach word meanings and give students opportunities to use new vocabulary in speaking and writing. At the sentence level, grammar routines use sentence starters and frames to help students apply target vocabulary and sentence structures in oral practice and written responses. At the discourse level, the Unit Writing Project asks students to connect sentences and organize ideas into a cohesive text with a clear purpose and structure.

All students work toward the same unit question, content and language goals, and final writing assessment. The Teacher's Book offers ways to vary support while maintaining the demands of the shared task. For example, students can rehearse a response orally before writing, use a sentence frame to get started, or choose an expansion to develop their ideas. The reviewer evidence shows how these supports respond to differences among beginning English learners. Guidance across all six WIDA proficiency levels remains unverified.

The materials also guide teachers to draw on students' strengths, interests, and prior experiences. Discussion prompts invite students to connect unit content to their lives and share what they think. These conversations give students ideas they can develop in speaking and writing and give teachers opportunities to hear what students can already communicate and where additional support may help.

Breadth is the degree to which instructional materials **consistently** represent each component of the Framework.

- Criterion Breadth.LE determines whether materials consistently and systematically support language development in ways that are congruent with the concepts, ideas, and practices represented by PLDs.
- **Breadth.PLD is met** if evidence related to indicators clearly shows that materials **consistently and systematically address teaching and learning that is informed by the PLDs (or research-based typical trajectories of language development).**

How do instructional materials **consistently and systematically** represent concepts, ideas, and practices congruent with the Language Expectations?	
Breadth.PLD: Indicators In the context of grade-level content learning, materials support language development that consistently address teaching and learning that is informed by PLDs…	**Breadth.PLD: Key Questions** Where and how do materials consistently and systematically prompt, offer guidance, make pedagogical suggestions, and plan instruction to…
❑ Across **lessons** ❑ Across **units** of learning	● Reflect a range of language development targets across lessons, units, and the course of study?

❑ Across the **course** of study	• Monitor student language growth across lessons, units, and the course of study? • Address three dimensions of language: discourse, sentence, and word/phrase across lessons, units, and the course of study? • Maintain the same cognitive rigor for all students while supporting multilingual learners at various levels of English proficiency—across lessons, units, and the course of study? • Scaffold learning for students in relation to various factors (student strengths and needs, interests, prior experiences, communicative purpose, task, etc.) across lessons, units, and the course of study?

Determination of Alignment: Evidence submitted for criterion **Breadth.PLD** and its indicators is:

4 - Strong and comprehensive (3 indicators)	2 - Present but insufficient (1 indicator)
3 - Present (2 indicators)	1 - Not yet sufficiently present (no indicators)

Review Notes:

Lift Welcome supports older students beginning to learn English through a consistent instructional design across lessons, units, and the course of study. Across lessons, Vocabulary Routines teach word meanings and give students opportunities to use new words in speaking and writing. Grammar routines then help students use that vocabulary in sentences through oral rehearsal, sentence starters, and writing frames. Students can expand their responses as they are ready, and teachers can use formative checks and informal observations to adjust support during instruction.

Across units, students build on previously taught language and skills as they work from the Unit Question toward the Unit Writing Project. They revisit their Unit Mind Maps, draw on prior experiences in discussion, and connect sentences into a cohesive text with a clear purpose and structure. Students work toward shared content and language goals and complete the same culminating task, with scaffolds that vary according to their needs. The recurring routines help students anticipate what to do and focus their attention on learning and using English.

Across the course of study, teachers can monitor growth from initial assessments through ten vocabulary and grammar progress-monitoring assessments, end-of-unit assessments that include speaking, and an end-of-course summative assessment. The supplemental vocabulary and grammar practice books provide additional support when assessment or classroom observation shows that students need more practice. Together, these materials give teachers repeated opportunities to track students' growth and adjust support within the course's beginning proficiency range.

V. Feedback: Summary of Alignment Strengths and Potential Areas of Growth

PRIME Report Part D: Summary of Alignment and Potential Areas of Growth

Alignment to	Strengths	Potential Areas of growth
Big Ideas	Aligns with WIDA's four Big Ideas by drawing on multilingual learners' languages, cultures, and lived experiences, integrating content and language learning, making language use visible through explicit instruction and practice, and supporting a collaborative approach through shared routines.	
ELD Standards Statements	*Lift Welcome* demonstrates strong overall alignment with the ELD Standard Statements by systematically intertwining social and instructional language (ELD-SI) with subject-area learning across Language Arts, Science, Math, and Social Studies.	
Key Language Uses	*Lift Welcome* aligns with WIDA Key Language Uses by embedding explicit genre modeling and deconstruction across daily lessons and unit structures. Across all 12 units, the program maintains a predictable instructional cycle that steadily expands student communication across Narrate, Inform, and Explain genres.	
Language Expectations	*Lift Welcome* connects unit and lesson language goals to school-based learning through scaffolded interpretive and expressive tasks.	
Proficiency Level Descriptors	*Lift Welcome* supports beginning English learners at the word/phrase, sentence, and discourse levels through flexible scaffolds and regular opportunities to monitor growth.	

Consensus Determination for Seal Eligibility

Review Team: Gwyneth Dean-Fastnacht and Tamisha Sampson
Lead Reviewer: Ellen Parkhurst
Year-Long Course of Study Submitted for Review: *Lift Welcome*
Supplementary Materials Included in Year-Long Course of Study:
Submitting Educational Entity: Cengage, Inc.
Materials for Adjacent Grade Levels Within the Same Grade-Level Cluster Submitted for Review: *Lift Intro*
Date: November 2026
Educational Entity: Cengage, Inc.

REVIEW TEAM'S FINAL CONSENSUS NOTES AND CRITERION SCORE

Publisher: Cengage, Inc.
Title of Materials: *Lift Welcome*
Grade Level/Levels: Newcomers in Grades 6-12

Determination of Alignment

Evidence for alignment criteria is… 4-Strong and comprehensive (3 indicators) 3-Present (2 indicators) 2-Present but insufficient (1 indicator) 1-Not yet sufficiently present (no indicators)	Final Consensus Criterion score (4-3-2-1)	Final score: Framework Components (4-3-2-1)
ELD Standards Statements		Lowest criterion score earned for ELD Standards Statements:
Match.ELD.1	4	
Match.ELD.2-5	4	
Depth.ELD	4	
Breadth.ELD	4	
Key Language Uses		Lowest criterion score earned for Key Language Uses:
Match.KLU	4	
Depth.KLU	4	
Breadth.KLU	4	
Language Expectations		Lowest criterion score earned for Language Expectations:
Match.LE	4	
Depth.LE	4	
Breadth.LE	4	
Proficiency Level Descriptors		Lowest criterion score earned for Proficiency Level Descriptors:
Match.PLD	4	
Depth.PLD	4	
Breadth.PLD	4	

Eligibility to earn the PRIME 2020 Seal of Alignment **YES**

Lead Reviewer: Ellen Parkhurst
Date: November 2026