



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.

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.*)

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 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 Edition. WIDA 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 Intro*

Submitting Educational Entity: Cengage Inc

Description of Materials

Grade level: The *Lift Intro*, grades 5-6 materials will be analyzed and reviewed in this report.

Content area(s): Lift 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. It supports a range of global standards and frameworks and includes inquiry-based instruction, multi-leveled strategies and reading options, academic speaking and writing, promotes critical thinking, has extension ideas to expand on literacy skills in the reading selections and has a range of formative and summative assessments. *Lift Intro* is designed for multilingual teen learners at the earliest stages of academic English development. This level builds fundamental literacy and thematic content beyond the absolute beginner level. (The content in *Lift Intro* can easily meet the Lexile range of students in grades 2-4 because the targeting Lexile levels range from 470 to 830. In this way the Lift series 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 Intro*, has been submitted. It has 8 units. Daily lessons in each unit cover language arts strands (vocabulary, grammar, reading, writing, listening/speaking).

The Lift series is intended for students from grades 6 to 12. It also includes a Welcome level which has a focus on school survival language for the absolute beginner. *Lift Intro* is designed for multilingual teen learners at the earliest stages of academic English development. This level builds fundamental literacy and thematic content beyond the absolute beginner level.

Type of materials included (e.g., student core text and workbook, teacher’s guide, tools of instruction, etc.):

- *Lift Intro* 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 Intro* Teacher Resources on the Online Platform provide teachers with resources they need to prepare for, address, and assess their students.
- *Lift Intro* Student’s Book teaches the academic language, vocabulary, phonics, reading, writing, and conversations students need to get an education in English.
- *Lift Intro* Student’s Language Companion includes additional vocabulary and grammar lessons as well as practice to support instruction in the Student’s Book.
- *Lift Intro* 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.

Submission of materials included: An entire year of instruction, *Lift Intro*, has been submitted. It has 8 units. Daily lessons in each unit cover language arts strands (vocabulary, grammar, reading, writing, listening/speaking).

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

[WIDA PRIME V2](#): Adjacent grade levels - *Lift Welcome*, *Lift Fundamentals*

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 Intro* materials in a variety of ways. The linguistic, cultural, experiential, and social and emotional funds of knowledge are addressed and acknowledged throughout the eight units. The *Lift Intro* materials have shifted from word decoding and sentence constructing in *Lift Welcome*, to paragraph writing. Each unit begins with a "unit opener" that includes an engaging photograph, a quote, questions, a caption, and a "unit launch" where essential questions, discussion frames, and academic vocabulary are introduced. The images and topics tap into the students' assets and prior learning experiences. Each of the eight units has two readings of different genres and a video that connects to the specific unit themes. The themes included are posed as essential questions: "Who am I?"; "How can we learn new things?"; "What makes us brave?"; "What can we learn from conflict?"; "What makes a great team?"; "What is success?"; "How can we solve mysteries?"; and "What new ideas can improve our world?" They represent a wide variety of genres and provide a space to support asset-based learning. Genres are shown at a glance in the *Lift Intro* Teacher's Book. They include: argument, biography, drama/play, fable, how-to article, informational article, mystery, opinion article, poem, realistic fiction, science article, and science fiction.

Linguistically and culturally sustainable pedagogies are embedded in these materials that span the eight units. The fiction and nonfiction excerpts throughout these materials take place in various regions across the globe, spanning every continent except Antarctica. Regarding the authors they too are diverse, not only in their countries of origin, but also where they were or are living, their home languages, and cultures.

Regarding translanguaging, during discussion activities there are English sentence frames that could be answered in English or the home/heritage languages of the students. While translanguaging practices are not directly addressed in



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these *Lift Intro* materials, instructors could easily introduce and support learners with similar linguistic and cultural backgrounds by using translanguaging routines and practices.

Lift Intro materials have high expectations for all multilingual learners along with guidance for responsive and effective scaffolding. Scaffolds include charts and matrices, graphic organizers, word banks, word clouds, sentence frames and T-charts. Exemplars and models, visuals, text feature notes that include color coding, bold text and other text features, and checklists are a few additional scaffolds that regularly appear in these materials. As the unit's progress in *Lift Intro*, the number and complexity of highlighted language features incrementally increase. Pre-assessments, multiple formative, and summative assessments are available for the teacher to choose from. The readings culminate in a formative assessment where students can make text to self-connections and teachers can reteach material as needed. They also appear regularly in the Focus on Grammar lessons. In this way teachers can constantly assess how student learning is going, so teaching practices can be adjusted as need be. Finally, it should be noted that the assessments assess student learning across multiple modalities, the four domains of listening, speaking, reading, and writing. Every unit ends with a writing performance task (summative assessments measured by individualized rubrics at the end of the *Lift Intro* Teacher's Book) and a speaking task when students share their writing with an audience/classmates. Speaking performance tasks are assessed by a single rubric (planned speaking not extemporaneous speaking) that assesses intonation, phrasing and expression (matching the mood and context of the text).

Lift Intro 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. These materials include print, visual, audio, and video resources. There are tasks that involve pairs of students working together as well small group and whole group activities and learning opportunities. This is consistent across *Lift Welcome*, *Lift Intro*, and *Lift Fundamentals*.

Lift Intro uses fiction and nonfiction texts across the eight units of study to increase avenues of access, agency, and equity for all multilingual learners. Following each reading there is a productive (writing) task that echoes the genre of a reading included in the *Lift Intro* Student's Book. In addition, following each reading there is a productive (speaking) task that echoes the themes and topics of unit readings included in the *Lift Intro* Student's Book. Each unit ends with a call to take action. In this part of the unit the focus is on learning how a National Geographic Explorer has taken action and improved the world in some way. Students see the Explorer in action and consider and reflect on how they will take action in their own lives, schools, local communities or in the world. The National Geographic Explorers are an inspiring group with a wide range of professional experiences. These include: animal enthusiasts, educators, environmentalists, photographers, photojournalists, and scientists (biologist, paleontologist).

The overall theme of the Take Action projects include: learning about oneself, starting a club, learning about the neighbors, making a friend from another country, learning about a new place, helping a friend, learning about the place (town/city) you live, joining a global study group, getting over a fear, sharing a fear with a friend, thanking someone who is brave, writing a blog post about overcoming a fear, trying a new conflict management style, building relationships to manage conflict, making a poster about conflict and studying a conflict from the past. The project themes also include: using teamwork at home, planning a new team or club at school, being a good neighbor, being a good global citizen, setting a personal goal, supporting a classmate, improving your community, sharing ideas with others for how to solve a global problem, making a mystery photo album, starting a mystery reading club, investigating a local mystery, learning about an ancient mystery, making a change in your daily routine, making changes at school, solving a problem in the community, and helping to solve a global problem.

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 Intro materials have opportunities for multilingual learners to develop content and language concurrently, with academic content embedded throughout. They are in the *Lift Intro* Student's Book, highlighted in the *Lift Intro* Teacher's Book, and supported in the *Lift Intro* Language Companion and the *Lift Intro* online resources.

Lift Intro materials provide access for multilingual learners to rich, standards-based, grade-level content and enables differentiation for learners by scaffolding up. The *Lift Intro* Teacher's Book supplies robust instruction, multi-levelled strategies for differentiation, and guided teacher scripting to maximize the content provided in the *Lift Intro* Student's Book and *Lift Intro* Language Companion. Multi-Level Strategies and Reading Options that appear after every reading selection (16 in total) support students at varying levels of proficiency that include the Newcomer, Below level and Above level student. Extensions are embedded in each reading selection, two within each of the eight units. Each unit has one extension that focuses on language such as suffix -ologist homophones, root words and possessive nouns, and one extension that focuses on a task, such as, relating to a personal experience, "A recipe for a special dessert", perspectives on art, "A visual art work", writing a skit, and categorizing animals into different types.

Lift Intro 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. For example, many of the units begin with using Vocabulary Routine 1, where the teacher pronounces the word that is supported by a visual, and the students hold up their fingers (a.k.a. a finger rubric) to provide feedback to the teacher. The teacher provides a definition and elaborates on the definition. (Note: Vocabulary Routine 2 is used once in *Lift Intro* where students create a word web for each new vocabulary word). Additional routines that appear as engagement activities are Partner Discussion Routine 1 which promotes interpersonal communication, and Group Conversations Routine 2.

Student Checklist Routines are embedded in the writing process in the Review and Revise Feedback Checklists that appear at the end of each unit. Turn and Talk Routines and Discussion Frames appear in yellow boxes repeatedly throughout the *Lift Intro* Teacher's Book (that scaffold academic discourse) but they are not categorized as formal routines. Students use their interpretive skills by responding to guiding questions, paraphrasing and making inferences when analyzing a text or content material and are explicitly taught in the Reading Skills or Strategies portions of each unit. Reading selections include classic and contemporary authors and poets, content-based nonfiction articles, essays, biographies, among others. Students also interpret stories told through photography and video. Students represent what they have learned by writing a variety of paragraphs that connect to each unit theme/essential question. Orally sharing their writing is one way their summative speaking is assessed. Finally, each unit ends with a call to Take Action. In this part of the unit, students consider how they will act in their own lives, schools, local communities or in the world. It is in this way that students share and express their ideas.

Lift Intro 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 following

the Partner Discussion Routine 1, Group Conversations Routine 2, and Turn and Talk Routines and Discussion Frames appear in yellow boxes repeatedly throughout the *Lift Intro* Teacher's Book (that scaffold academic discourse) but they are not categorized as formal routines.

Lift Intro 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 speaking performance task is to present what the students have written for the writing performance tasks. These tasks directly address WIDA's Key Language Uses, for example, Narrate [write a personal narrative and write a mystery narrative], Explain [writing a poem], Inform [writing informational paragraphs about yourself and learning new things] and Argue [write an opinion paragraph about a literary conflict and an opinion essay about a success versus effort]. Finally students have opportunities to Take Action that include: learning about oneself, starting a club, learning about the neighbors, making a friend from another country, learning about a new place, helping a friend, learning about the place (town/city) you live, joining a global study group, getting over a fear, sharing a fear with a friend, thanking someone who is brave, writing a blog post about overcoming a fear, trying a new conflict management style, building relationships to manage conflict, making a poster about conflict and studying a conflict from the past. The project themes also include: using teamwork at home, planning a new team or club at school, being a good neighbor, being a good global citizen, setting a personal goal, supporting a classmate, improving your community, sharing ideas with others for how to solve a global problem, making a mystery photo album, starting a mystery reading club, investigating a local mystery, learning about an ancient mystery, making a change in your daily routine, making changes at school, solving a problem in the community, and helping to solve a global problem.

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 Intro materials provide resources and guidance, so all educators see themselves as responsible for language development. These include discussion frames, scaffolding in the form of Reading Options (Newcomer - Listen and Read Along, Below Level - Read Together, and Above Level - Read Independently), Focus on Language (Objectives that cover Vocabulary, Language and Language Conventions), and Multi-Level Strategies (Newcomer, Below level, Above level).

Tasks throughout the program build skills critical for all subject areas, from content-specific vocabulary to academic discourse skills, and provide both Formative Assessments and Formal Assessment (Performance Tasks with both speaking and writing outcomes).

The Share Your Perspectives and Share Opinions part of each unit provide an opportunity for making a connection between home and the classroom. All units have two Extensions that address relating the content to personal experience. Extensions are embedded in each reading selection, two within each of the eight units. Each unit has one extension that focuses on language, such as, suffix -ologist, homophones, root words and possessive nouns, and one extension that focuses on a task, such as, relating to a personal experience, “A recipe for a special dessert”, perspectives on art, “A visual art work”, writing a skit, and categorizing animals into different types. Another opportunity for collaboration between the classroom and home is the *Lift Intro* Online Platform. The platform can be accessed at home, so household members can have real-time observation of student learning.

In addition, *Lift Intro*’s digital teaching and learning tools include a Pacing Guide that can be applied to all eight units of study and complement the paper *Lift Intro* Teacher’s Book. The pacing guides can be adjusted to focus on Literary Emphasis, Language Building Emphasis, or Project Based Emphasis. The *Lift Intro* Teacher’s Book has a Teacher’s Book Index that groups the features of the Lift series; it groups topics and themes, strategies, skills and more.

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 Intro 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 eight units of study explores an essential question and has thematically-connected readings that are supported by lessons that teach contextualized Key Vocabulary, Reading Skills and Strategies, and Focus on Language lessons. Each lesson is highly interactive and includes multiple opportunities for speaking, listening, reading, and writing.

Lift Intro materials provide guidance for systematic, explicit, and sustained language development alongside the academic demands of content. Each unit includes specific vocabulary instruction that is taught using Vocabulary Routine 1 as well as explicit grammar, reading, speaking, listening, and writing lessons. Through exploration of an essential question, students build their language development from the beginning to end of each unit. *Lift Intro* materials provide explicit teaching of how language works for particular purposes, with particular audiences, and in particular sociocultural contexts. For example, fictional and nonfictional readings highlight language uses in different genres that span across the WIDA Key Language Uses (KLUs). These tasks directly address WIDA’s Key Language Uses, for example, Narrate [write a personal narrative and write a mystery narrative], Explain [writing a poem], Inform [writing informational paragraphs about yourself and learning new things] and Argue [write an opinion paragraph about a literary conflict and an opinion essay about a success versus effort].

Lift Intro 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 Intro*. Scaffolds include variations in how students are grouped, sentence starters and frames, discussion frames, graphic organizers, visual prompts, and the use of cooperative learning strategies. Throughout the *Lift Intro* Teacher's Book there are a wide variety of scaffolds and supports for teachers to use which are explained in depth, step by step. Extensions are embedded in each reading selection, two within each of the eight units. Each unit has one extension that focuses on language such as suffix -ologist, homophones, root words and possessive nouns, and one extension that focuses on a task, such as, relating to a personal experience, "A recipe for a special dessert", perspectives on art, "A visual art work", writing a skit, and categorizing animals into different types.

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	Match.ELD.1: Key Questions
In the context of grade-level content learning, instructional materials...	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)

3 - Present (2 indicators)

2 - Present but insufficient (1 indicator)

1 - Not yet sufficiently present (no indicators)

Review Notes:

Lift Intro reflects and values students' cultures, languages, backgrounds, experiences, and identities by inviting them to use these as resources for learning. Each unit begins with Share Your Ideas, where students connect their own experiences, opinions, cultures, and perceptions to engaging unit topics. Globally and culturally diverse content then provides opportunities to broaden those perspectives and enter new disciplinary learning.

Social and instructional interaction is embedded through academic speaking and writing, inquiry, discussion, and peer collaboration. Importantly, students are not practicing language in isolation; they are conversing, reading, and writing while engaged with relevant and interesting topics that encourage meaning-making and deepen content learning. Students ask and answer questions, exchange ideas, and provide feedback while learning to listen and respond respectfully to differing perspectives.

Social and Instructional Language is intertwined with content as students use interaction to make sense of disciplinary concepts and communicate increasingly complex ideas. Take Action activities extend this learning by asking students to apply their knowledge, language, and interests to meaningful issues within their schools, communities, and the broader world.

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...

- ☐ **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)

Match.ELD.2-5: Key Questions

Where and how do materials prompt, offer guidance, make pedagogical suggestions, and plan instruction that...

- 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)

3 - Present (2 indicators)

2 - Present but insufficient (1 indicator)

1 - Not yet sufficiently present (no indicators)

Review Notes:

Lift Intro integrates language development with content learning through engaging topics that draw from multiple disciplinary areas. The Scope and Sequence includes a biography about the life and work of an archaeologist, where students engage with historical and social science ideas by interpreting information about a person's work and contributions; realistic fiction centered on a family's cultural tradition, where students analyze characters, experiences, and perspectives associated with literary study; nonfiction examining conflict as a positive force for change, where students consider differing perspectives and develop claims supported with reasoning; and a science article exploring theories about how animals use camouflage, where students interpret scientific information, make inferences, and connect evidence to explanations.

Across the units, multilingual learners develop the language needed to participate in these disciplinary practices while simultaneously building content knowledge. Students summarize information, make inferences, develop and support claims, make connections, discuss evidence and ideas, and monitor their own comprehension. Interactive discussions and collaborative activities provide opportunities to apply these practices through speaking and writing, supporting the development of language and conceptual understanding together. In this way, *Lift Intro* prepares students to communicate information, ideas, and concepts while engaging in practices that transfer across academic content 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.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
❑ 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 Intro takes a strength-based approach by encouraging students to draw upon their personal experiences, cultural backgrounds, and existing knowledge as resources for learning. In the Explore the Essential Question section of each unit, students discuss Theme Vocabulary in relation to their own lives and understandings. Teachers are provided with differentiated sentence starters and Discussion Frames that allow students at varying levels of English proficiency to contribute meaningfully. This approach continues as students interpret photographs, illustrations, and other multimedia resources, connecting prior knowledge to new disciplinary concepts.

The materials provide frequent opportunities for social and instructional interaction through structured conversations and collaborative learning. Partner Discussion Routine 1, for example, uses purposeful questions and Discussion Frames to support students in exchanging ideas, explaining their thinking, and responding to others. These routines build academic language while students engage with meaningful content and develop conceptual understanding.

STOP & THINK prompts embedded within reading selections encourage students to monitor comprehension, reflect on their thinking, and make meaning from texts. The Teacher's Book provides differentiated guidance for Newcomer, Below Level, and Above Level learners, allowing students to engage with the same content through supported listening and reading or independent reading. Print, audio, photographs, illustrations, and video provide multiple entry points while maintaining cognitive rigor and supporting language and content learning.

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...

☐ Across **lessons**

☐ Across **units** of learning

☐ Across the **course** of study

Breadth.ELD: Key Questions

Where and how do materials consistently and systematically prompt, offer guidance, make pedagogical suggestions, and plan instruction to...

- 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)

3 - Present (2 indicators)

2 - Present but insufficient (1 indicator)

1 - Not yet sufficiently present (no indicators)

Review Notes:

Lift Intro consistently supports teaching and learning aligned with the five WIDA ELD Standards Statements across lessons, units, and the course of study. An asset-based approach is evident through recurring routines such as First Thoughts rating scales, Share Your Perspective, and reflection activities that invite students to draw upon their experiences, knowledge, and opinions. These routines support Social and Instructional Language (ELD-SI) by providing authentic opportunities to exchange ideas, consider different perspectives, and collaborate with peers. As students engage with meaningful texts and topics, they also develop the language needed to interpret information, explain concepts, and support claims, connecting language learning to disciplinary practices in English Language Arts, mathematics, science, and social studies (ELD Standards 2–5).

Across units, structured partner discussions, sentence frames, Multi-Level Strategies, and Extension activities support students in communicating increasingly complex ideas while maintaining high academic expectations. The Teacher's Book provides consistent guidance for adjusting scaffolds according to students' strengths, needs, and growth. Reflection and comprehension-monitoring routines further strengthen metacognitive awareness, while the gradual progression from guided practice to independent application supports students in using academic language purposefully across content areas.

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)

3 - Present (2 indicators)

2 - Present but insufficient (1 indicator)

1 - Not yet sufficiently present (no indicators)

Review Notes:

Lift Intro connects the WIDA Key Language Uses (KLUs) of Narrate, Inform, Explain, and Argue to academic content and disciplinary practices through a purposeful sequence of learning activities. Each unit begins with an Essential Question that provides a common focus for reading, writing, speaking, and listening. Students first develop understanding through strategies such as visualizing, identifying important information, and organizing ideas. Routines including First Thoughts, Apply the Strategy, and Share Your Perspective then guide students from interpreting texts to communicating their understanding, explaining ideas, and supporting opinions. Focus on Grammar lessons provide language structures that help students carry out these communicative purposes with

increasing precision and independence.

The materials explicitly connect genre to the purposes and organization of language. For example, in Unit 3, Bravery, students engage with a poem, *Swimming to the Rock*; an informational article, *The Black Mambas*; a video, *What Are You Afraid Of?*; and a photograph, *Smoke Jumpers*. Through *Connect Across Texts*, students examine how each of these different genres communicate ideas related to bravery, recognizing that narratives convey experiences while informational texts present facts and develop understanding.

Graphic organizers, charts, and tables help students identify how information is organized and use those patterns when discussing and composing their own responses. Across lessons, these connected tasks build students' ability to interpret and produce language for the different purposes represented by the KLUs.

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 <i>Argue</i>) ● 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)

3 - Present (2 indicators)

2 - Present but insufficient (1 indicator)

1 - Not yet sufficiently present (no indicators)

Review Notes:

Lift Intro develops students' understanding of how Key Language Uses (KLUs) function across different texts, tasks, and communicative purposes. In Unit 6, Success, the Essential Question, "What Is Success?", provides a common focus for exploring how people communicate experiences, information, and opinions in various ways. Students begin by reflecting on success in sports, discussing the feelings associated with achievement, and sharing personal experiences through discussion and introduction of the unit. These introductory activities build the language resources needed to narrate experiences and establish a foundation for interpreting and evaluating different perspectives on success.

As the unit progresses, students examine how KLUs operate within different genres. In *The Family Cook*, students interpret a personal narrative to understand how an individual, the author, communicates an experience of success. An opinion essay shifts the focus toward *Argue*, as students consider an author's position and compare it with their own understanding of success. In *Uncover the Story*, students interpret a photograph depicting the rescue of a giraffe and discuss how visual texts can communicate experiences and perspectives as well. These tasks draw attention to how genre, audience, purpose, and the communicator's experiences and social roles shape language choices.

The sequence of lesson activities moves students from sharing personal experiences to interpreting perspectives and evaluating opinions, illustrating how *Narrate* and *Argue* intersect and build upon one another. Through discussion, comparison, and reflection, students develop an understanding of how different genres organize meaning and how language choices serve particular communicative purposes. This progression, which is mirrored in other units, supports students in applying the KLUs with increasing independence across disciplinary contexts.

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 <u>consistently and systematically</u> represent concepts, ideas, and practices congruent with the Key Language Uses?	
Breadth.KLU: Indicators	Breadth.KLU: Key Questions
In the context of grade-level content learning, materials support language development that consistently address teaching and learning about KLUs...	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 KLU across lessons, units, and the course of study?
- Expand what students can do with KLU 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)

3 - Present (2 indicators)

2 - Present but insufficient (1 indicator)

1 - Not yet sufficiently present (no indicators)

Review Notes:

Lift Intro demonstrates strong and consistent alignment with the WIDA Key Language Uses (KLUs) across lessons, units, and the course of study. The Teacher’s Edition explicitly identifies the KLUs addressed within each unit and provides clear instructional guidance connecting Language Functions, Language Features, and disciplinary practices. Sentence frames support students in carrying out specific functions, such as citing evidence, expressing opinions, proposing solutions, giving reasons, and making predictions within Argue. Comparable supports for Narrate, Inform, and Explain provide systematic opportunities to develop and apply language for varied academic purposes.

The Scope and Sequence establishes a coherent progression of KLUs, Language Functions, language skills, and grammatical features, making these connections visible for instructional planning. For example, Unit 2, Learning, connects Narrate with expressing opinions and analyzing characters within realistic fiction, while Unit 8 connects Argue with expressing opinions and analyzing information through a video-based task. Across the course, students engage with biographies, realistic fiction, poetry, mysteries, informational articles, and science texts, examining how different genres organize information and communicate meaning for distinct purposes.

The materials consistently support students in deconstructing texts to understand their organizational patterns and applying these understandings when constructing their own spoken and written responses. Instruction builds systematically from guided analysis and supported language practice toward increasingly independent communication. This intentional progression demonstrates comprehensive breadth in developing students’ understanding and application of the KLUs across disciplinary contexts and throughout the course of study.

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 <u>connect</u> to Language Expectations?	
Match.LE: Indicators	Match.LE: Key Questions
In the context of grade-level content learning, instructional materials...	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)

3 - Present (2 indicators)

2 - Present but insufficient (1 indicator)

1 - Not yet sufficiently present (no indicators)

Review Notes:

Lift Intro includes Language Expectations connected to the WIDA Key Language Uses of Narrate, Inform, Explain, and Argue. Across the eight thematic units, students engage with a range of genres, including realistic fiction, drama, biographies, how-to and informational texts, lab reports, and personal journals. Performance Tasks provide authentic opportunities to apply these Language Expectations through speaking and writing, with particular emphasis on Narrate, Inform, and Argue; Explain is present within some narrative and informational tasks but is less explicitly emphasized.

Language Expectations are connected to academic content and disciplinary practices through purposeful reading, writing, listening, and speaking tasks. Students use language for increasingly complex purposes as they progress from informational paragraphs and personal narratives to opinion essays, fictional narratives, and developing claims supported with reasons and evidence.

The materials systematically expand what students can do with language across lessons and units. In Unit 1, My Life, students begin by drawing on their own experiences to communicate basic information about themselves. Instruction in Language Features, including subject pronouns and forms of the verb to be, provides language resources students can use to express this information. As the unit progresses, students interpret information from texts and videos and use this new information, along with their own experiences, to communicate about themselves in greater depth. These experiences build toward the culminating Performance Task of composing an informational paragraph and presenting their ideas orally.

Lift Intro integrates interpretive and expressive communication modes throughout this progression. Students develop interpretive language through reading, listening, multimedia, visuals, audio, and video, while expressive opportunities include sharing information and opinions, asking and answering questions, discussing texts, writing, and speaking. Across the units, these modes build upon one another so that students use what they have interpreted from increasingly varied sources to strengthen what they can communicate through speaking and writing.

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	Depth.LE: Key Questions
In the context of grade-level content learning, instructional materials...	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)

3 - Present (2 indicators)

2 - Present but insufficient (1 indicator)

1 - Not yet sufficiently present (no indicators)

Review Notes:

Lift Intro systematically develops students' choices with language by explicitly connecting Language Functions and Language Features to the broader language and content goals of each unit. Carefully selected texts provide models of Narrate, Inform, Explain, and Argue in context, while Focus on Understanding, Focus on Language, grammar instruction, and additional practice help students examine how language works at the word/phrase, sentence, and discourse levels. Students apply these language resources in increasingly independent speaking and writing tasks throughout each unit.

The relationship among Language Expectations, Language Functions, and Language Features is particularly visible in Unit 2, Learning. Students begin by drawing on their own experiences to share information and opinions about how they learn new things and what helps them learn. Sentence frames support the Language Function of communicating personal experiences by helping students add relevant details. As the unit progresses, students move beyond their own experiences to interpret information from a video and related text and express ideas about what they have learned. Language Features, such as using the simple present tense to communicate current facts from these sources, directly support this expanded Language Function.

This progression makes the language of content learning visible while systematically expanding the language resources available to students. Across the materials, charts, graphic organizers, word banks, sentence frames, visual literacy activities, and other scaffolds further support students in understanding and applying Language Features for purposeful communication. These skills build toward the culminating performance task, in which students use the language developed throughout the unit, in the case of Unit 2: Learning, to incorporate all language domains through

the application of specific features introduced in the unit. Students are provided the opportunity to produce and present increasingly complex genres and communicate for different academic purposes.

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 <u>consistently and systematically</u> 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)

3 - Present (2 indicators)

2 - Present but insufficient (1 indicator)

1 - Not yet sufficiently present (no indicators)

Review Notes:

Lift Intro consistently expands what students can do in relation to Language Expectations across lessons, units, and the course of study. The Scope and Sequence makes this progression visible for teachers by identifying how Language Functions and related Language Features develop across the materials. At the lesson level, language objectives identify specific expectations, with subsequent lessons building upon previously developed skills and moving students toward increasingly complex and independent language use.

Across units, Language Functions and Language Features work together to help students achieve increasingly complex communicative purposes. Students develop language at the word/phrase, sentence, and discourse levels through vocabulary and grammar instruction, discussion frames, varied genres, and speaking and writing tasks. The Language Companion provides additional practice with targeted Language Features, allowing students to strengthen and apply specific language skills as they progress toward the broader Language Expectations and culminating in performance tasks.

Interpretive and expressive communication are also consistently integrated across lessons and units. Students interpret a variety of written, oral, visual, and multimedia texts and use that learning in discussions, collaborative activities, writing, and speaking. Scaffolds such as sentence and discussion frames, graphic organizers, visual prompts, cooperative learning structures, and differentiated reading options provide multiple entry points while maintaining the content and language goals.

Across the course of study, this consistent instructional pattern supports students in using increasingly sophisticated language to interpret information, express ideas, and communicate for a range of academic purposes.

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 <u>connect</u> to Proficiency Level Descriptors (PLDs)?	
Match.PLD: Indicators	Match.PLD: Key Questions
In the context of grade-level content learning, instructional materials...	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)

3 - Present (2 indicators)

2 - Present but insufficient (1 indicator)

1 - Not yet sufficiently present (no indicators)

Review Notes:

Lift Intro provides a range of language development targets and supports that allow students at different levels of English proficiency to work toward shared content and language goals. The consistent design of the Student's Book and Language Companion provides multiple entry points and additional practice with targeted language skills. For example, each reading begins with a Preparing to Read section that develops important vocabulary through visuals, parts of speech, definitions, and contextualized examples. Discussion questions extend this learning and can be used flexibly with the whole class, small groups, or partners, while explicit reading strategies prepare students for how to approach and make meaning from the text.

The materials provide multiple opportunities for teachers to monitor language growth over time. Embedded formative assessments allow teachers to observe developing vocabulary, reading, speaking, and writing skills throughout instruction, while culminating in speaking and writing performance tasks provide opportunities to evaluate students' application of language learning. Differentiated writing rubrics and a speaking rubric provide additional measures of students' developing language performance across units.

Scaffolding is embedded throughout the materials and can be used responsively according to students' levels of English proficiency and instructional needs. Discussion frames support oral language development and can facilitate whole-group interaction early in a unit and small-group or partner discussions as students develop greater independence. Additional supports include bolded vocabulary in context, glossaries, grammatical examples for reference, accessible audio models, sentence frames, word banks, graphic organizers, visuals, models, and checklists. The Language Companion provides further guided and independent practice, allowing students to strengthen targeted skills and build confidence with language.

The Teacher's Book further supports differentiation by providing multi-level strategies within each unit. These offer teachers guidance for presenting lessons, structuring activities, supporting students during instruction, and providing feedback for learners at different levels of English proficiency. Together, these resources provide multiple pathways for students to access shared content and language learning while gradually expanding what they can understand and communicate in English.

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 <i>across the six levels.</i> (p. 101) ☐ 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)	• 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? • 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)

3 - Present (2 indicators)

2 - Present but insufficient (1 indicator)

1 - Not yet sufficiently present (no indicators)

Review Notes:

Lift Intro addresses the three dimensions of language—discourse, sentence, and word/phrase—through varied texts, tasks, and opportunities for communication. At the discourse level, students examine the purpose and organization of texts and apply this understanding when speaking and composing for different purposes. At the sentence level, increasingly complex grammatical features provide students with the language resources needed to carry out specific Language Functions. At the word/phrase level, vocabulary is developed before and during reading and then applied as students comprehend, discuss, and write about texts. Together, these dimensions support students in expanding the language resources they can use for increasingly varied academic purposes.

The materials maintain cognitive rigor while providing multiple entry points for students at different levels of English proficiency. In Unit 1, *My Life*, students develop the language and content knowledge needed to explore and communicate “Who am I?” In Unit 3, *What Makes Us Brave?*, students analyze the structure and meaning of poetry, visualize ideas, and make connections to a text’s theme. By Unit 8, *What New Ideas Can Improve Our World?*, students make inferences and identify claims and supporting reasons. These tasks require increasingly sophisticated

comprehension and thinking while language supports provide access rather than reducing the intellectual demands of the learning.

Scaffolding is responsive to students' strengths, needs, and developing independence. Reading Options, Multi-Level Strategies, Discussion Frames, sentence frames, graphic organizers, visual supports, flexible grouping, models, and cooperative learning structures give teachers multiple ways to support participation without changing the central learning goals. Lessons within each unit are intentionally sequenced so students move from introductory experiences with new content and language toward increasingly independent and sophisticated application. Each unit culminates in summative speaking and writing Performance Tasks that provide students opportunities to integrate the content knowledge and language developed throughout the unit across listening, speaking, reading, and writing.

Language growth is monitored in multiple ways throughout this progression. Embedded formative assessments address academic and key vocabulary, reading strategies and skills, and other developing language abilities, while differentiated rubrics provide information about performance at Beginning, Intermediate, and Advanced levels. Together, ongoing assessment and culminating Performance Tasks provide teachers with multiple sources of evidence for monitoring students' language development and adjusting supports as students progress.

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 ☐ Across the course of study	● Reflect a range of language development targets across lessons, units, and 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?
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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 indicator)

Review Notes:

Lift Intro consistently reflects a range of proficiency targets throughout the course of study. The word/phrase, sentence, and discourse dimensions are integrated through vocabulary, grammatical features, Discussion Frames, varied texts and genres, and purposeful speaking and writing. The consistent instructional design allows students to revisit and extend skills as they move toward increasingly sophisticated and independent use of English.

The materials maintain common content and cognitive expectations while providing responsive supports for varying levels of English proficiency. Multi-Level Strategies, Reading Options, the Language Companion, sentence and discussion frames, visuals, graphic organizers, audio, models, and flexible grouping provide multiple entry points without reducing rigor. Embedded formative assessments and culminating Performance Tasks allow teachers to monitor growth and adjust scaffolding as students progress.

Throughout the course, instruction moves systematically from supported introduction and practice toward greater independence. Students draw on their strengths, experiences, and growing language resources as they engage in increasingly complex interpretive and expressive tasks that integrate listening, speaking, reading, and writing.

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	<i>Lift Intro</i> meets all four WIDA Big Ideas through equity, integration of content and language, collaboration, and a functional approach to language development.	NA
ELD Standards Statements	<i>Lift Intro</i> meets all Social and Instructional Language criteria by valuing students' backgrounds and integrating meaningful interaction, collaboration, and content learning.	NA
Key Language Uses	<i>Lift Intro</i> meets all KLU criteria by integrating Narrate, Inform, Explain, and Argue with content learning across genres and disciplinary practices.	NA
Language Expectations	<i>Lift Intro</i> meets all criteria for LEs by connecting Language Functions and Features to content learning, providing purposeful scaffolding, and expanding students' ability to interpret and communicate increasingly complex ideas across all four domains.	NA
Proficiency Level Descriptors	<i>Lift Intro</i> meets all PLD criteria through differentiated scaffolding, ongoing assessment, and systematic language development across proficiency levels.	NA

Consensus Determination for Seal Eligibility

Review Team: Gwyneth Dean-Fastnacht and Ellen Parkhurst

Lead Reviewer: Gwyneth Dean-Fastnacht

Year-Long Course of Study Submitted for Review: *Lift Intro*

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 Welcome, Lift Fundamental*

Submission Date: October 2026

Educational Entity: Cengage, Inc.

REVIEW TEAM'S FINAL CONSENSUS NOTES AND CRITERION SCORE

Publisher: Cengage, Inc.

Title of Materials: *Lift Intro*

Grade Level/Levels: Grades 5-6

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

Match.ELD.1

4

Match.ELD.2-5

4

Depth.ELD

4

Breadth.ELD

4

Lowest criterion
score earned for
ELD Standards
Statements:
4

Key Language Uses

Match.KLU

4

Depth.KLU

4

Breadth.KLU

4

Lowest criterion
score earned for
Key Language
Uses:
4

Language Expectations

Match.LE

4

Depth.LE

4

Breadth.LE

4

Lowest criterion
score earned for
Language
Expectations:
4

Proficiency Level Descriptors

Match.PLD

4

Depth.PLD

4

Breadth.PLD

4

Lowest criterion
score earned for
Proficiency Level
Descriptors:
4

Eligibility to earn the PRIME 2020 Seal of Alignment

Yes

Lead Reviewer: Gwyneth Dean-Fastnacht

Date: October 8, 2026