WIDA™ PRIME



WIDA PRIME 2020:

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

WIDA PRIME 2020
Publisher Report

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I. Background: WIDA PRIME 2020

WIDA PRIME 2020 and the WIDA Mission

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

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

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

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

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

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

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

WIDA PRIME 2020: Audiences and Uses

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

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

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

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

WIDA PRIME 2020: Elements

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

WIDA PRIME 2020: Eligible Materials for the External Review Process

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

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

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

WIDA PRIME 2020: Inapplicable Uses and Disclaimers

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

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

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

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

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

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

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

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

II. Description of Materials Reviewed in this Report

Title of Materials: Lift 4
Submitting Educational Entity: Cengage National Geographic Learning

Description of Materials

Grade level: Grade 10
Content area(s): English Language Development

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 4,* 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 and begins with *Lift Welcome* which has a focus on school survival language for the absolute beginner. *Lift Intro* builds fundamental literacy and thematic content beyond the absolute beginner level. *Lift Fundamentals* provides an academic curriculum at the foundational secondary level that is age and developmentally appropriate for newcomers at the middle and high school levels. Following those three programs that address beginners, there are six *Lift* levels. (*Lift 1, Lift 2, Lift 3, Lift 4, Lift 5, Lift 6* span the grades 6-12.)

Type of materials included (e.g., student core text and workbook, teacher's guide, tools of instruction, etc.):
• *Lift 4* 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 4* Teacher Resources on the Online Platform provide teachers with resources they need to prepare for, address, and assess their students.
• *Lift 4* Student's Book teaches the academic language, vocabulary, phonics, reading, writing, and conversations students need to get an education in English.
• *Lift 4* Student's Language Companion includes additional vocabulary and grammar lessons as well as practice to support instruction in the Student's Book.
• *Lift 4* 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:

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

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

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

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

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

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

Thinking Prompts: Where and how do materials reflect…

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

Publisher Narrative:

The asset-based WIDA Can Do Philosophy is embedded in *Lift 4* 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 focus of *Lift 4* has shifted (from paragraph development and group discussion in *Lift 3*) to text analysis and structured academic essay writing and discourse. 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 a variety of fiction and/or nonfiction texts that connect to the specific unit themes. They represent a wide variety of genres and provide a space to support asset-based learning. Themes include: Impact, Design, Feeding the World, Perseverance, Species Conservation, Expectations, Brain Power and Video Games. New and unique to *Lift 4*, (and *Lift 5*), is the introduction of and focus on research. The *Lift 4* Student's Book has a 14-page research guide that covers 10 topics: Getting Started, Selecting Sources, Searching Online, Evaluating Sources, Including Multimedia Sources, Taking Notes, Drafting a Thesis Statement, Outlining, Citing Your Sources, and Avoiding Plagiarism.

The Performance Tasks for Units 2, 3, 5 and 8 require students to plan and research before writing. Also starting in *Lift 4* (and continuing on into Lift 5) is the introduction of the "Test Prep Workshop" part of each unit. Across the eight units the topics covered are: Read the Question First, Identify the Contrast Words; Read Passage Introductions, Focus on the Most Important Parts of the Passage, Eliminate Distractors, Annotate the Passage, Commit to Your Answer, Eliminate Distractors by Deciding if an Answer Is True or False.

Linguistically and culturally sustainable pedagogies are embedded in these materials that span eight units. The fiction and nonfiction excerpts throughout these materials take place in various regions across the globe, across time periods, and have been written by diverse authors in English. [Note in *Lift 4* there are some translated texts. For example, in Unit 1 there is a translated Japanese folk tale.] While translanguaging practices are not directly addressed in these materials, instructors could easily introduce and support learners with similar linguistic and cultural

backgrounds by using translanguaging routines and practices. Students at WIDA levels 3-5 will probably use translanguaging less and less as their English proficiency improves.

Lift 4 materials have high expectations for all multilingual learners along with guidance for responsive and effective scaffolding. Scaffolds include concept maps, graphic organizers, word banks, sentence frames, exemplars and models, visuals, text feature notes that include color coding, bold text and other text features, and checklists to name a few. Pre-assessments, multiple formative, and summative assessments are available for the teacher to choose from. 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.

Lift 4 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. *Lift 4* 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 4* 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 4* 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.

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 4 materials have opportunities for multilingual learners to develop content and language concurrently, with academic content embedded throughout. They are in the *Lift 4* Student's Book, highlighted in the *Lift 4* Teacher's Book, and supported in the *Lift 4* Language Companion and the online resources.

Lift 4 materials provide access for multilingual learners to rich, standards-based, grade-level content, including by scaffolding up. The *Lift 4* Teacher's Book supplies robust instruction, multi-leveled strategies for differentiation, and guided teacher scripting to maximize the content provided in the *Lift 4* Student's Book. Teaching options include Reading Options, Extensions, and Multi-Level Strategies.

Lift 4 materials provide structured opportunities for students to use multiple means to engage, interpret, represent, act, and express their ideas in the classroom. Each unit has a Unit Opener where the unit concept is introduced, students look at an image and discuss a quote. Next in the Unit Launch part of the unit the Unit Outcomes, Essential

Question and Academic Vocabulary are introduced. Genres of writing (in the language of WIDA Key Language Uses) are explored and explained explicitly in the Explore the Genre part of the Unit. Each unit has four "selections" for input, three readings and one video. Each selection begins with a Prepare to Read and Skill to focus on prior to reading. When students begin to engage with the selection they read with a purpose and read the selection/build comprehension be being guided to infer, interpret, use context clues, connect ideas, use visual literacy, analyze, identify key ideas, use context, consider things like cause and effect or use of figurative language, explain/paraphrase, and/or summarize the reading and finally to evaluate the language in the selection. Engagement activities include routines that appear throughout the series. Throughout *Lift 4*, there are labeled routines that appear throughout the materials. The Turn and Talk Cooperative Learning Routine is used 49 times, the Round Table Cooperative Learning Routine is used 19 times, the Inside-Outside Circle Cooperative Learning Routine is used nine times, the Three-Step Interview Cooperative Learning Routine and Fishbowl Cooperative Learning Routine are each used five times, the Vocabulary Routine 1 and Jigsaw Cooperative Learning Routine are each used three times, and the Numbered Heads Together Cooperative Learning Routine, the Four Corners Learning Routine and the Team Word Webbing Cooperative Learning Routine each appear twice, and finally the Vocabulary Routine 4 is used once. Within the units there are repeated tasks and activities.

Lift 4 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 Cooperative Learning Routines, Partner Discussion Routines, Speaking and Listening Routines, and Vocabulary Routines, to name a few. *Lift 4* 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, there are discussions and debates, oral presentations, interviews, demonstrations, dramatic performances (such as presenting a reading aloud, talk show format of an interview, and a collaborative discussion among peers). Finally students have opportunities to Take Action that include: How to make a powerful impact on others, Using design to improve our lives, Fostering food sustainability, Setting goals and meeting them, Supporting species conservation, Perspective taking, Boosting brain health, and Regulating healthy use of technology.

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 4 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 (for Below Level, On Level and Above Level), Focus on Language and Craft, Multi-Level Strategies (Beginning, Intermediate and Advanced), Performance Tasks for Writing and Speaking, Test Prep Workshop and Research Guide. (Note: the latter two items are new and do not appear in the lower levels of the Lift series.)

Tasks throughout the program build skills, critical for all subject areas, from content-specific vocabulary to academic discussion and debate skills, provide 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. Some units have Extensions that address relating the content to personal experience. Another opportunity for collaboration between the classroom and home is the *Lift 4* Online Platform. The platform can be accessed at home, so household members can have real-time observation of student learning.

In addition, *Lift 4* online digital teaching and learning tools include a Pacing Guide that can be applied to all the eight units of study and complement the paper *Lift 4* Teacher's Book. The pacing guides can be adjusted to focus on Literary Emphasis, Language Building Emphasis or Project Based Emphasis.

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 4 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 4 materials provide guidance for systematic, explicit, and sustained language development alongside the academic demands of content. Each unit includes a Unit Opener, Unit Launch, Explore the Genre (aligned with WIDA's Key Language Uses), Prepare to Read/View a Video, Reading and Video Selections (there are four per unit), Focusing on Understanding/Focus on Language and Craft, Performance Tasks for Speaking and Writing (that may or may not involve having to do research using the Research Guide), and Test Prep Workshop. (Note, two new items at the *Lift 4* level that did not appear in *Lift 3* are Test Prep Workshop and Research Guide. Test Prep Workshop and Research Guide continue to be a part of *Lift 5*.)

Lift 4 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 4*. 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 4* Teacher's Book there are a wide variety of scaffolds and supports for teachers to use are explained in depth,

step by step. Cooperative learning activities include Turn and Talk Cooperative Learning Routine, Round Table Cooperative Learning Routine, Inside-Outside Circle Cooperative Learning Routine, ThreeStep Interview Cooperative Learning Routine, Fishbowl Cooperative Learning Routine, Vocabulary Routine 1, Jigsaw Cooperative Learning Routine, Numbered Heads Together Cooperative Learning Routine, Four Corners Learning Routine, Team Word Webbing Cooperative Learning Routine, Vocabulary Routine 4 is used once (listed from most used to least used in *Lift 4*).The extension activities that are suggested are thematically relevant, engaging and access varied modalities. The Multi-Level Strategies help teachers to tailor the instruction to the Beginning, Intermediate and Advanced level students. An example of how register is explicitly addressed, Unit 4's Focus on Language and Craft is about the "Use of Formal or Informal Language Use to Convey Tone".

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

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

Learn more about the Standards Statements and the relationship of Standards Statement 1 to Standards Statements 2-5 on pages 24-25 of the 2020 Edition.

"Appendix F: Theoretical Foundations" offers an overview of theories and research that informed the development of the WIDA ELD Standards Statements (pp. 354-367).

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

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

For each criterion, publishers

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

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

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

Feedback: Alignment to Framework Component I – ELD Standards Statements

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

Learn more about the Standards Statements and the relationship of Standards Statement 1 to Standards Statements 2-5 on pages 24-25 of the 2020 Edition.

"Appendix F: Theoretical Foundations" offers an overview of theories and research that informed the development of the WIDA ELD Standards Statements (pp. 354-367).

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

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

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

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

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

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

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

Review Notes:

Lift 4 meets the Match.ELD.1 criteria by incorporating students' linguistic, cultural, and experiential assets into meaningful language and content learning. Unit Openers and Unit Launch activities invite students to draw upon their backgrounds, experiences, and perspectives to build understanding of academic topics. Culturally diverse texts, including a Japanese folktale, sustainable agriculture in the Netherlands, hiking along the Jordan Trail, and Mongolian youth culture, provide opportunities for students to connect their identities and experiences to new perspectives and disciplinary concepts.

The materials explicitly support Social and Instructional Language (ELD-SI) through structured interactions that promote exchanging ideas, negotiating meaning, and collaborative problem-solving. Routines such as Turn and Talk, Round Table, Inside-Outside Circle, Three-Step Interview, Fishbowl, and Jigsaw provide purposeful opportunities for students to develop language through peer interaction. These routines are integrated with disciplinary learning rather than presented as isolated language practice. For example, students discuss survey graphics before analyzing species conservation in Unit 5 and share personal habits before examining neuroscience in Unit 7. Such activities demonstrate how ELD-SI serves as a meaning-making resource that supports engagement with the academic language and practices represented by ELD Standards Statements 2–5.

The Teacher's Book encourages teachers to recognize and value students' home languages, and some explicit opportunities for translanguaging and cross-linguistic comparisons are less consistently incorporated into student-facing activities. These practices are encouraged through teacher implementation rather than being systematically embedded in the instructional sequence.

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

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

How do instructional materials **connect** to ELD Standards Statements 2-5? (ELD-LA, ELD-MA, ELD-SC, and ELD-SS)	
Match.ELD.2-5: Indicators In the context of grade-level content learning, instructional materials…	**Match.ELD.2-5: Key Questions** Where and how do materials prompt, offer guidance, make pedagogical suggestions, and plan instruction that…
❑ **Integrate** language development with content learning. (p. 24) ❑ Guide teachers to support multilingual learners to **communicate information, ideas, concepts, and engage in disciplinary practices necessary for academic success** in at least one of the ELD Standards Statements. (pp. 24, 360)	● 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?

❑ Include **interactive activities and opportunities for discussion** as multilingual learners simultaneously develop language and conceptual understandings. (pp. 19-20, 25, 362)	● 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)

Reviewer Notes:

Lift 4 meets the Match.ELD.2–5 criteria by systematically integrating language and content learning through disciplinary topics and practices. Unit Opener and Unit Launch activities connect students' prior knowledge to academic concepts through visuals, Essential Questions, and vocabulary, while a consistent instructional sequence supports language development within meaningful content.

Focus on Language and Craft lessons explicitly connect Language Features to disciplinary purposes, such as using defining verbs to explain neuroscience concepts in Unit 7 and transitions to introduce counterclaims in environmental debates in Unit 5. Writing and Speaking Performance Tasks, supported by the RAFT framework, provide opportunities to apply academic language for authentic purposes. Test Prep Workshops and the Research Guide further support academic literacy and research skills across disciplinary contexts.

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

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

How do instructional materials reflect the **linguistic richness, variety, and complexity** embodied in the ELD Standards Statements?	
Depth.ELD: Indicators In the context of grade-level content learning, instructional materials…	**Depth.ELD: Key Questions** Where and how do materials prompt, offer guidance, make pedagogical suggestions, and plan instruction supporting language development in purposeful, varied, and expanding ways through…
❑ Guide teachers to use **strength-based approaches**, leveraging students' experiential, linguistic, and cultural backgrounds, and intersectional identities in relation to disciplinary learning (ELD-SI). (p.24) ❑ Offer **ample opportunities for students to engage in social and instructional interaction**, and for interactive learning (ELD-SI). (p.25) ❑ Attend to **language development in a clear, systematic, and explicit** way to enhance	● 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?

learning in disciplinary contexts (ELD-LA, ELD-MA, ELD-SC, and ELD-SS). (p. 354)	● 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)	2 - Present but insufficient (1 indicator)
3 - Present (2 indicators)	1 - Not yet sufficiently present (no indicators)

Review Notes:

Lift 4 meets the Depth.ELD criteria by systematically drawing upon multilingual learners' linguistic, cultural, and experiential resources to support academic learning. Students connect personal identities and experiences to disciplinary topics, including linguistic barriers in Unit 4 and cultural traditions related to conservation in Unit 5. Teacher guidance also encourages the use of home languages to support comprehension and meaning-making.

Focus on Language and Craft lessons explicitly connect grammatical features to disciplinary purposes, including modals of obligation for environmental claims, defining verbs for neuroscience concepts, and reporting verbs and transitions for presenting evidence and counterclaims. These targeted language features support students in communicating increasingly complex academic ideas.

Structured peer discussions build toward more independent expressive tasks, including debates, dramatic readings, and multimedia presentations. Consistent Multi-Level Strategies provide differentiated support for Beginner, Intermediate, and Advanced learners, maintaining cognitive rigor while expanding opportunities for meaningful language use across disciplinary contexts.

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

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

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

	engage in disciplinary practices necessary for disciplinary academic success across lessons, units, and the course of study? ● Support multilingual learners to interact with peers and adults across lessons, units, and the course of study? ● Support multilingual learners in developing metacognitive and metalinguistic competencies across lessons, units, and the course of study?

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

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

Reviewer Notes:

Lift 4 meets the Breadth.ELD criteria by consistently integrating asset-based practices, disciplinary language instruction, structured peer interactions, and reflection throughout all eight units. A predictable instructional sequence, including Unit Openers, Explore the Genre, Focus on Language and Craft, and Writing and Speaking Performance Tasks, systematically connects students' prior knowledge and experiences to increasingly complex academic learning.

The materials incorporate multilingual learners' linguistic and cultural resources through opportunities to use home languages for summarizing complex ideas and bilingual peer support for comprehension. Diverse global texts, including Japanese folktales, Dutch agricultural practices, and Mongolian youth culture, provide meaningful contexts for connecting students' experiences to disciplinary learning.

Explicit language instruction supports disciplinary purposes through grammatical features such as modals and reporting verbs for scientific arguments, defining verbs for explaining neuroscience concepts, and problem-solution structures for social studies. Consistent Multi-Level Strategies and collaborative routines provide differentiated scaffolding while maintaining academic expectations. Together, these recurring practices support sustained language and content learning across lessons, units, and the course of study.

Feedback: Alignment to Framework Component II – Key Language Uses

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

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

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

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

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

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

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

Review Notes:

Lift 4 meets the Match.KLU criteria by explicitly connecting the WIDA Key Language Uses (KLUs) of Narrate, Inform, Explain, and Argue to academic content, disciplinary practices, and communicative purposes. Explore the Genre lessons introduce the organization and language features of different genres, including claims, reasons, and evidence in arguments; problem-solution structures in informational texts; character development and perspective in narratives; and cause-effect relationships in explanations.

The materials connect KLUs to disciplinary learning through literary analysis in Units 4 and 6, scientific argumentation and interpretation of visual information in Units 5 and 7, and global agriculture and food systems in Unit 3. Students also interpret graphs and survey data, providing connections to mathematical practices. These activities demonstrate how language is organized to communicate meaning within different academic contexts.

Structured discussions, including Turn and Talk, provide opportunities to examine genre features, develop conceptual understanding, and practice academic language. Writing and Speaking Performance Tasks, supported by the RAFT framework, extend this learning as students apply genre structures and language features for specific audiences and purposes. Together, these activities support students in interpreting and constructing texts that reflect the communicative purposes of 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 Argue)
	● Drawing students' attention to the ways in which linguistic choices are shaped by the speaker's identity and social roles, as well as by topic, audience, purpose, and task? (e.g., I make different choices with language when I argue with my best friend or my boss)
	● Capturing the shared and unique ways in which KLUs work in a particular discipline?
	● Showcasing how the KLUs intersect, blend, and build on each other?

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

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

Reviewer Notes:

Lift 4 meets the Depth.KLU criteria by explicitly examining how language choices, genre structures, and register vary according to communicative purpose, audience, and social context. Lessons distinguish formal academic language from informal conversational language and provide focused instruction on the structural and linguistic features associated with Narrate, Inform, Explain, and Argue.

The materials systematically deconstruct KLUs through targeted instruction. For example, students examine claims, counterclaims, reporting verbs, and rhetorical appeals in Argue; cause-effect relationships, organizational patterns, and defining verbs in Explain; problem-solution structures and statistical descriptions in Inform; and point of view, plot development, tone, and figurative language in Narrate. Writing and Speaking Performance Tasks use the RAFT framework to connect these language choices to authentic roles, audiences, formats, and topics. Some tasks also integrate multiple KLUs, such as informational problem-solution essays that incorporate explanations of technology.

While the materials provide comprehensive instruction in individual KLUs, more explicit opportunities to examine how KLUs intersect within a single text or communicative task would further strengthen students' understanding of how language functions work together to construct meaning.

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

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

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

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

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

Review Notes:

Lift 4 meets the Breadth.KLU criteria by systematically addressing Narrate, Inform, Explain, and Argue across lessons, units, and the course of study. Explore the Genre lessons use explicit definitions, annotated model texts, and visual diagrams to illustrate organizational patterns, including claim-evidence structures in Argue, problem-solution structures in Inform, cause-effect and process relationships in Explain, and narrative progression in Narrate.

The materials revisit and extend these organizational patterns across units. For example, Unit 5 introduces argumentation through claims and supporting evidence, while Unit 8 expands these skills to evaluating evidence, developing hypothetical arguments, and examining rhetorical appeals. This progression builds students' understanding of how language is organized for increasingly complex communicative purposes.

Consistent instructional routines support students in both deconstructing and constructing texts. Students analyze model texts, identify language features, and use graphic organizers before progressing to planning, drafting, peer review, revision, and written and oral presentations. These recurring instructional cycles systematically expand students' language choices and support increasingly independent application of the KLUs throughout the course.

Feedback: Alignment to Framework Component III – Language Expectations

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

Learn more about Language Expectations on pages 28-30.
Take a look at grade-level cluster materials to see Language Expectations (with Language Functions and Language Features)
Appendix B offers sample correspondence tables for academic content standards and Language Expectations
Appendix C offers a compilation of all Language Expectations, K-12
"Appendix F: Theoretical Foundations" offers an overview of theories and research that informed the development of Language Expectations (pp. 354-367).

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

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

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

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

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

Review Notes:

Lift 4 meets the Match.LE criteria by explicitly connecting Language Expectations to academic content and the WIDA Key Language Uses of Narrate, Inform, Explain, and Argue. Language Expectations are identified at both the unit and

lesson levels and are integrated through varied genres, disciplinary texts, and multimedia resources. Students engage in interpretive and expressive tasks that develop their understanding of how language functions within different academic contexts.

Each unit follows a purposeful instructional progression in which students build language skills and content knowledge through reading, viewing, discussion, and analysis. Opportunities to compare grammatical features, text structures, and authorial choices across texts deepen students' understanding of how language serves different purposes. These connected learning experiences prepare students to apply the language resources developed throughout the unit in culminating formal speaking and writing Performance Tasks.

The Teacher's Book provides differentiated instructional guidance to support students at varying English language proficiency levels. These supports build upon students' existing language resources while systematically expanding their ability to interpret and produce increasingly complex academic language. Together, the materials demonstrate a coherent alignment among Language Expectations, instructional activities, and culminating assessments.

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

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

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

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

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

Review Notes:

Lift 4 meets the Depth.LE criteria by explicitly connecting Language Expectations, Language Functions, and Language Features through purposeful text selections and instructional activities. Varied genres provide models of how language functions within disciplinary contexts, while Focus on Understanding, Focus on Language and Craft, and the Language Companion support students in examining and applying language at the word/phrase, sentence, and discourse levels.

In Unit 3, Feeding the World, students work toward an informational multimedia presentation that draws upon the language and content knowledge developed throughout the unit. Instruction explicitly addresses Language Features that support the function of informing, including relative clauses to provide details, sentence patterns to propose solutions, modals to express possible outcomes, and language for describing data. These features are introduced, practiced, and applied through connected lessons, making the relationship between language choices and communicative purposes visible to students.

Graphic organizers, planning templates, differentiated reading options, and Multi-Level Strategies provide responsive scaffolding as students develop greater control over these language resources. The progression from analyzing model texts to applying specific Language Features in culminating Performance Tasks supports increasingly precise and independent academic communication.

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

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

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

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

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

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

Review Notes:

Lift 4 meets the Breadth.LE criteria by systematically expanding students' understanding and application of Language Expectations across lessons, eight thematic units, and the course of study. Each unit connects an engaging Essential Question to diverse fiction and nonfiction readings, videos, and images. Through these selections, students examine how Language Functions and Features operate across genres while developing interpretive and expressive communication skills.

The progression of Language Expectations is evident in the connected instructional activities and culminating Performance Tasks. Students analyze texts, practice targeted Language Features, and apply their learning through multimedia presentations, explanatory essays, dramatic readings, memoirs, debates, and short stories. These tasks demonstrate how language skills introduced and practiced throughout each unit build toward increasingly complex and independent academic communication.

Across the course, recurring instructional routines, the Language Companion, differentiated scaffolding, and formative assessments provide opportunities to revisit and extend language skills. Culminating Speaking and Writing Performance Tasks, supported by proficiency-based rubrics, allow teachers to assess students' application of Language Expectations over time. This consistent instructional progression demonstrates the breadth of language development supported throughout the materials.

Feedback: Alignment to Framework Component IV – Proficiency Level Descriptors

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

Learn more about PLDs and the dimensions of language on pages 31-34.
PLDs appear in grade-level cluster materials (Section 3).
Appendix D offers some technical notes about PLDs, as well as a compilation of all PLDs, K-12 (p. 329).
Appendix F: Theoretical Foundations offers an overview of theories and research that informed the development of the PLDs (pp. 354-367).

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

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

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

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

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

Review Notes:

Lift 4 meets the Match.PLD criteria through differentiated language targets, responsive instructional supports, and opportunities to monitor growth across proficiency levels. Across eight thematic units, engaging Essential Questions, diverse texts, and multimedia resources provide multiple entry points for students to access academic content and develop language skills. Sentence starters, discussion frames, and structured cooperative learning routines support students in participating in academic conversations and expressing increasingly complex ideas.

The Teacher's Book provides instructional guidance and Multi-Level Strategies for Beginning, Intermediate, and Advanced learners. These resources offer teachers multiple options for adjusting targeted supports during instruction based on students' language strengths and needs. These temporary supports can be adapted as students develop greater proficiency, allowing them to engage with challenging content while expanding their language resources. The unit design scaffolds students toward greater independence over the course of the unit.

Language growth is monitored through formal and informal formative assessments embedded throughout the units, including vocabulary, language conventions, and reading skills. Speaking and Writing Performance Tasks are evaluated using proficiency-based rubrics that provide additional opportunities to assess progress over time. Together, these instructional supports and assessment tools allow teachers to respond to individual language development needs and support continued growth across proficiency levels.

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

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

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

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

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

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

Review Notes:

Lift 4 meets the Depth.PLD criteria by addressing the three dimensions of language—word/phrase, sentence, and discourse—through varied texts, instructional activities, and speaking and writing tasks. Targeted vocabulary, grammatical structures, and genre instruction are integrated with Cooperative Learning Routines that provide opportunities for students to practice language for meaningful communicative purposes while maintaining grade-level cognitive rigor.

The materials provide responsive scaffolding through Reading Options, Multi-Level Strategies, and structured peer interactions that allow students at varying English language proficiency levels to engage with the same academic content. The Teacher's Book offers guidance for additional support when needed, as well as extension opportunities for students ready to apply more sophisticated language skills.

Embedded formative assessments monitor students' developing vocabulary, language conventions, and reading skills, while culminating in Speaking and Writing Performance Tasks provide opportunities to demonstrate language growth. Holistic assessment rubrics recognize students' overall developing proficiency rather than assigning separate scores to individual language features. Together, these instructional and assessment practices support continued language growth across proficiency levels while maintaining consistent academic expectations.

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

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

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

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

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

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

Review Notes:

Lift 4 meets the Breadth.PLD criteria by consistently addressing language development across individual lessons, eight thematic units, and the full course of study. The Scope and Sequence demonstrates this breadth by identifying how Academic Vocabulary, Key Vocabulary, ELA Skills, Reading Fluency, Language and Craft, and Performance Tasks connect and build upon one another. Within each unit, four text selections provide varied opportunities to examine genres, authorial purposes, and language features, preparing students for culminating speaking and writing tasks.

Breadth is further demonstrated through the systematic revisiting and expansion of language skills at the word/phrase, sentence, and discourse levels. Skills introduced in earlier lessons and units are reinforced and extended through increasingly complex texts and tasks. The consistent instructional sequence connects language and content objectives, allowing students to apply previously developed skills in new disciplinary and communicative contexts.

Across the course, Reading Options, Multi-Level Strategies, and Cooperative Learning Routines provide differentiated entry points while maintaining common academic expectations. Embedded formative assessments and culminating Performance Tasks allow teachers to monitor language growth and adjust scaffolding over time. This sustained integration of language targets, responsive supports, and assessment opportunities demonstrates the breadth of PLD alignment throughout the materials.

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	*Lift 4* meets the criteria by providing comprehensive instructional resources, differentiated supports, assessment tools, and opportunities for home-school connections that promote shared responsibility for language development across content areas.	N/A
ELD Standards Statements	*Lift 4* meets the WIDA PRIME ELD Standards criteria by valuing students' cultural identities and experiences while integrating meaningful social interaction with academic content. Diverse global texts, Unit Openers, and consistently embedded cooperative learning routines support collaboration, language development, and disciplinary learning throughout the course.	N/A
Key Language Uses	*Lift 4* meets all criteria through explicit genre instruction, visual models of text organization, and purposeful speaking and writing tasks. There are consistent opportunities to deconstruct mentor texts that support students in understanding and applying Narrate, Inform, Explain, and Argue for authentic communicative purposes.	N/A
Language Expectations	*Lift 4* meets Language Expectations criteria through systematic alignment of Language Functions and Features with academic content and communicative purposes. Instruction progressively develops students' language skills across lessons, units, and the course of study through varied texts, responsive scaffolding, and authentic speaking and writing tasks.	N/A
Proficiency Level Descriptors	Through responsive scaffolding, varied assessment opportunities, and consistent academic expectations, *Lift 4* meets all criteria. Students are supported in expanding their language proficiency at the word/phrase, sentence, and discourse levels throughout the course of study.	N/A

Consensus Determination for Seal Eligibility

Review Team: Tamisha L. Sampson and Gwyneth Dean-Fastnacht
Lead Reviewer: Ellen Parkhurst
Year-Long Course of Study Submitted for Review: *Lift 4*
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: Submission
Date: October 2026
Educational Entity: Cengage, Inc.

REVIEW TEAM'S FINAL CONSENSUS NOTES AND CRITERION SCORE

Publisher: Cengage, Inc.
Title of Materials: *Lift 4*
Grade Level/Levels: Grade 10

Determination of Alignment

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

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

Lead Reviewer: Ellen Parkhurst
Date: October 2026