



WIDA[™] PRIME



WIDA PRIME 2020:

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

Publisher Report

WIDA PRIME 2020 Publisher Report

English 3D, Houghton Mifflin Harcourt

Contents

I. Background: WIDA PRIME 2020	
WIDA PRIME 2020 and the WIDA Mission	2
WIDA PRIME 2020: Audiences and Uses	2
WIDA PRIME 2020: Elements	3
WIDA PRIME 2020: Eligible Materials for the External Review Process	3
WIDA PRIME 2020: Inapplicable Uses and Disclaimers	3
II. Description of Materials Reviewed in this Report	5
III. Publisher’s Self-Analysis of Alignment to Big Ideas	6
IV. Reviewer’s Analysis of Alignment to Components of the Framework	10
Feedback: Alignment to Framework Component I – ELD Standards Statements	11
Feedback: Alignment to Framework Component II – Key Language Uses	16
Feedback: Alignment to Framework Component III – Language Expectations	19
Feedback: Alignment to Framework Component IV – Proficiency Level Descriptors	22
V. Feedback: Summary of Alignment Strengths and Potential Areas of Growth	25
Consensus Determination for Seal Eligibility	26



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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](#) of 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 support 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 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: English 3D

Submitting Educational Entity: Houghton Mifflin Harcourt (HMH)

Description of Materials

Grade level:

6

Content area(s):

Language Arts

WIDA ELD Standards Statement addressed:

Standard 1: Social and Instructional Language; Standard 2: Language for Language Arts

General scope of materials (e.g., # of learning units included):

English 3D Language Launch Volumes 1 and 2 provide an “on-ramp” to English 3D Course B for students at WIDA Levels 1 and 2 of English language proficiency, including newcomer students.

- Volume 1 contains 6 units of learning
- Volume 2 contains 3 units of learning

Because the implementation of dedicated ELD widely varies across states and school districts, Language Launch, Course A, and Course B units can be used flexibly across the Grade 6-8 grade-level cluster depending on students’ needs and school schedules. For the purposes of the review by WIDA, we are submitting the courses as follows:

- Grade 6: English 3D Course A Volume 2 (6 units of learning) (submitting as adjacent grade level)
- Grade 6: English 3D Course B Volume 1 (6 units of learning)
- Grade 8: English 3D Course B Volume 2 (6 units of learning) (submitting as adjacent grade level)

Type of materials included:

English 3D materials are available in both print and digital formats. Teachers and students access the digital format of English 3D from the HMH Ed Platform.

Student Materials:

- Language Launch: Interactive student editions for English 3D Language Launch
- Language & Writing Portfolios: Interactive student editions for English 3D
- Issues Texts: Informational and literary texts for students with content connections, academic glossary, and academic language and writing handbooks
- Issue Tests/Unit Tests: Summative assessments to determine if students met the objectives of the unit

Teacher Materials:

- Teaching Guides: Teacher guidance for planning, teaching, assessment, and differentiation
- HMH Resources: Online and printable student assessments and rubrics, lessons and practice for differentiation, and family resources

Submission of materials included:

- **Adjacent grade levels**

Links to other external reviews of the materials completed:

English 3D Course B Volume 1 was state-approved in Oklahoma for Grades 6-8 with a rubric rating of Exemplifies Quality and a Total Score of 44/44 on the published Final Rubric.

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.

Part B of the portfolio is where you describe your alignment to the Big Ideas.

- Learn more about 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 (pages 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 WIDA Big Idea “Equity of Opportunity and Access” is at the core of English 3D materials and learning experiences that are inclusive of students and their individual experiences. English 3D is designed to leverage multilingual learners’ strengths. English 3D supports teachers in providing a safe, respectful classroom environment in which students’ contributions and linguistic and cultural assets are valued and leveraged in teaching. The materials promote respect for student differences and embrace cultural and linguistic differences, recognizing students’ home languages as assets that enrich the classroom, school, and larger community. The content uses strengths-based, positive language in recognizing that speaking another language is not a deficit but an asset that students bring to school.

English 3D reflects the asset-based WIDA Can Do Philosophy throughout its instructional materials and pedagogical approach. For example, the Planning Guides for teachers in Language Launch Volume 1 include a “Heads Up” section to provide teachers with pertinent information for how to support newcomer students based on their cultural and language backgrounds. Language Launch Volume 1 lessons provide language development opportunities that affirm and celebrate students’ diverse backgrounds and lived experiences. In Language Launch Volume 2, the three units are centered around students’ identities as multilingual learners and their cultural and linguistic assets. Students explore issues about the connection our names have to our identities, the benefits and challenges of speaking your native language, and the science behind the multilingual brain. Throughout English 3D lessons, students engage with authentic, meaningful topics and real-world issues that connect to their lives, draw from their knowledge assets, and allow them to share diverse experiences and perspectives.

English 3D reflects linguistically and culturally sustainable pedagogies by providing support in multiple languages and including translanguaging practices. Dr. Luz Yadira Herrera is an English 3D advisor who advised the development of components that include translanguaging practices, such as the Anchor Videos and authentic texts. During English 3D lessons, students are invited to use their full language repertoire, sharing responses in their home language in speaking and writing. For example, when students learn new academic words, they leverage linguistic assets as they participate in collaborative discussions about their prior knowledge of the words and share cognates or the word in their home language orally or in writing. Resources in English 3D support contrastive analysis for 11 languages, allowing teachers to draw connections between the structures and conventions of English and students’ home languages. Language Launch lessons include point-of-use contrastive analysis supports for alphabet, phonology,

sound-spelling correspondences, and grammar. English/Spanish cognates and correspondences between prefixes and suffixes are provided so Spanish speakers connect word knowledge in Spanish to new words in English, and Anchor Videos include closed captioning in English and video transcriptions in multiple languages.

English 3D instructional materials guide teachers in modeling high expectations for all students while providing them with responsive and effective scaffolding to participate in challenging activities with confidence and competence. The lessons and scaffolding in English 3D increase in complexity and apply a gradual-release model to allow teachers to provide learning experiences that develop deepening levels of understanding as students move toward independence. English 3D texts are rigorous—reaching to grade level and beyond—but extensive lesson scaffolds and instructional routines designed by Dr. Kate Kinsella ensure students have the scaffolding they need to tackle the complex texts. For example, the Building Reading Fluency Routine guides teachers in scaffolding multiple readings of texts while students actively listen and read along with accountability and move toward reading independence. Response scaffolds woven throughout English 3D lessons, such as response frames with clear language targets, precise word banks, and formulaic expressions to practice language functions. For example, when students engage in a collaborative Academic Discussion to respond to an issue-based question, they use a frame that clearly indicates the required language feature and provides examples to support them in writing a claim. Students also work together to build a word bank of precise synonyms to use in their responses and are guided to use formulaic expressions during the Academic Discussion for purposes such as restating (e.g., So you think that ____.) and agreeing or disagreeing (e.g., I (agree/disagree) with (Name’s) idea.).

The English 3D materials provide guidance and support for diverse cognitive and behavioral strengths, needs, and abilities. Lessons consistently include robust scaffolding and incorporate many opportunities for all students, regardless of their language level, to engage in higher order thinking skills. Throughout the Teaching Guides, there are differentiated support strategies embedded in the lessons to address the needs of students of different English language proficiency levels. Lessons and Teacher Resources include guidance on supporting special populations, including newcomer students, SLIFE/SIFE, LTELs, and multilingual learners identified for TAG/GATE. English 3D provides access to equitable resources through various levels of technology. The responsive content on the Ed learning platform includes text-to-speech and images include audio descriptions. Videos include audio descriptions and closed captioning, and online resources are remediated for use with assistive technology. The Teaching Guide includes strategies for offering students with disabilities equitable opportunities for learning that can benefit all students, including students who are deaf, partially deaf, blind or have low vision, or students using a wheelchair.

English 3D reflects ways to increase avenues of access, agency, and equity for all multilingual learners. Students are given opportunities to access prior knowledge and connect it to new learning. English 3D texts present a range of perspectives and feature narratives that affirm students’ diverse identities. English 3D texts are written by authors from diverse backgrounds and include content and images that represent a diversity of lived experiences. The lessons are inclusive of students, routinely providing opportunities for leveraging student assets and their individual experiences. The units systematically consider students’ own knowledge, ideas, and opinions during collaborative discussions and writing tasks using a set of recursive instructional routines. The activities are student-centered, offering opportunities for partner, small-group, and independent tasks that leverage students’ own knowledge while building their awareness of others.

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:

English 3D instruction effectively supports the WIDA Big Idea “Integration of Language and Content” through the topics, texts, and lessons that serve to build students’ knowledge and academic language for success in the content areas.

English 3D units are based on teaching language in the context of current engaging issues that are connected to content (e.g., maps/geography, ecosystems, the multilingual brain, healthy choices, plastic pollution, animal testing, living with drought). The texts and topics provide opportunities for multilingual learners to develop content and language concurrently. Teachers use the literary and informational texts in English 3D as a platform for building students’ language through content. The recursive instructional routines that are the basis of English 3D instruction systematically address general academic and content-specific vocabulary throughout the program. Students learn new words through explicit instruction, encounter them recursively in texts, and are prompted to use them in speaking and writing throughout the lessons. Students also encounter real-world applications of the language for math throughout English 3D. For example, Data Files and text features require students to describe and interpret various representations of information, including tables, diagrams, and graphs.

English 3D addresses states’ ELA standards, teaching grade-level content while providing access to multilingual learners by scaffolding up. The texts and lessons in English 3D are rigorous and complex, reaching grade-level standards. Dr. Kate Kinsella designed the English 3D curriculum around a consistent set of instructional routines to support all students in accessing grade-level content and actively participating in learning activities.

For example:

- Response frames with clear language targets provide students with the structure to construct their own proficient response. Corresponding instruction guides teachers in explicitly teaching the vocabulary, sentence structures, and grammatical forms of social and academic English, and structuring students’ interactions to practice using them.
- The Building Reading Fluency Routine guides teachers in scaffolding multiple readings of the Issues Texts, while students actively listen and read along with accountability and move toward reading the texts independently.
- For formal writing assignments, the teacher models how to write a draft using a detailed writing frame to support students in applying key elements of text structure, language, and grammar. Then students use the model to complete their own drafts independently.

Throughout English 3D, students have opportunities to use multiple means of communication to make meaning. Multimodality is incorporated into how students make meaning and engage with content. At the start of an Issue, students activate prior knowledge about the topic using a graphic organizer. During reading, students have opportunities to use text features such as tables, graphs, and diagrams to interpret ideas and make meaning. Students engage in viewing videos and listening to audio clips to interpret media. When learning new words, teachers and students use images, gestures, and actions to make meaning, and students write a cognate or translation in their home language and share it with peers. Writing lessons include student models that students analyze using text

marking annotations. Language Launch lessons have opportunities to represent ideas and information using drawings and graphs. Projects, speeches, and formal writing assignments include options for conveying and presenting ideas using multimedia.

“Orchestrate peer interactions with clear language targets” is one of the key evidence-based principles for language development at the foundation of English 3D. The program materials guide teachers in structuring peer and group interactions during challenging content activities. At the beginning of the year, mini lessons for Building Community throughout the first unit establish norms for collaborative discussions and provide practice with language protocols. During English 3D lessons, teachers use the Partner and Group Interactions routine to establish peer relationships, introduce procedures for using social and instructional language, and teach productive collaboration skills in a variety of groupings. Students learn and practice the “4Ls of Productive Partnering,” a procedure to support effective peer interactions. Throughout lessons, peers participate in structured collaboration, discussing and debating complex, high-interest issues. For example, during Academic Discussions, students first brainstorm arguments on both sides of the issue using everyday, informal language. Then partners work together to select precise verbs and nouns to use in their oral and written responses to the debate question. Students use a frame to write their claim in a formal style and elaborate orally. Finally, students share their opinions with partners and the class, listening actively to take notes, restate ideas, and state whether they agree or disagree with their classmates' ideas.

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:

English 3D includes tools to effectively encourage the WIDA Big Idea "Collaboration Among Stakeholders." English 3D is an ELD program to accelerate language development of multilingual learners. English 3D includes a scope and sequence that shows how skills progress across the courses, and each Issue includes a Planning Guide with learning, language, and instructional expectations that ELD teachers, language specialists, and content-area teachers can use for collaborative planning. The Planning Guides in Language Launch Volume 1 also include Getting Ready and Heads Up sections that provide ELD teachers with critical information about supporting newcomer students and their families and collaborating with content-area teachers. HMH Resources include resources for contrastive analysis and differentiation that ELD teachers can share with content-area teachers to use across classes.

The lessons are based on a consistent set of recursive, research-informed instructional routines that are appropriate for multilingual learners and include clear teacher modeling, student roles, and language targets to maximize student engagement and language development. The routines were developed by Dr. Kate Kinsella based on her decades of research and classroom testing with secondary multilingual learners. The instructional routines are embedded in the English 3D lessons at point of use, and there are also resources to support teachers with each routine that include the routine steps, video modeling of the routine in action, step-by-step instructions, model language, and implementation support with practical ideas for making the routine successful. The resources include recommendations and printable resources to implement the routines across content-area classes, and many schools using English 3D choose to implement English 3D routines across the school day. Teacher's Corner on the Ed platform includes video resources with over 150 videos of Dr. Kinsella and other English 3D teachers modeling the routines in classrooms. Schools often use the English 3D video resources during Professional Learning Communities (PLCs) with their language specialists, ELD teachers, and content-area teachers to view and reflect on best practices for multilingual learners.

English 3D materials include resources for welcoming and collaborating with families and the local community. At the beginning of the year, teachers can send home family letters in multiple languages with information about the program and suggestions for supporting their child's progress and achievement. Parents/guardians can access Family Room via their child's login to view assignments, at-home learning supports, and personalized tips and videos. Families can choose Español to access resources in Family Room in Spanish.

English 3D also includes data reports from the HMH Growth Measure and Issue Tests that ELD teachers or language specialists can provide to students, families, content-area teachers, and school or district administrators to share growth and progress. ELD and content-area teachers can also collaborate and use insightful information from data reports to help guide instruction and differentiation. Mid-Year and End-of-Year Family Letters in multiple languages allow teachers to share assessment results with guardians/parents. Writing and speech rubrics include areas for teachers to provide descriptive feedback to share with students and their guardians/parents.

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:

English 3D instructional materials take a Functional Approach to Language Development, serving to grow students' language toolkits for a variety of purposes and contexts. Language functions are woven throughout the instruction across interpretive and expressive modes of communication. Students engage in a range of language functions while brainstorming ideas, having informal peer conversations, participating in classroom academic discussions, engaging in brief written exchanges with partners, and completing formal academic writing assignments and presentations. For example, during Academic Discussions, students learn and practice how to elaborate on their ideas, restate a partner's idea, and agree or disagree with their classmates. Students learn and practice using formulaic expressions that are displayed in blue boxes during collaborative partner, group, and class conversations. The Planning Guides and student and teacher materials call out language functions for each lesson in blue boxes and provide frames, and the Issues Texts include an Academic Language Handbook with a compilation of the frames for the language functions that appear in the course.

As students progress through the Issues in English 3D, the language they learn for these functions becomes gradually more sophisticated, building a powerful language toolkit to draw from. For example:

- In Language Launch Volume 2 Issue 1, students learn to use the frame, "My idea is like yours." when comparing ideas. Then, in Issue 2, students learn to use the frame "My idea is the same as yours." By Issue 3, students learn to use the frame, "My idea is similar to yours."
- In Course B when partners collaborate to write, they learn: "What do you think? We could also write ____." In later units, they learn, "What are your thoughts? We could also try ____." and "Do you agree? Another option is ____."

English 3D materials provide explicit instruction for teaching grammatical structures for a clear purpose and contextualized within the lessons—rather than as isolated skills in decontextualized lessons. One example is the writing process in English 3D. To develop awareness of grade-level writing expectations, students first analyze the structure and language of a student writing model for the specific writing type. Then they participate in frontloading language and conventions lessons to practice language features required for the writing type. For example, before students write a personal narrative, they learn how to write regular and irregular past-tense verbs needed for their writing. Before students write an argument, they learn to use modal and conditional verbs to present their claim and supporting reasons. Scaffolded writing frames target the language features for the key language use and support students in applying them in their writing. This process, and the scaffolding throughout, serve to support students in writing their own drafts.

English 3D lessons support multilingual learners in using linguistic resources appropriate to the audience, context, and genre. The Teaching Guide frequently prompts teachers to point out when it is appropriate to use informal versus formal English and the differences between them. The Academic Discussion Routine increases students' awareness of

the differences between language that is appropriate in casual and formal spoken and written contexts. Students first brainstorm arguments on both sides of an issue using everyday, informal language. Then partners work together to select the most effective precise verbs and nouns to use in their oral and written responses to a debate question. Frontloading language lessons include model language for teachers to explain when everyday language is appropriate and when to use precise academic language. For formal writing assignments, when students complete writing drafts, they check their writing for everyday words to replace with precise academic words.

English 3D Teaching Guides provide explicit guidance for teaching students how language works. For example, when students learn high-utility academic “Words to Go,” they work together to discuss and write examples. Frames for students’ written responses include grammar targets (in parentheses) and the Teaching Guide includes model language (in purple italics) that provides teachers with examples of how to draw attention to cue words and explain language features clearly and concisely. Embedded contrastive analysis throughout Language Launch lessons provides teachers with insights into how to compare students’ home languages with English to build their metalinguistic awareness.

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

Part C of the portfolio addresses each component of the WIDA ELD Standards Framework.

Underpinned by the four Big Ideas, the Framework offers road signs to set goals for curriculum, instruction, and assessment for multilingual learners.

The Framework consists of four components (**ELD Standards Statements, Key Language Uses, Language Expectations, and Proficiency Level Descriptors**) that work together to make a comprehensive picture of language development.

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 edition 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 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 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 WIDA ELD Standards Statements and the relationship of Standard 1 to Standards 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 (pages 354–367).

On the next page you can read the reviewer’s analysis of alignment to components of the framework 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**.

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...
<ul style="list-style-type: none"> <input type="checkbox"/> Reflect and guide teachers to value and leverage students’ languages, cultures, experiences, and identities. (pp. 12, 18, 24-25) <input type="checkbox"/> Support language for social and instructional interactions. (e.g., everyday routines, negotiation, and problem-solving) (p. 25) <input type="checkbox"/> 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) 	<ul style="list-style-type: none"> • 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:

HMH Grade 6 English 3D materials reflect students' cultures, languages, and backgrounds. An example is found in Language Launch Volume 1, Unit 3, p. 2 of Community Voices. The Teaching Guide includes a section titled, "Heads Up." This section of the materials reminds the teacher to consider different cultures represented in the classroom and the importance of incorporating students' cultures, interests and languages into the lesson.

The materials support language for social and instructional interactions. Page 7 of the Teaching Guide for Unit 3 includes a section, "Facilitate Sharing Translations" where students are placed in pairs (and assigned A or B) to practice responding to a prompt where students share words in languages other than English (if applicable). Students then swap roles.

The Close Reading Text for English 3D, Course B, Volume 1 provides an example of how ELD-SI intertwines with content learning represented by Standard 4—ELD SS. An example of this is found in Lesson 10, Text 3, news article where texting is the topic of focus. Lesson 10 includes an article from The New York Times and is reflective of content connection to social studies with a map of the United States outlining states with high rates of text-to-911 statistics.

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**

Match.ELD.2-5: Indicators	Match.ELD.2-5: 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...
<ul style="list-style-type: none"> <input type="checkbox"/> Integrate language development with content learning. (p. 24) <input type="checkbox"/> 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) <input type="checkbox"/> Include interactive activities and opportunities for discussion as multilingual learners simultaneously develop language and conceptual understandings. (pp. 19-20, 25, 362) 	<ul style="list-style-type: none"> ● 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:

English 3D materials refer to ELD Standards Statements as drivers of language development. This is reflected in the Planning Guide for Language Launch Volume 1, Unit 3: Community Voices. Another example is found in Lesson 5: Navigating the Community, which includes both a language and content objective that is reflective of the language of language arts. These objectives are “Interpret a community map and identify where places are located,” and “Create and explain a community map using prepositions of place and nouns for places.”

The resources included in English 3D support multilingual learners to develop language while simultaneously engaging in grade-level content instruction. An example found in the materials includes a resource, Priority Standards Pathways present in Course B, Volume 1, Issue 4 that includes standards to use for instruction in reading, writing, speaking and listening, and language standards. This resource provides teachers with a guide that shows the connection between lessons and the standards. An example of this is seen on Page 4 in the teacher Planning Guide of Lesson 16. The guide shows the connection between the topic of presenting ideas and Standard W.8 and W.9 (Writing), Research to Build and Present Knowledge and also SL.1 (Speaking & Listening Standard), Comprehension and Collaboration. The resources offer reading, writing, speaking and listening, and language standards to support the lesson materials. The assessment and differentiation guide that accompanies Course B includes differentiation strategies for students at bridging and expanding levels (p. T142). Information is present that supports the needs of ELs at varying language

levels (beginning, intermediate, advanced/high) and supports to make both content and language learning accessible. Newcomer and SIFE resources are available to provide meaningful beginning English language development.

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.**

Depth.ELD: Indicators	Depth.ELD: 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...
<ul style="list-style-type: none"> ❑ 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) 	<ul style="list-style-type: none"> ● 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:

The materials included in Grade 6 English 3D Language Launch Volume 1 include opportunities for multilingual learners to engage in interactive activities and discussions to simultaneously develop language and conceptual understandings. The resources include a document for teachers, Essential Routines: Structuring Productive Partner Interactions, that helps to successfully establish classroom processes and procedures for effective partner interactions. The materials for each unit include a section for partner discussion. An example of this partner collaboration is found in Unit 5, Lesson 2, The Ecosystem, when students are asked to tell their partner the most important part of an ecosystem.

The materials for English 3D, Language Launch Volume 1 Grade 6 is reflective of an asset-based approach and supports multilingual learners to use their experiences, linguistic and cultural backgrounds and intersectional identities in multiple ways. The Teacher Resources section contains a printable Teaching Guide for each unit. The Teaching Guide includes a section called, “Heads Up.” The “Heads Up” in Unit 1 encourages the teacher to consider students’ prior experiences. In this section, teachers are asked to consider students’ prior experiences with technology and encouraged to model how to use classroom devices. Additionally, this section in Unit 1 reminds teachers to incorporate students’ cultures, interests and languages into the classroom in an effort to engage students.

Teachers are also encouraged to take notes about students in their classrooms in an effort to gain insight into their backgrounds, interests, and personalities.

The Teaching Guide for English 3D Course B Volume 1 provides opportunities that support multilingual learners as they interact with peers and adults in multiple ways. The Language and Learning Objectives section found in the Teaching Guide lays out the different objectives to be met as students complete each Issue (units of study). These objectives ask students to engage in Academic Conversations, take notes using graphic organizers, respond to questions and state perspectives, listen and take notes on classmates' ideas, and present ideas in writing and orally.

The materials included in English 3D allow students the opportunity to explicitly develop language in service of grade-level disciplinary knowledge, skills, concepts, and practices. An example of this is reflected in the Teaching Guide (TG) where there are ideas for student interaction and practices such as, partner and grouping interactions, response frames, student pairing for discussion and group discussion, and activating prior knowledge.

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).

Breadth.ELD: Indicators	Breadth.ELD: Key Questions
In the context of grade-level content learning, materials support language development that consistently address teaching and learning about the five ELD Standards Statements...	Where and how do materials consistently and systematically prompt, offer guidance, make pedagogical suggestions, and plan instruction to...
<input type="checkbox"/> Across lessons <input type="checkbox"/> Across units of learning <input type="checkbox"/> Across the course of study	<ul style="list-style-type: none"> ● 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:

English 3D materials 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. Evidence of this exists with the “Heads Up” section, found in the Teaching Guide, which accompanies each unit and encourages the teachers to consider the varied backgrounds and experiences of multilingual learners.

The resources available in English 3D provide opportunities and support for students to expand what they can do with language to communicate information, ideas, concepts, and engage in disciplinary practices necessary for academic success across lessons, units, and the course of study. An example of these opportunities is reflected in the assessment and differentiation guides that accompany the content. Targeting English proficiency levels is included as a resource for teachers where teachers consider what students can do at each level as well as ideas for scaffolding to support growth to the next proficiency level.

English 3D materials provide support for multilingual learners as they interact with peers and adults across lessons, units, and the course of study. These opportunities exist in individual presentations, exchanging ideas, and partner activities.

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 pages 26–27 of the 2020 Edition.
- Take a deeper dive on KLUs by reading "Key Language Uses: A Closer Look" on pages 217–233.
- Appendix F: "Theoretical Foundations" offers an overview of theories and research that informed the development of KLUs (pages 354–367).

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...
<ul style="list-style-type: none"> <input type="checkbox"/> Define KLUs (pp. 27, 217, 288, 363) <input type="checkbox"/> Identify the relationship between KLUs and academic content standards. (pp. 26, 288, 363) <input type="checkbox"/> Explain how genres work as a way of organizing language use. (pp. 26, 217, 354) 	<ul style="list-style-type: none"> • 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:

The use of Key Language Uses (KLUs) is evident throughout the materials in the curriculum. Beginning in the first lesson of the first unit of Language Launch Volume 1, students discuss the context and purpose of language. For example, in the Teacher’s Guide for Unit 1, Lesson 1, teachers are encouraged to begin procedures for partner discussion and set the expectations as well as model how these are to be done. This helps students to become familiar with the types of language needed for partner discussion. The materials highlight how genre is a way to organize language and communication in disciplinary contexts.

In addition to providing opportunities for students to engage in communication for a variety of contexts and purposes, The English 3D curriculum guides teachers to instruct on a variety of text types and genres including narrative writing, procedural writing, summaries, arguments, and explanations. In Course B Volume 2, Unit 3, students are asked to

interact with the types of language needed for informational summaries. Different types of text and multiple mentor texts provide students with exposure to, and practice with each KLU.

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).**

Depth.KLU: Indicators	Depth.KLU: 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...
<ul style="list-style-type: none"> <input type="checkbox"/> Highlight how KLUs work in particular disciplines. (pp. 26, 217-218) <input type="checkbox"/> 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) <input type="checkbox"/> Emphasize language use within sociocultural contexts (e.g., for particular purposes, topics, situations, participant’s identities and social roles, audiences). (pp. 26, 363) 	<ul style="list-style-type: none"> ● Explaining how KLUs are constructed and used in <ul style="list-style-type: none"> ○ a disciplinary community or communities? (e.g., an argument in language arts is different than a mathematical argument)? ○ a variety of texts and tasks? (e.g., exposure to various instances of argumentation)? ● Examining and revealing organizational patterns characteristic of the genre? (e.g., claim, evidence, and reasoning in Argue) ● Drawing students’ attention to the ways in which linguistic choices are shaped by the speaker’s identity and social roles, as well as by topic, audience, purpose, and task? (e.g., I make different choices with language when I argue with my best friend or my boss) ● Capturing the shared and unique ways in which KLUs work in a particular discipline? ● Showcasing how the KLUs intersect, blend, and build on each other?

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

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

Review Notes:

HMH Grade 6 materials provide ample opportunities for teachers and students to read, speak, write, and listen to arguments, narratives, explanations, and informational reports. Each unit of study provides guidance on instruction for teachers in each of the KLUs. The resource, “Teaching Academic Writing Types,” is a tool used to draw 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. It helps to guide and explain the KLUs in context of the curriculum. In the resource, “Essential Routines,” teachers are given guidance on how to structure academic discussions for their students. This helps students to put the KLUs into action. The students are using the KLUs in the context of partner discussion for a wide variety of purposes.

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)**.

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...
<input type="checkbox"/> Across lessons <input type="checkbox"/> Across units of learning <input type="checkbox"/> Across the course of study	<ul style="list-style-type: none"> ● 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)

3 - Present (2 indicators)

2 - Present but insufficient (1 indicator)

1 - Not yet sufficiently present (no indicators)

Review Notes:

Evidence of KLUs is present throughout the entire scope of the 3D curriculum. Students are asked to use KLUs from the very first lesson. This continues throughout the program. When studying the Scope and Sequence of the materials, one is able to see practice with each KLU in a variety of context for a variety of purposes. In Course A: Volumes 1 and 2, students are given the opportunity to “debate” at the beginning of each unit of learning. This falls under the KLU of argue. Since argue is the most prominent KLU in the content areas, students will have ample opportunities to hone in on their knowledge of the language needed to make a convincing argument. In each unit, students are given opportunities to practice formal writing. Language features of the specific genre are reviewed and practiced before the students use them in the context of their own writing and discussion. This format is continued into the other units of learning. This consistency allows for teachers to expand what students can do with KLUs over lessons, units, and the courses 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 of the 2020 Edition.

- Take a look at grade-level cluster materials to see Language Expectations (with Functions and 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 (pages 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)**

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...
<input type="checkbox"/> Define Language Expectations for units and lessons (pp. 28, 237) <input type="checkbox"/> Connect Language Expectations to academic content standards and practices. (pp. 29, 266) <input type="checkbox"/> Address interpretive and expressive communication modes (separate or integrated modes) (p.28)	<ul style="list-style-type: none"> ● 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:

English 3D Grade 6, Course B Volume 1 materials reflect language expectations. An example of these language expectations is found in Unit 4, Lesson 3: Plastic Pollution, where students are asked to, “write a brief constructed response with a claim and two supporting details”. ELD-LA 6-8 Argue Interpretive

The Teaching Guide accompanying each lesson includes support for expansion of what students can do in relation to Language Expectations. An example of this expansion support is reflected in Course B, Volume 1 on pp. 42-43 of

Lesson 8, Unit 2, analyzing and discussing text. The Build Knowledge section of the teacher notes includes resources for expanding and bridging levels of proficiency and page numbers for activities that support each level.

There are opportunities for students to work with interpretive and expressive communication modes as they engage with disciplinary practices, units, lessons, texts, and tasks. An example of interpretive and expressive modes can be found in Issue 2, Lesson 1, of the Teaching Guide for Course B Volume 1 (Building Knowledge). Students are asked to read a passage about healthy texts, write about the passage, and exchange ideas with their group, which reflects an example of each communication mode in action.

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)**.

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...
<ul style="list-style-type: none"> <input type="checkbox"/> 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) <input type="checkbox"/> 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) <input type="checkbox"/> 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) 	<ul style="list-style-type: none"> ● 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:

The materials provide opportunities for students to explore how language functions work. An example of this is found in the language learning objective in the lesson for Grade 6, Course B, Volume 1, Unit 6 of the Teaching Guide. Students are asked to generate written examples for topic-related words using complete sentences.

The materials explore how language features carry out particular language functions. An example of the features supporting the function is present when students are asked to generate written examples for topic-related words using complete sentences. The features are used to carry out the function when students are asked to respond to a question using precise words, nouns, present-tense, verbs and adjectives. Students are also asked to write a brief constructed response with a claim and two supporting details.

The language of content learning is visible for students throughout the materials. This is reflected in Lesson 2 of the Teaching Guide (Building Concepts & Language): Identify the main idea and key details. Students are asked to brainstorm and discuss synonyms for “nutrition.” ELD-LA.6-8.Inform.Expressive

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)**.

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...
<ul style="list-style-type: none"> <input type="checkbox"/> Across lessons <input type="checkbox"/> Across units of learning <input type="checkbox"/> Across the course of study 	<ul style="list-style-type: none"> ● 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:

The materials for English 3D expand on what students can do in relation to Language Expectations across lessons, units, and the course of study and follows the same format consistently. The language expectation (objective) is clearly stated at the beginning of each unit as reflected in the Teaching Guide and the Planning Guide. Students engage in multiple activities throughout the lesson that expand on the language expectation. An example of this can be found in the Planning Guide for Issue 1, Lesson 6: Gaming, where students have the opportunity to engage in Academic Discussions. The opportunity to engage in Academic Discussions (ELD-LA.6-8.Argue.Expressive) is evident over lessons, units, and the course of study of the English 3D materials. Essential Routines are included for each unit and can be replicated in each lesson across all units. These routines help to reinforce consistency and expectations for the content and classroom. Some of the essential routines include: Partner & Group Interactions, Using Response Frames, Setting Up & Monitoring Tasks, and Daily Do Now.

Each lesson in the unit provides students with opportunities to explore how language functions and language features help students understand the purposes of the language expectations over lessons, units, and the course of study. The Planning Guide that accompanies each lesson includes a section, Learning, Language & Instructional Objectives, that outlines the language functions and features needed to carry out the specific functions. This is reflected in Issue 4, Plastic Pollution Planning Guide, Lesson 4, p. 78C. The functions include generating examples for high-utility academic

words and choosing precise academic words for formal writing tasks. The features used to support those functions are key ideas and details, simple present-tense verbs, and paraphrasing.

English 3D supports students as they engage with interpretive and expressive communication modes across lessons, units, and the course of study. An example of this is reflected in the Academic Discussions that are included in each lesson. The Teaching Guide for Course B, Volume 1 (pp. 12-13) includes activities where students are asked to listen and view a video of a specific skill, read a task, speak with a partner, and write by completing a chart (graphic organizer).

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 of the 2020 Edition.
- PLDs appear in grade-level cluster materials (pages 39–214).
- Appendix D offers some technical notes about PLDs, as well as a compilation of all PLDs, K–12 (page 329).
- Appendix F: "Theoretical Foundations" offers an overview of theories and research that informed the development of the PLDs (pages 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)**.

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...
<ul style="list-style-type: none"> <input type="checkbox"/> 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) <input type="checkbox"/> Provide opportunities for monitoring language growth over time as described in the six levels of the PLDs. (pp. 31, 33) <input type="checkbox"/> Suggest scaffolding of content and language development across PLD levels. (pp. 31, 57, 248-249, 331, 362) 	<ul style="list-style-type: none"> • 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:

Grade 6 materials provide multiple opportunities for students to practice each of the three dimensions of academic language. In each unit of learning throughout the curriculum, students are encouraged to interact with vocabulary words in a variety of contexts. There are opportunities for instruction in language features that are specific to a genre, and there are multiple opportunities to use these words and features in context.

Teachers are given resources for scaffolding of content and differentiated language supports throughout the curriculum. For example, in the “Supporting Every Student” resource, teachers are guided to differentiate based on students' linguistic, physical and mental needs.

The material reflects a range of language development targets for students at different levels of English proficiency. Both the interpretive and expressive modes are reflected in the materials. Each Lesson provides teachers with opportunities to engage students in listening, speaking, viewing, representing, reading, and writing. The curriculum provides a wealth of resources for teachers to assess using rubrics. These rubrics also serve as useful guides for teachers to create success criteria with their students. This allows the students to have agency when it comes to how they are being assessed or graded. Students' language proficiency is consistently assessed throughout the Grade 6 curriculum. Teachers are encouraged to monitor students' language growth in multiple and varied ways. This is evident through the use of rubrics as well as the unit tests to monitor students' English language development. This helps to ensure students are being supported appropriately.

English 3D Grade 6 materials, attend to the three dimensions of language (discourse, sentence, word/phrase) in a variety of tasks and texts. The English 3D Grade 6 materials contain opportunities within each unit of learning to meet the needs of students on all proficiency levels.

Grade 6 Language Launch Volumes 1 & 2 are specifically targeted to those students who are just beginning their language journey. The material in these volumes is designed to introduce students to practical English while also connecting their new languages to their languages of strength. This allows for more rapid language acquisition.

English 3D Grade 6 Course B Volumes 1 & 2 are designed for English Proficiency Levels 3-6. In these volumes, instruction and interaction with language becomes more complex. This allows students who are well along their language journeys to feel challenged and stretched when it comes to language use 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).**

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...
<ul style="list-style-type: none"> ❑ 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) 	<ul style="list-style-type: none"> ● 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)	2 - Present but insufficient (1 indicator)
3 - Present (2 indicators)	1 - Not yet sufficiently present (no indicators)

Review Notes:

English 3D Grade 6 materials, attend to the three dimensions of language (discourse, sentence, word/phrase) in a variety of tasks and texts. The English 3D Grade 6 contains opportunities within each unit of learning to meet the needs of students on all proficiency levels.

The English 3D Grade 6 Language Launch Volumes 1 & 2 are specifically targeted to those students who are just beginning their language journey. The material in these volumes is designed to introduce students to practical English while also connecting their new languages to their languages of strength. This allows for more rapid language acquisition.

English 3D Grade 6 Course B Volumes 1 & 2 are designed for English Proficiency Levels 3-6. In these volumes, instruction and interaction with language becomes more complex. This allows students who are well along their language journey to feel challenged and stretched when it comes to language use in English.

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)**.

Breadth.PLD: Indicators	Breadth.PLD: Key Questions
In the context of grade-level content learning, materials support language development that consistently address teaching and learning that is informed by PLDs...	Where and how do materials consistently and systematically prompt, offer guidance, make pedagogical suggestions, and plan instruction to...
<input type="checkbox"/> Across lessons <input type="checkbox"/> Across units of learning <input type="checkbox"/> Across the course of study	<ul style="list-style-type: none"> ● 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?

Determination of Alignment: Evidence submitted for criterion **Breadth.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:

Examples of PLDs are evident throughout the scope of the English 3D Grade 6 materials. They reflect a range of language development targets across the units of learning. Students have access to language frames, anchor charts, and words for learning in each and every unit of learning. This encourages students to take agency in their own learning.

The Grade 6 materials provide resources to maintain cognitive rigor for all students while supporting multilingual learners at various levels of English proficiency. For example, students are asked to collaborate with their peers to produce evidence of their learning in a variety of ways.

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
<p>Big Ideas</p>	<p>The Teaching Guide for English 3D Course B Volume 1 provides opportunities that support multilingual learners as they interact with peers and adults in multiple ways. The Language and Learning Objectives section found in the Teaching Guide lays out the different objectives that will be met as students complete each Issue (units of study). These objectives ask students to engage in Academic Conversations, take notes using graphic organizers, respond to questions and state perspectives, listen and take notes on classmates' ideas, and present ideas in writing and orally.</p> <div data-bbox="334 856 883 1415" style="border: 1px solid #ccc; padding: 10px; margin: 10px 0;"> <h3 style="text-align: center;">Learning & Language Objectives</h3> <p style="text-align: center;"><i>Here's what you'll learn in English 3D! As you complete each Issue, check your learning against these objectives.</i></p> <p>BUILDING CONCEPTS & LANGUAGE</p> <ul style="list-style-type: none"> Discuss topics using academic language and present-tense verbs. Learn the meanings of unknown words and use them in complete sentences. Follow rules for taking turns in academic conversations and ask others to share ideas. Take notes using graphic organizers. Respond to questions and state perspectives using precise words, nouns, adjectives, present-tense verbs, and verbs with <i>-ing</i> endings. Listen closely and take notes on classmates' ideas. Write responses with a claim and two supporting details. <p>ANALYZING & DISCUSSING TEXT</p> <ul style="list-style-type: none"> Read grade-level texts closely. View multimedia closely. </div> <div data-bbox="334 1415 883 1785" style="border: 1px solid #ccc; padding: 10px; margin: 10px 0;"> <ul style="list-style-type: none"> Discuss the key ideas and details of texts using academic vocabulary and simple present-tense verbs. Restate details from texts using precise synonyms. Analyze key ideas and authors' choices using text evidence. <p>ACADEMIC WRITING</p> <ul style="list-style-type: none"> Analyze student models to understand the text structure of various types of writing. Use transitions to introduce and connect ideas. Follow rules of standard English grammar. Write arguments to support claims with clear reasons and relevant evidence. Write informative texts to summarize texts and examine topics with relevant information. Write narratives to describe experiences or events with descriptive details. Use scoring guides to evaluate your own writing and classmates' writing. Revise, edit, and proofread academic writing. </div>	<p>None noted</p>

PRESENTING IDEAS

- Write **argument, informative, and narrative speeches** using precise words and academic language.
- Present speeches using **appropriate eye contact, adequate volume, and clear pronunciation.**
- Listen closely to **classmates’ speeches** and make sure you understand their ideas.
- Use **visuals** and **multimedia** to support ideas.
- Use **scoring guides** to evaluate speeches.

ELD Standards Statements

English 3D instructional materials for Grade 6 connect to ELD Standards Statement 1: Language for Social and Instructional Purposes. Students are encouraged to engage in peer discussions within each unit of learning. This begins in Language Launch Volume 1 with the Essential Routine, “Structuring Productive Partner Interactions.”

None noted

Structuring Productive Partner Interactions

Review the steps for the **Structuring Productive Partner Interactions** routine.

1. **Establish Expectations for Productive Partners:** Provide a rationale for assigning partners for daily lesson interactions. Introduce the **4 Ls of Productive Partnering** at the beginning of the year and review the procedures as needed.
 - **Look** at your partner’s eyes.
 - **Listen** attentively.
 - **Lower** your voice.
 - **Lean** toward your partner.

Key Language Uses

In each unit of learning, Language features of the specific genre of communication are reviewed and practiced before the students use them in the context of their own writing and discussion. Below is an example of the KLU Narrate.

None noted

Academic Writing: Narrative		
LESSON 10	LESSON 11	LESSON 12
<p>Past-Tense Verbs, p. 22</p> <p>Language Function Comparing/Contrasting</p> <p>Sentence Fix-Ups, p. 23</p>	<p>Student Writing Models, p. 24</p> <p>Language Function Reacting</p> <p>Organize a Narrative, p. 25</p>	<p>Narrative Writing, pp. 26-27</p> <p>Prompt</p> <p>Language Function Reacting</p> <ol style="list-style-type: none"> 1. Write the story of your home or school. 2. Write about a positive or negative experience you had with your name.
<p>Expanding & Enriching Ideas: Writing</p> <ul style="list-style-type: none"> • Use regular and irregular past-tense verbs to describe actions that happened in the past. • Modify sentences to add details that provide more information. • Write a sentence to tell what will happen next. <p>Interpretive: Viewing/Reading Closely</p> <ul style="list-style-type: none"> • Look at a picture and examine a description to make observations about what is happening. 	<p>Structuring Cohesive Text: Understanding Text Structure</p> <ul style="list-style-type: none"> • Mark text elements to understand the text structure of a narrative paragraph. <p>Interpretive: Evaluating Writing</p> <ul style="list-style-type: none"> • Analyze how writers use vocabulary and other language resources in a narrative paragraph. <p>Productive: Writing</p> <ul style="list-style-type: none"> • Take notes about the characters, topic, details, and conclusion to plan a narrative. 	<p>Expanding & Enriching Ideas: Writing</p> <ul style="list-style-type: none"> • Use past-tense verbs and precise academic words to tell about events in a narrative. <p>Collaborative: Interacting Via Written English</p> <ul style="list-style-type: none"> • Draft narrative paragraphs that include characters, a topic, details, and a conclusion. <p>Productive: Writing</p> <ul style="list-style-type: none"> • Write a narrative that includes characters, a topic, details, and a conclusion. • Use appropriate text organization to convey events.

<p>Language Expectations</p>	<p>In addition to connecting language features with a certain genre or KLU, the materials explore how language features carry out particular language functions. Below is an example of Language Features with their associated Function:</p> <div data-bbox="342 310 889 905" style="border: 1px solid black; padding: 10px;"> <h2 style="text-align: center;">Singular Present-Tense Verbs</h2> <p>Guidelines for Using Present-Tense Verbs</p> <p>Writers use simple present-tense verbs in justifications to state claims, provide reasons, and cite evidence. Whenever you use the first-person subject <i>I</i>, use a first-person singular verb. Whenever you use a third-person singular noun (<i>author, writer, evidence</i>) or pronoun (<i>he or she</i>), use a third-person singular verb ending in <i>-s</i> or <i>-es</i>.</p> <p>Topic Sentence: State your claim with a first-person singular verb. <i>I maintain . . . I disagree . . . I believe . . . I feel . . .</i></p> <p>Reason/Evidence: Use first- and third-person present-tense verbs to introduce reasons and evidence. <i>Evidence shows . . . The author emphasizes . . . She describes . . . I know . . .</i></p> <p>Concluding Sentence: Restate your claim. Remember to follow forms of the verb <i>to be</i> with an adjective. <i>I conclude . . . I restate . . . I contend . . . I am certain . . .</i></p> </div>	<p>None noted</p>
<p>Proficiency Level Descriptors</p>	<p>Students’ language proficiencies are assessed throughout the curriculum in both summative and formative ways. Anecdotal evidence, unit tests, and writing samples are all encouraged for the assessment of students’ ELP. Below is an example of an assessment resource entitled, “Understanding Language Proficiency:”</p>	<p>None noted</p>

ASSESSMENT & DIFFERENTIATION

Understanding Language Proficiency

Understand the levels of English language proficiency to make important decisions about placement.

ACCELERATING LANGUAGE DEVELOPMENT

English 2B is designed to accelerate the language development of students who are beyond early beginning proficiency levels, including students who are considered or are at risk of becoming long-term English learners and students who are recent immigrants but are making steady, expected progress in English.

The English 2B curriculum supports the needs of **multilingual learners** who:

- Score in the Expanding or Bridging level of proficiency on state ELP tests
- Are making normative progress or are "capped" at the same level of English language proficiency
- Score below grade level on state English language arts standards-based achievement tests

CHARACTERISTICS OF LONG-TERM ENGLISH LEARNERS

Long-term English learners tend to show the following characteristics:

- Academic struggles and specific language needs
- Proficiency in social English but weak academic English
- Multiple years at the same level of proficiency and lacking academic English skills for socialization
- Deficits in academic background knowledge
- Passive learning behaviors and lack of engagement
- Decline to attend college but unaware that they are struggling academically

(Source: Olson, L., 2010. *Research-Based Pathways to Student Proficiency of Educational Opportunity for California's Long-Term English Learners*. San Pedro: California English Proficiency)

THREE LEVELS OF LANGUAGE PROFICIENCY

The proficiency level descriptors show the knowledge, skills, and abilities of students at the three levels.

Proficiency Level	Overall Descriptions
Emerging	• Students at this level typically progress very slowly, wanting to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.
Expanding	• Students at this level are challenged to increase their English skills in more contexts, and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways appropriate to their level and grade level .
Bridging	• Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The "bridge" students face is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction. However, students at all levels of English language proficiency fully participate in grade-level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and skills .

(Source: California Department of Education, Office of the California English Language Development Standards and Proficiency Level Descriptors, 2012 edition.)

T102 English 2B

ENGLISH LANGUAGE DEVELOPMENT PROFICIENCY LEVEL CONTINUUM					
Emerging		Expanding		Bridging	
Overall Proficiency • Students enter the Emerging level having limited receptive and productive English skills. • No they progress through the Emerging level, they start to respond to more varied communication tasks using learned words and phrases with increasing ease.	Overall Proficiency • At all from the Emerging level, students have basic English communication skills in social and academic contexts.	Overall Proficiency • At all from the Expanding level, they move from being able to establish learner phrases and sentences in English to meet their immediate communication and learning needs toward being able to increasingly engage in using the English language in more complex, cognitively demanding situations.	Overall Proficiency • At all from the Expanding level, students can use English to learn and communicate about a range of topics and academic content areas.	Overall Proficiency • At all from the Bridging level, they move from being able to communicate in ways appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts toward being able to refine and enhance their English language competence in a broader range of contexts.	Overall Proficiency • At all from the Bridging level, students can communicate effectively with various audiences on a wide range of familiar and new topics to meet academic demands in a variety of disciplines.
General Extent of Support: Substantial • Students at the early stages of the Emerging level can engage in complex, cognitively demanding social and academic activities requiring language when provided substantial linguistic support as they develop more familiarity and ease with understanding and using English; support may be moderate or light for familiar tasks or topics.	General Extent of Support: Moderate • Students at the early stages of the Expanding level can engage in complex, cognitively demanding social and academic activities requiring language when provided adequate linguistic support as they develop increasing ease with understanding and using English in a variety of contexts; support may be light for familiar tasks or topics.	General Extent of Support: Light • Students at the early stages of the Bridging level can engage in complex, cognitively demanding social and academic activities requiring language when provided light linguistic support as they develop increasing ease with understanding and using highly technical English; support may be light for familiar tasks or topics.			

(Source: California Department of Education, Office of the California English Language Development Standards and Proficiency Level Descriptors, 2012 edition.)

Assessment & Differentiation T102

Consensus Determination for Seal Eligibility

Review Team: Talia Gray and Anna Sargent
Lead Reviewer: Anna Sargent
Year-Long Course of Study Submitted for Review: Yes
Supplementary Materials Included in Year-Long Course of Study: Teacher and Student Materials
Materials for Adjacent Grade Levels Within the Same Grade-Level Cluster Submitted for Review: Grade 6
Submission Date: 6.30.2023
Educational Entity: Houghton Mifflin Harcourt (HMH)

REVIEW TEAM'S FINAL CONSENSUS NOTES AND CRITERION SCORE

Publisher: Houghton Mifflin Harcourt (HMH)
Title of Materials: English 3D materials are available in both print and digital formats. Teachers and students access the digital format of English 3D from the HMH Ed Platform.
Grade Level/Levels: Grade 6

Determination of Alignment

Evidence for alignment criteria is...	Final Consensus Criterion score (4-3-2-1)	Final score: Framework Components (4-3-2-1)
4-Strong and comprehensive (3 indicators) 3-Present (2 indicators) 2-Present but insufficient (1 indicator) 1-Not yet sufficiently present (no indicators)		
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 / No

Lead Reviewer: Anna Sargent
Date: 7.26.2023