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

Houghton Mifflin Harcourt: *Into Reading*

Contents

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.**

> **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.

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.*)

WIDA PRIME 2020: Elements

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

WIDA PRIME 2020: Eligible Materials for the External Review Process

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

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

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

WIDA PRIME 2020: Inapplicable Uses and Disclaimers

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

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

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

The PRIME seal does not imply 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 teaches are in fact language teachers.

II. Description of Materials Reviewed in this Report

Title of Materials: *Into Reading*

Submitting Educational Entity: Houghton Mifflin Harcourt

Description of Materials

Grade level: First Grade

Content area(s): Language Arts

WIDA ELD Standards Statement addressed: Standard 1 (Social and Instructional) and Standard 2 (English Language Arts)

General scope of materials (e.g., # of learning units included): An entire grade's worth of content (Grade 1) has been submitted for review and for evaluators to verify evidence citations included in Part C of the rubric. Grade 1 comprises 12 modules of study divided into three weeks of instruction each. Daily lessons in each week cover all or most language arts strands (foundational skills, vocabulary, reading, writing, listening/speaking).

Type of materials included (e.g., student core text and workbook, teacher's guide, tools of instruction, etc.):
  - See this section of the Into Reading Teacher's Guide.
  - See this Resource Overview.

Submission of materials included (please choose from below; delete those that don't apply):
  - **N/A**

Links to other external reviews of the materials completed (e.g., EdReports, evidence for state-based reviews):
  - **EdReports:** https://www.edreports.org/reports/overview/into-reading-2020

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

Underpinned by the four Big Ideas, the WIDA ELD Standards 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 Statement 1**, Language for Social and Instructional Purposes (ELD-SI) helps teachers become aware of language for social interactions, everyday routines, negotiation, and problem-solving. ELD-SI works alongside and blends into **Standards Statements 2-5** that address disciplinary language (ELD-LA for Language Arts, ELD-MA for Math, ELD-SC for Science, and ELD-SS for Social Studies). This interweaving reminds us that students communicate to learn, but also to convey personal needs and wants, to interpret and present different perspectives, to affirm their own identities, and to form and maintain relationships.

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

On the next page you can read the 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.**

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

Determination of Alignment: Evidence submitted for criterion **Match.ELD.1** and its indicators is:
4 - Strong and comprehensive (3 indicators)

Review Notes:

The HMH curriculum reflects and guides teachers to value and leverage students' languages, cultures, experiences, and identities in grade level content learning. This indicator is matched in many places including stories and pictures celebrating different cultures. This curriculum supports language for social and instructional interactions by guiding teachers to set up routines. In addition, students consistently have a writing activity to complete where they are asked "What can you do that you are good at?" To leverage student knowledge and prior experiences, students then share their responses with a partner (Module 10, Lesson 2, p. T43). The lessons provide opportunities for the intertwining of ELD-SI with content learning in ELD-LA. This appears in an activity where students review blending syllables. Students practice with syllables as the teacher demonstrates then students practice on their own (Module 10, Lesson 2, p. T44).

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

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

Determination of Alignment: Evidence submitted for criterion **Match.ELD.2-5** and its indicators is:
4 - Strong and comprehensive (3 indicators)

Review Notes:

HMH integrates language development with content learning. Although this curriculum is directly related to WIDA ELD standard 2, there are many books and activities that integrate ELD Standards 4 and 5 as well. HMH guides teachers to support multilingual learners to communicate information, ideas, concepts, and engage in disciplinary practices necessary for academic success in more than one content area. Learning and language objectives are explicitly stated at the beginning of each lesson.   In each lesson students have the opportunity to communicate information, ideas and concepts necessary for academic success in ELA (reading). The HMH curriculum includes interactive activities and opportunities for discussion as multilingual learners simultaneously develop language and conceptual understanding. This indicator is matched in many places including "turn and talk" with students. This is when students share evidence or background knowledge that helped them make an inference (Module 1, Lesson 9, p. T113). The materials support multilingual learners to develop language while simultaneously engaging in grade-level content instruction as they engage in grade level standards through the interaction of power words and application (Module 2, Lesson 12, T330).

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

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

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

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

4 - Strong and comprehensive (3 indicators)

Review Notes:

In the context of grade level learning, these instructional materials guide teachers to use strength-based approaches, leveraging students' experiential, linguistic, and cultural backgrounds, and intersectional identities in relation to disciplinary learning. This is reflected in Module 1, Lesson 12, T148) as the English Learner Support includes an activity to facilitate language connections for students who speak various languages. The curriculum offers ample opportunities for students to engage in social and instructional interaction, and for interactive learning while attending to language development in a clear, systematic, and explicit way to enhance learning in disciplinary contexts. This indicator is shown in many activities throughout the curriculum including the following example: Teaching Pal, M1, 37, Social and Emotional Learning.

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

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

Determination of Alignment: Evidence submitted for criterion **Breadth.ELD** and its indicators is:
4 - Strong and comprehensive (3 indicators)

Review Notes:

Into Reading Grade 2 consistently reflects an asset-based approach and supports multilingual learners to use their experiences and linguistic cultural backgrounds across lessons, units, and the course of study. The English Learner Support notes available in the teacher support materials provide guidance on how the teacher can effectively provide such opportunities. Multiple opportunities exist for multilingual learners to interact with peers and adults across the lessons, units, and the course of study. These opportunities exist in turn and talk, share chairs, 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 on pages 26-27
> - Take a deeper dive on KLUs: A closer Look on pages 217-233.
> - "Appendix F: Theoretical Foundations" offers an overview of theories and research that informed the development of KLUs (pp. 354-367).

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

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

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

4 - Strong and comprehensive (3 indicators)

> **Review Notes:**
>
> HMH highlights 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). An example of this is reflected in the Language Graphic Organizer 12: Seek Information. Each lesson provides opportunities for students to interact with the KLUs. The TE provides students with activities that ask students to explore genres--Lesson 14 TE "review characteristics of historical fiction."

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

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

How do instructional materials reflect the <u>linguistic purposes, variety, and complexity</u> embodied in Key Language Uses show?	
Depth.KLU: Indicators In the context of grade-level content learning, instructional materials…	**Depth.KLU: Key Questions** Where and how do materials prompt, offer guidance, make pedagogical suggestions, and plan instruction supporting language development in purposeful, varied, and expanding ways through…
❑ Highlight **how KLUs work in particular disciplines.** (pp. 26, 217-218) ❑ Offer **explicit explanations** of how KLUs work **in a variety of texts, tasks, and purposes**, examining and revealing common and unique linguistic and organizational features of each KLU. (p. 217) ❑ Emphasize language use within **sociocultural contexts** (e.g., for particular purposes, topics, situations, participant's identities and social roles, audiences). (pp. 26, 363)	● Explaining how KLUs are constructed and used in ○ a disciplinary community or communities? (e.g., an argument in language arts is different than a mathematical argument)? ○ a variety of texts and tasks? (e.g., exposure to various instances of argumentation)? ● Examining and revealing organizational patterns characteristic of the genre? (e.g., claim, evidence, and reasoning in Argue) ● Drawing students' attention to the ways in which linguistic choices are shaped by the speaker's identity and social roles, as well as by topic, audience, purpose, and task? (e.g., I make different choices with language when I argue with my best friend or my boss) ● Capturing the shared and unique ways in which KLUs work in a particular discipline? ● Showcasing how the KLUs intersect, blend, and build on each other?

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

4 - Strong and comprehensive (3 indicators)

Review Notes:

The materials 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. Once again, this is reflected in Anchor Charts such as Anchor Chart 65—3 Big Questions. In an age-appropriate manner, the resources showcase how the KLUs intersect, blend, and build on each other through connecting the "Connect and Teach" Anchor Charts to the "Discuss Genre and Set a Purpose" sections of lessons. The writing workshop approach provides genre studies using graphic organizers for specific purposes. The structure of the Modules begins with a "Big Idea" and spirals through various genres and content areas around that focus "Big Idea" through reading, research, and inquiry.

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

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

Determination of Alignment: Evidence submitted for criterion **Breadth.KLU** and its indicators is:
4 - Strong and comprehensive (3 indicators)

Review Notes:

Interwoven throughout the text are multiple opportunities where the organization patterns of the KLU's are explained for the teacher and the students. Most of the lessons provide opportunity for the students to practice the four language domains and interact with the different genres of literature. HMH has Learning Objectives for each lesson that mirror language in the KLUs included at many points in the year. The students participate in a culminating genre study at the end of the year as well. This is reflected in the Teacher's Guide, M12, T240–T241

Feedback: Alignment to Framework Component III – Language Expectations

> Language Expectations are goals for content-driven language instruction. Developed from a systematic analysis of academic content standards, Language Expectations are built around a set of Language Functions, which in turn are supported by example Language Features (e.g., types of sentences, clauses, phrases, and words).
>
> Learn more about Language Expectations on pages 28-30.
> Take a look at grade-level cluster materials to see Language Expectations (with Language Functions and Language Features)
> Appendix B offers sample correspondence tables for academic content standards and Language Expectations
> Appendix C offers a compilation of all Language Expectations, K-12
> "Appendix F: Theoretical Foundations" offers an overview of theories and research that informed the development

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

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

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

4 - Strong and comprehensive (3 indicators)

Review Notes:

In the context of grade-level learning, HMH's instructional materials match all three indicators for Match of Language Expectations. One example are the tabletop mini lessons included with each lesson allow for support expansion of what students can do in relation to Language Expectations. These are in the form of the three levels of support—substantial, moderate, and light depending on student proficiency levels. There are opportunities for students to work with interpretive and expressive communication modes as they engage with disciplinary practices, texts, and tasks. Each module includes an activity for students to write and speak (expressive) and listen and read (interpretative) as reflected in Module 8, Lesson 5, pp. T250-T251. Students are asked to write a paragraph and share out with a partner. This is following students being read to and reading a story.

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

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

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

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

4 - Strong and comprehensive (3 indicators)

Review Notes:

In the context of grade-level content learning, these instructional materials show evidence of all three indicators in the Depth category of Language Expectations. The materials provide opportunities for students to explore how language functions work. This is reflected in the language learning objective in each module--Module 1, Lesson 1, p T32—"Describe events in order using sequence words." The materials explore how language features carry out particular language functions. Step 2 of language structure in Module 1, Lesson 1, T32-T33 discusses the use of prompts to guide discussion of sequence. There are opportunities for students to explore how language functions work through Shared Reading opportunities, Word Warm-up, the Review of Academic Vocabulary, and the use of task specific graphic organizers depending, such as Seeking Information or synthesizing. The learning is made visible to the students through the use of Knowledge Maps, Blend and Read Charts and Generative Vocabulary Charts.

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

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

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

Determination of Alignment: Evidence submitted for criterion **Breadth.LE** and its indicators is:
4 - Strong and comprehensive (3 indicators)

Review Notes:

In the context of grade-level content learning, materials support language development that consistently address teaching and learning about Language Expectations across lessons, units of learning, and the course of study. The curriculum provides language objectives that appear at the lesson and unit level throughout the entire course of study. Students engage in multiple activities throughout the module that expand on the language objectives. Examples of this can be seen in Module 11, Lesson 11, p. T299 where students have the opportunity to "discuss." Tabletop lessons further extend the use of the language expectation as students interact with the language expectations. These mini lessons are available in each module. Each lesson in the module provides students with opportunities to explore how language functions and language features help students achieve the purposes of the Language Expectations over lessons, units, and the course of study. An example of this is seen in Grade 1's tabletop mini lesson. Students are asked to compare and contrast and engage in the objective through listening, speaking, reading, and writing. The materials support students as they engage with interpretive and expressive communication modes across lessons, units, and the course of study. Once again, an example of this is seen in the tabletop mini lesson from Grade 1 where students have the ability to listen, speak, read, and write using the language expectation to drive the activity.

Feedback: Alignment to Framework Component IV – Proficiency Level Descriptors

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

Learn more about PLDs and the dimensions of language on pages 31-34.
PLDs appear in grade-level cluster materials (Section 3).
Appendix D offers some technical notes about PLDs, as well as a compilation of all PLDs, K-12 (p. 329).

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

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

Determination of Alignment: Evidence submitted for criterion **Match.PLD** and its indicators is:
4 - Strong and comprehensive (3 indicators)

Review Notes:

In the context of grade-level content learning, instructional materials 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. In Module 3 (Gr. 2) Scaffolding and accommodations

for MLLs are present and address the different proficiency levels (1-6). This is also evidenced by a table that is available in the materials that provides the teachers with a chart that clearly lays out and establishes the criteria for each of the levels (Resources and Strategies to Support Multilingual Learners).   The HMH curriculum provides opportunities for monitoring language growth over time as described in the six levels of the PLDs. This is evidenced by the Multilingual Learner Toolbox, the Tabletop Minilessons and the English Learner Support Notes throughout the text.   Scaffolding of content and language development across PLD levels is suggested by Module 11, Lesson 13, p. T299. This example includes EL support for students in the area of writing. In addition, it includes sentence frames.   Another example from the same lesson p. T298 includes more scaffolds for providing access to the materials at different levels. There are supports for students in each lesson that address the different ELD proficiency levels. These are present and reflect the language "substantial, moderate, and light" in terms of support with the lessons p. T387. Tabletop lessons are also available to help scaffold learning for ELs (p. T397). Articulation videos are also available as a support for ELs p. T390.

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

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

How do instructional materials reflect the <u>linguistic purposes, variety, and complexity</u> embodied in the PLDs?	
Depth.PLD: Indicators In the context of grade-level content learning, instructional materials…	**Depth.PLD: Key Questions** Where and how do materials prompt, offer guidance, make pedagogical suggestions, and plan instruction supporting language development in purposeful, varied, and expanding ways through…
❏ Address three dimensions of language: **discourse, sentence, and word/phrase.** (pp. 31, 366) ❏ Maintain the **same cognitive rigor for all** students while using the PLDs to account for and **support different ways individual** multilingual learners might develop *across the six levels*. (p. 101) ❏ Guide teachers to **scaffold** learning in relation to **various factors** (student strengths and needs, interests, prior experiences, level of language proficiency, communicative purpose of the situation, task, etc.). (pp. 33, 333)	● Attending to the three dimensions of language (discourse, sentence, word/phrase) in a variety of tasks and texts? ● Maintaining the same grade-level cognitive rigor for all students while offering multiple entry points and responsive support processes? ● Interactional scaffolding that is responsive to students' current strengths and needs? ● Monitoring students' language growth in multiple and varied ways? (e.g., through types of embedded classroom assessments)

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

4 - Strong and comprehensive (3 indicators)

Review Notes:

In the context of grade-level content learning, instructional materials address three dimensions of language: discourse, sentence, and word/phrase in a variety of tasks and texts while maintaining content driven rigor. For example, highlighting the Big Idea Words, using a specific Vocabulary Strategy, and the use of writing Anchor Charts to maintain developmentally appropriate rigor. Module 2 (Gr 4) pp. T2-T3 lays out the foundation for the week at a glance for the module. The 3 dimensions of language are reflected in the module for the 3-week period.There are specific EL supports included with each module that help make the curriculum accessible to all students. These supports include English Learner supports, tabletop mini lessons, and multiple anchor charts. Interactional scaffolding that is responsive to students' current strengths and needs is included as part of the teacher materials. Interactional scaffolding that is responsive to students' current strengths and needs is included as part of the teacher materials. One example of this is reflected in Module 11, Lesson 13, p. T299 includes EL support for students in the area of writing and includes sentence frames. Another example from the same lesson p. T298 includes more scaffolds for providing access to the materials at different levels.

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

How do instructional materials **consistently and systematically** represent concepts, ideas, and practices congruent with the Language Expectations?	
Breadth.PLD: Indicators In the context of grade-level content learning, materials support language development that consistently address teaching and learning that is informed by PLDs…	**Breadth.PLD: Key Questions** Where and how do materials consistently and systematically prompt, offer guidance, make pedagogical suggestions, and plan instruction to…
❏ Across **lessons** ❏ Across **units** of learning ❏ Across the **course** of study	● Reflect a range of language development targets across lessons, units, and the course of study? ● Monitor student language growth across lessons, units, and the course of study? ● Address three dimensions of language: discourse, sentence, and word/phrase across lessons, units, and the course of study? ● Maintain the same cognitive rigor for all students while supporting multilingual learners at various levels of English proficiency—across lessons, units, and the course of study? ● Scaffold learning for students in relation to various factors (student strengths and needs, interests, prior experiences, communicative purpose, task, etc.) across lessons, units, and the course of study?

Determination of Alignment: Evidence submitted for criterion **Breadth.PLD** and its indicators is:
4 - Strong and comprehensive (3 indicators)

Review Notes:

The PLDs are evident in many places throughout the materials (Scope and Sequence) as reflected in the Foundational Skills Scope and Sequence (all grades)The materials provided attend to the three dimensions of language (discourse, sentence, word/phrase) in a variety of tasks and texts. Students learn new vocabulary, practice using it in conversation at the sentence level, and then experience the new word during interaction within a focused text.
The materials maintain the same grade-level cognitive rigor for all students while offering multiple entry points. Guidance is given in the TE materials and lessons focus on the same content for all students, which also provide scaffolding ideas and appropriate support for students as needed through the learning process.

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

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

Alignment to	Strengths	Potential Areas of growth
Big Ideas	• Literature reflecting students' linguistic and cultural assets is present throughout the curriculum	• None
ELD Standards Statements	• Content is woven into the curriculum	• No evidence of the Language of Mathematics
Key Language Uses	• Ample opportunities to practice all four KLUs	• None
Language Expectations	• Clear Language Objectives at Unit and lesson level	• Using the term "Language Expectations" instead of language objectives
Proficiency Level Descriptors	• All proficiency levels are reflected in the curriculum	• None

Consensus Determination for Seal Eligibility

Review Team: Talia Gray, Jacqueline Ellis, Anna Sargent, Gwyneth Dean-Fastnacht
Lead Reviewer: Talia Gray
Year-Long Course of Study Submitted for Review: *Into Reading* Grade 1
Supplementary Materials Included in Year-Long Course of Study: Not applicable
Materials for Adjacent Grade Levels Within the Same Grade-Level Cluster Submitted for Review: Not applicable
Submission Date: June 17, 2022
Educational Entity: Houghton Mifflin Harcourt

REVIEW TEAM'S FINAL CONSENSUS NOTES AND CRITERION SCORE

Publisher: Houghton Mifflin Harcourt
Title of Materials: *Into Reading*
Grade Level/Levels: Grade 1

Determination of Alignment

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

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

Lead Reviewer: Talia Gray
Date: November 2, 2022