

WIDA PRIME 2020 Publisher Report

Prepared by an independent team of teachers
National Geographic Learning: *Lift*

I. Description of Materials Reviewed in this Report

Title of Materials: *Lift*

Submitting Educational Entity: National Geographic Learning

Description of Materials

Grade level: Secondary

Content area(s): *Lift* is a content-based English program that teaches the academic language and literacy skills multilingual learners need to succeed. It supports a range of global standards and framework that includes inquiry-based instruction, multi-leveled strategies and reading options, academic speaking and writing, promotes critical thinking, has extension ideas to expand on literacy skills in the reading selections and has a range of formative and summative assessments. *Lift* has six levels (*Lift Welcome*, *Lift Intro*, *Lift Fundamentals*, *Lift 1*, *Lift 2*, and *Lift 3*). The target audience is secondary/teens (students in grades 6-12) learning English. The *Lift 1* materials will be analyzed and reviewed in this report.

WIDA ELD Standard(s) addressed: WIDA ELD Standards 1-5

Intended use of the materials: The *Lift* series is for teaching materials for secondary/teens (students in grades 6-12) learning English throughout an academic year of study. Each of the *Lift* books/levels, except for *Welcome*, is intended to be a full-year's course of study; *Lift Welcome* is a semester-long program. *Lift 1* materials will be analyzed and reviewed in this report.

General scope of materials: An entire year of instruction, Level 1, has been submitted. It has 8 units. Daily lessons in each unit cover language arts strands (vocabulary, grammar, reading, writing, listening/speaking).

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

- Teacher's Book provides flexible lesson plans to help teachers easily plan and deliver their lessons according to the number of in-class hours.
- Teacher Online Resources on Spark, including an all-in-one Classroom Presentation Tool, provides teachers with resources they need to prepare for, address, and assess their students.
- Student's Book teach the academic language, vocabulary, phonics, reading, writing, and conversations students need to get an education in English.
- Student's Language Companion includes additional vocabulary and grammar lessons as well as practice to support instruction in the Student's Book.
- Student Online Resources on Spark: includes additional content for students, such as audio and video for the Student's Books and additional practice activities and reading.

II. Reviewer’s Analysis of Alignment

Portfolio Part B: 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.

Big Idea: How do instructional materials reflect a commitment to Equity of Opportunity and Access?	
Thinking Prompts: Where and how do materials reflect...	Narrative: How do materials align to the Big Idea?
<ul style="list-style-type: none"> • The asset-based WIDA Can Do Philosophy? (2020 Edition, pp. 18, 355–356) • Linguistically and culturally sustainable pedagogies, including through the use of multiple languages and translanguaging practices? (2020 Edition, pp. 18, 355–356) • High expectations for all multilingual learners along with guidance for responsive and effective scaffolding? (2020 Edition, pp. 18, 331, 367) • Guidance and support for diverse cognitive and behavioral strengths, needs, and abilities? (2020 Edition, pp. 18, 357) • Ways to increase avenues of access, agency, and equity for all multilingual learners? (2020 Edition, pp. 18, 356) 	<p>The asset-based WIDA Can Do Philosophy is embedded in Lift materials in a variety of ways. The linguistic, cultural, experiential, and social and emotional funds of knowledge are addressed and acknowledged throughout the eight units. Each unit begins with a “unit opener” that includes an engaging photograph, a quote, questions, and a caption, and a “unit launch” where essential questions, discussion frames, and academic vocabulary are introduced. The images and topics tap into the students’ assets and prior learning experiences. Each of the eight units has one fiction and two nonfiction texts that connect to the specific unit themes. They represent a wide variety of genres and provide a space to support asset-based learning.</p> <p>Linguistically and culturally sustainable pedagogies are embedded in these materials that span eight units. The fiction and nonfiction excerpts throughout these materials take place in various regions across the globe and have been written by diverse authors (in English). During discussion activities there are English sentence frames that could be answered in English or the home/heritage language. While translanguaging practices are not directly addressed in these materials, instructors could easily introduce and support learners with similar linguistic and cultural backgrounds by using translanguaging routines and practices.</p> <p>Lift materials have high expectations for all multilingual learners along with guidance for responsive and effective scaffolding. Scaffolds include concept maps, graphic organizers, word banks, sentence frames, exemplars and models, visuals, text feature notes that include color coding, bold text and other text features, and checklists to name a few. Pre-assessments, multiple formative, and summative assessments are available for the teacher to choose from. In this way teachers can constantly assess how student learning is going, so teaching practices can be adjusted as need be. Finally, it should be noted that the assessments assess student learning across multiple modalities, the four domains of listening, speaking, reading, and writing.</p>

Lift provides **guidance and support for diverse cognitive and behavioral strengths, needs, and abilities**. The rich collection of differentiated scaffolds and assessments equip the teacher to support diverse cognitive and behavioral strengths, needs, and abilities. These materials include print, visual, audio, and video resources. There are tasks that involve pairs of students working together as well small group and whole group activities and learning opportunities.

Lift uses fiction and nonfiction texts across the eight units of study to **increase avenues of access, agency, and equity for all multilingual learners**. Following each reading there is a productive (writing) task that echoes the genre of a reading included in the Lift Student's Book. In addition, following each reading there is a productive (speaking) task that echoes the themes and topics of unit readings included in the Lift Student's Book. Each unit ends with a call to take action. In this part of the unit the focus is on learning how a National Geographic Explorer has taken action and improved the world in some way. Students see the Explorer in action and consider and reflect on how they will take action in their own lives, schools, local communities or in the world.

Concrete, precise, and clear evidence supporting narrative response that includes page numbers and links for four units:

Unit 1 Intelligence (reviewed by team)

Student Materials ([Lift Student's Book](#))

- Unit 1, Unit Opener, (Intelligence), pages 2-3
- Unit 1, Unit Launch (Academic Vocabulary) page 5
- Unit 1, Prepare to Read (Skill in Action-Cite Evidence) page 7
- Unit 1, Performance Task Writing (Write a Fictional Narrative) pages 48-51
- Unit 1, Take Action (How Will You Take Action- Invention Tips for Young People) page 55

Teacher edition/guide/materials (if applicable) ([Lift Teacher's Book](#))

- Authentic Content with a Global Perspective (Reading Selections) page FM8
- Authentic Content with a Global Perspective (Stories Told Through Photography and Video) page FM9
- Unit 1, Uncover the Story (Share Your Story) page T19
- Unit 1, Reading 2 (Reading Options-Scaffold the support for varied reading levels) page T23
- Unit 1, Reading 2 (Extension-Language and Tone, Synonyms, and Relate to Personal Experience) pages T23-T24

Any supplementary or companion resources that concretely connect to and support core materials (Lift Language Companion)

- Unit 1, Focus on Understanding (Apply the Skill: Cite Evidence) page 4
- Unit 1, Focus on Language (Language Convention: Identify Pronouns and Antecedents) page 11
- Unit 1, Grammar Boost (Simple Present) page 12
- Unit 1, Video Connection (London Taxi Drivers' Brains) page 14
- Unit 1, Performance Task (Speaking) page 21

Unit 3 Overcoming Fear (reviewed individually)

Student Materials ([Lift Student's Book](#))

- Unit 3, Unit Opener, (Overcoming Fear), pages 108-109
- Unit 3, Unit Launch (Academic Vocabulary) page 111
- Unit 3, Prepare to Read (Reading Strategy-Monitor Comprehension) page 113
- Unit 3, Performance Task Speaking (Conduct a Panel Discussion) pages 156-157
- Unit 3, Take Action (How Will I Take Action – Improving Storm Warning Systems) page 159

Teacher edition/guide/materials (if applicable) ([Lift Teacher's Book](#))

- Authentic Content with a Global Perspective (Reading Selections) page FM8
- Authentic Content with a Global Perspective (Stories Told Through Photography and Video) page FM9
- Unit 3, Uncover the Story (Share Your Story) page T137
- Unit 3, Reading 3 (Reading Options-Scaffold the support for varied reading levels) page T141
- Unit 3, Reading 3 (Extension-Past Tense in Fiction, Imagery, Verb Tenses, Idioms, Mood, Tone of Voice, and Words with Multiple Meanings) pages T141-T143

Any supplementary or companion resources that concretely connect to and support core materials (Lift Language Companion)

- Unit 3, Focus on Understanding (Understand-Match Causes and Effects) page 44
- Unit 3, Focus on Language (Understand Intensive and Reflective Pronouns) page 45
- Unit 3, Grammar Boost (Like as a Verb or a Preposition) pages 46-47
- Unit 3, Video Connection (The Beautiful Balance Between Courage and Fear) page 48

- Unit 3, Performance Task (Writing-Report on a Common Phobia) page 60

Unit 5 Wisdom of the Wild (reviewed by team)

Student Materials (Lift Student's Book)

- Unit 5, Unit Opener, (Wisdom of the Wild), pages 208-209
- Unit 5, Unit Launch (Explore Essential Question) page 210
- Unit 5, Prepare to Read (Reading Skill-Summarize) page 217
- Unit 5, Performance Task Writing (Write an Argumentative Essay) pages 256-259
- Unit 5, Take Action (How Will You Take Action- Wolves of Yellowstone) pages 262-263

Teacher edition/guide/materials (if applicable) (Lift Teacher's Book)

- Authentic Content with a Global Perspective (Reading Selections) page FM8
- Authentic Content with a Global Perspective (Stories Told Through Photography and Video) page FM9
- Unit 5, Uncover the Story (Make Connections, and Reflect) page T226
- Unit 5, Reading 2 (Reading Options-Scaffold the support for varied reading levels) page T231
- Unit 5, Reading 2 (Extension-Identify Details of Cultural Heritage) page T231

Any supplementary or companion resources that concretely connect to and support core materials (Lift Language Companion)

- Unit 5, Focus on Understanding (Apply the Skill: Analyze Point of View) page 90
- Unit 5, Focus on Language (Language Convention: Correct Unclear Pronouns) page 91
- Unit 5, Grammar Boost (Adverbs) pages 92-93
- Unit 5, Video Connection (Monarch Butterflies: Great Migration) page 94
- Unit 5, Performance Task (Speaking- Debate) page 101

Unit 7 The Past (reviewed individually)

Student Materials (Lift 1 Student's Book 2023 edition)

- Unit 7, Unit Opener, (The Past), pages 316-317
- Unit 7, Unit Launch (Discuss Your Ideas) page 318
- Unit 7, Prepare to Read (Reading Skill- Determine Theme) page 321
- Unit 7, Performance Task Speaking (Give an Oral Report) pages 360-361
- Unit 7, Take Action (How Will You Take Action-Protecting Peru's Cultural Heritage) pages 362-363

Teacher edition/guide/materials (if applicable) (Lift 1 Teacher's Book 2023 edition)

- Authentic Content with a Global Perspective (Reading Selections) page FM8
- Authentic Content with a Global Perspective (Stories Told Through Photography and Video) page FM9
- Unit 7, Uncover the Story (Share Your Story) page T331
- Unit 7, Reading 3 (Reading Options-Scaffold the support for varied reading levels) page T349
- Unit 7, Reading 3 (Extension-Make Connections, Prefix re-, Affixes wise- and counter-, Suffix -ion) pages T349-T350

Any supplementary or companion resources that concretely connect to and support core materials (Lift 1 Language Companion 2023 edition)

- Unit 7, Focus on Understanding (Apply the Skill: Determine the Theme) page 124
- Unit 7, Focus on Language (Language Convention: Punctuation Dialogue Correctly) page 125
- Unit 7, Grammar Boost (Time Expressions) page 126
- Unit 7, Video Connection (The Playful Wonderland Behind Great Inventions) page 134
- Unit 7, Performance Task (Writing- Write a Personal Narrative) page 140

Links to other materials and any other curricular reviews that have been done:

Spark's online resources include digital teaching and learning tools that help teachers to plan, prepare, teach, and assess their classes, in addition to a plethora of student activities and resources.

Spark's digital teaching and learning tools provide discussion frames, answer keys, anticipation guides, context clues, pre-assessments, unit assessments (summative assessments only), mid-course assessments, cumulative a.k.a. final assessment for the entire book (all eight units), graphic organizers, oral reading fluency tracker, performance tasks rubrics, and "the guide for research and citation" for student/classroom use. Video transcripts and vocabulary lists for each of the eight units are also provided.

Additionally for non-classroom use there are research based rational articles called "Grade Level Text, a Tool for Academic Success," "IB Correlations" and correlations to "Vision 2023."

Finally, Spark has digital copies of the Student's Book, Teacher's Book, and the Language Companion. There is a set of worksheets that support the anticipation guides and an answer key for the Language Companion.

Spark brings a student to a dashboard where there are resources for each of the eight units. Each unit has a Unit Launch, ten online reading activities that support and complement the text for Reading 1 (found in the "Comprehension" section online). The readings have an audio option and two self-paced listening and speaking extension activities. Uncover the Story has an online video activity known as "Find Out" in the print Student Book where students can watch a video clip to learn more information, answer questions, reflect and share their own stories. Following the Uncover the Story, Reading 2 has ten online reading activities that support and complement the text just as with Reading 1. The formats for the activities are the same, and content similar (Vocabulary, Vocabulary Boost, Comprehension, Unit Close Read, Fluency 1, Fluency 2, Grammar Boost, Language Conventions, Write and Speak). Next there is a Video Connection that has a Vocabulary Boost and a Watch and Understand section. Reading 3 follows and is supported by the ten online reading activities, that are similar to the ones mentioned above. While in the print version of the materials there are places for students to Connect Across Texts (write a response) and Performance Tasks for Speaking and Writing, these components and tasks are addressed within the reading activities for each of the three reading sections online. The online tasks often are reflective and shorter in nature. In the print version, the tasks tend to be more involved and summative. Following the three readings students are encouraged to learn more and to Take Action by watching a video clip, that is introduced in a paragraph in the printed Student Book. Students respond to questions either online or in the Student Book, and choose how to Take Action (Personal, School, Local and/or Global). Additionally, online, following the Take Action, there is a vocabulary review that has two games, a bonus reading with five activities, and a Unit Self-Assessment.

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

Thinking Prompts: Where and how do materials reflect...

Narrative: How do materials align to the Big Idea?

- 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? (2020 Edition, pp. 18-19, 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? (2020 Edition, pp. 18-19, 355–356)
- Opportunities for multilingual learners to actively engage with peers while accessing challenging content activities? (2020 Edition, pp. 18-19)
- Multimodality as inherent to and essential for how students make meaning and engage in disciplinary practices? (2020 Edition, pp. 18-19, 355–356)

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

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

Lift materials provide structured opportunities for students **to use multiple means to engage, interpret, represent, act, and express their ideas in the classroom**. *Engagement* activities include think alouds, partner and small group discussions (using protocols like Partner Discussion Routine 1 in Lift Teacher’s Book p. T18), and looking at images and discussing and writing responses to questions. Students *interpret* by responding to guiding questions, paraphrasing and making inferences when analyzing a text or content material. Students *represent* what they have learned by creating presentations that involve research, writing, and speaking. Finally, each unit ends with a call to Take Action. In this part of the unit, students consider how they will *act* in their own lives, schools, local communities or in the world. It is in this way that students share and express their ideas.

Lift materials provide **opportunities for multilingual learners to actively engage** with peers while accessing challenging content activities. As mentioned above, students are encouraged to engage with one another and the content material using think alouds, partner and small group discussions, looking at images and discussing and writing responses to questions, to name a few.

Lift materials provide **multimodality** (activities that involve listening, speaking, reading, and writing) **as inherent to and essential for how students make meaning** and engage in disciplinary practices. Throughout the units, there are discussions and debates, oral presentations, and opportunities to take action. Each unit includes reading.

Concrete, precise, and clear evidence supporting narrative response that includes page numbers and links for four units:

Unit 1 Intelligence (reviewed by team)

Student Materials ([Lift Student's Book](#))

- Unit 1, Focus on Language (Language Conventions: Identifying Pronouns and Antecedents) page 31
- Unit 1, Prepare to Read (First Thoughts, How Will You Take Action, and Vocabulary) page 36
- Unit 1, Take Action (How Will You Take Action- Invention Tips for Young People) page 55
- Unit 1, Share Opinions (Read Again, Reflect and Respond, Discuss Your Response, Respond to the Guiding Questions and Create and Present Intelligence Testing) pages 16-17
- Unit 1, Focus on Understanding (Close Read, Understand and Analyze, and Share Your Perspective) page 14

Teacher edition/guide/materials (if applicable) ([Lift Teacher's Book](#))

- Unit 1, Unit Launch (Academic Vocabulary-Practice 1 and Practice 2) page T5
- Unit 1, Reading 2 (Extension- Language and Tone) page T23
- Unit 1, Uncover the Story (Examine the Photo, Find Out, Reflect, and Share Your Story) pages T18-T19
- Unit 1, Share Opinions (Read Again, Reflect, Discuss Your Response, Respond to Guiding Questions, and Research-intelligence) pages T32-T33
- Unit 1, Video Connection (Viewing Skill: Set a Viewing Purpose and Share Your Perspective) pages T34-T35

Any supplementary or companion resources that concretely connect to and support core materials ([Lift Language Companion](#))

- Unit 1, Performance Task: Writing (Assignment: Write a Fictional Narrative) page 20
- Unit 1, Performance Task: Speaking (Assignment: Read Your Narrative Aloud) page 21
- Unit 1, Focus on Understanding (Apply the Strategy: Ask Questions) page 10
- Unit 1, Video Connection: London Taxi Driver's Brains (Share Your Perspective) page 14
- Unit 1, Uncover The Story (Examine The Photo and Reflect) page 8

Unit 3 Overcoming Fear (reviewed individually)

Student Materials ([Lift Student's Book](#))

- Unit 3, Focus on Language (Language Conventions: Understand Intensive and reflexive pronouns) page 121
- Unit 3, Prepare to Read (What can we do to control fears? First Thoughts and Vocabulary) page 126
- Unit 3, Take Action (How Will You Take Action- Improving Storm Warning Systems) page 158
- Unit 3, Share Opinions (Read Again, Reflect and Respond, and Discuss Your Response, Respond to Guiding Questions, and Research) pages 122-123
- Unit 3, Focus on Understanding (Close Read, Understand and Analyze, Apply the Skill (Identify the Central Idea of a Story) and Share Your Perspective) page 148

Teacher edition/guide/materials (if applicable) ([Lift Teacher's Book](#))

- Unit 3, Unit Launch (Academic Vocabulary-Practice 1 and Practice 2) page T111
- Unit 3, Reading 2 (Extension- Connect to Science) page T129
- Unit 3, Uncover the Story (Examine the Painting, Find Out, Reflect, and Share Your Story) pages T136-T137
- Unit 3, Share Opinions (Read Again, Reflect, Discuss Your Response, Respond to Guiding Questions, and Connect Across Texts) pages T150-T151
- Unit 3, Video Connection (Viewing Skill: Understand Contrasts and Share Your Perspective) pages T124-T125

Any supplementary or companion resources that concretely connect to and support core materials ([Lift Language Companion](#))

- Unit 3, Performance Task: Writing (Assignment: Report on a Common Phobia) page 60
- Unit 3, Performance Task: Speaking (Assignment: Conduct a Panel Discussion) page 61
- Unit 3, Focus on Understanding (Apply the Strategy: Put Story Events in Order) page 56
- Unit 3, Video Connection: The Beautiful Balance Between Courage and Fear (Share Your Perspective) page 48
- Unit 3, Uncover The Story (Examine The Painting and Reflect) page 54

Unit 5 Wisdom of the Wild (reviewed by team)

Student Materials ([Lift Student's Book](#))

- Unit 5, Focus on Language (Language Conventions: Correct Unclear Pronouns) page 235
- Unit 5, Prepare to Read (How do animals and people interact? First Thoughts, Key Vocabulary, Reading Skill Analyze Point of View) pages 228-229
- Unit 5, Take Action (How Will You Take Action- Wolves of Yellowstone) pages 262-263
- Unit 5, Share Opinions (Read Again, Reflect and Respond, Discuss Your Response, and Create and Present: A Story Ending) pages 236-237
- Unit 5, Focus on Understanding (Close Read, Understand and Analyze, and Share Your Perspective) page 252

Teacher edition/guide/materials (if applicable) ([Lift Teacher's Book](#))

- Unit 5, Unit Launch (Academic Vocabulary-Practice1 and Practice 2) page T211
- Unit 5, Reading 2 (Extension- Identifying Details of Cultural Heritage) page T231
- Unit 5, Uncover the Story (Examine the Graphic, Make Connections, Reflect, and Share Your Story) pages T226-T227
- Unit 5, Share Opinions (Read Again, Reflect, Discuss Your Response, Respond to Guiding Questions, and Research-Intelligence) pages T224-T225
- Unit 5, Video Connection (Viewing Skill: Use Visuals to Make Predictions) pages T238

Any supplementary or companion resources that concretely connect to and support core materials ([Lift Language Companion](#))

- Unit 5, Performance Task: Writing (Assignment: Write an Argumentative Essay) page 100
- Unit 5, Performance Task: Speaking (Assignment: Debate) page 101
- Unit 5, Focus on Understanding (Apply the Skill: Analyze Point of View) page 90
- Unit 5, Video Connection: Monarch Butterflies: Great Migration (Share Your Perspective) page 94
- Unit 5, Uncover The Story (Examine The Graphic and Reflect) page 88

Unit 7 The Past (reviewed individually)

Student Materials ([Lift Student's Book](#))

- Unit 7, Focus on Language (Language Conventions: Punctuate Dialogue Correctly) page 327
- Unit 7, Prepare to Read (How have changes to schools affected us? First Thoughts, Key Vocabulary, Reading Skill Determine Theme) pages 320-321
- Unit 7, Take Action (How Will You Take Action- Protecting Peru's Cultural Heritage) pages 362-363
- Unit 7, Share Opinions (Read Again, Reflect and Respond, Discuss Your Response, and Connect Across Texts) pages 354-355
- Unit 7, Focus on Understanding (Close Read, Understand and Analyze, Apply the Skill and Share Your Perspective) page 340

Teacher edition/guide/materials (if applicable) ([Lift Teacher's Book](#))

- Unit 7, Unit Launch (Academic Vocabulary-Practice1 and Practice 2) page T319

- Unit 7, Reading 2 (Extension- Text Features) page T335
- Unit 7, Uncover the Story (Examine the Photo, Find Out, Reflect, and Share Your Story) pages T330-T331
- Unit 7, Share Opinions (Read Again, Reflect, Discuss Your Response, Respond to Guiding Questions, and Research-intelligence) pages T328-T329
- Unit 7, Video Connection (Viewing Skill: Understand a Sequence of Events) pages T344

Any supplementary or companion resources that concretely connect to and support core materials (Lift Language Companion)

- Unit 7, Focus on Understanding (Apply the Strategy: Determine Theme) page 124
- Unit 7, Uncover the Story (Examine The Photo and Reflect) page 128
- Unit 7, Video Connection: The Playful Wonderland Behind Great Inventions (Share Your Perspective) page 134
- Unit 7, Performance Task: Writing (Assignment: Write a Personal Narrative) page 140
- Unit 7, Performance Task: Speaking (Assignment: Give an Oral Report) page 141

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

Thinking Prompts: Where and how do materials reflect...

Narrative: How do materials align to the Big Idea?

- Guidance for collaboration among stakeholders (e.g., district and school leaders, content and language teachers, specialists, support personnel, students, families)? (2020 Edition, pp. 19-20, 358–359)
- Guidance for all educators 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? (2020 Edition, pp. 19-20, 358–359)
- Guidance for language specialists to support language development in service of grade-level content learning? (2020 Edition, pp. 23, 24, 30, 39, 248, 250, 359, 366)
- Guidance for content teachers to develop insights into and respond to the language development needs of multilingual learners? (2020 Edition, 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? (2020 Edition, pp. 358–359)

Lift materials provide resources and guidance so all educators see themselves as responsible for language development. These include discussion frames, scaffolding in the form of Reading Options (for Below Level, On Level and Above Level), Focus on Language (Objectives that cover Vocabulary, Language and Language Conventions), and Multi-Level Strategies (Beginning, Intermediate and Advanced).

Tasks throughout the program build skills, critical for all subject areas, from content-specific vocabulary to academic discussion and debate skills, to formal Performance Tasks with both speaking and writing outcomes.

The Share Perspectives and Opinions lessons provide an opportunity for making a connection between home and the classroom. Another opportunity for collaboration between the classroom and home is the online Lift 1 Spark Platform Instant Access. The site can be accessed at home, so household members can have real time observation of student learning.

In addition, Spark digital teaching and learning tools include a Pacing Guide that can be applied to all the eight units of study. The pacing guides can be adjusted to focus on Literary Emphasis, Language Building Emphasis or Project Based Emphasis.

Concrete, precise, and clear evidence supporting narrative response that includes page numbers and links for four units:

Unit 1 Intelligence (reviewed by team)

Student Materials ([Lift Student's Book](#))

- Unit 1, Unit Launch (Essential Question: Discuss Your Ideas using Discussion Frames) page 4
- Unit 1, Share Opinions (Respond to Guiding Questions using Discussion Frames and Response Rubric) page 33
- Unit 1, Video Connection: How does knowledge affect the brain? (Share Your Perspective using Discussion Frames) page 35
- Unit 1, Performance Task Writing (Write and Revise using Feedback Frames) page 51

Teacher edition/guide/materials (if applicable) ([Lift Teacher's Book](#))

- Unit 1, Unit Launch (Explore the Essential Question: Introduce, Teach, Model) page T4
- Unit 1, Share Opinions (Create and Present: Intelligence Testing) page T17
- Unit 1, Share Opinions (Connect Across Texts: Discuss and Respond to the Essential Question) page T47
- Unit 1, Performance Task: Writing (Write and Revise with Multi-Level Strategies) page T51

Any supplementary or companion resources that concretely connect to and support core materials ([Lift Language Companion](#))

- Unit 1, Focus on Understanding (Apply the Skill: Cite Evidence by Completing the chart, citing evidence from the text to support your analysis.) page 4
- Unit 1, Focus on Understanding (Apply the Strategy: Ask Questions) page 10
- Unit 1, Grammar Boost: Simple Present (Yes/No Questions and Answers) page 12
- Unit 1, Video Connection: London Taxi Driver's Brains (Share Your Perspective) page 14
- Unit 1, Performance Task: Speaking (Assignment: Read Your Narrative Aloud) page 21

Unit 3 Overcoming Fear (reviewed individually)

Student Materials ([Lift Student's Book](#))

- Unit 3, Unit Launch (Essential Question: How can you overcome your fears?) page 110
- Unit 3, Unit Launch (Academic Vocabulary: Practice 2 example dialogue for partners) page 110
- Unit 3, Share Opinions (Respond to Guiding Questions on Fear on the Brain using Discussion Frames and Response Rubric) page 122
- Unit 3, Video Connection: Where does courage come from? (Share Your Perspective using Discussion Frames) pages 124-125
- Unit 3, Performance Task Speaking (Assignment: Conduct a Panel Discussion using Feedback Frames) pages 156-157

Teacher edition/guide/materials (if applicable) ([Lift Teacher's Book](#))

- Unit 3, Unit Launch (Explore the Essential Question: How can you overcome your fears?) page T110
- Unit 3, Share Opinions (Research: Techniques for calming down and inborn fears) page T123
- Unit 3, Uncover the Story: Examine the Painting (Cultural Perspectives) page T137
- Unit 3, Share Opinions (Connect Across Texts: Discuss and Respond to the Essential Question) page T151
- Unit 3, Performance Task: Speaking (Assignment: Conduct a Panel Discussion using Multi-Level Strategies) page T157

Any supplementary or companion resources that concretely connect to and support core materials ([Lift Language Companion](#))

- Unit 3, Focus on Understanding (Understand) page 44
- Unit 3, Video Connection: The Beautiful Balance Between Courage and Fear (Share Your Perspective) page 48
- Unit 3, Prepare to Read: Bronze and Sunflower (Key Vocabulary and Grammar Boost) page 55
- Unit 3, Grammar Boost: Simple Past Irregular Verbs pages 58-59
- Unit 3, Performance Task: Writing (Assignment: Report on a Common Phobia) page 60

Unit 5 Wisdom of the Wild (reviewed by team)

Student Materials ([Lift Student's Book](#))

- Unit 5, Unit Launch (Essential Question: How do Animals Surprise Us? Discuss Your Ideas using Discussion Frames) page 120
- Unit 5, Unit Launch (Academic Vocabulary: Practice 2 example dialogue for partners) page 211
- Unit 5, Focus on Understanding (Share Your Perspective about animal abilities and on Reading 2 using Discussion Frames) page 222
- Unit 5, Uncover the Story: The Anatomy of Speed (Examine the Graphic and answer five questions and you Make Connections and Reflect) pages 226-227
- Unit 1, Performance Task Writing (Assignment: Write an Argumentative Essay) pages 258-259

Teacher edition/guide/materials (if applicable) ([Lift Teacher's Book](#))

- Unit 5, Unit Launch (Explore the Essential Question: Introduce, Teach, Model) page T210

- Unit 5, Share Opinions (Discuss your Response using Discussion Frames and the Response Rubric) page T225
- Unit 5, Reading 2: from Julie of the Wolves (Extension: Wolves that includes a Venn Diagram to compare and contrast wolves and elephants) page T232
- Unit 5, Share Opinions (Connect Across Texts: Discuss and Respond to the Essential Question) page T255
- Unit 5, Performance Task: Writing (Assignment: Write an Argumentative Essay using Multi-Level Strategies) pages T258-T259

Any supplementary or companion resources that concretely connect to and support core materials (Lift Language Companion)

- Unit 5, Uncover the Story (Examine the Graphic and Reflect) page 88
- Unit 5, Prepare to Read: from Julie of the Wolves (Key Vocabulary and Vocabulary Boost) page 89
- Unit 5, Grammar Boost: Adverbs pages 92-93
- Unit 5, Video Connection: Monarch Butterflies (Share Your Perspective) page 94
- Unit 5, Performance Task: Speaking (Assignment: Debate) page 101

Unit 7 The Past (reviewed individually)

Student Materials (Lift Student's Book)

- Unit 7, Unit Launch (Essential Question: Why should we remember the past? Discuss Your Ideas using Discussion Frames) page 318
- Unit 7, Unit Launch (Academic Vocabulary: Practice 2 example dialogue for partners) page 319
- Unit 7, Focus on Understanding (Share Your Perspective using Discussion Frames) page 326
- Unit 7, Video Connection: How does one invention lead to the next? (Share Your Perspective using Discussion Frames) page 345
- Unit 7, Performance Task: Speaking (Assignment: An Oral Report) pages 360-361

Teacher edition/guide/materials (if applicable) (Lift Teacher's Book)

- Unit 7, Unit Launch (Explore the Essential Question: Why should we remember the past? Introduce, Teach, Model) page T318
- Unit 7, Focus on Understanding (Share Your Perspective using Discussion Frames) page T340
- Unit 7, Reading 3: Mistakes: A Key to Learning (Extension: Affixes of wise and counter, and Suffix -ion) page T350
- Unit 7, Share Opinion (Connect Across Texts: Discuss and Respond to the Essential Question) page T355
- Unit 5, Performance Task: Writing (Assignment: Write a Personal Narrative using Multi-Level Strategies) pages T358-T359

Any supplementary or companion resources that concretely connect to and support core materials (Lift Language Companion)

- Unit 7, Apply the Skill: Determine Theme (Complete the story map for Julie of the Wolves) page 124
- Unit 7, Uncover the Story (Examine the Photo and Reflect) page 128
- Unit 7, Grammar Boost: Count and Noncount Nouns pages 132-133
- Unit 7, Video Connection: The Playful Wonderland Behind Great Inventions (Share Your Perspective) page 134
- Unit 7, Performance Task: Writing (Assignment: Write a Personal Narrative, fill in the chart for three mistakes you have made and learned from.) page 140

Additional Online Materials

- Pacing Guide in Teacher Resources

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

Thinking Prompts: Where and how do materials reflect...

Narrative: How do materials align to the Big Idea?

- 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? (2020 Edition, pp. 356, 359, 360)
- Guidance for systematic, explicit, and sustained language development alongside the academic demands of content? (2020 Edition, pp. 19–20, 359)
- Explicit teaching of how language works for particular purposes, with particular audiences, and in particular sociocultural contexts? (2020 Edition, 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? (2020 Edition, pp. 356, 359)

Lift materials provide the **framing of language development as an interactive social process that expands what multilingual learners *can do*** with language over time in a diversity of contexts. Each of the eight units of study explores an essential question and has thematically-connected readings that are supported by lessons that teach contextualized Key Vocabulary, Reading Skills and Strategies, and Focus on Language lessons. Each lesson is highly interactive and includes multiple opportunities for speaking, reading, writing, and listening.

Lift materials provide guidance for **systematic, explicit, and sustained language development alongside the academic demands of content**. Each unit includes specific vocabulary instruction as well as explicit grammar, reading, speaking, listening, and writing lessons. Through exploration of an essential question, students build their language development for the beginning to end of each unit.

Lift materials provide **explicit teaching of how language works for particular purposes**, with particular audiences, and in particular sociocultural contexts. Fictional and nonfictional readings highlight language uses in different genres. Then students are provided with speaking and writing tasks, in a variety of genres, that take into account the sociocultural contexts.

Lift materials provide **guidance for teachers to support multilingual learners in developing control over increasing ranges of the registers and genres**. Scaffolds for reading, writing, and speaking across a wide range of genres are embedded in Lift.

Concrete, precise, and clear evidence supporting narrative response that includes page numbers and links for four units:

Unit 1 Intelligence (reviewed by team)

Student Materials (Lift Student’s Book)

- Unit 1, Focus on Language (Language Convention: Capitalize Proper Nouns with example, explanation and practice) page 15
- Unit 1, Share Opinions: What are factors and traits connected to success? (Discuss your Response using Discussion Frames and Respond to the Guiding Questions using a Response Rubric) page 33
- Unit 1, Focus on Understanding (Share Your Perspective using Discussion Frames) page 44
- Unit 1, Focus on Language (Vocabulary: Determine Meaning of Compound Words and Apply the Strategy) page 45
- Unit 1, Performance Task (Write a Fictional Narrative, transition phrases indicate sequence of events) pages 48-51

Teacher edition/guide/materials (if applicable) (Lift Teacher’s Book)

- Unit 1, Performance Assessment Rubrics (Writing and Speaking Rubrics for Unit 1) page BM12
- Unit 1, Prepare to Read: What makes a person smart? (Introduce the Guiding Question, First Thoughts and Key Vocabulary) page T6
- Unit 1, Reading 1: from Out of My Mind (Reading Fluency using the Reading Fluency Rubrics) page T13

- Unit 1, Uncover the Story (Reflect following the model provided by the teacher) page T19

Any supplementary or companion resources that concretely connect to and support core materials ([Lift Language Companion](#))

- Unit 1, Focus on Language (Language Convention: Capitalize Proper Nouns) page 5
- Unit 1, Grammar Boost: Be (Underline the form of the verb be in each sentence.) page 6
- Unit 1, Focus on Understanding (Apply the Strategy: Ask Questions) page 10
- Unit 1, Prepare to Read: from Artificial Intelligence: Building Smarter Machines (Key Vocabulary-Write an idea for each item.) page 15

Unit 3 Overcoming Fear (reviewed individually)

Student Materials ([Lift Student's Book](#))

- Unit 3, Focus on Language (Language Convention: Understand Intensive and Reflexive Pronouns with example, explanation and practice) page 121
- Unit 3, Share Opinions: How does your body respond to fear? (Discuss your Response using Discussion Frames and Respond to the Guiding Questions using a Response Rubric) page 123
- Unit 3, Focus on Understanding of Reading 2 (Share Your Perspective using Discussion Frames) page 132
- Unit 3, Focus on Language (Vocabulary: Use a Thesaurus) page 133
- Unit 3, Performance Task (Conduct a Panel Discussion, interact politely) Pages 156-157

Teacher edition/guide/materials (if applicable) ([Lift Teacher's Book](#))

- Unit 3, Performance Assessment Rubrics (Writing and Speaking Rubrics for Unit 3) page BM14
- Unit 3, Prepare to Read: How can we overcome our fears? (Explore the Essential Question and Academic Vocabulary) pages T110-T111
- Unit 3, Reading 1: Fear on the Brain (using the Reading Options for Below Level, On Level, Above Level readers) page T115
- Unit 3, Uncover the Story: Examine the Painting (Reflect and Share Your Story using teacher modeled Sentence Frames) page T137

Any supplementary or companion resources that concretely connect to and support core materials ([Lift Language Companion](#))

- Unit 3, Prepare to Read: Fear on the Brain (Key Vocabulary and Vocabulary Boost.) page 43
- Unit 3, Grammar Boost: Like as a Verb or a Preposition pages 46-47
- Unit 3, Focus on Understanding (Apply the Skill: Identify the Central Idea) page 56
- Unit 3, Focus on Language (Vocabulary: Use Word Relationships (Part/Whole)) page 57
- Unit 3, Performance Task: Speaking (Assignment: Conduct a Panel Discussion) page 61

Unit 5 Wisdom of the Wild (reviewed by team)

Student Materials ([Lift Student's Book](#))

- Unit 5, Focus on Language (Vocabulary: Use Greek and Latin Roots and Suffixes) page 253
- Unit 5, Share Opinions: How do elephants show that they think and feel? (Discuss your Response using Discussion Frames and Respond to the Guiding Questions using a Response Rubric) pages 224-225
- Unit 5, Focus on Understanding (Understand and Analyze and Apply the Skill: Summarize, and Share Your Perspective using Discussion Frames) page 222
- Unit 5, Prepare to Read: Crow Smarts (Reading Strategy: Make Text-to-Self Connections using sentence starters and following the model) page 241
- Unit 5, Take Action (How Will You Take Action: Wolves at Yellowstone- Personal, School, Local and Global) pages 262-263

Teacher edition/guide/materials (if applicable) (Lift Teacher's Book)

- Unit 5, Performance Assessment Rubrics (Writing and Speaking Rubrics for Unit 5) page BM16
- Unit 5, Prepare to Read: What Animals Think and Feel (Extension: Similes) page T216
- Unit 5, Uncover the Story: Examine the Graphic (Examine the Graphic, Make Connections and Reflect following the model provided by the teacher) pages T226-T227
- Unit 5, Reading 3: Crow Smarts (Extension: Words Describing Shape, Size, and Structure) page T243

Any supplementary or companion resources that concretely connect to and support core materials (Lift Language Companion)

- Unit 5, Focus on Language (Vocabulary: Understand Similes) page 85
- Unit 5, Focus on Understanding (Apply the Skill: Analyze Point of View) page 90
- Unit 5, Grammar Boost: Adverbs (Categorize the Adverbs and put words into the correct order to make statements with adverbs.) pages 92-93
- Unit 5, Prepare to Read: Crow Smarts (Key Vocabulary and Vocabulary Boost) page 95
- Unit 5, Performance Task: Writing (Assignment: Write an Argumentative Essay) page 100

Unit 7 The Past (reviewed individually)

Student Materials (Lift Student's Book)

- Unit 7, Focus on Language (Language Convention: Punctuate Dialogue Correctly with example, explanation and practice) page 327
- Unit 7, Share Opinions (Reflect and Respond using a T-Chart and Discuss your Response using Discussion Frames and Respond to the Guiding Questions using a Response Rubric) pages 328-329
- Unit 7, Focus on Understanding (Apply the Skill: Determine the Author's Purpose and Share Your Perspective using Discussion Frames) pages 340-341
- Unit 7, Focus on Language (Vocabulary: Use Geek and Latin Prefixes and Roots, and Apply the Strategy) page 341
- Unit 7, Take Action (How Will You Take Action: Protecting Peru's Cultural Heritage- Personal, School, Local and Global) pages 362-363

Teacher edition/guide/materials (if applicable) (Lift Teacher's Book)

- Unit 7, Performance Assessment Rubrics (Writing and Speaking Rubrics for Unit 7) page BM18
- Unit 7, Prepare to Read: The Fun They Had (First Thoughts and Key Vocabulary) pages T320-T321
- Unit 7, Reading 1: The Fun They Had (using the Reading Options for Below Level, On Level, Above Level readers and the Extension: Words That Are Both Nouns and Verbs) page T324
- Unit 7, Uncover the Story: Examine the Photo (Reflect and Share Your Story using teacher modeled Sentence Frames) pages T330-T331

Any supplementary or companion resources that concretely connect to and support core materials (Lift Language Companion)

- Unit 7, Prepare to Read: The Fun They Had (Key Vocabulary and Vocabulary Boost.) page 123
- Unit 3, Grammar Boost: Time Expressions pages 126-127
- Unit 7, Video Connection: The Playful Wonderland Behind Great Inventions (Share Your Perspective) page 134
- Unit 7, Focus on Language (Language Convention: Punctuate Dialogue Correctly) page 125
- Unit 7, Performance Task: Speaking (Assignment: Give an Oral Report) page 141

Portfolio Part C: 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.

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)

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 Standard 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 (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.**

How do instructional materials connect to ELD Standard 1? (ELD-SI)	
Match.ELD.1: Indicators	Match.ELD.1: Key Questions
In the context of grade-level content learning, instructional materials...	Where and how do materials prompt, offer guidance, make pedagogical suggestions, and plan instruction that...
<ul style="list-style-type: none"> • Reflect and guide teachers to value and leverage students’ languages, cultures, experiences, and identities. (2020 Edition, pp. 12, 18, 24–25) • Support language for social and instructional interactions. (e.g., everyday routines, negotiation, and problem-solving) (2020 Edition, p. 25) • Leverage ELD-SI as a valuable meaning-making resource in conjunction with the disciplinary contexts represented by Standards 2–5 (ELD-LA, ELD-MA, ELD-SC, and ELD-SS). (2020 Edition, 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 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:

- **Reflects students’ cultures, languages, and backgrounds** by including readings from a wide variety of genres that range from fiction to informational texts that are authentic and have a global perspective.
- **Leverages students’ languages, cultures, experiences, and identities** as a resource of learning and as a means of entering new and complex disciplinary topics that prepare students to take action on personal, school, local and global levels. Students compare cultural traditions and share their perspectives.
- **Encourage social and instructional interaction** and are supported by discussion topics, Discussion Frames, Share Your Perspective prompts, Reflect and Respond prompts, and Create and Present Research theme centered culminating activities. Lift materials have been created to reflect a shift in curriculum design that includes a “depth of learning, (a) focus on the learning process, (and to) make learning interactive.” (Lift Teacher’s Book page FM7)
- **Intertwine ELD-SI with content learning represented by Standards Statements 2-5** (ELD-LA, ELD-MA, ELD-SC, and ELD-SS). Lift materials include “classic and contemporary authors and poets. . . (and) introduce students to the very best literature has to offer (ELD-ELA). (Lift Teacher’s Book page FM8) They also “explore subject ranging from ancient civilizations (ELD-SS) to contemporary scientific research (ELD-SC and ELD MA).” (Lift Teacher’s Book page FM8)

In Unit 7 students read Asimov’s “The Fun They Had,” a work of science fiction to explore why we study the past. This is followed up at the end of the unit with a call to action to protect cultural history and heritage by preserving artifacts and/or elements of students’ histories/cultures. Peru’s cultural heritage is explored to model this. In Unit 1 students make use of contemporary scientific research. They learn about intelligences, and how artificial intelligence may solve global problems.

Provide specific and concrete evidence to support the claim (include links and page numbers):

Unit 1 Intelligence (reviewed by team)

Student Materials ([Lift Student's Book](#))

- Unit 1, Prepare to Read: from Out of My Mind (What makes a person “smart”? First Thoughts supported by a graphic organizer and Discussion Frames) page 6
- Unit 1, Reading 1: from Out of My Mind (a contemporary American novel about disability and achievement) pages 8 -13
- Unit 1, Reading 2: What is IQ- and how much does it matter? (an article from Science News for Students) pages 23-29

Teacher edition/guide/materials (if applicable) ([Lift Teacher's Book](#))

- Unit 1, Reading 1: from Out of My Mind (Extension: Relate to Personal Experience (Howard Gardner's eight kinds of intelligences) and Make Connections: Ask students to make some connections between the reading and Howard Gardner's work) page T11
- Unit 1, Share Your Perspective (small groups of students use Discussion Frames that have been modeled by the teacher) page T14
- Unit 1, Take Action (How Will You Take Action – Invention Tips for Young People: Global – Explore How Artificial Intelligence May Solve Global Problems) page T55

Any supplementary or companion resources that concretely connect to and support core materials ([Lift Language Companion](#))

- Unit 1, Uncover The Story (Reflect- Take note in the chart to plan your paragraph about a creative activity you enjoy.) page 8
- Unit 1, Focus On Understanding (Apply the Strategy: Ask Questions- Read the paragraph from “What is IQ – and how much does it matter?” Write four questions about it.) page 10
- Unit 1, Video Connection: London Taxi Drivers' Brains (Share Your Perspective- answer three questions) page 14

Unit 3 Overcoming Fear (reviewed individually)

Student Materials ([Lift Student's Book](#))

- Unit 3, Prepare to Read: Fear on the Brain (How can understanding fear help us to respond to it? First Thoughts – Think about these questions and make notes about your responses. Then share your ideas with a partner using Discussion Frames.) page 112
- Unit 3, Reading 1: Fear on the Brain (an informational article about how the brain handles fear) pages 114-119
- Unit 3, Reading 2: Sully's “Deliberate Calm” (an informational newspaper article from the Los Angeles Times about how airline pilot Captain Sullenberger landed Flight 1549 on the Hudson River) pages 128-131

Teacher edition/guide/materials (if applicable) ([Lift Teacher's Book](#))

- Unit 3, Reading 1: “Fear on the Brain” (Extension: Relate to Personal Experience – Identify a situation related to schoolwork or sports where you are likely to experience fear.) page T118
- Unit 3, Focus on Understanding (Apply a Strategy – students complete a chart to monitor comprehension by following a teacher's model) page T120
- Unit 3, Take Action (How Will You Take Action – Improving Storm Warning Systems) page T158

Any supplementary or companion resources that concretely connect to and support core materials ([Lift Language Companion](#))

- Unit 3, Uncover The Story (Reflect- Take note in the chart about the painting and plan your story about what happened before and after the scene depicted) page 54
- Unit 3, Video Connection: The Beautiful Balance Between Courage and Fear (Share Your Perspective- answer the question about when you were afraid and how you managed fear) page 48
- Unit 3, Focus On Language (Vocabulary: Use word relationships (Part/Whole)) page 57

Unit 5 Wisdom of the Wild (reviewed by team).

Student Materials ([Lift Student's Book](#))

- Unit 5, Prepare to Read: What Animals Think and Feel (What do animals think and feel? First Thoughts – Using a checklist and Discussion Frames, discuss your ideas with a partner prior to reading a science article.) page 212
- Unit 5, Uncover The Story: The Anatomy of Speed (Students Examine the Graphic of a labeled x-ray view image of a cheetah sprinting, Make Connection and discuss their ideas with a partner.) pages 226-227
- Unit 5, Reading 2: from Julie of the Wolves (an excerpt from a fictional adventure novel about a girl, Julia (a.k.a. Miyax) who joins a pack of wolves in Alaska's Artic tundra to survive) pages 230-233

Teacher edition/guide/materials (if applicable) ([Lift Teacher's Book](#))

- Unit 5, Reading 1: What Animals Think and Feel (Build Comprehension- Relate to Personal Experience, Compare and Summarize) page T220
- Unit 5, Focus on Language (Vocabulary: Understand Similes - Students learn that similes are figures of speech that can be used to convey and interpret meaning. How to generate similes is modeled by the teacher.) page T223
- Unit 5, Take Action (How Will You Take Action – Wolves of Yellowstone – Predict and Preview reading and discussing prior to watching a video) page T262

Any supplementary or companion resources that concretely connect to and support core materials ([Lift Language Companion](#))

- Unit 5, Uncover The Story (Reflect- Take notes using sentence starters to answer questions about lessons learned from a Cheetah to help you run faster) page 88
- Unit 5, Focus On Understanding (Apply the Skill: Analyze Point of View by underling clues in third person and mark changes to show first person point of view) page 90
- Unit 5, Video Connection: Monarch Butterflies: Great Migration (Share Your Perspective-What can we do to protect the monarch butterfly?) page 94

Unit 7 The Past (reviewed individually)

Student Materials ([Lift Student's Book](#))

- Unit 7, Prepare to Read: The Fun They Had (How have changes to school affected us? First Thoughts – Use a checklist to make predictions, add some ideas of your own, and then share your ideas with a partner using Discussion Frames.) page 320
- Unit 7, Reading 1: The Fun They Had (a science fiction story about children in the 2155 living in a world dominated by technology thinking about the past) pages 322-325
- Unit 7, Reading 2: The Case for Low-tech Cities (a persuasive essay) pages 334-339

Teacher edition/guide/materials (if applicable) ([Lift Teacher's Book](#))

- Unit 7, Reading 1: The Fun They Had (Extension: Relate to Personal Experience-Students share their interests in books and topics to read about.) page T323
- Unit 7, Share Your Perspective (Reflect and Respond using an Idea Web and Discussion Frames that have been modeled by the teacher) page T342
- Unit 7, Take Action (How Will You Take Action –Protecting Peru's Cultural Heritage: Personal - Compare Cultural Traditions) page T363

Any supplementary or companion resources that concretely connect to and support core materials ([Lift Language Companion](#))

- Unit 7, Uncover The Story (Reflect- imagine you are the boy in the photo and fill in a chart to predict what happened before and after the photo was taken) page 128

- Unit 7, Video Connection: The Playful Wonderland Behind Great Inventions (Share Your Perspective- answer three questions about things that have been invented for fun) page 134
- Unit 7, Focus On Understanding (Apply the Strategy: Make Text-to-Self Connections by filling in a three column chart with sentence starters (The text says. . ., This reminds me of. . ., and This helps me to understand. . .) page 136

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

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

How do instructional materials connect to ELD Standards 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...
<ul style="list-style-type: none"> • Integrate language development with content learning. (2020 Edition, 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. (2020 Edition, pp. 24, 360) • Include interactive activities and opportunities for discussion as multilingual learners simultaneously develop language and conceptual understandings. (2020 Edition, 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)

- Refer to ELD Standards Statements as drivers of **language development** by referencing language used in the WIDA English Language Development Standards Framework, 2020 Edition, and the Common Core ELA standards. (Note: The Common Core standards are referenced in the Lift Student Book ,and Lift Teacher’s Book).
- Support multilingual learners to **develop language** while simultaneously engaging in grade-level content instruction by providing Language Support within the Lift Student Book (Key Vocabulary, Academic Vocabulary, Vocabulary and Language Convention, Checklists and Models), the Lift Language Companion (Focus on Language and Grammar Boost activities) and within Spark online platform. The language conventions and features (word/phrase, sentence, and discourse) reflect the genres of the readings in each of the units and prepare the students for the culminating writing and speaking performance tasks.
- Support multilingual learners to **communicate information**, ideas, concepts, and engage in disciplinary practices by scaffolding speaking and writing performance (summative) tasks such as, writing a personal *narrative* in Unit 1, *informing* by conducting a panel discussion in Unit 3, *explaining* by writing a how-to article in Unit 5, and *arguing* by holding a class debate in Unit 7
- Include opportunities for multilingual learners to engage in **interactive activities and discussions** to simultaneously develop language and conceptual understandings by having discussions and sharing opinions using discussion frames, sharing personal perspectives and opinions, and making presentations across all

eight units. For example, in Unit 3 students learn about fear, write a report on a common phobia of their choice, and then conduct a panel discussion as a class.

Provide specific and concrete evidence to support the claim (include links and page numbers):

Unit 1 Intelligence (reviewed by team)

Student Materials ([Lift Student's Book](#))

- Unit 1, Prepare To Read: from Out of My Mind (Reading Skill: Site Evidence has the Common Core ELA reference "RI.6.1." This is the first place in the student materials where the Common Core standards are referenced. Similar references appear throughout the [Lift](#) student and teacher materials.) page 7
- Unit 1, Focus on Understanding (Apply the Strategy: Ask Questions and Share your Perspective using Discussion Frames) page 30
- Unit 1, Performance Task: Writing (Assignment: Write a Fictional Narrative that has the Common Core ELA reference "W.6.3") page 48

Teacher edition/guide/materials (if applicable) ([Lift Teacher's Book](#))

- Unit 1, Prepare To Read: from Out of My Mind (Reading Skill: Site Evidence has the Common Core ELA reference "RI.6.1") page T7
- Unit 1, Share Opinions (Reflect and Respond to questions using an idea web and following the model provided by the teacher. There is a model script for the teacher to use.) Page T32
- Unit 1, Performance Task: Writing (Assignment: Plan Your Narrative using Story Map that has the Common Core ELA reference "W.6.3" with paragraph frames for the Introduction, Body and Conclusion) page T50

Any supplementary or companion resources that concretely connect to and support core materials ([Lift Language Companion](#))

- Unit 1, Uncover The Story (Examine the Photo-Answer the questions about the photo in the [Lift Student Book](#). Use the words from Activity A (Vocabulary Boost). This activity provides students to answer open-ended questions in writing. This activity could be a follow-up to an in-class discussion or preparation for an in-class discussion.) page 8
- Unit 1, Performance Task: Writing (Assignment: Write a Fictional Narrative-Rewrite the sentences from the model activity. This activity requires students to use synonyms and to rephrase information.) page 20
- Unit 1, Performance Task: Speaking (Assignment: Read Your Narrative Aloud that has the Common Core ELA reference "SL.6.3" and a self-assessment using a checklist and a chart) page 21

Unit 3 Overcoming Fear (reviewed individually)

Student Materials ([Lift Student's Book](#))

- Unit 3, Focus on Language (Language Convention: Understand Intensive and Reflexive Pronouns has the Common Core ELA reference "L.6.1.8") page 121
- Unit 3, Focus on Understanding (Apply the Skill: Analyze Key Events and Share your Perspective using Discussion Frames) page 132
- Unit 3, Performance Task: Speaking (Assignment: Conduct a Panel Discussion that has the Common Core ELA reference "SL.6.1") page 156

Teacher edition/guide/materials (if applicable) ([Lift Teacher's Book](#))

- Unit 3, Prepare To Read: Sully's Deliberate Calm (Reading Skill: Analyze Key Events has the Common Core ELA reference "RI.6.3") page T127
- Unit 3, Share Opinions (Reflect and Respond to questions using an idea web and following the model provided by the teacher. There is a model script for the teacher to use.) Page T134
- Unit 3, Performance Task: Speaking (Assignment: Conduct a Panel Discussion that has the Common Core ELA reference "SL.6.1" using a Jig Saw routine) page T156

Any supplementary or companion resources that concretely connect to and support core materials ([Lift Language Companion](#))

- Unit 3, Uncover The Story (Examine the Painting-Answer the questions about the painting in the [Lift Student Book](#). Use the words from Activity A (Vocabulary Boost). This activity provides students to answer open-ended questions in writing. This activity could be a follow-up to an in-class discussion or preparation for an in-class discussion.) page 54
- Unit 3, Performance Task: Writing (Assignment: Report on a Common Phobia that has the Common Core ELA reference “W.6.2” using a check list, matching parts of the report with their purposes and completing a chart about two common phobias) page 60
- Unit 3, Performance Task: Speaking (Assignment: Conduct a Panel Discussion that has the Common Core ELA reference “SL.6.1”-Students identify things one should do during a panel discussion, and make sentences one can use to invite others to speak) page 61

Unit 5 Wisdom of the Wild (reviewed by team)

Student Materials ([Lift Student’s Book](#))

- Unit 5, Prepare To Read: from Julie of the Wolves (Reading Skill: Analyze Point of View that has the Common Core ELA reference “RL.6.6.”) page 229
- Unit 5, Focus on Language (Vocabulary: Use Greek and Latin Roots and Suffixes that has the Common Core ELA reference “L.6.4.8.”) page 253
- Unit 5, Performance Task: Writing (Assignment: Write an Argumentative Essay that has the Common Core ELA reference “W.6.1”) page 256

Teacher edition/guide/materials (if applicable) ([Lift Teacher’s Book](#))

- Unit 5, Prepare To Read: Crow Smarts (Reading Strategy: Make Text-to-Self Connections) page T241
- Unit 5, Share Opinions (Reflect and Respond to questions using an idea web and following the model provided by the teacher. There is a model script for the teacher to use.) page T236
- Unit 5, Performance Task: Writing (Assignment: Write an Argumentative Essay that has the Common Core ELA reference “W.6.1” using a Graphic Organizer: Outline) pages T256-T259

Any supplementary or companion resources that concretely connect to and support core materials ([Lift Language Companion](#))

- Unit 5, Uncover The Story: The Anatomy of Speed (Examine the Graphic-Answer the questions about the Graphic in the [Lift Student Book](#). Use the words from Activity A (Vocabulary Boost). This activity provides students to answer open-ended questions in writing and Reflect) page 88
- Unit 5, Performance Task: Writing (Assignment: Write an Argumentative Essay. This activity requires students to read a model essay and to answer questions.) page 100
- Unit 5, Performance Task: Speaking (Assignment: Debate. This activity has students correct sentences and to match statements that introduce a counter argument.) page 101

Unit 7 The Past (reviewed individually)

Student Materials ([Lift Student’s Book](#))

- Unit 7, Prepare To Read: The Fun They Had (Reading Skill: Determine Theme that has the Common Core ELA reference “RL.6.2.”) page 321
- Unit 7, Focus on Understanding (Apply the Skill: Determine the Author’s Purpose using Discussion Frames) page 340
- Unit 7, Performance Task: Speaking (Assignment: Give an Oral Report that has the Common Core ELA reference “SL.6.6.”) page 360

Teacher edition/guide/materials (if applicable) ([Lift Teacher’s Book](#))

- Unit 7, Prepare To Read: The Fun They Had (Reading Skill: Determine Theme that has the Common Core ELA reference “RI.6.1”) page T321
- Unit 7, Share Opinions (Reflect and Respond to questions using an idea web and following the model provided by the teacher. There is a model script for the teacher to use.) page T328
- Unit 1, Performance Task: Speaking (Assignment: Giving an Oral Report that has the Common Core ELA reference “SL.6.6” using the Multi-Level Strategies) page T361

Any supplementary or companion resources that concretely connect to and support core materials (Lift Language Companion)

- Unit 7, Uncover The Story (Examine the Photo-Answer the questions about the photo in the Student Book. Use the words from Activity A (Vocabulary Boost). This activity provides students to answer open-ended questions in writing. This activity could be a follow-up to an in-class discussion or preparation for an in-class discussion.) page 128
- Unit 7, Performance Task: Writing (Assignment: Write a Personal Narrative and complete the chart about personal mistakes and lessons learned) page 140
- Unit 1, Performance Task: Speaking (Assignment: Give an Oral Report using a model) page 141

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

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

How do instructional materials reflect the linguistic richness, variety, and complexity embodied in the ELD standards?	
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...
<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). (2020 Edition, p. 24) • Offer ample opportunities for students to engage in social and instructional interaction, and for interactive learning (ELD-SI). (2020 Edition, 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). (2020 Edition, 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)

- Take an **asset-based approach** and support multilingual learners to use their experiences, linguistic and cultural backgrounds, and intersectional identities in multiple ways by providing “representative literature (allowing) students to see reflections of their own lives as well as the experience of others from around the world” Lift Teacher’s Book page FM8. For example, in Unit 1 students read a fictional narrative, “Out of My Mind,” about a girl with cerebral palsy’s challenges to show what she knows and what she can do. This is followed up by learning about Howard Gardner’s multiple intelligences while taking into consideration cultural values regarding intelligence.
- Support multilingual learners to **interact with peers and adults in multiple ways** by embedding speaking and listening tasks that include discussions, viewing of videos and presentational activities.
- Support students in developing metacognitive and metalinguistic competencies by **routinely modeling reading and writing skills and strategies**. There are embedded reflective activities that are scaffolded with

charts, checklists, sentence starters, Idea Webs, Discussion Frames, and Venn diagrams. The selection of reading and viewing topics such as the reading in Unit 1 titled “What is IQ-and how much does it matter,” and in Unit 4 “Do Teenagers Really Make Bad Decisions.” The Video Connection activity in Unit 1 “London Taxi Driver’s Brains” and the follow-up Share Your Perspective questions are an example of a multimedia approach to discussing metacognition.

- **Explicitly develop language** in service of grade-level disciplinary knowledge, skills, concepts, and practices by routinely teaching Academic Vocabulary, Key Vocabulary, Vocabulary and Language Conventions, Reading and Writing Strategies and Skills in conjunction with grade level texts and multi-media (videos, photos, graphics, and paintings).

Provide specific and concrete evidence to support the claim (include links and page numbers):

Unit 1 Intelligence (reviewed by team)

Student Materials ([Lift Student’s Book](#))

- Unit 1, Uncover the Story (Examine the Photo, Find Out, Reflect, and Share Your Story) page 19
- Unit 1, Reading 3: from Artificial Intelligence: Building Smarter Machines (an informational essay where Watson, a smart machine, competes against two humans on *Jeopardy*, a TV game show).pages 38-43
- Unit 1, Take Action: Invention Tips for Young People (Explorer In Action: David Moinina Sengeh shares a problem, how he solves problems and the importance of asking for help to solve world problems. This is a Video -viewing, discussion, and presentation activity. page 54

Teacher edition/guide/materials (if applicable) ([Lift Teacher’s Book](#))

- Unit 1, Reading 1: Out of My Mind (Extension and Make Connections to Howard Gardner’s multiple intelligences) page T11
- Unit 1, Reading 2: What is IQ – and how much does it matter? (Extension: Consider Cultural Values) page T25
- Unit 1, Reading 3: from Artificial Intelligence: Building Smarter Machines (Analyze Anecdotes modeled by the teacher) page T41

Any supplementary or companion resources that concretely connect to and support core materials ([Lift Language Companion](#))

- Unit 1, Grammar Boost: Simple Present page 12
- Unit 1, Video Connection: London Taxi Drivers’ Brains (Vocabulary Boost and Share Your Perspective) page 14
- Unit 1, Focus on Language (Vocabulary: Determine Meaning of Compound Words) page 17

Unit 3 Overcoming Fear (reviewed individually)

Student Materials ([Lift Student’s Book](#))

- Unit 3, Uncover the Story (Examine the Painting, Find Out, Reflect, and Share Your Story) page 136
- Unit 3, Reading 3: Bronze and Sunflower (a work of historical fiction about challenges faced and overcome by a boy and a girl in China). pages 140-147
- Unit 3, Take Action: Improving Storm Warning Systems (Explorer In Action: Anton Seimon, an expert on weather and climate prepares to study a tornado. This is a Video -viewing, discussion, and presentation activity. page 158

Teacher edition/guide/materials (if applicable) ([Lift Teacher’s Book](#))

- Unit 3, Reading 1: Fear on the Brain (Extension: Make Connections to Science) page T115
- Unit 3, Reading 2: Sully’s “Deliberate Calm” (Extension: Use Visuals to Make Predictions) page T129
- Unit 3, Reading 3: Bronze and Sunflower (Extension: Past Tense in Fiction) page T141

Any supplementary or companion resources that concretely connect to and support core materials ([Lift Language Companion](#))

- Unit 3, Grammar Boost: Like as a Verb or a Preposition page 46
- Unit 3, Video Connection: The Beautiful Balance Between Courage and Fear (Vocabulary Boost and Share Your Perspective) page 48
- Unit 3, Focus on Language (Vocabulary: Use a Thesaurus) page 51

Unit 5 Wisdom of the Wild (reviewed by team)

Student Materials ([Lift Student's Book](#))

- Unit 5, Uncover the Story: The Anatomy of Speed (Examine the Graphic, Make Connections and Reflect) pages 226-227
- Unit 5, Reading 3: Crow Smarts (a science article about the intelligence of crows and their problem -solving abilities). pages 242-251
- Unit 5, Take Action: Wolves of Yellowstone (Explorer In Action: Ronan Donovan, a biologist, photographer, filmmaker and visual storyteller, tells about reintroducing wolves into Yellowstone National Park.) pages 262-263

Teacher edition/guide/materials (if applicable) ([Lift Teacher's Book](#))

- Unit 5, Reading 1: What Animals Think and Feel (Extension: Animal Intelligence) page T220
- Unit 5, Reading 2: from Julie of the Wolves (Extension: Identify Details of Cultural Heritage) page T231
- Unit 5, Reading 3: Crow Smarts (Extension: Properties of Objects) page T249

Any supplementary or companion resources that concretely connect to and support core materials ([Lift Language Companion](#))

- Unit 5, Grammar Boost: Present Continuous pages 86-87
- Unit 5, Video Connection: Monarch Butterflies: Great Migration (Vocabulary Boost and Share Your Perspective) page 94
- Unit 5, Focus on Language (Vocabulary: Using Greek and Latin Roots and Suffixes) page 97

Unit 7 The Past (reviewed individually)

Student Materials ([Lift Student's Book](#))

- Unit 7, Uncover the Story (Examine the Photo, Find Out, Reflect, and Share Your Story) pages 330-331
- Unit 7, Reading 3: Mistake a Key to Learning (a science article about how the brain processes mistakes to help people to learn new skills) pages 348-351
- Unit 7, Take Action: Protecting Peru's Cultural Heritage (Explorer In Action: Gabriel Prieto, a professor and archaeologist learns about the history and people of ancient people in Peru) pages 362-363

Teacher edition/guide/materials (if applicable) ([Lift Teacher's Book](#))

- Unit 7, Reading 1: The Fun They Had (Extension: Words That Are Both Nouns and Verbs) page T324
- Unit 7, Reading 2: The Case for Low-tech Cities (Extension: Relate to the World) page T338
- Unit 7, Reading 3: Mistakes: A Key to Learning (Extension: Multiple-Meaning Words) page T351

Any supplementary or companion resources that concretely connect to and support core materials ([Lift Language Companion](#))

- Unit 7, Focus on Language (Vocabulary: Punctuate Dialogue Correctly) page 125
- Unit 7, Grammar Boost: Time Expressions pages 126-127
- Unit 7, The Playful Wonderland Behind Great Inventions (Vocabulary Boost and Share Your Perspective) page 134

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.
- **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	Breadth.ELD: Key Questions
In the context of grade-level content learning, materials support language development that consistently addresses 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...
<ul style="list-style-type: none"> • Across lessons • Across units of learning • 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 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)

- 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. The year-long course of study is divided into eight thematic units. For example, there are always three readings, a visual (photo, graphic or painting), a video for discussion, writing, and speaking performance task. The units each end with a call to take action on the personal, school, local, and global levels. Throughout each unit students routinely reflect and respond using their experiences and cultural backgrounds to make connections to the texts, across subject areas, and to one another.
- **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 academic success across lessons, units, and the course of study by having systematic and consistent Literacy Skill Building and English Language Development activities that are featured in the Lift Student's Book and supported by the Lift Language Companion. The Spark online learning platform provides the video links, guidance and additional practice and extension opportunities.

- **Support multilingual learners to interact with peers and adults** across lessons, units, and the course of study by providing ample discussion and presentation opportunities. The discussions are scaffolded with Discussion Frames, graphic organizers and in some cases a Response Rubric. The Discussion Frames expand unit by unit to reflect the themes being explored and the increasing complexity of the language. The units capitalize and build upon students' language acquisition and growth.
- **Support multilingual learners in developing metacognitive and metalinguistic competencies** across lessons, units, and the course of study in several ways. There are essential questions and readings within each unit that focuses on thinking and metacognition. Within the [Lift Student Book](#) and [Lift Language Companion](#) students have opportunities to have discussions, share perspectives, respond to guiding questions and to consider how to take their learning and turn it into action on the personal, school, local and/or global levels. Finally, within the [Teacher's Book](#) there are extension tasks that address metacognition and metalinguistics embedded across the units for teachers to choose from. The units build upon one another strategically.

Provide specific and concrete evidence to support the claim (include links and page numbers):

Unit 1 Intelligence (reviewed by team)

Student Materials ([Lift Student's Book](#))

- Unit 1, 1 Intelligence Essential Question: What is intelligence? (The unit overview shows the seven components of the unit. There are always three readings, a visual (photo, graphic or painting), a video for discussion, writing (Fictional Narrative), and speaking (Read Narrative Aloud) performance task. The units each end with a call to take action. Pages vi-vii
- Unit 1, Unit Launch: What is Intelligence (Discuss Your Ideas using Discussion Frames) page 4
- Unit 1, Focus on Language (Language Convention: Capitalize Proper Nouns) page 15, (Language Convention: Identify Pronouns and Antecedents) page 31, and (Language Convention: Determining Meaning of Compound Words) page 45

Teacher edition/guide/materials (if applicable) ([Lift Teacher's Book](#))

- Unit 1, Table of Contents FM28
- Unit 1. Scope and Sequence BM2-BM3
- Unit 1, Performance Assessment Rubrics BM12

Any supplementary or companion resources that concretely connect to and support core materials ([Lift Language Companion](#))

- Unit 1, Prepare to Read: from Out of My Mind (an example of a prereading activity that appears prior to each of the three readings featured in all of the units) page 3
- Unit 1, Focus on Language (Language Convention: Capitalize Proper Nouns) page 5, Language Convention: Identify Pronouns and Antecedents) page 11, and (Language Convention: Determine Meaning of Compound Words) page 17
- Unit 1, Grammar Boost: Simple Past Regular Verbs page 18

Unit 3 Overcoming Fear (reviewed individually)

Student Materials ([Lift Student's Book](#))

- Unit 3, Overcoming Fear Essential Question: How can we overcome our fears? (The unit overview shows the seven components of the unit. There are always three readings, a visual (photo, graphic or painting), a video for discussion, writing (Report on a Common Phobia), and speaking (Conduct a Panel) performance task. The units each end with a call to take action. Pages x-xi
- Unit 3, Unit Launch: How can we overcome our fears? (Discuss Your Ideas using Discussion Frames) page 110
- Unit 3, Focus on Language (Language Convention: Understand Intensive and Reflexive Pronouns) page 121, (Vocabulary: Use a Thesaurus) page 133, and (Vocabulary: Use Word Relationships (Part/Whole)) page 149

Teacher edition/guide/materials (if applicable) ([Lift Teacher's Book](#))

- Unit 3, Table of Contents page FM30
- Unit 3. Scope and Sequence pages BM4-BM5
- Unit 3, Performance Assessment Rubrics page BM14

Any supplementary or companion resources that concretely connect to and support core materials ([Lift Language Companion](#))

- Unit 3, Prepare to Read: Fear on the Brain (Academic Vocabulary, Key Vocabulary, and Vocabulary Boost) pages 42-43
- Unit 3, Focus on Language (Language Convention: Understand Intensive and Reflexive Pronouns) page 45, (Vocabulary: Use a Thesaurus) page 51, and (Vocabulary: Use Word Relationships (Part/Whole)) page 57
- Unit 3, Grammar Boost: Question Word Order page 52

Unit 5 Wisdom of the Wild (reviewed by team)

Student Materials ([Lift Student's Book](#))

- Unit 5, Wisdom of the Wild Essential Question: How do animals surprise? (The unit overviews shows the seven components of the unit. There are always three readings, a visual (photo, graphic or painting), a video for discussion, writing (Argumentative Essay), and speaking (Debate) performance task. The units each end with a call to take action. Pages xiv-xv
- Unit 5, Unit Launch: How do animals surprise us? (Discuss Your Ideas using Discussion Frames) page 210
- Unit 5, Focus on Language (Vocabulary: Understand Similes) page 223, (Language Convention: Correct Unclear Pronouns) page 235, and (Vocabulary: Greek and Latin Roots and Suffixes) page 253

Teacher edition/guide/materials (if applicable) ([Lift Teacher's Book](#))

- Unit 5, Table of Contents page FM32
- Unit 5. Scope and Sequence pages BM6-BM7
- Unit 5, Performance Assessment Rubrics page BM16

Any supplementary or companion resources that concretely connect to and support core materials ([Lift Language Companion](#))

- Unit 5, Prepare to Read: What Animals Think and Feel (Key Vocabulary and Vocabulary Boost) page 83
- Unit 5, Focus on Language (Vocabulary: Understand Similes) page 85, (Language Convention: Correct Unclear Pronouns) page 91, and (Vocabulary: Greek and Latin Roots and Suffixes) page 97
- Unit 5, Grammar Boost: Present Continuous page 86

Unit 7 The Past (reviewed individually)

Student Materials ([Lift Student's Book](#))

- Unit 7, The Past Essential Question: Why should we remember the past? (The unit overviews shows the seven components of the unit. There are always three readings, a visual (photo, graphic or painting), a video for discussion, writing (Personal Narrative), and speaking (Oral Report) performance task. The units each end with a call to take action. Pages xviii-xix
- Unit 7, Unit Launch: Why should we remember the past (Discuss Your Ideas using Discussion Frames) page 318
- Unit 7, Focus on Language (Language Convention: Punctuate Dialogue Correctly) page 327, (Vocabulary: Greek and Latin Prefixes and Roots) page 341, and (Language Convention: Uses Possessive Adjectives and Pronouns) page 353

Teacher edition/guide/materials (if applicable) ([Lift Teacher's Book](#))

- Unit 7, Table of Contents page FM34
- Unit 7. Scope and Sequence pages BM8-BM9
- Unit 7, Performance Assessment Rubrics page BM18

Any supplementary or companion resources that concretely connect to and support core materials (Lift Language Companion)

- Unit 7, Prepare to Read: The Fun They Had (Key Vocabulary and Vocabulary Boost) page 123
- Unit 7, Focus on Language (Language Convention: Punctuate Dialogue Correctly) page 125, (Vocabulary: Greek and Latin Prefixes and Roots) page 131, and (Language Convention: Uses Possessive Adjectives and Pronouns) page 137
- Unit 7, Grammar Boost: Adjectives and Adverbs page 138

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

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

How do instructional materials connect to the Key Language Uses (KLUs)?	
Match.KLU: Indicators	Match.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 that...
<ul style="list-style-type: none"> • Define KLUs. (2020 Edition, pp. 27, 217, 288, 363) • Identify the relationship between KLUs and academic content standards. (2020 Edition, pp. 26, 288, 363) • Explain how genres work as a way of organizing language use. (2020 Edition, pp. 26, 217, 354) 	<ul style="list-style-type: none"> • Defines KLUs? • Connects KLUs to academic content standards and disciplinary practices? • 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)?

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

4- strong and comprehensive (3 indicators)

- Do not specifically **define the KLUs** as described by WIDA, but components are featured, modeled discussed and practiced across the eight units that make up the materials. The performance tasks address the Four Key Language Uses, Narrate (Unit 1 Write a Fictional Narrative), Argue (Unit 5 Write an Argumentative Essay), Inform (Unit 6 Write an Informational Essay), and Explain (Write a How-to Article).
- **Connect KLUs to academic content** standards and disciplinary practices across the Four Key Language uses. They are directly taught, modeled, and practiced within each unit. The Common Core ELA standards are referenced throughout the materials.
- **Highlight how a genre is a way to organize language**, across The Four Key Language uses for both productive (speaking/writing) and receptive (listening/reading) language tasks. Show and explain 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). Each unit has readings that feature a selection of genres that include Fiction (adventure story, historical fiction, realistic fiction), Poetry, and Nonfiction (historical article, informational essay, memoir, news article, persuasive essay, and scientific article). For each unit there are two types of performance tasks, Writing (Fictional Narrative, Problem Solution Essay, Report, How-to Article, Argumentative Essay, Informational Essay, Personal Narrative, and Poem) and Speaking (Read Narrative Aloud, Create a Multimedia Presentation, Panel Discussion, Demonstrate a How-to Process, and Debate). For each unit the two productive tasks complement one another well. For example in Unit 3 students write about a common phobia of their choice and then participate in a debate on the same topic.

Provide specific and concrete evidence to support the claim (include links and page numbers):

Unit 1 Intelligence (reviewed by team)

Student Materials ([Lift Student's Book](#))

- Unit 1, Reading 1: from Out of My Mind (Realistic Fiction exemplar) page 8-13
- Unit 1, Performance Task: Writing (Assignment: Write a Fictional Narrative) pages 48-51
- Unit 1, Performance Task: Speaking (Assignment: Read Your Narrative Aloud) pages 52-53

Teacher edition/guide/materials (if applicable) ([Lift Teacher's Book](#))

- Unit 1, Focus on Language (Language Convention: Capitalize Proper Nouns that has the Common Core ELA standard L.6.2) page T15, and (Language Convention: Identify Pronouns and Antecedents that has the Common Core ELA standard L.6.1) page T31, and (Vocabulary: Determine Meaning of Compound Words that has the Common Core ELA standard L.6.4 and L.6.4D) page T42
- Unit 1, Share Opinions (Read Again – the teacher models the citing evidence strategy using the Idea Web) page T16
- Unit 1, Performance Task: Writing (Assignment: Write a Fictional Narrative-Explore the Model) page T49 and based on the model (Plan your Narrative) page T50

Any supplementary or companion resources that concretely connect to and support core materials ([Lift Language Companion](#))

- Unit 1, Focus on Understanding (Understand and Apply the Skill: Cite Evidence using a T-chart) page 4
- Unit 1, Focus on Language (Vocabulary: Determine Meaning of Compound Words) page 17
- Unit 1, Performance Task: Writing (Assignment: Write a Fictional Narrative-Answer the questions about the writing model in the [Lift Student Book](#)) page 20

Unit 3 Overcoming Fear (reviewed individually)

Student Materials ([Lift Student's Book](#))

- Unit 3, Reading 1: Fear on the Brain (Science article exemplar that explores why we feel fear) pages 114-119
- Unit 3, Performance Task: Writing (Assignment: Report on a Common Phobia) pages 152-155
- Unit 3, Performance Task: Speaking (Assignment: Conduct a Panel Discussion) pages 156-157

Teacher edition/guide/materials (if applicable) ([Lift Teacher's Book](#))

- Unit 3 Focus on Language (Language Convention: Understand Intensive and Reflexive Pronouns that has the Common Core ELA standard L.6.1.8) page T121, (Vocabulary: Use a Thesaurus that has the Common Core ELA standard L.6.4.C) page T133, and (Vocabulary: Word Relationships (Part/Whole) that has the Common Core ELA standard L.6.5.B page T42
- Unit 3, Share Opinions (Read Again – the teacher models the citing evidence strategy using the Concept Map) page T110
- Unit 3, Performance Task: Speaking (Assignment: Conduct a Panel Discussion using a Jigsaw format) T156

Any supplementary or companion resources that concretely connect to and support core materials ([Lift Language Companion](#))

- Unit 3, Focus on Understanding (Match Causes to Effects) page 44
- Unit 3, Focus on Language (Language Convention: Understand Intensive and Reflexive Pronouns) page 45
- Unit 3, Performance Task: Speaking (Assignment: Conduct a Panel Discussion using a checklist and modeled discourse) page 61

Unit 5 Wisdom of the Wild (reviewed by team)

Student Materials ([Lift Student's Book](#))

- Unit 5, Reading 1: What Animals Think and Feel (Scientific Article exemplar) pages 214-219
- Unit 5, Performance Task: Writing (Assignment: Write an Argumentative Essay using a model, a template and a checklist) pages 256-259
- Unit 5, Performance Task: Speaking (Assignment: Debate) pages 260-261

Teacher edition/guide/materials (if applicable) ([Lift Teacher's Book](#))

- Unit 5, Focus on Language (Vocabulary: Understand Similes that has Common Core ELA standard RL.6.5, (Language Convention: Correct Unclear Pronouns has the Common Core ELA standard L.6.1D) page T15235, and (Language Convention: Use Greek and Latin Roots and Suffixes that has the Common Core ELA standard L.6.4.B) page T253
- Unit 5, Share Opinions (Read Again – the teacher models the citing evidence strategy using the Idea Web) page T254
- Unit 5, Performance Task: Writing (Assignment: Write an Argumentative Essay using an model, a template and a checklist) pages T256-T259

Any supplementary or companion resources that concretely connect to and support core materials ([Lift Language Companion](#))

- Unit 5, Focus on Language (Understand Similes by underlining things being compared, and to write similes using sentence starters) page 85
- Unit 5, Focus on Understanding (Understand and Apply the Skill: Analyze Point of View) page 90
- Unit 5, Performance Task: Writing (Assignment: Write an Argumentative Essay by answering the questions in the Lift Student Book and matching and match the part of an argumentative essay to the sentences) page 100

Unit 7 The Past (reviewed individually)

Student Materials ([Lift Student's Book](#))

- Unit 7, Reading 1: The Fun They Had (a Science Fiction exemplar) pages 322-325
- Unit 7, Performance Task: Writing (Assignment: Write a Personal Narrative) pages 356-359
- Unit 7, Performance Task: Speaking (Assignment: Give an Oral Report) pages 360-361

Teacher edition/guide/materials (if applicable) ([Lift Teacher's Book](#))

- Unit 7, Focus on Language (Language Convention: Punctuate Dialogue Correctly that has Common Core ELA standard “L.6.2”) page T327, (Vocabulary: Use Greek and Latin Prefixes and Roots has the Common Core ELA standard L.6.4.B) page T341, and (Language Convention: Use Possessive Adjectives and Pronouns has the Common Core ELA standard L.6.1.A) page T353
- Unit 7, Share Opinions (Read Again – the teacher models the citing evidence strategy using the Idea Web) page T328
- Unit 7, Performance Task: Writing (Assignment: Write a Personal Narrative-Explore the Model) page T357 and based on the model (Plan your Narrative) page T358

Any supplementary or companion resources that concretely connect to and support core materials ([Lift Language Companion](#))

- Unit 7, Focus on Understanding (Understand and Apply the Skill: Determine Theme using details from a story from Unit 5 to complete a story map) page 124
- Unit 7, Focus on Language (Vocabulary: Punctuate Dialogue Correctly) page 125
- Unit 7, Performance Task: Writing (Assignment: Write a Personal Narrative- complete a chart about examples of mistakes and of lessons learned) page 140

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

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

How do instructional materials reflect the linguistic purposes, variety, and complexity embodied in Key Language Uses show?	
Depth.KLU: Indicators In the context of grade-level content learning, instructional materials...	Depth.KLU: Key Questions Where and how do materials prompt, offer guidance, make pedagogical suggestions, and plan instruction supporting language development in purposeful, varied, and expanding ways through...
<ul style="list-style-type: none"> • Highlight how KLUs work in particular disciplines. (2020 Edition, 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. (2020 Edition, p. 217) • Emphasize language use within sociocultural contexts (e.g., for particular purposes, topics, situations, participant’s identities and social roles, audiences). (2020 Edition, 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

4- strong and comprehensive (3 indicators)

- KLUs are constructed and used throughout genres and grade level thematic content such as a disciplinary community or communities (e.g., an argument in language arts is different than a mathematical argument) and a variety of texts and tasks (e.g., exposure to various instances of argumentation). The Performance Tasks featuring various genres across the units complement and build on one another. For example, Unit 1 has students write a Fictional Narrative which is followed by writing a Personal Narrative in Unit 7. Within a given unit specific language content is presented, a model is provided and deconstructed with the guidance of the teacher. Scaffolds include graphic organizers, templates, outlines, and planning charts.

- Organizational patterns characteristic of the genre (e.g., claim, evidence, and reasoning in Argue) are examined and revealed to make connections across texts (and genres) several times within a unit. For example, in Unit 2 the Performance Writing Task is to write a Problem Solution Essay on the topic of clean water. There is a sample essay for students to analyze with their teacher as they also learn about sentence variety prior to writing their own essays.
- 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 (e.g., I make different choices with language when I argue with my best friend or my boss). Students are asked to adjust their point of view and register. They have lessons where they learn and practice skills of Using a Dictionary for Precise Definitions (Unit 2) and a Thesaurus as a writing tool (in Unit 3).
- Capturing the shared and unique ways in which KLUs work in a particular discipline is explored by the choices the authors made regarding the readings, videos and graphics that are organized by theme across the eight units. Even when the genres repeat and are revisited, the context/thematic topic is different.
- The KLUs intersect, blend, and build on each other by expanding and revisiting both linguistic and thematic content within and over multiple units of study.

Provide specific and concrete evidence to support the claim (include links and page numbers):

Unit 1 Intelligence (reviewed by team)

Student Materials ([Lift Student's Book](#))

- Unit 1, Focus on Understanding (Understand and Analyze using Contrast, Describe, Explain, and Infer) page 14
- Unit 1, Share Opinions (Reflect and Respond using a Idea Web) page 16
- Unit 1, Share Opinions (Discuss your Response using Discussion Frames) page 17

Teacher edition/guide/materials (if applicable) ([Lift Teacher's Book](#))

- Unit 1, Prepare to Read (Reading Skill: Cite Evidence) page T7
- Unit 1, Share Opinions (Read Again an example of a narrative realistic fictional excerpt) page T16
- Unit 1, Share Opinions (Respond to the Guiding Question: What makes a person smart?) page T17

Any supplementary or companion resources that concretely connect to and support core materials ([Lift Language Companion](#))

- Unit 1, Focus on Understanding (Understand: Multiple Choice and True/False questions about Out of My Mind) page 4
- Unit 1, Focus on Language (Vocabulary: Determine Meaning of Compound Words from Out of My Mind) page 17
- Unit 1, Performance Task: Writing (Assignment: Write a Fictional Narrative- Rewrite sentences using the model replacing the boldfaced descriptive language with different words while not changing the meaning) page 20

Unit 3 Overcoming Fear (reviewed individually)

Student Materials ([Lift Student's Book](#))

- Unit 3, Focus on Understanding (Understand and Analyze and Share Your Perspective) page 120
- Unit 3, Share Opinions (Reflect and Respond and fill in a T-chart Graphic Organizer) page 122
- Unit 3, Share Opinions (Discuss your Response using Discussion Frame and Response Rubric) page 135

Teacher edition/guide/materials (if applicable) ([Lift Teacher's Book](#))

- Unit 3, Prepare to Read (Reading Strategy: Monitor Comprehension) page T113
- Unit 3, Share Opinions (Read Again an example of a science article and share why one feels fear) page T122
- Unit 3, Share Opinions (Respond to the Guiding Question: What do responses to our fears tell us about ourselves?) page T151

Any supplementary or companion resources that concretely connect to and support core materials ([Lift Language Companion](#))

- Unit 3, Focus on Understanding (Understand: Multiple Choice and True/False questions about Sully's Deliberate Calm) page 50
- Unit 3, Focus on Language (Vocabulary: Use a Thesaurus) page 51
- Unit 3, Performance Task: Speaking (Assignment: Conduct a Panel Discussion by modeling and creating discourse for panel discussions) page 61

Unit 5 Wisdom of the Wild (reviewed by team)

Student Materials ([Lift Student's Book](#))

- Unit 5, Focus on Understanding (Understand and Analyze, Apply the Skill: Summarize) page 222
- Unit 5, Share Opinions (Reflect and Respond using a Idea Web) page 224
- Unit 5, Share Opinions (Discuss your Response using Discussion Frames and Response Rubric) page 237

Teacher edition/guide/materials (if applicable) ([Lift Teacher's Book](#))

- Unit 5, Prepare to Read (Reading Skill: Analyze Points of View) page T229
- Unit 5, Share Opinions (Create and Present A Story Ending using sentence frames) page T237
- Unit 5, Share Opinions (Respond to the Guiding Question: What strategies can we use to understand animals' intelligence?) page T255

Any supplementary or companion resources that concretely connect to and support core materials ([Lift Language Companion](#))

- Unit 5, Focus on Language (Vocabulary: Understands Similes) page 85
- Unit 5, Focus On Understanding (Apply the Skill: Analyze Point of View by underling clues in third person and mark changes to show first person point of view) page 90
- Unit 5, Performance Task: Writing (Assignment: Write an Argumentative Essay by answering questions and matching the parts of an argumentative essay to sentences) page 100

Unit 7 The Past (reviewed individually)

Student Materials ([Lift Student's Book](#))

- Unit 7, Focus on Understanding (Understand and Analyze and Apply the Skill: Determine the Theme by completing a Story Map) page 326
- Unit 7, Share Opinions (Reflect and Respond using by filling in a T-chart Graphic Organizer) page 328
- Unit 7, Share Opinions (Discuss your Response using Discussion Frames and Response Rubric) page 343

Teacher edition/guide/materials (if applicable) ([Lift Teacher's Book](#))

- Unit 7, Prepare to Read (Reading Skill: Determine Theme) page T321
- Unit 7, Share Opinions (Read Again and Reflect and Respond using a T-chart Graphic Organizer modeled by the teacher using the Think Aloud strategy.) page T328
- Unit 7, Share Opinions (Respond to the Guiding Question: How can learning about the past help us improve the world?) page T343

Any supplementary or companion resources that concretely connect to and support core materials ([Lift Language Companion](#))

- Unit 7, Focus on Understanding (Understand: True/False questions about The Fun They Had and Apply the Skill: Determine the Theme) page 124

- Unit 7, Focus on Language (Language Convention: Punctuate Dialogue Correctly from The Fun They Had) page 125
- Unit 7, Performance Task: Writing (Assignment: Write a Personal Narrative - Correct the false statements from the examples in the Lift Student Book and fill in the chart with examples of mistakes and lessons learned) page 140

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

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

How do instructional materials consistently and systematically represent concepts, ideas, and practices congruent with the Key Language Uses?	
Breadth.KLU: Indicators	Breadth.KLU: Key Questions
In the context of grade-level content learning, materials support language development that consistently addresses teaching and learning about KLUs...	Where and how do materials consistently and systematically prompt, offer guidance, make pedagogical suggestions, and plan instruction to...
<ul style="list-style-type: none"> • Across lessons • Across units of learning • 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

4- strong and comprehensive (3 indicators)

- **Organizational patterns of KLUs** across lessons, eight units, and the full-year course of study are clearly shown in the Scope and Sequence and the Performance Assessment Rubrics are part of the Lift Teacher's Book. Each unit starts with an Essential Question and is explored through three carefully aligned readings and a Visual Literacy activity. For each reading there are six key vocabulary terms that are explicitly taught. There is also a Focus on Language: Language Convention or Vocabulary lesson for each of the readings. Visual Literacy skills are taught in the Uncover the Story, Viewing Skill and Video Connection activities that complement the readings. Regarding assessment, the units each end with two Performance Tasks (Writing and Speaking) that are assessed using rubrics. The genres for the Performance Tasks have been modeled within the unit. Finally, students do Take Action Projects on the Personal, School, Local, and/or Global levels.
- **Highlight how KLUs connect to academic content standards and/or disciplinary practices** across lessons, units, and the course of study in the Lift Student Book and Lift Teacher's Book by citing the corresponding Common core ELA standard for the Prepare to Read: Reading Skills, Focus on Language: Language Conventions, Focus on Language: Vocabulary, and the Performance Tasks for Speaking and Writing. The KLUs are embedded in the variety of genres that students read. Students demonstrate what they have learned and can do by completing two Performance Tasks, one for Writing and one for Speaking for each of the eight units.
- **Support students in deconstructing and constructing KLUs** across lessons, units, and the course of study by providing multiple opportunities for guided instruction in analyzing text and language before students speak and write. For example, in Unit 5 students are guided to activate their learning by sharing opinions using discussion frames, apply the reading skill of analyzing point of view while reading a passage, and complete a matching activity to prepare them to write an argumentative essay.

- **Expand what students *can do* with KLUs** over lessons, units, and the course of study. For example, the Performance Tasks expand what students *can do* as the course progresses. The thematic units complement and build on one another. Writing Unit 1 has students write a Fictional Narrative and is echoed when students write Personal Narratives in Unit 7. An example for speaking would be Unit 4 has students Demonstrate a How-to Process that prepares students to Give an Oral Report in Unit 7.

Provide specific and concrete evidence to support the claim (include links and page numbers):

Unit 1 Intelligence (reviewed by team)

Student Materials ([Lift Student's Book](#))

- Unit 1, Prepare to Read: Out of My Mind (What makes a person “smart”? Key Vocabulary: Practice) page 6, What is IQ – and how much does it matter? (What role does intelligence play in success? Key Vocabulary: Practice) page 20, and Artificial Intelligence: Building Smarter Machines (In what ways are machines intelligent? Key Vocabulary: Practice) page 36
- Unit 1, Video Connection: London Taxi Driver's Brains (Share Your Perspective with Discussion Frames) page 35
- Unit 1, Reading 3: Artificial Intelligence: Building Smarter Machines (a informational essay about artificial intelligence) pages 38-43

Teacher edition/guide/materials (if applicable) ([Lift Teacher's Book](#))

- Unit 1, Table of Contents page FM28
- Unit 1. Scope and Sequence pages BM2-BM3
- Unit 1, Performance Assessment Rubrics page BM12

Any supplementary or companion resources that concretely connect to and support core materials ([Lift Language Companion](#))

- Unit 1, Prepare to Read (Key Vocabulary and Vocabulary Boost) page 3, (What is IQ – and how much does it matter?) page 9, and (Key Vocabulary and Vocabulary Boost) page 15
- Unit 1, Focus on Language (Language Convention: Capitalize Proper Nouns) page 5, (Language Convention: Identify Pronouns and Antecedents) page 11, and (Vocabulary: Determine the Meaning of Compound Words) page 17
- Unit 1, Grammar Boost (Be) pages 6-7, (Simple Present) pages 12-13, and (Simple Past Regular Verbs) pages 18-19

Unit 3 Overcoming Fear (reviewed individually)

Student Materials ([Lift Student's Book](#))

- Unit 3, Prepare to Read: Fear on the Brain (How can understanding fear help you respond to it? Key Vocabulary: Practice) page 112, Sully's Deliberate Calm (What can we do to control our fears? Key Vocabulary: Practice) page 126 and Bronze and Sunflower (What do our responses to our fears tell us about ourselves? Key Vocabulary: Practice) page 138
- Unit 3, Video Connection: Where does courage come from? Page 125
- Unit 3, Reading 3: Bronze and Sunflower (a work of realistic fiction) pages 140-147

Teacher edition/guide/materials (if applicable) ([Lift Teacher's Book](#))

- Unit 3, Table of Contents page FM30
- Unit 3. Scope and Sequence pages BM4-BM5
- Unit 3, Performance Assessment Rubrics page BM14

Any supplementary or companion resources that concretely connect to and support core materials ([Lift Language Companion](#))

- Unit 3, Prepare to Read: Fear of the Brain (Key Vocabulary and Vocabulary Boost) page 43, Sully's "Deliberate Calm" (Key Vocabulary and Vocabulary Boost) page 49, and Bronze and Sunflower (Key Vocabulary and Vocabulary Boost) page 55
- Unit 3, Focus on Language (Language Convention: Understand Intensive and Reflexive Pronouns (Vocabulary: Use a Thesaurus) page 51, and (Vocabulary: Use Word Relationships (Part/Whole)) page 57
- Unit 3, Grammar Boost (Like as a Verb or a Preposition) pages 46-47, (Question Word Order) pages 52-53, and (Simple Past Irregular Verbs) pages 58-59

Unit 5 Wisdom of the Wild (reviewed by team)

Student Materials ([Lift Student's Book](#))

- Unit 5, Prepare to Read: What Animals Think and Feel (What do animals think and feel? Key Vocabulary: Practice) page 212, from Julie of the Wolves (How can animals and people interact? Key Vocabulary: Practice) page 228, and Crow Smarts (What strategies can we use to understand animals; intelligence? Key Vocabulary: Practice) page 240
- Unit 5, Video Connection: What makes monarch butterflies so amazing? (Share Your Perspective with Discussion Frames) page 239
- Unit 5, Reading 3: Crow Smarts (a science article about crows and testing their intelligence and problem-solving abilities) pages 243-251

Teacher edition/guide/materials (if applicable) ([Lift Teacher's Book](#))

- Unit 5, Table of Contents page FM32
- Unit 5. Scope and Sequence pages BM6-BM7
- Unit 5, Performance Assessment Rubrics page BM16

Any supplementary or companion resources that concretely connect to and support core materials ([Lift Language Companion](#))

- Unit 5, Prepare to Read (What Animals Think and Feel: Key Vocabulary and Vocabulary Boost) page 83, (from Julie of the Wolves: Key Vocabulary and Vocabulary Boost) page 89, and (Crow Smarts: Key Vocabulary and Vocabulary Boost) page 95
- Unit 5, Focus on Language (Vocabulary: Understand Similes) page 85, (Language Convention: Correct Unclear Pronouns) page 91, and (Vocabulary: Use Greek and Latin Roots and Suffixes) page 97
- Unit 5, Grammar Boost (Present Continuous) pages 86-87, (adverbs) pages 92-93, and (Wh-Questions) pages 98-99

Unit 7 The Past (reviewed individually)

Student Materials ([Lift Student's Book](#))

- Unit 7, Prepare to Read: The Fun They Had (How have changes to schools affected us? Key Vocabulary: Practice) page 230, The Case for Low-tech Cities (How can learning about the past help us to improve the world? Key Vocabulary: Practice) page 332, and Mistakes: A Key to Learning (How does the past teach us to improve the present? Key Vocabulary: Practice) page 346
- Unit 7, Video Connection: How does one invention lead to the next? (Share Your Perspective with Discussion Frames) page 345
- Unit 7, Reading 3: Mistakes: A Key to Learning (a science article about how the brain processes mistakes to learn new skills) pages 348-351

Teacher edition/guide/materials (if applicable) ([Lift Teacher's Book](#))

- Unit 7, Table of Contents page FM34
- Unit 7. Scope and Sequence pages BM8-BM9
- Unit 7, Performance Assessment Rubrics page BM18

Any supplementary or companion resources that concretely connect to and support core materials (Lift Language Companion)

- Unit 7, Prepare to Read: The Fun They Had (Key Vocabulary and Vocabulary Boost) page 123, The Case for Low-tech Cities (Key Vocabulary and Vocabulary Boost) page 129, and Mistakes: A Key to Learning (Key Vocabulary and Vocabulary Boost) page 135
- Unit 7, Focus on Language (Language Convention: Punctuate Dialogue Correctly) page 125, (Vocabulary: use Greek and Latin Prefixes and Roots) page 131, and (Language Convention: Use Possessive Adjectives and Pronouns) page 137
- Unit 7, Grammar Boost (Time Expressions) pages 126-127, (Count and Noncount Nouns) pages 132-133, and (Adjectives and Adverbs) pages 138-139

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).

How do instructional materials connect to Language Expectations?	
Match.LE: Indicators	Match.LE: Key Questions
In the context of grade-level content learning, instructional materials...	Where and how do materials prompt, offer guidance, make pedagogical suggestions, and plan instruction that...
<ul style="list-style-type: none"> • Define Language Expectations for units and lessons. (2020 Edition, pp. 28, 237) • Connect Language Expectations to academic content standards and practices. (2020 Edition, pp. 29, 266) • Address interpretive and expressive communication modes (separate or integrated modes). (2020 Edition, 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)

- **Include Language Expectations** from academic content standards that reference the Common Core ELA standards (specifically in the Prepare to Read: Reading Skills, Focus on Language: Language Conventions, Focus on Language: Vocabulary and the Performance Tasks for Speaking and Writing sections of each unit).
- **Derive Language Expectations from academic content standards** that reference the Common Core ELA standards, as noted above.
- **Support expansion of what students *can do*** in relation to Language Expectations as the eight thematic units progress. The progression is systematic and supported in the [Lift Student Book](#), [Lift Language Companion](#), and Spark the online platform. Guidance for the teacher is provided in the [Lift Teacher's Book](#) and Spark.
- Support students to work with **interpretive** (receptive skills of listening and reading) and **expressive** (productive skills of speaking and writing) communication modes as they engage with disciplinary practices, texts, and tasks. The texts and tasks build upon one another throughout the units. For example, narratives are introduced in Unit 1 (Performance Task Writing: Write a Fictional Narrative) and are revisited and extended upon in Unit 7 (Performance Task Writing: Write a Personal Narrative). Expressive communication modes include students sharing opinions, asking and answering questions, reading aloud with fluency, and a summative speaking Performance Task for each unit. Regarding interpretive tasks, [Lift](#) materials make broad use of multimedia, visuals, audio, and video-based content that complement the wide array of readings.

Provide specific and concrete evidence to support the claim (include links and page numbers):

Unit 1 Intelligence (reviewed by team)

Student Materials ([Lift Student's Book](#))

- Unit 1, Prepare To Read: from Out of My Mind (Reading Skill: Site Evidence has the Common Core ELA reference "RI.6.1." This is the first place in the student materials where the Common Core standards are referenced. Similar references appear throughout the [Lift](#) student and teacher materials.) page 7
- Unit 1, Reading1: from Out of My Mind (a realistic fiction excerpt that includes an audio recording on the Spark online platform followed by Focus on Understanding: Close Read and Understand and Analyze) pages 8-14
- Unit 1, Performance Task: Speaking (Assignment: Read Your Narrative Aloud using a graphic organizer Planning Chart and Sentence Starters) page 52

Teacher edition/guide/materials (if applicable) ([Lift Teacher's Book](#))

- Unit 1, Focus on Language (Language Convention: Capitalize Proper Nouns by Teach/Model and Practicing/Apply) page T50
- Unit 1, Video Connection: "London Taxi Driver's Brains" (Final Thoughts, Viewing Skill: Set a Viewing Purpose) page T35
- Unit 1, Performance Assessment Rubrics for Writing and Speaking page BM12

Any supplementary or companion resources that concretely connect to and support core materials ([Lift Language Companion](#))

- Unit 1, Focus on Understanding (Understand: Choose the Correct Answers to the questions about Out of My Mind) page 4
- Unit 1, Focus on Language (Vocabulary: Determine the Meaning of Compound Words with vocabulary from Out of My Mind) page 17
- Unit 1, Performance Task: Speaking (Assignment: Read Your Narrative Aloud using a Check List and Chart for planning on reading" Learning With Emojis." Students are encouraged to consider their voice, actions, and gestures to convey the feeling and mood of the story) page 21

Unit 3 Overcoming Fear (reviewed individually)

Student Materials ([Lift Student's Book](#))

- Unit 3, Focus on Language (Language Convention: Understand Intensive and Reflexive Pronouns that has the Common Core ELA reference “L.6.1.B.” page 121
- Unit 3, Reading1: Fear on the Brain (a science article that includes an audio recording on the Spark online platform followed by Focus on Understanding: Close Read and Understand and Analyze) pages 114-119
- Unit 3, Performance Task: Writing (Assignment: Report on a Common Phobia by exploring a model and using a Graphic Organizer: Outline that has the Common Core ELA reference “W.6.2”) pages 152-154

Teacher edition/guide/materials (if applicable) ([Lift Teacher’s Book](#))

- Unit 3, Focus on Language (Vocabulary: Use Word Relationships (Part/Whole) by Teach/Model and Practicing/Apply) page T149
- Unit 3, Video Connection: Where does courage come from? (Final Thoughts, Viewing Skill: Understand Contrasts) pages T124-T125
- Unit 3, Performance Assessment Rubrics for Writing and Speaking page BM14

Any supplementary or companion resources that concretely connect to and support core materials ([Lift Language Companion](#))

- Unit 3, Focus on Understanding (Understand: True/False and Matching Cause and Effect about Fear on the Brain reading) page 44
- Unit 3, Focus on Language (Vocabulary: Use a Thesaurus) page 51
- Unit 3, Performance Task: Writing (Assignment: Report on a Common Phobia using a checklist, matching parts of the report with their purposes and filling in a chart about phobias) page 60

Unit 5 Wisdom of the Wild (reviewed by team)

Student Materials ([Lift Student’s Book](#))

- Unit 5, Prepare To Read: What Animals Think and Feel (Reading Skill: Summarize that has the Common Core ELA reference “RI.6.2.”) page 213
- Unit 5, Reading1: What Animals Think and Feel (a science article about what elephants feel and think that includes an audio recording on the Spark online platform followed by Focus on Understanding: Close Read and Understand and Analyze) pages 215-221
- Unit 5, Performance Task: Speaking (Assignment: Debate using a Graphic Organizer: Debate Plan and Feedback Frames that has the Common Core ELA reference “SL.6.4.”) pages 260-261

Teacher edition/guide/materials (if applicable) ([Lift Teacher’s Book](#))

- Unit 5, Focus on Language (Vocabulary: Use Greek and Latin Roots and Suffixes Capitalize using word part and meaning chart that has the Common Core ELA reference “L.6.4.B”) page T253
- Unit 5, Video Connection: What makes monarch butterflies so amazing? (First Thoughts, Viewing Skill: Use Visuals to Make Predictions) page T239
- Unit 5, Performance Assessment Rubrics for Writing and Speaking page BM16

Any supplementary or companion resources that concretely connect to and support core materials ([Lift Language Companion](#))

- Unit 5, Focus on Understanding (Understand: Multiple Choice Questions about What Animals Think and Feel.) page 84
- Unit 5, Focus on Language (Vocabulary: Understand Similes by underlining things being compared, using a word/phrase bank to create similes, and creating one’s own) page 85
- Unit 5, Performance Task: Writing (Assignment: Write an Argumentative Essay using the model in the Lift Student Book and match parts of an argumentative essay to some sentences) page 100

Unit 7 The Past (reviewed individually)

Student Materials (Lift Student's Book)

- Unit 7, Prepare To Read: The Fun They Had (Reading Skill: Determine Theme that has the Common Core ELA reference "RL.6.2.") page 321
- Unit 7, Reading1: The Fun They Had (a science fiction story that includes an audio recording on the Spark online platform followed by Focus on Understanding: Close Read and Understand and Analyze) pages 322-325
- Unit 7, Performance Task: Speaking (Assignment: Give an Oral Report after looking at the writing task for this unit, a personal narrative, to prepare for a three-minute oral report. This task has the Common Core ELA reference "SL.6.6.") page 360

Teacher edition/guide/materials (if applicable) (Lift Teacher's Book)

- Unit 7, Focus on Language (Language Convention: Punctuate Dialogue Correctly by supporting students with Teach/Model and Practicing/Apply) page T327
- Unit 7, Video Connection: How does one invention lead to the next? (First Thoughts, Viewing Skill: Understand a Sequence of Events) page T345
- Unit 7, Performance Assessment Rubrics for Writing and Speaking page BM18

Any supplementary or companion resources that concretely connect to and support core materials (Lift Language Companion)

- Unit 7, Focus on Understanding (Understand and Apply the Skill: Determine Theme by using details from the story in Unit 5 Julie of the Wolves) page 124
- Unit 7, Focus on Language (Language Convention: Punctuate Dialogue Correctly from The Fun They Had and rewrite sentences with correct capitalization and punctuation) page 125
- Unit 7, Performance Task: Speaking (Assignment: Give an Oral Report based on the model and choose which hook to use to revise the example.) page 141

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

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

How do instructional materials reflect the linguistic purposes, variety, and complexity embodied in the Language Expectations?	
Depth.LE: Indicators In the context of grade-level content learning, instructional materials...	Depth.LE: Key Questions Where and how do materials prompt, offer guidance, make pedagogical suggestions, and plan instruction supporting language development in purposeful, varied, and expanding ways through...
<ul style="list-style-type: none"> • Guide educators to systematically expand choices students can make with language through explicit teaching of Language Functions related to a Language Expectation. (2020 Edition, 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. (2020 Edition, 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. (2020 Edition, 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)

- Explore and teach how **Language Functions** such as **narrating, arguing, informing, and explaining** work in discourse and genre. The carefully chosen readings for each of the units provide scaffolded models of language functions in context. Focus on Understanding and Focus on Language lessons in the Student Book teach valuable lessons about words/phrases, sentences, and styles of discourse. The Language Companion additionally provides guided and independent practice that Focus on Understanding, Focus on Language and provide a Grammar Boost.
- Explore and teach how **Language Features** carry out particular **Language Functions** to communicate the Four Key Language Uses of **Narrate, Argue, Inform and Explain**. The result of this is evident in the students' abilities to complete Performance Tasks in Speaking and Writing that are assigned at the end of each of the eight units. Writing tasks include: Fictional Narrative, Problem-Solution Essay, Report, How-to-

Article, Argumentative Essay, Informational Essay, Personal Narrative, and Poem. Speaking tasks include: Reading Fictional Narrative Aloud, Multimedia Presentations, Panel Discussion, Demonstrating a How-to Process, Debate, Oral Report and Poem Recitation/Presentation.

- Highlights the relationship between the **Language Expectations, Language Functions, and Language Features** that are listed under the Objectives in the Teacher's Book and on Spark, the online presentation resource. The complexity of the language increases as the units progress. For example, Unit 1 is where the simple present is reviewed. Unit 3 simple past and irregular verbs are taught, and Unit 5 covers the present continuous. Unit 3 teaches Word Relationships (Part/Whole). Greek and Latin Roots and Suffixes are taught in Unit 5 followed by Greek and Latin Prefixes and Roots in Unit 7.
- Make the **language of content learning visible** for students by providing exercises for students to complete in the Student Book and Lift Language Companion. Scaffolds include charts, checklists, sentence starters, Idea Webs, Discussion Frames, and Venn diagrams.

Provide specific and concrete evidence to support the claim (include links and page numbers):

Unit 1 Intelligence (reviewed by team)

Student Materials (Lift Student's Book)

- Unit 1, Unit Launch: Academic Vocabulary (Use these (6) words to express your ideas throughout the unit.) page 5
- Unit 1, Prepare to Read: from Out of My Mind (Key Vocabulary – Use context to determine the meaning of each word) page 6
- Unit 1, Focus on Language (Language Convention: Capitalize Proper Nouns) page 15 (Language Convention: Identify Pronouns and Antecedents) page 31, (Vocabulary: Determining Meaning of Compound Words) page 45

Teacher edition/guide/materials (if applicable) (Lift Teacher's Book)

- Unit 1, Reading Fluency: Expression page T13, Reading Fluency: Phrasing page T29, and Reading Fluency: Intonation page T43
- Unit 1, Share Opinions (Create and Present: Intelligence Testing) page T17, Share Opinions (Research) page T33, and Share Opinions (Connect Across Texts) page T47
- Unit 1, Focus on Understanding (Close Read, Understand and Analyze, and Apply the Skill of Citing Evidence) page T14, Focus on Understanding (Close Read, Understand and Analyze, and Apply the Strategy of Asking Questions) page T30, and Focus on Understanding (Close Read, Understand and Analyze, and Apply the Skill of Analyzing the Purpose of Anecdotes) page T44

Any supplementary or companion resources that concretely connect to and support core materials (Lift Language Companion)

- Unit 1, Focus on Understanding (Understand and Apply the Skill: Site Evidence) page 4, (Understand and Apply the Strategy: Ask Questions) page 10, and (Understand) page 16
- Unit 1, Focus on Language (Language Convention: Capitalize Proper Nouns) page 5, (Language Convention: Identify Pronouns and Antecedents) page 11, and (Vocabulary: Determine Meaning of Compound Words) page 17
- Unit 1, Grammar Boost: Be pages 6-7, Grammar Boost: Simple Present pages 12-13, and Grammar Boost: Simple Present Regular Verbs pages 18-19

Unit 3 Overcoming Fear (reviewed individually)

Student Materials (Lift Student's Book)

- Unit 3, Unit Launch: Academic Vocabulary (Use these (6) words to express your ideas throughout the unit.) page 111
- Unit 3, Prepare to Read: Fear on the Brain (Key Vocabulary – Use context to determine the meaning of each word) page 112

- Unit 3, Focus on Language (Language Convention: Understand Intensive and Reflexive Pronouns) page 121 (Vocabulary: Use a Thesaurus) page 133, (Vocabulary: Use Word Relationships (Part/Whole)) page 149

Teacher edition/guide/materials (if applicable) ([Lift Teacher's Book](#))

- Unit 3, Reading Fluency (with a focus on Fluency, Phrasing and Accuracy): pages T119, T131, and T147
- Unit 3, Share Opinions (Research how we can understand fear) page T123, Share Opinions (Create and Present: Illustrate Ideas about how we control our fears) page T135, and Share Opinions (Connect Across Texts) page T151
- Unit 3, Focus on Understanding (Close Read, Understand and Analyze, and Apply the Strategy: Monitor Comprehension) page T120, Focus on Understanding (Close Read, Understand and Analyze, and Apply the Skill: Analyze Key Events) page T132, and Focus on Understanding (Close Read, Understand and Analyze, and Apply the Skill: Identify the Central Ideas of a Story) page T148

Any supplementary or companion resources that concretely connect to and support core materials ([Lift Language Companion](#))

- Unit 3, Focus on Understanding (Understand by completing True/False statements, matching causes and effects and answer some open-ended questions about the Fear on the Brain text) page 44, (Understand by answering questions and completing True/False answers) page 50, and (Understand and Apply the Skill: Identify the Central Idea) page 56
- Unit 3, Focus on Language (Language Convention: Understand Intensive and Reflexive Pronouns) page 45, (Vocabulary: Use a Thesaurus) page 51, and (Vocabulary: Use Word Relationships (Part/Whole)) page 57
- Unit 3, Grammar Boost: Like as a Verb or a Preposition pages 46-47, Grammar Boost: Question Word Order pages 52-53, and Grammar Boost: Simple Past Irregular Verbs pages 58-59

Unit 5 Wisdom of the Wild (reviewed by team)

Student Materials ([Lift Student's Book](#))

- Unit 5, Unit Launch: Academic Vocabulary (Use these (6) words to express your ideas throughout the unit.) page 211
- Unit 5, Prepare to Read: What do Animals Think and Feel (Key Vocabulary – Use context to determine the meaning of each word) page 212
- Unit 5, Focus on Language (Vocabulary: Understand Similes) page 223 (Language Convention: Correct Unclear Pronouns) page 235, (Vocabulary: Use Greek and Latin Roots and Suffixes) page 253

Teacher edition/guide/materials (if applicable) ([Lift Teacher's Book](#))

- Unit 5, Reading Fluency (with a focus on Fluency, Phrasing and Accuracy) pages T221, T233, and T251
- Unit 5, Share Opinions (Research) page T225, Share Opinions (Create and Present a Story Ending) page T237, and Share Opinions (Connect Across Texts) page T255
- Unit 5, Focus on Understanding (Close Read, Understand and Analyze, and Apply the Skill: Summarize) page T222, Focus on Understanding (Close Read, Understand and Analyze, and Apply the Skill: Analyze Point of View) page T234, and Focus on Understanding (Close Read, Understand and Analyze, and Apply the Strategy: Make Text-to-Self Connections) page T252

Any supplementary or companion resources that concretely connect to and support core materials ([Lift Language Companion](#))

- Unit 5, Focus on Understanding (Understand a text by answering comprehension questions) page 84, (Understand and Apply the Skill: Analyze Point of View) page 90, and (Understand and Apply the Strategy: Make Text-to-Self Connections) page 96
- Unit 5, Focus on Language (Vocabulary: Understand Similes) page 85, (Language Convention: Correct Unclear Pronouns) page 91, and (Vocabulary: Use Greek and Latin Roots and Suffixes) page 97
- Unit 5, Grammar Boost: Present Continuous pages 86-87, Grammar Boost: Adverbs pages 92-93, and Grammar Boost: Wh-Questions pages 98-99

Unit 7 The Past (reviewed individually)

Student Materials (Lift Student's Book)

- Unit 7, Unit Launch: Academic Vocabulary (Use these (6) words to express your ideas throughout the unit.) page 319
- Unit 7, Prepare to Read: The Fun They Had (Key Vocabulary – Use context to determine the meaning of each word) page 320
- Unit 7, Focus on Language (Language Convention: Punctuate Dialogue Correctly) page 327, (Vocabulary: Use Greek and Latin Prefixes and Roots) page 341, and (Language Convention: Use Possessive Adjectives and Pronouns) page 353

Teacher edition/guide/materials (if applicable) (Lift Teacher's Book)

- Unit 7, Reading Fluency (with a focus on Fluency, Phrasing and Accuracy) page T325, T339, and T351
- Unit 7, Share Opinions (Create and Present: A Plot Event) page T329, Share Opinions (Research dumb or smart technology) page T343, and Share Opinions (Connect Across Texts) page T355
- Unit 7, Focus on Understanding (Close Read, Understand and Analyze, and Apply the Skill: Determine Theme) page T326, Focus on Understanding (Close Read, Understand and Analyze, and Apply the Skill: Determine the Author's Purpose) page T340, and Focus on Understanding (Close Read, Understand and Analyze, and Apply the Strategy: Make Text-to-Self Connections) page T352

Any supplementary or companion resources that concretely connect to and support core materials (Lift Language Companion)

- Unit 7, Focus on Understanding (Understand and Apply the Skill: Determine Theme) page 124, (Understand and complete comprehension questions) page 130, and (Understand and Apply the Strategy: Make Text-to-Self Connections) page 136
- Unit 7, Focus on Language (Language Convention: Punctuate the Dialogue) page 125, (Vocabulary: Use Greek and Latin Prefixes and Roots) page 131, and (Language Convention: Use Possessive Adjectives and Pronouns) page 137
- Unit 7, Grammar Boost: Time Expressions pages 126-127, Grammar Boost: Count and Noncount Nouns pages 132-133, and Grammar Boost: Adverbs pages 138-139

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	Breadth.LE: Key Questions
In the context of grade-level content learning, materials support language development that consistently addresses teaching and learning about Language Expectations...	Where and how do materials consistently and systematically prompt, offer guidance, make pedagogical suggestions, and plan instruction to...
<ul style="list-style-type: none"> • Across lessons • Across units of learning • 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)

- Expand **what students can do in relation to Language Expectations** over lessons with concrete and measurable objectives, the eight thematic units, and the full-year course of study. Each unit has Common Core ELA standards aligned to the Prepare to Read: Reading Skills, Focus on Language: Language Conventions and Vocabulary, and the Performance Task Assignments for Listening and Speaking found at the end of each unit.
- Explore **how Language Functions and Language Features help students** achieve the purposes of the Language Expectations over lessons, eight thematic units that feature a diverse genre of readings, three per unit, for a total of 24 different readings throughout the full-year course of study. Readings include an adventure story, historical fiction, realistic fiction, science fiction, an article about history, informational essays, persuasive essays, science articles, a news article, a memoir, and a poem.
- Support students to engage with **interpretive** (receptive skills of listening and reading) and **expressive** communication modes (productive skills of speaking and listening) across lessons, units, and the course of study. Throughout the units a range of skills are presented, modeled, and practiced. The Performance Tasks for Speaking and Writing that appear at the end of each unit serve as final summative assessments that are graded using rubrics that have progressively more demanding criteria. Throughout the Lift materials, Language Functions and Features are being taught, practiced, and assessed in a cumulative way across a wide range of discourse styles and genres.

Provide specific and concrete evidence to support the claim (include links and page numbers):

Unit 1 Intelligence (reviewed by team)

Student Materials ([Lift Student's Book](#))

- Unit 1, Focus on Language (Language Convention: Capitalize Proper Nouns) page 15 (Language Convention: Identify Pronouns and Antecedents) page 31, (Vocabulary: Determining Meaning of Compound Words) page 45
- Unit 1, Performance Task: Writing (Assignment: Write a Fictional Narrative) pages 48-51
- Unit 1, Performance Task: Speaking (Assignment: Read Your Narrative Aloud) pages 52-53

Teacher edition/guide/materials (if applicable) ([Lift Teacher's Book](#))

- Unit 1, Table of Contents page FM28
- Unit 1. Scope and Sequence pages BM2-BM3
- Unit 1, Performance Assessment Rubrics page BM12

Any supplementary or companion resources that concretely connect to and support core materials ([Lift Language Companion](#))

- Unit 1, Focus on Understanding (Understand and Apply the Skill: Site Evidence) page 4, (Understand and Apply the Strategy: Ask Questions) page 10, and (Understand) page 16
- Unit 1, Grammar Boost: Be pages 6-7, Grammar Boost: Simple Present pages 12-13, and Grammar Boost: Simple Present Regular Verbs pages 18-19
- Unit 1, Performance Task: Writing (Assignment: Write a Fictional Narrative) page 20

Unit 3 Overcoming Fear (reviewed individually)

Student Materials ([Lift Student's Book](#))

- Unit 3, Focus on Language (Language Convention: Understand Intensive and Reflexive Pronouns) page 121 (Vocabulary: Use a Thesaurus) page 133, (Vocabulary: Use Word Relationships (Part/Whole)) page 149
- Unit 3, Performance Task: Writing (Assignment: Write a Fictional Narrative) pages 152-155
- Unit 3, Performance Task: Speaking (Assignment: Read Your Narrative Aloud) pages 156-157

Teacher edition/guide/materials (if applicable) ([Lift Teacher's Book](#))

- Unit 3, Table of Contents page FM30
- Unit 3. Scope and Sequence pages BM4-BM5
- Unit 3, Performance Assessment Rubrics page BM14

Any supplementary or companion resources that concretely connect to and support core materials ([Lift Language Companion](#))

- Unit 3, Focus on Understanding (Understand by completing True/False statements, matching causes and effects and answer some open-ended questions about the Fear on the Brain text) page 44, (Understand by answering questions and completing True/False answers) page 50, and (Understand and Apply the Skill: Identify the Central Idea) page 56
- Unit 3, Grammar Boost: Like as a Verb or a Preposition page 46-47, Grammar Boost: Question Word Order, Simple Present pages 52-53, and Grammar Boost: Simple Past Irregular Verbs pages 58-59
- Unit 3, Performance Task: Speaking (Assignment: Conduct a Panel Discussion) page 61

Unit 5 Wisdom of the Wild (reviewed by team)

Student Materials ([Lift Student's Book](#))

- Unit 5, Focus on Language (Vocabulary: Understand Similes) page 223 (Language Convention: Correct Unclear Pronouns) page 235, (Vocabulary: Use Greek and Latin Roots and Suffixes) page 253
- Unit 5, Performance Task: Writing (Assignment: Write an Argumentative Essay) pages 256-259
- Unit 5, Performance Task: Speaking (Assignment: Debate) pages 260-261

Teacher edition/guide/materials (if applicable) ([Lift Teacher's Book](#))

- Unit 5, Table of Contents page FM32
- Unit 5. Scope and Sequence pages BM6-BM7
- Unit 5, Performance Assessment Rubrics page BM16

Any supplementary or companion resources that concretely connect to and support core materials ([Lift Language Companion](#))

- Unit 5, Focus on Understanding (Understand a text by answering comprehension questions) page 84, (Understand and Apply the Skill: Analyze Point of View) page 90, and (Understand and Apply the Strategy: Make Text-to-Self Connections) page 96
- Unit 5, Grammar Boost: Present Continuous pages 86-87, Grammar Boost: Adverbs pages 92-93, and Grammar Boost: Wh-Questions pages 98-99
- Unit 5, Performance Task: Writing (Assignment: Write an Argumentative Essay) page 100

Unit 7 The Past (reviewed individually)

Student Materials ([Lift Student's Book](#))

- Unit 7, Focus on Language (Language Convention: Punctuate Dialogue Correctly) page 327, (Vocabulary: Use Greek and Latin Prefixes and Roots) page 341, and (Language Convention: Use Possessive Adjectives and Pronouns) page 353
- Unit 7, Performance Task: Writing (Assignment: Write a Personal Narrative) pages 356-359
- Unit 7, Performance Task: Speaking (Assignment: Give an Oral Report) pages 360-361

Teacher edition/guide/materials (if applicable) ([Lift Teacher's Book](#))

- Unit 7, Table of Contents FM34
- Unit 7, Scope and Sequence BM8-BM9
- Unit 7, Performance Assessment Rubrics BM18

Any supplementary or companion resources that concretely connect to and support core materials ([Lift Language Companion](#))

- Unit 7, Focus on Understanding (Understand and Apply the Skill: Determine Theme) page 124, (Understand and complete comprehension questions) page 130, and (Understand and Apply the Strategy: Make Text-to-Self Connections) page 136
- Unit 7, Grammar Boost: Time Expressions pages 126-127, Grammar Boost: Count and Noncount Nouns pages 132-133, and Grammar Boost: Adverbs pages 138-139
- Unit 7, Performance Task: Speaking (Assignment: Perform a Model Oral Report and select a hook from a list) page 141

Alignment to Framework Component IV—Proficiency Level Descriptors

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

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).

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

How do instructional materials connect to Proficiency Level Descriptors (PLDs)?	
Match.PLD: Indicators	Match.PLD: Key Questions
<p>In the context of grade-level content learning, instructional materials...</p>	<p>Where and how do materials prompt, offer guidance, make pedagogical suggestions, and plan instruction supporting language development in purposeful, varied, and expanding ways through...</p>
<ul style="list-style-type: none"> • 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. (2020 Edition, pp. 34, 329) • Provide opportunities for monitoring language growth over time as described in the six levels of the PLDs. (2020 Edition, pp. 31, 33) • Suggest scaffolding of content and language development across PLD levels. (2020 Edition, 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)

- **Reflect a range of language development targets** for students at different levels of English proficiency in grades 6-12 classified at an intermediate level of English proficiency (approximately WIDA Levels 2-3). Lift aligns to a range of global standards and frameworks, even though those correspondences are not noted in the materials.
- **Monitoring language growth over time** occurs within the activities and assignments embedded in the eight units. The Performance Tasks for Speaking and Writing are evaluated by using Performance Assessment Rubrics (wholistic format). Student's work is assessed as at a Beginning Level, Intermediate Level and Advanced Level. One rubric describes Writing Proficiency Indicators and the other one describes Speaking Proficiency Indicators. As the unit assignments progress, the indicators reflect more and more mastery of the English language. Within units there are formative assessments for Academic Vocabulary, Key Vocabulary, Language Conventions, Reading Strategies/Skills, and Vocabulary. Those assessments are referenced in the Teacher's Book and some are supported on Spark.
- **Scaffold and support student learning** through all six levels of the PLDs. The Lift materials being reviewed in this report aim to serve students in grades 6-12 classified at an intermediate level of English proficiency (approximately WIDA Levels 2-3). There are four Scaffolds include charts, checklists, sentence starters, Idea Webs, Discussion Frames, and Venn diagrams.

Provide specific and concrete evidence to support the claim (include links and page numbers):

Unit 1 Intelligence (reviewed by team)

Student Materials (Lift Student's Book)

- Unit 1, Unit Launch (Essential Question: What is intelligence? Explore the Essential Question and fill in an Idea Web with classmates and the teacher. Discuss Your Ideas using Discussion Frames and write a one to two sentence response in the Lift Student Book. The scaffolds provided in this example address the needs of students at lower WIDA English proficiency levels) page 4
- Unit 1, Focus on Language (Language Convention: Capitalize Proper Nouns - Scaffolds for this activity include direct instruction supported by a brief text that has highlighted target words. This is supported by graphic organizer(chart) of terms, examples, and explanations that the teacher will use to model authentic examples of capitalization in English. Finally, a guided practice activity is where students will demonstrate their mastery. There are additional opportunities to engage with this topic on page 5 of the Lift Language Companion. In this way these materials address the needs of students at lower WIDA English proficiency levels) page 15
- Unit 1, Focus on Understanding (Apply the Strategy: Close Read with a partner, Understand and Analyze text-based questions (further supported in the Lift Language Companion on page 10), and Apply the Strategy of Asking Questions supported by Discussion Frames. In this way these materials address the needs of students at lower WIDA English proficiency levels) page 30

Teacher edition/guide/materials (if applicable) (Lift Teacher's Book)

- Unit 1, Share Opinions (Multi-level Strategies – students prepare skits according to their level of English language proficiency, Beginning, Intermediate, and Advanced) page T17
- Unit 1, Video Connection: London Taxi Drivers' Brains (Viewing Skill: Set a Viewing Purpose helps students to better focus their attention. Multi-level Strategies for students at the Beginning, Intermediate, and Advanced levels of English language proficiency to do this task.) page T35
- Unit 1, Reading 3: from Artificial Intelligence: Building Smarter Machines (Reading Options are provided to scaffold the support for varied reading levels, Below Level, On Level and Above Level.) page T39

Any supplementary or companion resources that concretely connect to and support core materials (Lift Language Companion)

- Unit 1, Focus on Language (Language Convention: Capitalize Proper Nouns-Students mark-up the sentences to identify proper and common nouns. This exercise is a logical extension of the activity in Lift Student Book

page 15. Exercise B has students use a word bank to complete sentences. Exercise C has students show their mastery by rewriting sentences correctly with capitalized proper nouns. These exercises address the needs of students at lower WIDA English proficiency levels.) page 5

- Unit 1, Focus on Understanding (Understand by reading statements about Reading 2 and classify the statements as true or false in exercise A, may address the needs of students at lower WIDA English proficiency levels. Exercise B, completing sentences with vocabulary from the reading without a word bank is an example of an activity that may address the needs of students at higher WIDA English proficiency levels.) page 10
- Unit 1, Grammar Boost: Simple Present (A chart provides an explanation with examples of how the simple present tense works to make a statement and pose yes/no questions and answers. Students demonstrate their mastery by underlining the simple present verbs in eight sentences. In this way these materials address the needs of students at lower WIDA English proficiency levels.) page 12

Unit 3 Overcoming Fear (reviewed individually)

Student Materials ([Lift Student's Book](#))

- Unit 3, Unit Launch (Essential Question: How can we overcome fears? Explore the Essential Question and fill in a Concept Map with classmates and the teacher. Discuss Your Ideas using Discussion Frames and write a one to two sentence response in the [Lift Student Book](#). The scaffolds provided in this example address the needs of students at lower WIDA English proficiency levels) page 110
- Unit 3, Focus on Language (Language Convention: Use Word Relationships (Part/Whole) - Scaffolds for this activity include direct instruction supported by a brief text that has underlined and annotated target words. This is supported by two guided practice activities. There are additional opportunities to engage with this topic on page 57 of the [Lift Language Companion](#). In this way these materials address the needs of students at lower WIDA English proficiency levels) page 149
- Unit 3, Focus on Understanding (Apply the Strategy: Close Read with a partner, Understand and Analyze text-based questions (further supported in the [Lift Language Companion](#) on page 56), and Apply the Skill: Identify the Central Idea of a Story supported by Discussion Frames. In this way these materials address the needs of students at lower WIDA English proficiency levels) page 148

Teacher edition/guide/materials (if applicable) ([Lift Teacher's Book](#))

- Unit 3, Share Opinions (Multi-level Strategies – students Create and Present: Illustrate Ideas according to their level of English language proficiency, Beginning, Intermediate, and Advanced) page T135
- Unit 3, Video Connection: Where does courage come from? (Viewing Skill: Understand Contrasts helps students understand how two ideas are contrasted in the video. Multi-level Strategies for students at the Beginning, Intermediate, and Advanced levels of English language proficiency to do this task.) page T125
- Unit 3, Reading 3: Bronze and Sunflower (Reading Options are provided to scaffold the support for varied reading levels, Below Level, On Level and Above Level.) page T141

Any supplementary or companion resources that concretely connect to and support core materials ([Lift Language Companion](#))

- Unit 3, Focus on Language (Language Convention: Use Word Relationships (Part/Whole) - This exercise is a logical extension of the activity in [Lift Student Book](#) page 149. These exercises address the needs of students at lower WIDA English proficiency levels.) page 57
- Unit 3, Focus on Understanding (Understand by reading statements about Reading 1 and classify the statements as true or false in exercise A, and in exercise B, students match causes with effects. These are an examples of activities that address the needs of students at lower and higher WIDA English proficiency levels.) page 44
- Unit 3, Grammar Boost: Like as a Verb or a Preposition (A chart provides an explanation with examples of this grammar point. Students demonstrate their mastery completing a matching activity and by writing sentences. In this way these materials address the needs of students at lower and higher WIDA English proficiency levels.) pages 46-47

Unit 5 Wisdom of the Wild (reviewed by team)

Student Materials ([Lift Student's Book](#))

- Unit 5, Unit Launch (Essential Question: How do animals surprise us? Explore the Essential Question and fill in a Unit Concept Map with classmates and the teacher. Discuss Your Ideas using Discussion Frames and write a one to two sentence response in the [Lift Student Book](#). The scaffolds provided in this example address the needs of students at lower WIDA English proficiency levels) page 210
- Unit 5, Focus on Language (Language Convention: Use Greek and Latin Roots and Suffixes - Scaffolds for this activity include direct instruction supported by examples with highlighted target words. This is supported by a graphic organizer (chart) of terms. Finally, there are additional opportunities to engage with this topic on page 97 of the [Lift Language Companion](#). In this way these materials address the needs of students at lower WIDA English proficiency levels) page 253
- Unit 5, Focus on Understanding (Understand and Analyze and Apply the Skill: Analyze Point of View (further supported in the [Lift Language Companion](#) on page 90), and Share Their Perspective supported by Discussion Frames. In this way these materials address the needs of students at lower WIDA English proficiency levels) page 234

Teacher edition/guide/materials (if applicable) ([Lift Teacher's Book](#))

- Unit 5, Share Opinions (Multi-level Strategies – students Create a Story Ending at their level of English language proficiency, Beginning, Intermediate, and Advanced) page T237
- Unit 5, Video Connection: What makes monarch butterflies so amazing (Viewing Skill: Use Visuals to Make Predictions helps students to make predictions. Multi-level Strategies for students at the Beginning, Intermediate, and Advanced levels of English language proficiency to do this task.) page T239
- Unit 5, Reading 3: Crow Smarts: Inside the Brain of the World's Brightest Bird (Reading Options are provided to scaffold the support for varied reading levels, Below Level, On Level and Above Level.) page T243

Any supplementary or companion resources that concretely connect to and support core materials ([Lift Language Companion](#))

- Unit 5, Focus on Understanding (Understand by reading statements about Reading 1 and choose the correct answers in exercise A. Exercise B, completing sentences with vocabulary from the reading without a word bank is an example of an activity that may address the needs of students at higher WIDA English proficiency levels.) page 84
- Unit 5, Grammar Boost: Present Continuous (A chart provides an explanation with examples of how the present continuous tense works to make a statement and pose yes/no questions and answers. Students demonstrate their mastery by completing sentence frames with the correct verb tenses. In this way these materials address the needs of students at lower WIDA English proficiency levels.) pages 86-87
- Unit 5, Focus on Language (Language Convention: Correct Unclear Pronouns-Students match and create sentences that demonstrate correct usage of pronouns. They identify unclear pronoun use in two additional exercises. This exercise is a logical extension of the activity in [Lift Student Book](#) page 235. These exercises address the needs of students at lower and higher WIDA English proficiency levels.) page 91

Unit 7 The Past (reviewed individually)

Student Materials ([Lift Student's Book](#))

- Unit 7, Unit Launch (Essential Question: Why should we remember the past? Explore the Essential Question and fill in a Unit Concept Map with classmates and the teacher. Discuss Your Ideas using Discussion Frames and write a one to two sentence response in the [Lift Student Book](#). The scaffolds provided in this example address the needs of students at lower WIDA English proficiency levels) page 318
- Unit 7, Focus on Language (Language Convention: Punctuate Dialogue Correctly - Scaffolds for this activity include direct instruction supported by a brief text that has highlighted punctuation. This is supported by examples, and explanations that the teacher will use to model authentic examples of punctuation in English. Finally, a guided practice activity is where students will demonstrate their mastery. There are additional opportunities to engage with this topic on page 125 of the [Lift Language Companion](#). In this way these materials address the needs of students at lower WIDA English proficiency levels) page 327

- Unit 7, Focus on Understanding (Close Read, Understand and Analyze and Apply the Skill: Determine Theme (further supported in the [Lift Language Companion](#) on page 124), and Share Your Perspective supported by Discussion Frames. In this way these materials address the needs of students at lower WIDA English proficiency levels) page 326

Teacher edition/guide/materials (if applicable) ([Lift Teacher's Book](#))

- Unit 7, Share Opinions (Multi-level Strategies – students Create a Plot Event according to their level of English language proficiency, Beginning, Intermediate, and Advanced) page T329
- Unit 7, Video Connection: How does one invention lead to the next? (Viewing Skill: Understand a Sequence of Events to assist students understanding the order of events in the video. Multi-level Strategies for students at the Beginning, Intermediate, and Advanced levels of English language proficiency to do this task.) page T345
- Unit 7, Reading 3: Mistakes: A Key to Learning (Reading Options are provided to scaffold the support for varied reading levels, Below Level, On Level and Above Level.) page T349

Any supplementary or companion resources that concretely connect to and support core materials ([Lift Language Companion](#))

- Unit 7, Focus on Language (Language Convention: Punctuate Dialogue Correctly-Students mark-up the sentences to identify correct punctuation. Exercise B has students rewrite sentences with correct punctuation. Exercise C has students show their mastery by rewriting a paragraph using correct punctuation. These exercises address the needs of students at lower WIDA English proficiency levels.) page 125
- Unit 7, Focus on Understanding (Understand by reading statements about Reading 3 and classify the statements as true or false in exercise A, may address the needs of students at lower WIDA English proficiency levels. Exercise B, completing sentences with answers from the reading without a word bank is an example of an activity that may address the needs of students at higher WIDA English proficiency levels.) page 136
- Unit 7, Grammar Boost: Adjectives and Adverbs (A chart provides an explanation with examples of what t adjectives and adverbs mean and how they can be used. Students demonstrate their mastery by underlining adjectives and circling adverbs in sample sentences. There is also a select which word, an adjective or adverb best completes the sentence activity. In this way these materials address the needs of students at lower and higher WIDA English proficiency levels.) page 138

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

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

How do instructional materials reflect the linguistic purposes, variety, and complexity embodied in the PLDs?	
Depth.PLD: Indicators In the context of grade-level content learning, instructional materials...	Depth.PLD: Key Questions Where and how do materials prompt, offer guidance, make pedagogical suggestions, and plan instruction supporting language development in purposeful, varied, and expanding ways through...
<ul style="list-style-type: none"> • Address three dimensions of language: discourse, sentence, and word/phrase. (2020 Edition, 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>. (2020 Edition, 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.). (2020 Edition, 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)

- Attends to the three dimensions of language (**discourse, sentence, word/phrase**) in a variety of tasks and texts. Various tasks and activities focus on vocabulary, word/phrase and sentence level. Oral discourse is scaffolded with Discussion Frames strategically placed throughout the lessons in each unit. Regarding genres of reading and writing, a wide range of genres are modeled, taught, and written. Each unit has a Performance Task for Speaking and Writing at the end of the unit. Scaffolding for students with varied levels of English proficiency are embedded in the Lift materials. Notes for extending the content are provided in the Lift Teacher's Book.
- Maintain the same **grade-level cognitive rigor for all students** while offering multiple entry points and responsive support processes. Example of multiple entry points include the Reading Options scaffold for varied reading levels and the Multi-Level Strategies for students at Beginning, Intermediate and Advanced levels of English language proficiency.

- Have **interactional scaffolding is responsive to students' current strengths and needs** by including Discussions and interactive activities that are modeled by teacher and scaffolded by Discussion Frames.
- **Monitors students' language growth in multiple and varied ways** throughout the eight units of study. There are embedded formative classroom assessments for Academic Vocabulary, Key Vocabulary, Language Conventions, Reading Strategies/Skills, and Vocabulary. Those assessments are referenced in the Lift Teacher's Book, and some are supported on Spark. Summative Performance Tasks for Speaking and Listening are assessed using Performance Assessment Rubrics (holistic not analytic). Student's work is assessed as at a Beginning Level, Intermediate Level and Advanced Level. As the unit assignments progress, the rubrics also reflect the students' increased mastery of the English language.

Provide specific and concrete evidence to support the claim (include links and page numbers):

Unit 1 Intelligence (reviewed by team)

Student Materials (Lift Student's Book)

- Unit 1, Unit Launch (Academic Vocabulary: Practice 1 has students use language in a paragraph to identify and match words to their definitions in a chart. This is an example of how the Lift materials attend to the word/phase level of language). page 5
- Unit 1, Focus on Language (Language Convention: Identify Pronouns and Antecedents where subject pronouns, object pronouns, possessive adjectives, and possessive pronouns are presented in a chart. Two annotated examples follow. Finally, students in the Practice demonstrate their mastery of the topics by circling the pronouns and underlining the antecedents. This is an example of how the Lift materials provide the same cognitive rigor for all while supporting how individual students learn.) page 31
- Unit 1, Video Connection: London Taxi Driver's Brains (Share Your Perspective with the support of Discussion Frames) page 35

Teacher edition/guide/materials (if applicable) (Lift Teacher's Book)

- Unit 1, Unit Launch (Vocabulary: Practice 2 follows up the Practice 1 in the Lift Student Book with a synonym chart that can help students to further expand their vocabularies) page T5
- Unit 1, Reading 1: from Out of My Mind (Reading Options scaffold support for varied reading levels Beginning (Listen and Read Along), On Level (Read Together), and Above Level (Read Independently) page T9
- Unit 1, Performance Task: Speaking (Assignment: Read Your Narrative Aloud has Multi-level Strategies for students at the Beginning (including sentence starters), Intermediate, and Advanced levels of English language proficiency to do this task.) page T53

Any supplementary or companion resources that concretely connect to and support core materials (Lift Language Companion)

- Unit 1, Focus on Language (Language Convention: Identify Pronouns and Antecedents are scaffolded by providing a limited offering of potential answers to the questions posed which helps students with lower proficiency levels of the English language proficiency.) page 11
- Unit 1, Grammar Boost: Simple Present (A chart presents and explains the grammar point for making statements and asking and responding to yes and no questions. Four scaffolded exercises follow.) page 12
- Unit 1, Prepare to Read: from Artificial Intelligence: Building Smarter Machines (Key Vocabulary where students provide a word for each sentence and Vocabulary Boost where students determine the meanings of words within sentences and then write the words and the word's part of speech in a chart.) page 15

Unit 3 Overcoming Fear (reviewed individually)

Student Materials (Lift Student's Book)

- Unit 3, Unit Launch (Academic Vocabulary: Practice 1 has students use language in a paragraph to identify and match words to their definitions in a chart. This is an example of how the Lift materials attend to the word/phase level of language). page 111

- Unit 3, Focus on Language (Language Convention: Understand Intensive and Reflexive Pronouns where singular and plural pronouns are presented in a chart. Finally, students in the Practice demonstrate their mastery of the topics by using correct pronouns in sentences. This is an example of how the Lift materials provide the same cognitive rigor for all while supporting how individual students learn.) page 121
- Unit 3, Video Connection: Where does courage come from? (Share Your Perspective with the support of Discussion Frames) page 125

Teacher edition/guide/materials (if applicable) (Lift Teacher's Book)

- Unit 3, Unit Launch (Vocabulary: Practice 2 follows up the Practice 1 in the Lift Student Book page 111 These activities provide students with the opportunity to work with a partner while composing a story using academic vocabulary) page T111
- Unit 3, Reading 1: Fear on the Brain (Reading Options scaffold support for varied reading levels Beginning (Listen and Read Along), On Level (Read Together), and Above Level (Read Independently). page T115
- Unit 3, Performance Task: Writing (Assignment: Report on a Common Phobia. Multi-level Strategies for students at the Beginning (including sentence starters), Intermediate, and Advanced levels of English language proficiency guide the teacher as they facilitate this task.) page T155

Any supplementary or companion resources that concretely connect to and support core materials (Lift Language Companion)

- Unit 3, Focus on Language (Language Convention: Understand Intensive and Reflexive Pronouns scaffolded by providing either/or question prompts which helps students with lower proficiency levels of the English language proficiency.) page 45
- Unit 3, Grammar Boost: Question Word Order (A chart presents and explains the grammar point for posing questions and for responding to yes, no and open-ended questions. Three scaffolded exercises follow.) page 53
- Unit 3, Prepare to Read: Sully's "Deliberate Calm" (Key Vocabulary where students provide a word for each sentence and Vocabulary Boost where students determine the meanings of words within sentences and then write the words and the word's part of speech in a chart.) page 49

Unit 5 Wisdom of the Wild (reviewed by team)

Student Materials (Lift Student's Book)

- Unit 5, Unit Launch (Academic Vocabulary: Practice 1 has students use language in a paragraph to identify and match words to their definitions in a chart. This is an example of how the Lift materials attend to the word/phase level of language). page 211
- Unit 5, Focus on Language (Language Convention: Correct Unclear Pronouns - Examples of pronoun use are presented. Finally, students in the Practice demonstrate their mastery of the topics by circling the pronouns and underlining the antecedents. This is an example of how the Lift materials provide the same cognitive rigor for all while supporting how individual students learn.) page 235
- Unit 5, Video Connection: What makes monarch butterflies so amazing (Share Your Perspective with the support of Discussion Frames) page 239

Teacher edition/guide/materials (if applicable) (Lift Teacher's Book)

- Unit 5, Unit Launch (Vocabulary: Practice 2 follows up the Practice 1 in the Lift Student Book with a partner activity to categorize new vocabulary.) page T211
- Unit 5, Reading 2: from Julie of the Wolves (Reading Options scaffold support for varied reading levels Beginning (Listen and Read Along), On Level (Read Together), and Above Level (Read Independently). page T231
- Unit 5, Performance Task: Speaking (Assignment: Debate has Multi-level Strategies for students at the Beginning (including sentence starters), Intermediate, and Advanced levels of English language proficiency to do this task.) page T261

Any supplementary or companion resources that concretely connect to and support core materials ([Lift Language Companion](#))

- Unit 5, Focus on Language (Vocabulary: Understand Similes are scaffolded in exercises B and C by providing a limited offering of potential answers to the questions posed which helps students with lower proficiency levels of the English language proficiency.) page 85
- Unit 5, Grammar Boost: Adverbs (A chart presents and explains the grammar for how to use adverbs. Three scaffolded exercises follow.) pages 92-93
- Unit 5, Prepare to Read: Crow Smarts (Key Vocabulary where students provide a word for each sentence and Vocabulary Boost where students fill in the blanks using a word bank, match words and their definitions and combine the beginning and end of sentences to make correct complete sentences.) page 95

Unit 7 The Past (reviewed individually)

Student Materials ([Lift Student's Book](#))

- Unit 7, Unit Launch (Academic Vocabulary: Practice 1 has students use language in a paragraph to identify and match words to their definitions in a chart. This is an example of how the [Lift](#) materials attend to the word/phase level of language). page 319
- Unit 7, Focus on Language (Language Convention: Punctuate Dialogue Correctly where students follow a model to mark up a text. Finally the students rewrite a text showing who is speaking. This is an example of how the [Lift](#) materials provide the same cognitive rigor for all while supporting how individual students learn.) page 327
- Unit 7, Video Connection: How does one invention lead to the next? (Share Your Perspective with the support of Discussion Frames) page 345

Teacher edition/guide/materials (if applicable) ([Lift Teacher's Book](#))

- Unit 7, Unit Launch (Vocabulary: Practice 2 follows up the Practice 1 in the [Lift Student Book](#) with a partner synonym activity that can help students to further expand their vocabularies) page T319
- Unit 1, Reading 1: The Fun They Had (Reading Options scaffold support for varied reading levels Beginning (Listen and Read Along), On Level (Read Together), and Above Level (Read Independently). page T323
- Unit 7, Performance Task: Speaking (Assignment: Give an Oral Report has Multi-level Strategies for students at the Beginning (including sentence starters), Intermediate, and Advanced levels of English language proficiency to do this task.) page T361

Any supplementary or companion resources that concretely connect to and support core materials ([Lift Language Companion](#))

- Unit 7, Prepare to Read: Mistakes: A Key to Learning (Key Vocabulary where students provide a word for each sentence and Vocabulary Boost where students use context to determine the meaning of words within sentences.) page 135
- Unit 7, Focus on Language (Language Convention: Use Possessive Adjectives and Pronouns require that the students complete sentences with the appropriate adjective or pronoun, and they have to read a paragraph, find five errors and make corrections. Exercises such as these show how the [Lift](#) materials provide the same cognitive rigor for all while supporting how individual students learn.) page 137
- Unit 7, Grammar Boost: Adjectives and Adverbs (A chart presents and explains the grammar point for making statements and asking and responding to yes and no questions. Four scaffolded exercises follow.) pages 138-139

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 PLDs?	
Breadth.PLD: Indicators	Breadth.PLD: Key Questions
In the context of grade-level content learning, materials support language development that consistently addresses 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...
<ul style="list-style-type: none"> • Across lessons • Across units of learning • 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)

- **Reflect a range of language development targets** across lessons, units, and the course of study that are presented in the Scope and Sequence. Summative assessments (Performance Tasks for Speaking and Writing) are assessed by Performance Assessment Rubrics that are differentiated for each unit of study.
- **Monitor student language growth** across lessons, units, and the course of study using formative assessments that embedded in the eight units of study.
- **Address three dimensions of language:** discourse, sentence, and word/phrase across lessons, units, and the course of study throughout the thematic content.
- **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. The Lift Teacher's Book has Reading Options scaffold that support Beginning, On Level, and Above Level, and the Multi-Level Strategies for students at Beginning, Intermediate and Advanced levels of English language proficiency.
- **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 are fostered

by frequently providing prompts and scaffolding for student to Discuss Your Ideas, Share Your Perspective, Discuss Responses, Respond to Guiding Questions, and Share Your Story. [The Teacher's Book has Multi-Level Strategies that guide teachers as they differentiate instruction and support students.](#)

Provide specific and concrete evidence to support the claim (include links and page numbers):

Unit 1 Intelligence (reviewed by team)

Student Materials ([Lift Student's Book](#))

- Unit 1, Prepare to Read: from Out of My Mind (Reading Skill: Cite Evidence following the given examples and four steps that are listed) page 7, (Reading Strategy: Ask Questions using the annotated example and by following the three steps described) page 21, and (Reading Skill: Analyze the Purpose of an Anecdote using the annotated example and by following the three steps described) page 37
- Unit 1, Focus on Understanding, all scaffolded with Discussion Frames (Share Your Perspective on what makes a person smart and different ways of being smart) page 14, (Share Your Perspective in a small group on Reading 2) page 30, (Share Your Perspective on what can be learned from how to pass the London taxi driver exam) page 35, and (Share Your Perspective in a small group on machines, replicating human traits and artificial intelligence) page 44
- Unit 1, Reading 1: from Out of My Mind (realistic fiction) pages 8-13, Reading 2: What is IQ - and how much does it matter (informational essay) pages 22-29, and Reading 3: from Artificial Intelligence: Building Smarter Machines (informational essay) pages 38-43

Teacher edition/guide/materials (if applicable) ([Lift Teacher's Book](#))

- Unit 1, Table of Contents page FM28
- Unit 1. Scope and Sequence pages BM2-BM3
- Unit 1, Performance Assessment Rubrics page BM12
- Unit 1, Reading Option pages T9, T23, and T39

Any supplementary or companion resources that concretely connect to and support core materials ([Lift Language Companion](#))

- Unit 1, Prepare to Read: Key Vocabulary and Vocabulary Boost (from Out of My Mind) page 3, (What is IQ- and how much does it matter: Key) page 9, and (from Artificial Intelligence: Building Smarter Machines) page 15
- Unit 1, Grammar Boost (Be) pages 6-7, (Simple Present) pages 12-13, and (Simple Past Regular Verbs) pages 18-19
- Unit 1, Performance Task: Writing (Assignment: Write a Fictional Narrative) page 20 and Performance Task: Speaking (Assignment: Read Your Narrative Aloud) page 21

Unit 3 Overcoming Fear (reviewed individually)

Student Materials ([Lift Student's Book](#))

- Unit 3, Prepare to Read: Fear on the Brain (Reading Strategy: Monitor Comprehension following the three steps and the model) page 113, (Reading Skill: Analyze Key Events following the three steps and the model) page 127, and (Reading Skill: Identify the Central Idea of a Story using the annotated example and by following the three steps described) page 139
- Unit 3, Focus on Understanding, all scaffolded with Discussion Frames (Share Your Perspective on what is fear and the automatic response to it.) page 120, (Share Your Perspective on Reading 2 about how the pilot and passengers felt.) page 132, (Share Your Perspective on the Video Connection of what the scariest part of Yar Khan's experience was.) page 125, and (Share Your Perspective on why Bronze and Sunflower at the reed marsh.) page 148
- Unit 3, Reading 1: The Fear on the Brain (a science article) pages 114-119, Reading 2: Sully's "Deliberate Calm (a news article) pages 128-131, and Reading 3: Bronze and Sunflower (historical fiction) pages 140-147

Teacher edition/guide/materials (if applicable) ([Lift Teacher's Book](#))

- Unit 3, Table of Contents page FM30
- Unit 3, Scope and Sequence pages BM4-BM5
- Unit 3, Performance Assessment Rubrics page BM14
- Unit 3, Reading Option pages T115, T129, and T141

Any supplementary or companion resources that concretely connect to and support core materials ([Lift Language Companion](#))

- Unit 3, Prepare to Read: Key Vocabulary and Vocabulary Boost (from Fear on the Brain) page 43, (Sully's "Deliberate Calm") page 49, and (from Bronze and Sunflower) page 55
- Unit 3, Grammar Boost (Like as a Verb or a Preposition) pages 46-47, (Question Word Order) pages 52-53, and (Simple Past Irregular Verbs) pages 58-59
- Unit 3, Performance Task: Writing (Assignment: Report on a Common Phobia) page 60 and Performance Task: Speaking (Assignment: Conduct a Panel Discussion) page 61

Unit 5 Wisdom of the Wild (reviewed by team)

Student Materials ([Lift Student's Book](#))

- Unit 5, Prepare to Read: (Reading Skill: Summarize following the given examples and four steps that are listed) page 213, (Reading Skill: Analyze Point of View using the annotated example and by following the three steps described) page 229, and (Reading Strategy: Make Text-to-Self Connections) page 241
- Unit 5, Focus on Understanding, all scaffolded with Discussion Frames (Share Your Perspective on assumptions about animal abilities) page 222, (Share Your Perspective in a small group on Reading 2 what you would have done if you had come across a wolf) page 234, (Share Your Perspective on the Video about monarch butterflies) page 239, and (Share Your Perspective in a small group on what task you would like to see a crow do.) page 252
- Unit 5, Reading 1: What Animals Think and Feel (a science article) pages 214-221, Reading 2: from Julie of the Wolves (an adventure story) pages 230-233, and Reading 3: Crow Smarts (a science article) pages 242-251

Teacher edition/guide/materials (if applicable) ([Lift Teacher's Book](#))

- Unit 5, Table of Contents page FM32
- Unit 5. Scope and Sequence pages BM6-BM7
- Unit 5, Performance Assessment Rubrics page BM16
- Unit 5, Reading Option pages T215, T231, and T243

Any supplementary or companion resources that concretely connect to and support core materials ([Lift Language Companion](#))

- Unit 5, Prepare to Read: Key Vocabulary and Vocabulary Boost (What Animals Think and Feel) page 83, (from Julie of the Wolves) page 89, and (Crow Smarts) page 95
- Unit 5, Grammar Boost (Present Continuous) pages 86-87, (Adverbs) pages 92-93, and (Wh-Questions) pages 98-99
- Unit 5, Performance Task: Writing (Assignment: Write an Argumentative Essay) page 100 and Performance Task: Speaking (Assignment: Debate) page 101

Unit 7 The Past (reviewed individually)

Student Materials ([Lift Student's Book](#))

- Unit 7, (Reading Skill: Determine Theme following the given examples and four steps that are listed) page 321, (Reading Skill: Determine the Author's Purpose using the annotated example and by following the three

steps described) page 333, and (Reading Strategy: Make Text-to-Self Connections using the annotated example and by following the three steps described) page 347

- Unit 7, Focus on Understanding, all scaffolded with Discussion Frames (Share Your Perspective on what Margie thinks about her school) page 326, (Share Your Perspective on how the writer used the words “dumb” and “smart.”) page 340, (Share Your Perspective on a surprising fact from history) page 345, and (Share Your Perspective in a small group on how students feel when they make mistakes) page 352
- Unit 7, Reading 1: The Fun They Had (science fiction) pages 322-325, Reading 2: The Case for Low-tech Cities (persuasive essay) page 334-339, and Reading 3: Mistakes: A Key to Learning (science article) pages 348-351

Teacher edition/guide/materials (if applicable) (Lift Teacher’s Book)

- Unit 7, Table of Contents page FM34
- Unit 7, Scope and Sequence page BM8-BM9
- Unit 7, Performance Assessment Rubrics page BM18
- Unit 7, Reading Option pages T323, T335, and T349

Any supplementary or companion resources that concretely connect to and support core materials (Lift Language Companion)

- Unit 7, Prepare to Read: Key Vocabulary and Vocabulary Boost (The Fun They Had) page 123, (The Key to Low-tech Cities) page 129, and (Mistakes: A Key to Learning) page 135
- Unit 7, Grammar Boost (Time Expressions) pages 126-127, (Count and Noncount Nouns) pages 132-133, and (Adjectives and Adverbs) pages 138-139
- Unit 7, Performance Task: Writing (Assignment: Write a Personal Narrative) page 140 and Performance Task: Speaking (Assignment: Give an Oral Report) page 141

III. Summary of Alignment Strengths and Potential Areas for Growth

Alignment to	Strengths	Potential areas of growth
Big Ideas	The reviewers found the <u>Lift</u> materials in strong and comprehensive alignment to the Framework as stipulated by the PRIME rubric	N/A
ELD Standards Statements	The reviewers found the <u>Lift</u> materials in strong and comprehensive alignment to the Framework as stipulated by the PRIME rubric	The reviewers had one observation: <u>Lift</u> materials refer to ELD Standards Statements as drivers of language development by referencing language used in the <u>WIDA English Language Development Standards Framework, 2020 Edition</u> , and the Common Core ELA standards. (Note: The Common Core standards are referenced in the <u>Lift Student Book</u> , and <u>Lift Teacher's Book</u> , but the references are not introduced nor explained, not even in the <u>Lift Teacher's Book</u> .)
Key Language Uses	The reviewers found the <u>Lift</u> materials in strong and comprehensive alignment to the Framework as stipulated by the PRIME rubric	N/A
Language Expectations	The reviewers found the <u>Lift</u> materials in strong and comprehensive alignment to the Framework as stipulated by the PRIME rubric	N/A
Proficiency Level Descriptors	The reviewers found the <u>Lift</u> materials in strong and comprehensive alignment to the Framework as stipulated by the PRIME rubric	The reviewers had one observation: Some of the student exercises in the <u>Lift Language Companion</u> would benefit from having a word bank or other scaffolds (page 10 exercise B). Also, we think this exercise was too challenging for most students, so it could be labeled as an extension/challenge activity.
<p>Include any additional information about the materials that you feel our review team should know.</p> <p>The reviewers had one observation: Each of the Performance Tasks at the end of each unit are matched with task specific rubrics. The rubrics are at the end of the <u>Teacher's Book</u> in the BM (Back Matter) section. It would be helpful for busy teachers to have a note as to where to find the rubrics on the pages of the <u>Teacher's Book</u> where the Performance Task assignments appear.</p> <p>These materials are well curated and comprehensive. The readings are accessible and supported/scaffolded in helpful ways. The topics are of high interest and engaging. The performance tasks are also well thought through and scaffolded. The reviewers (a middle school, grades 6-8 teacher and a high school teacher of Multilingual Learners) can see using these materials with the students they serve.</p>		

IV. Review Team’s Final Consensus Scoring

<p>Review team: Liz Corbett and Kathy Lobo</p> <p>Year Long Course of Study Submitted for Review: <i>Lift Level 1</i></p> <p>Submission date: August 2023</p> <p>Educational entity: National Geographic Learning</p>

Evidence for alignment criteria is...		Final consensus score (4-3-2-1)	Final score for each Framework component (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 Statement: 4
Match.ELD.1		4	
Match.ELD.2–5		4	
Depth.ELD		4	
Breadth.ELD		4	
Key Language Uses (KLUs)			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 (PLDs)			Lowest criterion score earned for Proficiency Level Indicators: 4
Match.PLD		4	
Depth.PLD		4	
Breadth.PLD		4	