

WIDA PRIME 2020 Publisher Report

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

I. Description of Materials Reviewed in this Report

Title of Materials: *Reach Higher*

Submitting Educational Entity: National Geographic Learning

Description of Materials

Grade level: Elementary

Content area(s): The program uses National Geographic science and social studies content and authentic literature to build content knowledge and develop English literacy through inquiry-based learning.

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

Intended use of the materials: A six-level cross-curricular program which helps primary students develop the literacy, academic language skills, and content knowledge they need to get an education in English.

General scope of materials: An entire year of instruction, Level 3, has been submitted. It has 8 units, separated into two books (3A and 3B). Daily lessons in each unit cover language arts strands (foundational skills, vocabulary, reading, writing, listening/speaking).

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

- Teacher's Book (3A + 3B): 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 Books (3A + 3B): teach the academic language, vocabulary, phonics, reading, writing, and conversations students need to get an education in English.
- Student Practice Book (3A + 3B): gives students more practice with academic conversations using the target language and content.
- Student Online Resources on Spark: includes additional content for students, including audio and video for the Student's Books and Practice Books, additional practice activities and games, and word lists of academic and content vocabulary.
- Read On Your Own phonics readers: reinforce the phonics curriculum and high-frequency words introduced in Reach Higher

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 translanguageing 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 materials in <i>Reach Higher</i> reflect a commitment to equity of opportunity and access for students. <i>Reach Higher</i> provides educators with a wide variety of curriculum resources that can be tailored and adjusted to meet the needs of a wide variety of students. Suggested methods for scaffolding and differentiating both instruction and assessments are embedded within the lessons of the unit in the Teacher’s Book.</p> <p>In addition to supporting students’ linguistic knowledge, <i>Reach Higher</i> also contains multiple opportunities for students to both share their own and learn about various cultural assets in the form of “perspectives, beliefs, social norms, and ways of thinking” (WIDA Can Do Philosophy). Other tenets of the WIDA Can Do Philosophy reflected in materials in <i>Reach Higher</i> are Experiential Assets (“Varied life and educational experiences, exposure to unique topics, diverse approaches to learning and expressing content knowledge”) and Social and Emotional Assets (“interests and needs, awareness of/ empathy for diverse experiences, knowledge and enrichment of community resources”).</p>

Concrete, precise, and clear evidence supporting narrative response (include page numbers and links):

Example of Differentiating- (Teacher's Book 3A Unit 1, Part 1, Lesson 3, p 16)

Practice / Apply

1. Read aloud the instructions in Talk Together on Student's Book page 6. Have students use **Practice Book 1.2** to complete their maps.
2. Use **Multi-Level Strategies** to help students at all proficiency levels tell a story and make a story map.

BEGINNING	INTERMEDIATE	ADVANCED	ADVANCED HIGH
Provide sentence frames for telling a story: <i>First, _____. Then, _____. Finally, _____.</i> Have partners listen for the sequence words to help them complete their story maps.	Remind storytellers to use sequence words to show the order of events. Remind partners to listen for sequence words to help them complete their story maps.	Have storytellers use at least two sentences to tell each part of their story's plot: beginning, middle, end. Have them pause after each part so that their partners can decide what to write in the story map.	Challenge storytellers to include as many details as they can in each part of their story: beginning, middle, end. Challenge partners to write only the most important events and details in each section of their story map.

Example of Scaffolding during Reading Lesson (Teacher's Book 3A Unit 1, Part 1, Lesson 6, p 26)

Reading Options

Scaffold the support for varied reading levels.

BELOW LEVEL	ON LEVEL	ABOVE LEVEL
Listen and Read Along <ul style="list-style-type: none">• Have students follow the text on Key Points Reading (Practice Book 1.4) while you read the text aloud.• Check understanding with selected Build Comprehension questions.	Read Together <ul style="list-style-type: none">• Have students read chorally or in pairs. Pause to ask the Build Comprehension questions.• At the end of each section, have students summarize the main events.	Read Independently <ul style="list-style-type: none">• Have students read silently and study the illustrations to clarify the text.• Students can discuss the Build Comprehension questions with a partner.• Then have students read the selection aloud and discuss its meaning as you ask the Build Comprehension questions.• Have students share details in the illustration that help them understand the text.

Example of WIDA Can Do Linguistic Asset: Stages of Linguistic Acquisition (Teacher's Book, p FM46)

STAGES AND BEHAVIORS	TEACHING STRATEGIES
BEGINNING	
Beginners: <ul style="list-style-type: none"> • have little or no survival vocabulary or language structures • need to gain familiarity with the sounds, rhythm, and patterns of English • respond non-verbally by pointing, gesturing, nodding, or drawing • have little or no ability to understand spoken English used in academic and social settings • have little or no ability to speak English in academic and social settings • have little or no ability to use English to build foundational reading skills • lack the English vocabulary and English language structures necessary to address grade-appropriate writing tasks • understand new concepts best when previewed in their home language • begin to respond with yes/no or one- or two-word responses • read simple language that has already been experienced orally • write labels, patterned sentences, one- or two-word responses • repeat and recite memorable language; use routine expressions independently • respond with phrases, fragments, and simple subject/verb-based structures • read familiar, patterned text; read language experience texts • begin to apply reading strategies to aid comprehension of text • write patterned text, short captions; complete simple cloze sentences 	Beginners benefit when teachers: <ul style="list-style-type: none"> • implement an intensive, individualized or small-group emergent literacy program, starting with the English alphabet • use gestures and other visuals to clarify concepts • provide ample age-appropriate oral-to-print and emergent literacy experiences • use visuals to teach key vocabulary necessary for academic discussion • use simple sentence structures and language patterns during instruction • provide abundant opportunities for active listening, utilizing props, visuals, and real objects • provide opportunities to read literature in short “chunks” • support reading with direct phonics instruction • avoid forcing students to speak before they are ready • model memorable language with songs and chants • pair or group students with more proficient learners • activate prior knowledge, build background, and use visuals before reading activities • ask yes/no, either/or, and Who? What? Where? questions • have students label/manipulate pictures and real objects • provide short frames for students to complete with one- or two-word responses or word banks

Example of WIDA Can Do Cultural Asset: Throughout each unit, there are several “Cultural Perspectives” suggestions embedded within the lessons that provide additional discussions and extensions for the current unit of study. In this example, it is suggested that students explore different types of footwear found throughout the world (Teacher’s Book 3A, Unit 1, Part 1, Lesson 6, p 25)

Cultural Perspectives

1. Explain that people wear different kinds of footwear in different parts of the world. Offer some examples: *Where there is a lot of snow, people wear special boots. Where the weather is hot, people wear cool sandals.* Have students research different kinds of footwear around the world.
2. Have students draw or download pictures of the footwear, label them with the country or culture they represent, and post them in the classroom. Then facilitate a discussion about why people wear each kind of footwear in each place.

Example of WIDA Can Do Experiential Asset: Each opening lesson of the Unit includes a time for students to “Share What You Know,” which introduces different activities which activate students’ prior experience and knowledge related to the unit theme. At the beginning of Unit 3, “Life in the Soil,” students are asked to share their prior knowledge of plants.

Share What You Know


1 Think of the most amazing plant you know. Draw it.

2 Display all the class drawings. Don't tell which is yours!

3 Say an amazing thing your plant does. Can your class guess which plant is yours?

Do It!

My plant grows without much water.



Example of WIDA Can Do Social and Emotional Asset: At the end of each unit, students have opportunities to choose one way to share their ideas about the “Big Question” of the unit. At the end of Unit 1, “Happy to Help,” which poses the Big Question “How do people help each other?,” one possible way for students to share their thinking about the big question was to draw a self-portrait displaying their feelings when helping someone else.

Do It!

Draw a Self-Portrait

How do you feel when you do something nice for someone? Draw a picture of yourself to show this feeling. Post your picture in a class Portrait Gallery.



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

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

- Opportunities for multilingual learners to develop content and language concurrently, with academic content as a context for language learning and language as a means for learning academic content? (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)

Narrative: How do materials align to the Big Idea?

Reach Higher guides students to learn English, learn about the world, and learn about themselves through authentic content with a global perspective. Primary students develop the academic language skills and content knowledge they need to get an education in English. *Reach Higher* uses National Geographic science and social studies content and authentic literature to build content knowledge and interdisciplinary literacy that students can use across classes. Students interact with content areas to develop critical thinking, problem solving and analytical skills needed to succeed in their academic studies. The lessons within *Reach Higher* are highly interactive, allowing students to work in partners, small groups, and on whole-class activities.

Each unit of *Reach Higher* includes a “Big Question,” which purpose is to spur ongoing student discussion and dialogue and develop high levels of academic talk. This Big Question is an open-ended, student-facing question that is addressed throughout the unit. At the end of each unit, students are given 3 multimodal options (Write It/ Talk About It/ Do It) to share their ideas in response to the Big Question, and they are encouraged to incorporate both the content knowledge they have learned over the unit, as well as the language skills built over the unit in their responses.

Concrete, precise, and clear evidence supporting narrative response (include page numbers and links):

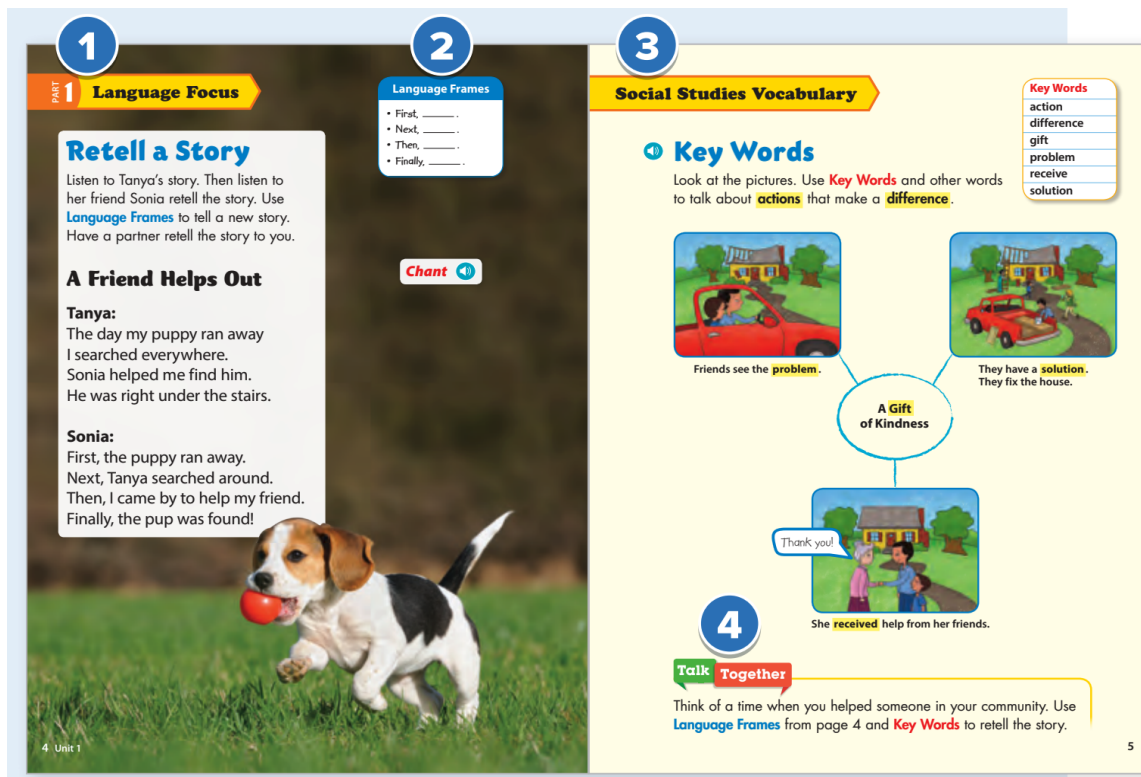
Example: Big Question introduced during Unit Opener

Student's Book 3A, Unit 1, p 2-3



Example: Language Focus lesson, with “Talk Together” activity for student participation

Student's Book 3A, Unit 1, p 4-5



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?
<ul style="list-style-type: none"> 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) 	<p><i>Reach Higher</i> provides Family Newsletters that contain a summary of the content students are learning, a list of the texts covered in that part of the unit, vocabulary words, and a short activity that families can do together. These family newsletters are an important way to communicate to families what students are learning.</p> <p><i>Reach Higher</i> includes resources and guidance so all educators see themselves as responsible for language development. These include Academic Language Frames, Multi-Level Strategies, Multi-Level Practice Sets, and the Stages of Acquisition chart with descriptions and strategies.</p>

Example: Family Newsletter (Online Resource)

FAMILY NEWSLETTER

3A | UNIT 1 • 1

Dear Family Member,

“How do people help each other?” That is the big question we are exploring in this unit. To answer it, we are reading, writing, and talking about the ways people reach out to one another, and how small actions can make a big difference. Be a part of our exploration! With your student, read the New Words on the next page. Then follow these directions.

Directions:

1. Talk together about the ways your family can help in your community. Try to use some of the New Words in your discussion.
2. Work together to make notes. On the lines below, write words, phrases, or sentences that tell your ideas about ways to help in your community. Use the New Words when you can.
3. Remind your student to bring the completed notes to class.

What We're Reading

“Those Shoes” by Maribeth Boelts

In this story, a pair of popular shoes teach a lesson in generosity.

“Guardian Angel” by Francis X. Alarcón

In this poem, a girl reaches out to a lonely classmate.

“The World’s Greatest Underachiever” by Henry Winkler

In this autobiography, actor Henry Winkler describes his childhood struggle with dyslexia and his success in spite of it.

“Making a Difference” by Phillip Kennedy

In this biography, the author highlights the important role education has played in the life of explorer Joseph Lokuton.

Example: Stages of Language Acquisition, Teacher's Book p FM46

STAGES OF LANGUAGE ACQUISITION





Reach Higher incorporates Academic Language Frames, Multi-Level Strategies, Multi-Level Practice Sets, and more supports to help English language learners move through the stages of language acquisition. As you select strategies and monitor behaviors and progress, keep in mind that stages vary. For example, some students may be beginning speakers and advanced writers while others may be advanced speakers and beginning writers. Use the assessment instruments to measure and monitor language acquisition and adjust scaffolds, grouping, and challenges to support each student.





STAGES AND BEHAVIORS	BEGINNING	TEACHING STRATEGIES
Beginners: <ul style="list-style-type: none">have little or no survival vocabulary or language structuresneed to gain familiarity with the sounds, rhythm, and patterns of Englishrespond non-verbally by pointing, gesturing, nodding, or drawinghave little or no ability to understand spoken English used in academic and social settingshave little or no ability to speak English in academic and social settingshave little or no ability to speak English to build foundational readinglack the English vocabulary and English language structures necessary to address grade-appropriate writing tasksunderstand new concepts best when presented in their home languagebegin to respond with yes/no or one- or two-word responsesuse simple language that has already been experienced orallywrite labels, patterned sentences, one- or two-word responses and repeat and recite memorable language; use language expressions independentlyrecognize phrases, fragments, and simple subject/verb-based structureswrite pattern, patterned text, read language experience textsbegin to apply reading strategies to aid comprehension of textwrite patterned text, short captions; complete simple cloze sentences	Beginners benefit when teachers: <ul style="list-style-type: none">implement an intensive, individualized or small-group emergent literacy program, starting with the English alphabetuse gestures and other visuals to clarify conceptsprovide simple age-appropriate oral-to-print and emergent literacy experiencesuse visuals to teach key vocabulary necessary for academic discussionuse simple sentence structures and language patterns during instructionprovide abundant opportunities for active listening, utilizing props, visuals, and real objectsprovide opportunities to read language in short "chunks" or small groups with oral phonics instructionavoid forcing students to speak before they are readymodel memorable language with songs and chantspair or group students with more proficient learnersactivate prior knowledge, build background, and use visuals before reading activitiesask yes/no, either/or, and What?/How?/Where? questionsuse photographs and/or manipulatives/pictures and real objectsprovide short frames for students to complete with one- or two-word responses or word banks	
	INTERMEDIATE	
Intermediate students: <ul style="list-style-type: none">understand simple, high-frequency spoken English used in routine academic and social settingshave the ability to speak in a simple manner; using English consistently heard in routine academic or social settingsare limited to using the English language to build foundational reading skillshave English vocabulary and grasp of English language structures adequate to address grade-appropriate writing tasks in a limited wayunderstand simple messages with contextual support (gestures etc.)understand "chunks" or gist of language, and the gist of group responses by relying on context clues and the summative response to literature with structured supportrespond using newly-acquired receptive vocabulary for messages in Englishunderstand more details in spoken Englishread resources independently following oral previews or experiences with printapply reading strategies regularly to aid comprehension of textwrite from models for a variety of purposesrespond with short answers, cues, and more extensive	Intermediate students benefit when teachers: <ul style="list-style-type: none">provide direct instruction in key vocabulary necessary for academic discussionexpose students to a variety of understandable textshave students describe personal experiences, objects, etc.use graphic organizers or storyboards for retelling or role-playsstructure group discussion to support application of languagestructure research projects and guide use of reference sourcesask open-ended questions; model, expand, restate, and enrich student languageprovide context-area texts, trade books, newspapers, magazines, etc., to promote conceptual developmentrespond generously to student writing and hold conferences that highlight student strengths and progressprovide frames that support and extend language patterns and structures	

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?
<ul style="list-style-type: none"> • The framing of language development as an interactive social process that expands what multilingual learners <i>can do</i> 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) 	<p><i>Reach Higher</i> provides students with an interactive, authentic context to acquire, expand, and practice English. Each unit of <i>Reach Higher</i> is contextualized in a content area (math, science, social studies) and explores a real-world topic. Each lesson is highly interactive and includes multiple opportunities for speaking, reading, writing, and listening.</p> <p>Each unit includes explicit vocabulary instruction for both content vocab (e.g. <i>drought, ecosystem, food chain</i>) as well as high-leverage academic vocabulary (e.g. <i>negative, resources</i>). The academic vocabulary taught and assessed are words that students will encounter in a wide variety of texts, tasks, and settings.</p> <p>Each unit also contains two “Language Function” lessons that provide explicit instruction on a specific language structure. These language functions model language patterns and practices. When studying the specific language functions, students are provided with language frames to scaffold their responses.</p>

Concrete, precise, and clear evidence supporting narrative response (include page numbers and links):

Scope and Sequence, Reach Higher Teacher's Book 3A and 3B pFM14-FM15 and online

UNIT	TOPIC AND CONTENT AREA		LANGUAGE FUNCTION	VOCABULARY		THINKING MAP	READING	PHONICS	GRAMMAR	PROJECT	
				Content	Academic					Oral Language	Writing
1 Happy to Help	Social Studies	Part 1	Retell a Story	action gift problem receive solution	kindness need understand value want	Plot	Reading Strategy Preview and Predict Genres Realistic Fiction, Poem	Compound Words	Complete Sentences	Theme Theater	Write a Personal Narrative
	Helping  How do people help each other?	Part 2	Make Comparisons	improve individual neighborhood offer volunteer	benefit duty identify impact learn	Make Comparisons	Reading Strategy Monitor and Clarify Genres Autobiography, Biography	Syllable Division	More Subjects and Predicates	Oral Report	
2 Nature's Balance	Science	Part 1	Ask and Answer Questions	amount behavior decrease increase supply	balance control interact react scarce	Compare and Contrast	Reading Strategy Ask Questions Genres Humorous Story, Riddle	Vowel Sounds and Spellings: u, e	Kinds of Sentences	Theme Theater	Write a Summary
	Ecosystems  What happens when nature loses its balance?	Part 2	Give and Carry Out Commands	drought ecosystem food chain level river	competition nature negative positive resources	Cause and Effect	Reading Strategy Ask Questions Genres Science Article, Human Interest Feature	Vowel Sounds and Spellings: oo	Compound Sentences	Narrative Presentation	
3 Life in the Soil	Science	Part 1	Give Information	blossom cycle root seed soil sprout	characteristic conditions depend growth produce	Sequence	Reading Strategy Make Inferences Genres Realistic Fiction, Haiku	Review: Two- and Three-Letter Blends	Plural Nouns	Theme Theater	Write an Article
	Plants  What is so amazing about plants?	Part 2	Define and Explain	city desert rainforest vine weed	diversity environment organism protect unique	Main Idea and Details	Reading Strategy Make Inferences Genres Nonfiction: Science Article, Blog	Review: Plurals: -s, -es, -ies	More Plural Nouns	News Report	
4 Let's Work Together	Social Studies	Part 1	Express Needs, Wants, and Feelings	advertisement buyer market money pay seller	accomplish cooperation plenty purpose reward	Theme	Reading Strategy Determine Importance Genres Realistic Fiction	Syllable Division	Present-Tense Action Verbs	Theme Theater	Write a Persuasive Essay
	Working Together  What's the best way to get things done?	Part 2	Persuade	agriculture crop farmer field harvest plow	alternative conservation future method sustain	Opinion and Evidence	Reading Strategy Summarize Genres Persuasive Article, Fable	Vowel Sounds and Spellings: ai, aw, au	Forms of be, have	Persuasive Presentation	

UNIT	TOPIC AND CONTENT AREA	LANGUAGE FUNCTION	VOCABULARY		THINKING MAP	READING	PHONICS	GRAMMAR	PROJECT		
			Content	Academic					Oral Language	Writing	
5 Mysteries of Matter	Science	Part 1	Describe Actions	form freeze liquid melt solid temperature thermometer	alter occur state substance trap	Character and Plot	Reading Strategy Make Connections Genres Play, E-mail, Web-based News Article	Endings: -ed, -ing	Adjectives and Articles	Theme Theater	Write a Literary Response
	Matter  What causes matter to change?		Part 2	Describe Places	ground mixture sand water wetland		area combine composition firm surface	Cause and Effect	Reading Strategy Make Connections Genres Science Article, Interview	Prefixes: in-, im-	
6 From Past to Present	Social Studies	Part 1	Ask for and Give Information	heritage music region rhythm vary	express feelings perform popular style	Classify Details	Reading Strategy Visualize Genres Song Lyrics, Biography	Prefixes: un-, re-	Pronoun Agreement	Theme Theater	Write an Interview
	Culture and Traditions  How can we preserve our traditions?		Part 2	Give and Follow Instructions	artist carve storyteller tale tradition wood		communicate generation preservation process represent	Steps in a Process	Reading Strategy Visualize Genres Descriptive Article, Profile, Folk Tale	Prefixes: mis-, dis-	
7 Blast! Crash! Splash!	Science	Part 1	Tell an Original Story	erupt flow island lava magma ocean rock volcano	core create develop force pressure	Imagery	Reading Strategy Draw Conclusions Genres Narrative Poem, Photo Essay	Suffixes: -sion, -tion, -ous	Adverbs	Informational Presentation	Write a Research Report
	Forces of Nature  What forces can change Earth?		Part 2	Express Opinions and Ideas	earthquake plate shore tsunami wave		power rescue sense signal warn	Cause and Effect	Reading Strategy Form Generalizations Genres Historical Fiction, Online Article	Syllable Pattern: Consonant + -le, -al, -el	
8 Getting There	Math and Social Studies	Part 1	Ask for and Give Advice	distance feet kilometer measurement meter unit	achieve direction estimate goal strategy	Goal and Outcome	Reading Strategy Review Genres Realistic Fiction, Myth, Folk Tale	Suffixes: -ant, -ent	Past Tense	Theme Theater	Write a Story
	Goals  What tools can we use to achieve our goals?		Part 2	Express Intentions	continent destination globe journey location		challenge discover endurance explore prepare	Main Ideas and Details	Reading Strategy Review Genres Human Interest Feature, Profile	Words with More Than One Syllable	

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 In the context of grade-level content learning, instructional materials...	Match.ELD.1: Key Questions Where and how do materials prompt, offer guidance, make pedagogical suggestions, and plan instruction that...
<ul style="list-style-type: none"> • 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:

- **Indicator: Reflect and guide teachers to value and leverage students’ languages, cultures, experiences, and identities in grade level learning**
 - Each unit builds background knowledge and makes connections between the curriculum unit of study (Student’s Book 3A Unit 1 Unit Opener p 2-3) and home with “Make Connections- Family Newsletter” (located online in Teacher resources > Family Newsletter)
 - The curriculum includes stories and pictures from a variety of different cultures. (Student’s Book 3A Unit 1 “Making a Difference,” set in Kenya, p 61-65)
 - The curriculum includes “Cultural perspectives” aligning to each unit (Teacher’s Book 3A Unit 2 Lesson 8 p 123)
- **Indicator: Support language for social and instructional interactions. (e.g., everyday routines, negotiation, and problem-solving) (2020 Edition, p. 25)**

- Partner Work and Cooperative learning routines are embedded in the units. A full explanation of cooperative learning practices is presented in the Teacher's Book 3A and 3B on FM44-FM45 to provide cooperative learning routines and consistent opportunities for students to work together and learn from one another. Descriptions, benefits, and purposes of each activity are explained.
- Language supports, sentence frames, and graphic organizers are provided for students to make comparisons, summarize/retell, preview and predict, tell ideas and respond to ideas. (Teacher's Book 3B Unit 5 Lesson 3 p 55 aligns with e-visual 5.12 to support students while making connections)
- Practice and Apply provides language support, guidance, and expectations for beginning intermediate, advanced, and advanced proficiency levels. (Teacher's Book 3B Unit 6 Lesson 2 p 134)
- **Indicator: 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)**
 - Social language is integrated with disciplinary contexts throughout *Reach Higher* in a variety of ways. Vocabulary activities outlined on Teacher's Book p FM28 will engage students in collaborative activities. For example, in Activity 2, "Picture It," students talk quietly about a picture to form an agreement on a keyword being illustrated. This activity can be used for vocabulary words within all standards (ELD-LA, ELD-MA, ELD-SC, and ELD-SS).
 - The online Teacher Resources provide "Language Builder Picture Cards" providing students an opportunity to talk about images they see together. Images relate to content vocabulary within units of study. For example, Teacher Resources in Level 3B Unit 8 Language Builder Picture Cards G3.100 (pedometer) and G3.101 (tape measure) give students the opportunity to tell about what they see, elaborate, and respond, and ask questions while using key content words as outlined from the units.
 - Social language is integrated during cooperative learning routines (Teacher's Book p FM44). These learning routines provide consistent opportunities for students to work together and learn from one another within all standards (ELD-LA, ELD-MA, ELD-SC, and ELD-SS). For example, on Teacher's Book 3A Unit 2 Lesson 2 p 136, students are asked to engage in a "Three-Step interview" relating to science vocabulary (ELD-SC) in which responding to peers provides opportunities for structured self-expression. Additionally, on Teacher's Book 3B Unit 8 Lesson 8 p 332, students are asked to engage in discussions using "Roundtable" relating to adventure, explorers, and motivation (ELD-SS) where students answer questions in their own way. The roundtable elicits multiple ideas and perspectives to enhance language fluency and creates appreciation for diversity of thought and others' opinions.

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)

- **Indicator: Integrate language development with content learning. (2020 Edition, p. 24)**
 - ELD-SC is integrated during science reading, Student’s Book 3A Unit 3 p 192-207. Students are given a science article to read. Students are engaged in grade-level content by identifying facts (p 206) and identifying the main idea while providing supporting details. Language frames are provided on p 207.

- **Indicator: 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)**
 - Multilingual learners are asked to “Write as a Citizen” by completing a persuasive essay writing task on Student’s Book 3A Unit 4 p 284-287 (ELD-SS). Sentence frames and graphic organizers are provided to support the language needs for language learners to complete grade level writing with a social studies focus.

- **Indicator: Include interactive activities and opportunities for discussion as multilingual learners simultaneously develop language and conceptual understandings. (2020 Edition, pp. 19, 20, 25, 362)**
 - In addition to cooperative learning activities, the “Respond and Extend” lesson also includes a “Talk Together” activity and language frames to assist in student conversation about the balance of nature on Teacher’s Book 3A Unit 2 Lesson 8 p 160 (ELD-SC)

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	Depth.ELD: Key Questions
In the context of grade-level content learning, instructional materials...	Where and how do materials prompt, offer guidance, make pedagogical suggestions, and plan instruction supporting language development in purposeful, varied, and expanding ways through...
<ul style="list-style-type: none"> • Guide teachers to use strength-based approaches, leveraging students' experiential, linguistic, and cultural backgrounds, and intersectional identities in relation to disciplinary learning (ELD-SI). (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)

- **Indicator: 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)**

- Strength based approach: On Teacher's Book 3B Unit 2 Lesson 10 p 181 "Share your ideas" activity. students are given choices on how to present and share about the big question. This provides opportunities for individual, partner, or group work and oral, written, or kinesthetic outcomes. (ELD SS) Activities include: writing and sharing song lyrics, interviewing a musician, writing instructions about a family tradition, writing a letter.

- **Indicator: Offer ample opportunities for students to engage in social and instructional interaction, and for interactive learning (ELDSI). (2020 Edition, p. 25)**
 - "Instructional Interaction" task is on Student's Book 3A Unit 2 p 147. Students are asked to present while also given cues as the engaged listener.
 - Big questions are presented throughout units of study where students are asked to "talk together" to complete a concept map, such as Student's Book 3A Unit 2 p 148.
 - In the Spark online Teacher Resources > Academic Talk Frames is language support for students to engage in a variety of speaking/listening activities (ask/answer questions, give and carry out commands, ask for/give information)

- **Indicator: 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)**
 - On Teacher's Book 3A Unit 2 p 144, Reading Option scaffolds are provided for teachers to assist students at different proficiency levels to attend to the task of reading about science. (ELD-LA & ELD-SC)
 - The curriculum provides teachers with a clear, systematic, and explicit way to enhance learning and language within disciplinary contexts. In Teacher's Book 3A Unit 3 p 182 the "Language focus" lesson provides teachers with a system to first "Teach/Model", then "Practice/Apply, next "Check Understanding" and last "Monitor." In the online Spark Teacher Resources > Assessment, multiple assessment tools can be used to show learning progress. These include: Key Word tests (academic vocabulary & content words), Reading Strategy tests, Unit Tests (with vocabulary, grammar, writing), and Review (monitor and measure students' learning progress). The "Assessment Overview" (in Spark online Teacher Resources) document provides instruction for using the assessments.

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)

- Instructional materials within *Reach Higher* consistently and systematically represent concepts, ideas, and practices congruent with the ELD standards and statements **across lessons and units of study** within materials provided for Levels 3A and 3B. A Scope and Sequence is located on Teacher’s Books 3A and 3B p FM 14-FM15, enabling teachers to see the topic and content area. (ELD-MA- Unit 8, ELD SC, Units 2, 3, 5, & 7, ELD-SS- Units 1, 4, 6, & 8)

- Units and lessons take an asset-based approach to support multilingual learners to use their experiences and linguistic and cultural backgrounds across lessons, units, and the course of study. Units are organized in a systematic and predictable way allowing for students to predict expectations daily throughout the courses of study.
 - Units are structured in two parts with about 9 to 10 lessons each and focus on a unit “Big Question.” Students start each unit by building background knowledge, sharing what they know, and making connections, which allows them to utilize their experiences and linguistic cultural backgrounds in a systematic way (preview and predict, introduce the question, build background knowledge, share what you know, concept map, make connections). After that, each part within the unit follows an instructional pattern of lessons, which all have explicit teach/model, practice/apply, check understanding, and monitor steps.:
 - Language Focus
 - Content Vocabulary
 - Thinking Map (reading skill)
 - Academic Vocabulary
 - Reading Strategy
 - Phonics focus
 - Reading selection
 - Think and Respond
 - Reread and Summarize
 - Word Work
 - Additional reading selection
 - Respond and Extend
 - Grammar and Spelling
 - Review
 - Oral Language Project
 - Writing Project
- Students are provided with ample opportunities to expand what they can do with language. Each lesson provides a daily objective.
 - Teacher’s Book 3A Unit 2 p 152: Language Objectives: Language Function: Give Commands; Reread and Retell: Cause and Effect; and Participate in a Discussion. Support is given by explicitly teaching and modeling a skill and additionally by providing a sentence frame for additional support (Student’s Book 3A Unit 2 p 135, Cause-and-effect frame: “This happened, so.....”)
 - Teacher’s Book 3B Unit 5 p 48: Language Objectives: Language Function: Describe Places; Listen and Imitate Fluent Models; Use a Variety of Sentence Types; and Participate in a Discussion. Sentence frames are provided by using e.Visual 5.10 (available on the online platform Spark) to assist in describing places. Frames are differentiated by level to further support students at their language developmental level of beginning (orange), intermediate (purple), advanced (green), and advanced high (blue).
- Students are able to expand what they can do with language in a variety of ways. Students are asked to participate in class discussions, complete partner work, and focus on a specific language function within each

part of a unit. Refer to Teacher's Books 3A & 3B p FM14-FM15 for all the Language Functions: Retell a Story; Make Comparisons (unit 1), Ask and Answer Questions; Give and Carry Out Commands (unit 2), Give Information; Define and Explain (unit 3), Express Needs, Wants, and Feelings; Persuade (unit 4) Describe Actions; Describe Places (unit 5), Ask For and Give Information; Give and Follow Instructions (unit 6), Tell an Original Story; Express Opinions and Ideas (unit 7), Ask For and Give Advice; Express Intentions (unit 8). Many of these language functions spiral throughout the course of study, allowing students to build upon skills, and to expand/elaborate within the specific language function. Students are asked to demonstrate ability within these language functions in a variety of ways, including various practice activities and an oral language assessment.

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)

- **Indicator- Define KLUs**

- The materials of *Reach Higher* contain multiple opportunities for students to learn what Key Language Uses (KLUs) are and to apply them in their everyday lessons. Each unit is split into 2 parts, and each part contains a specific “Language Focus,” which teaches and models language patterns and then practices the use of Language Frames to scaffold student’s language use. The language focus selections across the units reflects all four KLUs defined by WIDA 2020 Standards.

- **KLU Narrate:**

- Retell A Story (Student’s Book 3A Unit 1 Part 1 p 4)
- Tell An Original Story (Student’s Book 3B Unit 7 Part 1 p 150)

- **KLU Argue:**

- Persuade (Student’s Book 3A Unit 4 Part 2 p 254)
- Express Opinions and Ideas (Student’s Book 3B Unit 7 Part 2 p 182)

- **KLU Inform:**

- Ask and Answer Questions (Student’s Book 3A Unit 2 Part 1 p 76)
- Give Information (Student’s Book 3A Unit 3 Part 1 p 152)
- Make Comparisons (Student’s Book 3A Unit 1 Part 2 p 38)
- Express Wants, Needs, and Feelings (Student’s Book 3A Unit 4 Part 1 p 222)
- Ask for and Give Information (Student’s Book 3B Unit 6 Part 1 p 76)
- Express Intentions (Student’s Book 3B Unit 8 Part 2 p 262)

- **KLU Explain:**

- Define and Explain (Student’s Book 3A Unit 3 Part 2 p 184)
- Give and Carry Out Commands (Student’s Book 3A Unit 2 Part 2 p 110)
- Give and Follow Instructions (Student’s Book 3B Unit 6 Part 2 p 108)
- Ask for and Give Advice (Student’s Book 3B Unit 8 Part 1 p 224)

- In addition to the specific language focus lessons and activities per unit, students are given opportunities to engage with various KLUs throughout the units. In Unit 5, Lesson 1, which introduces the unit on matter, students are asked to observe their findings out loud (**inform**) and then **explain** what happens when an ice cube is left in a bowl on a table (Teacher’s Book 3B Unit 5 p 13).

- **Indicator- Identify the relationship between KLUs and academic content standards. (pp. 26, 288, 363)**

- The instruction of KLUs in *Reach Higher* centers on language use that allows students to accomplish various social and academic purposes. The materials in *Reach Higher* contain language proficiency expectations that reflect the language needed for ELs to acquire and demonstrate the required knowledge and skills identified in academic content standards. The language structures that students are explicitly taught are grounded in units that cover academic content areas such as literature, social studies, mathematics, and science. Within each content area, students interact with relevant content

that connects to academic standards. For example, Student's Book 3B Unit 7 "Blast! Splash! Crash!" is a science unit that explores forces of nature. Within this unit, the language focuses that are covered are: Tell an Original Story (WIDA KLU: Narrate) and Express Opinions and Ideas (WIDA KLU: Argue). For Express Opinions and Ideas, students are prompted to give an opinion about earthquakes and support their opinion with evidence from the text. Students are provided the Academic Talk scaffolds provided in order to demonstrate their content knowledge about earthquakes (Teacher's Book 3B Unit 7 Lesson 1 p 218).

Language Focus

Teach / Model

1. Read the introduction on Student's Book page 182 and play the song. Invite students to sing along as you play the song a second time. Model how to echo and chime in as the audio prompts.
2. Point out the Language Frames at the top of Student's Book page 182 and model using these structures to express opinions and ideas about earthquakes.
3. Prompt one or two students to give an opinion about earthquakes. Point to each step on the How-to card (eVisual 7.11) as students express their opinions. To prompt reasons, ask: *Why do you think this? What facts support your opinion?*

How to Express Opinions and Ideas	
1. Name the topic.	earthquake danger
2. Use opinion words: <i>must, should, think, believe</i> .	I think that people in earthquake areas should make an emergency kit.
3. Give a reason for your opinion.	An emergency kit could save your life.

eVisual 7.11

Practice / Apply

1. Have students express opinions and ideas about earthquakes. Use Academic Language Frames (eVisual 7.12) to encourage students to use language naturally.
2. Display and use **Academic Talk 6-7** to provide additional language support for students at all levels.

Check Understanding

Have students look at the diagram of the tsunami on Student's Book page 183. Ask them to give their opinions and ideas about tsunamis.

Monitor

Use **Oral Language Rubrics** in **Assessment Resources** to monitor students' progress in oral language performance.

Express Opinions and Ideas	
<p>■ I think _____.</p> <p>I believe _____.</p> <p>In my opinion, _____.</p>	<p>■ I think _____.</p> <p>I believe _____.</p> <p>In my opinion, _____ should _____.</p> <p>One reason is that _____.</p>
<p>■ I think _____ because _____.</p> <p>I believe _____ that _____ is _____.</p> <p>In my opinion, _____ should _____ and _____.</p> <p>One reason is that _____.</p> <p>Another reason is that _____.</p>	

eVisual 7.12

- **Indicator- Explain how genres work as a way of organizing language use. (pp. 26, 217, 354)**
 - Students are introduced to a number of genres throughout Reach Higher. They learn how the genre utilizes language, such as on Student Book 3A Unit 2 p 103 when students learn, "A riddle is a question that has a funny answer. The answer may have playful language, such as words within words, rhyming words, or words that sound alike but mean different things." In the related Respond and Extend page (Student's Book 3A Unit 2 p 108), they compare how different genres use language.
 - The Writer's Craft in Persuasive Essay Writing Project on Teacher's Book 3A Unit 4 p 336 explains how students use persuasive language for their Persuasive Essay. eVisual 4.22 reinforces the use of Persuasive Language

Weak Persuasive Language

Some people might enjoy the garden.
I think we might be able to grow and eat vegetables.

Strong Persuasive Language

The garden is something everyone can enjoy. If you plant vegetables, you can eat them as they ripen.

eVisual 4.22

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	Depth.KLU: Key Questions
In the context of grade-level content learning, instructional materials...	Where and how do materials prompt, offer guidance, make pedagogical suggestions, and plan instruction supporting language development in purposeful, varied, and expanding ways through...
<ul style="list-style-type: none"> • 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)

- **Indicator: Highlight how KLUs work in particular disciplines. (pp. 26, 217-218)**
 - The materials in *Reach Higher* explain how KLUs work in particular disciplines. Each unit has both an assigned topic and content area. The KLUs covered in the “Language Function” lessons correspond to the content area. For example, Student’s Book 3A Unit 3 “Life in the Soil” is a Science unit and the topic is plants. The Language Functions covered in the unit are “Give Information” (WIDA KLU: Inform) and “Define and Explain” (WIDA KLU: Explain). Students are explicitly taught how to use the KLUs in order to explain scientific concepts about plants. The final assessment/project of the unit is “Write an Article” where students are provided a scaffolded experience of writing an explanatory research article based on what they have learned in this science unit. They start with a topic sentence that gives information and then provide facts and details that explain their ideas. They also use the content and academic words about plants that they have learned in the unit. (Student’s Book 3A. Unit 3 p 214-217)
- **Indicator: Offer explicit explanations of how KLUs work in a variety of texts, tasks, and purposes, examining and revealing common and unique linguistic and organizational features of each KLU. (p. 217)**
 - Students are provided with explicit explanations of how KLUs work in a variety of texts. Each unit contains two main texts that represent a variety of genres (realistic fiction, poem, riddle, blog, fable, persuasive article, etc.). For example, on Student’s Book 3B Unit 6 p 84, students learn that song lyrics express ideas and use sensory language. As they read on Student’s Book 3B Unit 6 p 89 and 93, they identify text that helps them picture what the song is describing. Later on Student’s Book 3B Unit 6 p 106, they compare and contrast the sensory language in the lyrics to the facts in an informational biography they also read.
 - The materials in *Reach Higher* allow students to examine and reveal common and unique linguistic features of each KLU. For example, In Student’s Book 3B Unit 7 p 150, students are explicitly taught how to tell an original story (WIDA KLU; Narrate). In this lesson, students are first shown an example of an original story. Then, students are shown to e.Visual 7.2, which provides both the components of a successful story as well as an example.

How to Tell an Original Story	
1. Tell who the story is about.	It is about a girl named Inez.
2. Tell when and where it happens.	It happens in July on an island.
3. Tell about a problem your character has. Tell what happens first and then what happens next.	First, Inez builds a sand castle on the beach. Then, a big wave comes and washes the sand castle away.
4. Tell how the story ends.	Finally, Inez builds another sand castle. She takes a picture of it before a wave washes it away.

- **Indicator: Emphasize language use within sociocultural contexts (e.g., for particular purposes, topics, situations, participant’s identities and social roles, audiences). (pp. 26, 363)**
- *Reach Higher* lesson address and explicitly teach language use within both academic and sociocultural contexts. The language functions equip students for success both in the classroom as well as a myriad of social settings. In the first unit, which is about how people help others, students are given explicit instruction in retelling stories. In this lesson, students are given the opportunity to both retell a story from the book as well as listening to and retelling stories from their partners sharing a time when they were helpful. This exchange allows for students to share a time when they were helping someone they know, as well as be able to retell those stories from their classmates. (Teacher’s Book 3A Unit 1 Lesson 2 p 14 and eVisual 1.2)

How to Retell a Story	
1. Tell what happens first.	First, a puppy ran away.
2. Tell what happens next.	Then, they searched for it.
3. Tell what happens at the end.	Finally, they found the puppy.

eVisual 1.2

- in Teacher’s Book 3A Unit 4, Lesson 2 p 264 “Express Needs, Wants, and Feelings” students express their needs (“I need some help”), their corresponding wants to meet those needs (“I want to make a cake”), and the underlying feelings they have (“I feel nervous about using the oven”). This structure gives students language for advocating for themselves in the classroom and beyond.

Express Needs, Wants, and Feelings <div> ■ I need _____. ■ I want _____. I feel _____. </div> <hr/> <div> ■ I need _____ to _____. ■ I want to _____ and _____. I feel _____ because _____. </div>	
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eVisual 4.3

- In Teacher’s Book 3B Unit 8 Lesson 2 p 270 students learn how to ask for and give advice. Students listen to a conversation and observe how this audio example meets the criteria listed in the book. Then, students use eVisual 8.3 to help scaffold conversations with each other where they both ask and receive advice on how to study for their next test.

How to Ask for and Give Advice	
1. Ask for advice. Ask about something you are not sure of.	Do you know which race I should run in? Should I run in the 1,000-meter race?
2. Give advice. Tell what someone should or should not do.	You should run in a 100-meter or 400-meter race first.
3. State the reason for your advice.	The 1,000-meter race is too long for a beginner.

eVisual 8.2

Ask for and Give Advice <div> ■ Do you know _____? ■ Should I _____? You should/should not _____. </div> <hr/> <div> ■ Do you know how to _____? ■ Do you know when to _____? Should I _____? Why should I _____? You should/should not _____ because _____. </div>	
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eVisual 8.3

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

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

How do instructional materials consistently and systematically represent concepts, ideas, and practices congruent with the Key Language Uses?	
Breadth.KLU: Indicators In the context of grade-level content learning, materials support language development that consistently addresses teaching and learning about KLUs...	Breadth.KLU: Key Questions Where and how do materials consistently and systematically prompt, offer guidance, make pedagogical suggestions, and plan instruction to...
<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)

- At the lesson level, when introduced to a specific Language Focus, students are provided with multiple opportunities for both learning and reproducing targeted linguistic structures. For example, on Teacher's Book Unit 5 Lesson 2 p 14, in the Language Focus "Describe Actions" lesson (WIDA KLU: Inform), students first listen to a dialogue between two people that models the specific language focus. Then, during the second playing of the audio, scholars are invited to "echo and chime in" as the audio prompts. Afterwards, students will then be shown a Language Frame with the structure for describing actions ("When it is _____, I _____") and then be asked to use that provided frame to describe their own actions in different types of weather. The lesson continues with students learning key vocabulary that relates to weather and forms of water (freezing/melting). The lesson concludes with opportunities for students to synthesize both the vocabulary instruction as well as the language focus (example: When the temperature is hot, I like to go swimming). This lesson demonstrates how the KLU instruction in *Reach Higher* supports students in both deconstructing and constructing KLUs across a lesson, as well as provide students with opportunities for expanding what students can do with KLUs.

- At the unit level, students are provided with multiple opportunities to engage with KLUs in listening, reading, writing, and speaking. The structure of specific KLUs are first taught to students through analyzing provided models, and then over the course of the unit, students are given scaffolding and support to be able to use the KLU structures in speaking and writing, either independently or with support depending on students' language proficiency. On Student's Book 3A Unit 4 Part 2 p 254, the provided language focus is "Persuade" (WIDA KLU: Argue). The students are then exposed to persuasive structures through a Thinking Map lesson "Opinion and Evidence" on Student's Book 3A Unit 4 Part 2 p 256 where they are guided on how to express opinions and support those opinions with evidence (also reinforced on Practice Book page 4.12). On Student's Book Unit 4 Part 2 p 262-273, students read a persuasive article that provides more examples of persuasive structures. After reading the article, students then discuss the article and create an opinion and evidence chart to identify the author's opinion and supporting evidence (Student's Book 3A Unit 4 Part 2 p 274-275). The following lesson, students read a fable where one character attempts to persuade another character to save food for the future season (Student's Book 3A Unit 4 Part 2 p 277-281). Embedded with each lesson is a suggested time for writing instruction, which culminates in an end-of-unit Writing Project. The Writing Project for Unit 4 is "Write a Persuasive Essay" where students will "write an essay about the best way to do something at school or in your neighborhood" (Student's Book 3A Unit 4 284). Throughout the unit, students are exposed to multiple texts that provide examples of persuasive writing and speaking and are then able to practice applying those skills and language structures to their own writing pieces.
- The materials of *Reach Higher* 3A and 3B provide direct, explicit, and systematic instruction of KLUs across the course of study. Throughout the units, students are exposed to various KLUs through explicit classroom instruction and exploring various genres and text types. Students are then given opportunities to practice using the KLUs in both formative and summative assessments throughout the course of study.
- Instruction of KLUs is carried out in a systematic method that allows for students to continuously expand their linguistic knowledge over the course of study. For example, towards the beginning of the course of study, in Student's Book 3A Unit 2 Part 1 p 76, the Language Focus is "Ask and Answer Questions" (KLU: Inform.) In this lesson, students are given a model dialogue and then practice mostly closed-ended questions that have a direct answer "Who is _____?", "Where is _____?". Later in the course of study, in Student's Book 3B Unit 6 Part 1 p 76, the Language Focus is "Ask for and Give Information." In this lesson, students are taught to ask and answer more open-ended questions "How do _____?" "It's _____" This increase in complexity of both text and task is something that students are equipped for through the organized method of delivering instruction and expanding on what students already know.

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.

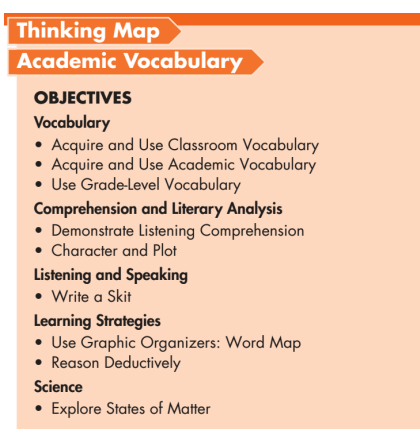
- Criterion Match.LE determines whether the **same or consistent concepts and ideas** about language development embodied in Language Expectations appear in materials.
- **Match.LE is met if** evidence related to indicators clearly shows that materials **explicitly and concretely connect to Language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

How do instructional materials connect to Language Expectations?	
Match.LE: Indicators In the context of grade-level content learning, instructional materials...	Match.LE: Key Questions Where and how do materials prompt, offer guidance, make pedagogical suggestions, and plan instruction that...
<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)

- **Indicator: Define Language Expectations for units and lessons. (2020 Edition, pp. 28, 237)**
 - Language Expectations are included and defined at both the lesson and unit level. For daily lessons, there is an “Objectives” box at the beginning of each lesson within the Teacher’s Book. This objectives box contains both a category of instruction (e.g. Vocabulary, Learning Strategies, Listening, Speaking) as well as the specific language functions (e.g “use grade-level vocabulary,” “demonstrate listening comprehension”). The specific language expectations included vary per lesson and students are guided through a blend of both interpretative (listening, reading) and expressive (reading, writing) communication modes throughout the course of one lesson. Example from Teacher’s Book 3B Unit 5 Part 1 Lesson 3.



- **Indicator: Connect Language Expectations to academic content standards and practices. (2020 Edition, pp. 29, 266)**
 - The Language Expectations laid out in the beginning of the lessons explicitly link to academic content standards and practices. Each unit of *Reach Higher* is based on a topic within a content area (social studies, math, and science). Instead of separating language instruction from content instruction, *Reach Higher* integrates scaffolded language learning within the context of high-quality, rigorous content instruction.
 - In Student’s Book 3B Unit 7 p 150-151 “Blast! Crash! Splash!” a science unit about forces of nature, the Language Focus is “Tell An Original Story” which explicitly teaches students how to retell a story using sequencing (first, then, etc.). After practicing telling original stories from their own experiences, students are then introduced to science vocabulary about volcanoes (e.g. *erupt/ flow/magma*) Students are then tasked with telling an original story about forces that change something on Earth. Students are encouraged to use both the Language Frames and the Key Vocab in their responses.
- **Indicator: Address interpretive and expressive communication modes (separate or integrated modes). (2020 Edition, p. 28)**
 - *Reach Higher* supports students to work with interpretive (reading, listening) and expressive (writing, speaking) communication modes as they engage with disciplinary practices, texts, and tasks. While each lesson has a specific focus over the course of each unit, lessons do not revolve around a

- In Teacher's Book 3B Unit 6, Part 1, Lesson 7 p 118, students are responding to a reading about the story of Colombian musician, Shakira. In the first part of the Lesson ("Talk About It"), students are answering questions about the text and supporting their answers with evidence. For this exercise, the Student's Book provides sentence starters as scaffolds for student responses. After the speaking exercise, students will do a writing exercise where they will write a short persuasive essay on their favorite musician/ band and why others should listen to this music. During this exercise, students are given a sentence starter and encouraged to use key words (which include social studies vocabulary and academic vocabulary)

PART 1 LESSON 7

Think and Respond

Reread and Classify

OBJECTIVES

Vocabulary

- Use Grade-Level Vocabulary
- Use Academic Vocabulary

Language

- Use Language Function: Ask for and Give Information
- Reread and Classify
- Participate in a Discussion

Fluency

- Read with Accuracy, Rate, and Expression

Comprehension and Literary Analysis

- Analyze Genre: Song Lyrics

Learning Strategies

- Use Graphic Organizers: Details Web
- Reason Deductively

Writing

- Write a Paragraph Response

1 Think and Respond

Talk About It

- How does the girl feel about Shakira?
Find some lines in the **song lyrics**
that show the girl's **feelings**.

The writer _____. Lines that show her feelings are: _____.

- Pretend that you are a musician playing at one of Shakira's concerts. What might someone ask you about it? **Give information to explain**.

What instruments _____? How do _____? I play _____.
They sound _____.

- Does the selection have a first-person narrator or a third-person narrator? How do you know?

It has a _____. I know because _____.

Key Words

express	popular
feelings	region
heritage	rhythm
music	style
perform	vary

Write About It

Think of a band or a singer that you like. Write a short persuasive essay to tell why others should listen to this **music**. Write a sentence that **expresses** your opinion. Then write at least three sentences to support your position. Use **Key Words**.

I think everyone _____. First of all, _____.

98 Unit 6

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)

- **Indicator: Guide educators to systematically expand choices students can make with language through explicit teaching of Language Functions related to a Language Expectation. (pp. 29, 364)**

- Each unit in *Reach Higher* contains two specific “Language Focus” lessons that equip students with common patterns of language use for both academic and social purposes. In Teacher’s Book 3B Unit 7, Part 1, Lesson 2 p 184, the language focus is “Tell an Original Story, ” (WIDA Language Expectation equivalent: Narrate. Expressive.) This lesson is supported with eVisual 7.2. The WIDA Language Functions covered in this lesson are: “Construct language arts narratives that: Orient audience to context, develop story with time and event sequences, complication, resolution, or ending, and engage and adjust for audience”

ELD-LA.2-3.Narrate.Expressive

Construct language arts narratives that

- Orient audience to context
- Develop story with time and event sequences, complication, resolution, or ending
- Engage and adjust for audience

How to Tell an Original Story	
1. Tell who the story is about.	It is about a girl named Inez.
2. Tell when and where it happens.	It happens in July on an island.
3. Tell about a problem your character has. Tell what happens first and then what happens next.	First, Inez builds a sand castle on the beach. Then, a big wave comes and washes the sand castle away.
4. Tell how the story ends.	Finally, Inez builds another sand castle. She takes a picture of it before a wave washes it away.

eVisual 7.2

- **Indicator: Guide educators to systematically expand choices students can make with language through exploration of Language Features that carry out particular Language Functions. (pp. 30, 365)**
 - *Reach Higher* explores how language features carry out particular language functions. During the Language Focus lessons, students are provided with Academic Language Frames to encourage students to use specific language to carry out the language function. For example, continuing with Teacher’s Book 3B Unit 7 Part 1 Lesson 2 p 184, after understanding the various components of what makes a successful original story, students are then tasked with telling an original story, using both eVisual 7.2 (which describes the language function) and eVisual 7.3, which provides Academic Language Frames to scaffold students’ responses.
 - These specific Academic Language Phrases reflect the following WIDA Language Features (WIDA Standards)
 - verbs to describe what characters do, think, and feel
 - connectors to sequence time (first, next, and then) and events (before, after, later,) and to combine and link event details (and, but, so)
 - declarative statements to provide closure

Tell an Original Story <div> ■ This story is about _____. ■ It happens _____. First, _____. Then, _____. </div> <hr/> <div> ■ This story is about _____. ■ It happens _____. First, _____, so _____. Then, _____ because _____. Finally, _____. </div>	
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eVisual 7.3

- **Indicator: Highlight the dynamic relationship between a) Language Expectations, b) Language Functions, and c) Language Features, thereby illustrating how language works in functional ways in service of learning (pp. 30, 365)**

- The study and reproduction of Language Focus structures highlights the dynamic relationship between Language Expectations, Language Functions and Language Features. The Language Focus lessons make the common patterns of language use in academic contexts accessible to multilingual students through modeling, explicit instruction, and sustained opportunities to practice over time.
- In Teacher's Book 3B Unit 7 Part 2 Lesson 1 p 218 ("Express Opinions and Ideas") students are learning how to be able to give an opinion about something and back it up with evidence. This maps to the following Language Expectation, Language Function, and Language Feature

Language Expectation	Language Function	Language Feature
ELD-SC.2-3.Argue.Expressive Construct scientific arguments that	make a claim supported by relevant evidence	through a variety of clause structures to connect and combine ideas (I think ____ because ____.)

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

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

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

Reach Higher provides opportunities for students to deeply understand language forms across lessons, units, and the course of study.

- Students are given opportunities to engage with interpretive and expressive communication modes across lessons. In Teacher's Book 3B Unit 7 Part 2 Lesson 7 p 242, students are reading an online article about tsunamis. For this lesson, the equivalent Language Expectation would be "ELD-SC.2-3.Explain.Interpretive Interpret scientific explanations by obtaining and combining information from observations, and using evidence to help explain how or why a phenomenon occurs" This objective is reflected throughout the lesson in the pre, during, and post-reading activities. Before reading, there are several pre-reading supports in place so that students will enter the text with the adequate background

knowledge they need to begin to comprehend the text. After the teacher introduces the genre, students are led in a picture walk of pictures and graphics from the text. Before they begin reading, students have the opportunity to complete a KWLQ (know/ want to know/ what I learned/ questions I still have) chart (Student Practice Book p 7.19). During reading, there is a suggested option for students to read the article in pairs and stop and record their observations and what they learned while reading. After reading, students are able to write questions they still have in the chart. Throughout this reading exercise, students are able to obtain and synthesize information in order to build understanding for a natural phenomena.

- Each unit of *Reach Higher* culminates with two projects: an oral language project and a writing project. For the oral language project, students are tasked with completing either an individual or a small group presentation that combines both the content knowledge of the unit as well as aspects of the Language Focus structures covered in the unit. Students are assessed on three criteria: speaking, content, and listening. All of these criteria have been built throughout the unit. On Teacher's Book 3A Unit 3 p 246, the end of Unit 3 "Life in the Soil," students are tasked with creating an original news report where they describe a particular plant. Earlier in the unit, students worked on the Language Focus structures of "Define & Explain" (Student's Book 3A Unit 3 p 184). So, by the end of the unit, students are prepared to create the news report in which they introduce and define a topic (plant) and add details to explain their topic.
- Across the course of study, students are building their ability to engage with expressive and interpretive modes. In Unit 8, which is the last unit, the final Writing Project tasks students with writing an original story (Student's Book 3B Unit 8 p 292-295). This skill of crafting a narrative begins in Unit 1 (Student's Book 3A Unit 1 p 4) and over the course of study, students are not only exposed to many different types of narratives (for example, Student's Book 3A p 12, 84, 160, 230, 249 and 3B p 190, 232), but they are able to construct their own stories along the way (Student's Book 3A 79, 224; Student's Book 3B 150, 172, 185). This final Writing Project is a culmination of the smaller lessons and linguistic structures of narrative that students have learned throughout the course of *Reach Higher*.

Alignment to Framework Component IV—Proficiency Level Descriptors

Proficiency Level Descriptors (PLDs) are an articulation of student language performance across six levels of English language proficiency. PLDs are written in interpretive and expressive communication modes, and represent three dimensions of language use: discourse, sentence, and word/phrase. While Language

Expectations offer goals for how all students might use language to meet academic content standards, PLDs describe how multilingual learners might develop language across levels of English language proficiency as they move toward meeting Language Expectations. In this way, PLDs can inform choices about how to monitor and support learning, so that instructional materials and instruction can maintain grade-level cognitive challenge and rigor while intentionally scaffolding content and language development.

- Learn more about PLDs and the dimensions of language on pages 31–34 of the 2020 Edition.
- PLDs appear in grade-level cluster materials (pages 39–214).
- Appendix D offers some technical notes about PLDs, as well as a compilation of all PLDs, K–12 (page 329).
- Appendix F: "Theoretical Foundations" offers an overview of theories and research that informed the development of the PLDs (pages 354–367).

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

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

How do instructional materials connect to Proficiency Level Descriptors (PLDs)?	
Match.PLD: Indicators In the context of grade-level content learning, instructional materials...	Match.PLD: Key Questions Where and how do materials prompt, offer guidance, make pedagogical suggestions, and plan instruction supporting language development in purposeful, varied, and expanding ways through...
<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)

- **Indicator: 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)**
 - Students are given ample opportunity to practice different language development targets as identified within each part of each unit (Teacher's Book p FM14-15) which supports the key language uses as indicated in WIDA (narrate, inform, explain, and argue).
 - Different language functions are indicated in the Language Objectives at the beginning of each lesson: On Teacher's Book 3B Unit 8 p 290, the language objectives are Ask for and Give Advice; Reread and Summarize; and Participate in a Discussion. On Teacher's Book 3A Unit 4 p 264, the language objectives are Express Needs, Wants, and Feelings; Listen to and Imitate Fluent Models; Use a Variety of Sentence Types; and Participate in a Discussion. Scaffolds are provided for Express Needs, Wants, and Feelings on eVisual 4.3.
 - A detailed explanation of each stage and behaviors, accompanied by teaching strategies for each stage of acquisition is on Teacher's Book 3A & 3B p FM46-FM47.
 - Options are provided in the lessons for learners at different levels. Teacher's Book 3A Unit 1 p 60 has reading options for varied reading levels: below level, on level, and above level. Teacher's Book 3A Unit 1 p 69 includes a rubric to assess students' proficiency in their speaking and content delivery. On Teacher's Book 3A Unit 3 p 189, teachers can adjust the writing prompt to address each PLD level (beginning "make a visual," intermediate "write sentences," advanced "write paragraphs," and advanced high "multiple entries")
 - Routines support students at various levels. For example, Echo Reading, outlined on Teacher's Book 3A & 3B p FM37, states that while this particular routine can be used for a group of students or individual students, it is most appropriate for students who are not yet able to process the text on their own but can track the print. Choral reading, outlined on Teacher's Book 3A & 3B p FM37, is a routine selected for students who are hesitant to read aloud independently but can join in with a group. This routine helps build motivation, confidence, and fluency. Paired Reading, outlined on Teacher's Book 3A & 3B p FM38, works with partners of similar reading levels or pairings of a high level reader with a lower level reader.
- **Indicator: Provide opportunities for monitoring language growth over time as described in the six levels of the PLDs. (2020 Edition, pp. 31, 33)**
 - *Reach Higher* offers an array of assessments on its online platform to monitor student progress and inform instructional decisions. Assessments in each unit measure each student's progress in Vocabulary, Oral Language, Reading Strategies, Language Functions, Grammar, Reading Comprehension, and Writing. A Pre- and Post Test measures students' language proficiency progress in Vocabulary, Grammar, Comprehension, and Writing.
 - Units culminate with an oral language project. For example, Teacher's Book 3B Unit 7 p 250-251 provides a Theme Theater project. Students are assigned roles based upon proficiency levels. A rubric is provided to evaluate students' performance within speaking, content, and listening.

- **Indicator: Suggest scaffolding of content and language development across PLD levels. (2020 Edition, pp. 31, 57, 248, 249, 331, 362)**
- Lesson-specific eVisuals (available through the online platform in Teacher Resources as well as the Classroom Presentation Tool) offer sentence frames at various language levels to support English learners within each language function. These language frames demonstrate the appropriate use of academic English and coach students in developing skills in academic conversations, discussions, presentational and similar contexts. For example, Unit 7 eVisual 7.12 includes frames used to Express Opinions and Ideas for beginning (orange), intermediate (purple), and advanced and advanced high (green and blue) students.

Express Opinions and Ideas	
<p>■ I think _____.</p> <p>I believe _____.</p> <p>In my opinion, _____.</p>	
<p>■ I think _____.</p> <p>I believe _____.</p> <p>In my opinion, _____ should _____.</p> <p>One reason is that _____.</p>	
<p>■ I think _____ because _____.</p> <p>■ I believe _____ that _____ is _____.</p> <p>In my opinion, _____ should _____ and _____.</p> <p>One reason is that _____.</p> <p>Another reason is that _____.</p>	

eVisual 7.12

- The Power Writing routine on Teacher's Book 3A & 3B p FM40 provides scaffolding for students at different proficiency levels (beginning, intermediate, advanced/high advanced)

3. Have students write. Ask students to write as much as they can, as well as they can in one minute. If students at different proficiency levels need support, use the following multi-level strategies:

BEGINNING	INTERMEDIATE	ADVANCED / ADVANCED HIGH
Students can write single words as a list. Say: <i>Write all the words you know.</i>	Students write sentences.	Encourage students to write paragraphs.

- On Teacher's Book 3A Unit 1 p 36, the alphabetical order Word Work activity is scaffolded to address varying levels of vocabulary knowledge. (beginning- [girl, and, you, man], intermediate- [understand, solution, receive, gift], advanced- [stretch, solution, spend, shoulder], advanced high- [wagon, waist, waver, waddle])

BEGINNING	INTERMEDIATE	ADVANCED	ADVANCED HIGH
Have students put these words in alphabetical order: <i>girl, and, you, man</i>	Have students put these words in alphabetical order: <i>understand, solution, receive, gift</i>	Have students put these words in alphabetical order: <i>stretch, solution, spend, shoulder</i>	Have students put these words in alphabetical order: <i>wagon, waist, waver, waddle</i>

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)

- **Indicator: Address three dimensions of language: discourse, sentence, and word/phrase. (2020 Edition, pp. 31, 366)**

- **Word Level:** *Reach Higher* introduces students to the understanding of how precise meanings are created through every-day, cross-disciplinary, and technical language. Vocabulary: content and academic vocabulary are introduced within each unit as indicated on Teacher's Book 3A & 3B g FM14-FM15. Specific word work and routines are provided for students to grapple with new vocabulary terms. For example, on Student's Book 3B Unit 5 p 7, students create a Word Web of examples for the academic vocabulary they just learned.

Every unit includes a Word Work lesson. In Teacher's Book 3A Unit 4 p 286, scaffolded work is provided for students at different PLDs to practice prefixes. Students are asked to identify prefixes and meanings of words according to their PLD. Beginning (pregame, refill, replay, recopy, superman) Intermediate (prepay, preorder, rename, resell, repaid, rebuild, reload, supersize, superhero) Advanced: (preseason, premeasure, reappear, recycle, regain, restate, retrace, superhuman) Advanced High (prejudge, prearrange, renew, reunite, revise, reproduce, superhighway, supernatural)

BEGINNING	INTERMEDIATE	ADVANCED	ADVANCED HIGH
Have partners of similar proficiency levels work together to identify the prefixes and meanings of the words below: <i>pregame, refill, replay, recopy, superman</i>	Have partners of similar proficiency levels work together to identify the prefixes and meanings of the words below: <i>prepay, preorder, rename, resell, repaid, rebuild, reload, supersize, superhero</i>	Have partners of similar proficiency levels work together to identify the prefixes and meanings of the words below: <i>preseason, premeasure, reappear, recycle, regain, restate, retrace, superhuman</i>	Have partners of similar proficiency levels work together to identify the prefixes and meanings of the words below: <i>prejudge, prearrange, renew, reunite, revise, reproduce, superhighway, supernatural</i>

On Teacher's Book 3B Unit 7 p 206, students learn and practice Greek/Latin Roots. The lesson is then scaffolded for PLDs: beginning (interrupt & geography) intermediate (volcanic & audience) advanced (disruption & visible) advanced high (geological & visualize)

BEGINNING	INTERMEDIATE	ADVANCED	ADVANCED HIGH
<i>interrupt</i> (to disturb someone while the person is talking or trying to work); <i>geography</i> (the study of Earth's land and water)	<i>volcanic</i> (connected to volcanoes or formed by volcanoes); <i>audience</i> (Latin root <i>audi</i> = to hear)	<i>disruption</i> (the act of breaking up an orderly meeting by causing disorder or confusion); <i>visible</i> (Latin root <i>vis</i> = to see)	<i>geological</i> (connected to the study of Earth's history and structure); <i>visualize</i> (Latin root <i>vis</i> = to see)

- **Sentence level:** Examples of language at the sentence level being scaffolded appear consistently throughout the curriculum within each language function. For example, under teacher resources, in Unit 5 eVisual 5.3 provides sentence frames for the function of "Describe Actions" Beginning: "When the weather is _____ , I _____." Intermediate: "When it is _____, I _____" Advanced: "When it is _____ , I _____ so I can _____." Advanced High: "When it is _____, I _____ because _____." At each PLD, the sentences use more advanced language by utilizing pronouns, adding clauses, and providing structure for elaboration.

Describe Actions

When the weather is _____, I _____.

When it is _____, I _____.

When it is _____, I _____ so I can _____.

When it is _____, I _____ because _____.

eVisual 5.3

- **Discourse Level:** *Reach Higher* shows students how ideas can be elaborated. For example, on Student's Book 3A Unit 4 p 256, students learn about supporting their opinion with evidence. Using the graphic organizer on Practice Book 3A p 4.12, students can formulate opinions supported by three pieces of evidence. Furthermore, in Teacher's Book Manual 3A Unit 4 p 300, additional scaffolding is provided.

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Thinking Map

What Do You Think? *Answers will vary.*

Talk about a subject with a partner and make an opinion chart of your partner's opinion.

4.12	Opinion:
	Evidence:
	Evidence:
	Evidence:

Unit 4 | Let's Work Together

Ask your partner questions about his or her opinion.

BEGINNING	INTERMEDIATE	ADVANCED	ADVANCED HIGH
Provide sentence starters: <i>I think _____. This is a good idea because _____.</i>	Have students use phrases to state their opinions and reasons.	Have students use complete sentences to state their opinions and reasons.	Have partners ask each other questions to elicit detailed evidence as they share opinions and reasons.

- **Indicator: Maintain the same cognitive rigor for all students while using the PLDs to account for and support different ways individual multilingual learners might develop across the six levels. (2020 Edition, p. 101)**
- *Reach Higher* challenges students to think in a variety of ways using questioning tactics, asking students to engage in problem solving tasks, and critically analyze texts in rigorous ways. For example, grade level reading selections are provided in the Student's Book, and the Teacher's Book includes reading options for students at different PLDs. On Teacher's Book 3A Unit 3 p 193:

BELOW LEVEL	ON LEVEL	ABOVE LEVEL
Listen and Read Along <ul style="list-style-type: none"> Have students follow the print of the Key Points Reading (Practice Book 3.4) as you read aloud. Check understanding with selected Build Comprehension questions. 	Read Together <ul style="list-style-type: none"> Use Reading Routine 1. Ask Build Comprehension questions to check understanding. At the end of each section, have students summarize the main events. 	Read Independently <ul style="list-style-type: none"> Have students read each section silently and then discuss the events with a partner. Students can discuss the meaning as you ask the Build Comprehension questions.

- **Classify & Analyze:** On Teacher's Book 3B Unit 6 p 119, students are asked to classify, which can help them remember specific details. Students use a web to record their idea. Sentence frames are provided to assist students at different PLD levels. ("Shakira's music sounds like _____. Her music inspires feelings of _____").

Ideas are included to support students at lower language proficiency, and a proficiency-based rubric supports formative assessment.

Classify Details

Make a details web for "Shakira, Shakira! A Song." Classify information about Shakira's **music**. Include words that describe the sounds and **feelings** of the music.

Details Web



Now use your details web to tell a partner about Shakira's music. Use the sentence frames and **Key Words**. Record your description.

Shakira's music sounds like _____.
Her music inspires feelings of _____.

2. For students who need additional support, use Key Points Reading on **Practice Book 6.4**. To assess each student's proficiency, refer to the rubric below.

Describing Song Lyrics Rubric

Scale	Speaking	Content
Beginning	<input type="checkbox"/> Does not speak clearly	<input type="checkbox"/> Descriptive details are confused or missing <input type="checkbox"/> Seems very uncomfortable with the describing task
Intermediate	<input type="checkbox"/> Speaks clearly some of the time	<input type="checkbox"/> Provides some descriptive details in each category <input type="checkbox"/> Seems comfortable with the describing task
Advanced	<input type="checkbox"/> Speaks clearly most of the time	<input type="checkbox"/> Provides many descriptive details in each category <input type="checkbox"/> Seems comfortable with the describing task
Advanced High	<input type="checkbox"/> Speaks clearly	<input type="checkbox"/> Provides all descriptive details in each category <input type="checkbox"/> Seems very comfortable with the describing task

- Persuade: On Teacher's Book 3B Unit 4 p 328-329, students are asked to do a persuasive presentation to encourage farmers to use sustainable agriculture. Frames are provided for students: "you/we must" "you/we should" "you/we could." Students pick roles and create visual aids based on their proficiency levels.

BEGINNING	INTERMEDIATE	ADVANCED	ADVANCED HIGH
Have students create illustrations showing slash-and-burn agriculture versus sustainable agriculture. Students should add as many labels as possible.	Encourage students to look through the selection and review Key Words, visuals, and illustrations to help them generate ideas.	Encourage students to think about what is important to farmers. Remind them that the farmers may have different opinions if they depend on land to make a living.	Challenge students to think about the 5 x 5 System and come up with additional ways to get the word out about sustainable agriculture.

- **Indicator: 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)**
- Teachers are provided with "Stages of Language Acquisition" on Teacher's Book 3A & 3B p FM46-FM47. These detailed pages provide examples of stages and behaviors at PLDs (beginning, intermediate, advanced, and advanced high) coupled with teaching strategies and examples of scaffolds for each PLD level. On Teacher's Book 3A Unit 1 p 50, students are asked to make comparisons. Comparisons can be made using examples from the text or from their own lives/prior experiences. Many scaffolds are available to support students at various PLDs. First, visuals and models are presented in the Student's Book 3A p 38 and using a text on eVisual 1.10. Students are then invited to do practice using Practice Book p 1.13. Furthermore, deeper multi-level strategies are provided for students at all levels. Additionally, use of the teacher resource, Academic Talk p 2 provides more support with scaffolded language frames.

2. Use **Multi-Level Strategies** and display **Academic Talk 2** to help students at all proficiency levels.

BEGINNING	INTERMEDIATE	ADVANCED	ADVANCED HIGH
Have students sketch before and after pictures. Provide sentence starters for the comparisons: <ul style="list-style-type: none"> • Before, I saw ____. • Now, I see ____. 	Have students sketch before and after pictures. Remind students to use the comparison words <i>before</i> , <i>then</i> , <i>now</i> , and <i>after</i> .	Have students draw before and after pictures with a few details. Then have them make a comparison sentence about each detail in their pictures.	Challenge students to draw before and after pictures with a lot of details. Then have them make as many comparison sentences as they can.

Make Comparisons

■ ____ is ____.

But ____ is ____.

____ is ____, too.

■ ____ and ____ are similar because both ____.

But ____ is different from ____ because ____.

■ Likewise, ____ and ____ are alike because both ____.

However, ____ and ____ are different because ____ is ____, and ____ is ____.

By contrast, ____ is different from ____.

- Learning is scaffolded based upon student strengths, needs, and interests. On Teacher's Book 3B Unit 7 p 267, students are given choice on how to share their ideas pertaining to their PLD's.

Share Your Ideas

Choose one of these ways to share your ideas about the Big Question.

Write It!

Make a Storyboard
Make a storyboard to show what causes a tsunami or how an island forms. Show the power of Earth in your drawings. Share your storyboard with the class.

Talk About It!

Give a News Report
Work with a partner. Pretend that a natural disaster, such as an earthquake or a tsunami, has taken place. You and your partner are the news team on the scene. Tell your classmates what is happening.

Do It!

Perform a Dance
Work with two or three classmates. Create a dance that represents a force of nature. What movements can you use to show a volcano erupting or a wave crashing down? Perform your dance for the class.

Write It!

Write an E-Mail
Pretend that you and your family members have just experienced a natural disaster. Write an e-mail telling a friend what happened.

Resources

- ♦ Self-Assessment
- ♦ Unit Test

Share Your Ideas

Select and Present

Read aloud the four presentation options on Student's Book page 221. Explain that some options can be completed alone, but that others involve working in groups. You may choose to assign students to specific activities or allow them to self-select.

Presentation Options	Learning Level			
Writing Activity: Make a Storyboard Have students scan "An Island Grows" on Student's Book page 158 and "Tsunami" on Student's Book page 207 for ideas. When they have completed their drawings, encourage them to take turns sharing them with the class.	B <input checked="" type="checkbox"/>	I <input checked="" type="checkbox"/>	A <input type="checkbox"/>	AH <input type="checkbox"/>
Oral Activity: Give a News Report Have pairs include their ideas for how the community can recover from this natural disaster. Encourage partners to practice their news report several times before presenting it to the class.	B <input type="checkbox"/>	I <input checked="" type="checkbox"/>	A <input checked="" type="checkbox"/>	AH <input checked="" type="checkbox"/>
Kinesthetic Activity: Perform a Dance Have groups take turns performing their dances for the class. Encourage classmates to name the force of nature that each dance represents.	B <input checked="" type="checkbox"/>	I <input checked="" type="checkbox"/>	A <input type="checkbox"/>	AH <input type="checkbox"/>
Writing Activity: Write an E-Mail Point out the different elements of the sample e-mail at the bottom of Student's Book page 221. Tell students to copy the format of the e-mail onto unlined paper you provide. When they have finished writing the e-mails, encourage them to take turns reading them to the class.	B <input type="checkbox"/>	I <input checked="" type="checkbox"/>	A <input checked="" type="checkbox"/>	AH <input checked="" type="checkbox"/>

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)

- The PLDs are clearly evident throughout lessons, units, and the entire course of study. All students are asked to engage in critical thinking, problem solving, and demonstrating their understanding of unit study. Models, scaffolds, and sentence frames are provided to allow students at various PLDs to access the curriculum and grapple with new ideas and concepts.

- Language targets are evident as indicated in the scope and sequence (Teacher's Book 3A & 3B p FM14-FM15). Language Targets are also presented at the onset of each new lesson within the stated Objectives. The language targets change as lessons change, but students are asked to use the language functions they have learned throughout the units and curriculum, providing ample opportunity for practice. Scaffolds at beginner, intermediate, advanced and high-advanced levels and learning frames at different PLDs provide access for all students as they grow within PLD's.
- Student language growth is monitored across lessons, units, and the course of study in a variety of ways.
 - Pre/post assessments are available to determine PLDs for students as a baseline. (see Assessment in the Spark online platform)
 - All units culminate with an oral and written project coupled by scaffolds for PLDs and a rubric to monitor progress. For example, on Teacher's Book 3A Unit 2 p 80-81, the Oral Language Project is an oral report. Scaffolds are provided for PLDs within the narrative performance; beginning (draw), intermediate (describe in a clear voice), advanced/high advanced (challenge by writing). A rubric is also provided to help monitor students' oral language during the presentation. A student is assessed across different language functions, speaking, listening, and content/language function (comparisons).
 - The formative assessment "Check Progress" feature systematically repeats throughout lessons, units, and curriculum. It serves as an additional way students are monitored and receive feedback, not only by teachers, but by peers as well. (Teacher's Book 3A, Unit 1 p 91)

Check Progress

As students revise, check to make sure each personal narrative has a beginning, middle, and end. Also check that the writing has a genuine, unique personal voice and that the word choice clearly conveys the writer's message.

- "Check Understanding" is another formative assessment feature within the curriculum that systematically repeats throughout lessons, units, and the curriculum. Scaffolds are also provided for students for additional support during the "check understanding" For example, Teacher's Book 3A Unit 2 p 98, scaffolded by eVisual 2.3 allowing students access to ask and answer questions across different PLDs.

Check Understanding

Ask students a question about the image of polar bears on Student's Book pages 74–75. Then have students ask you questions about the image.

Ask and Answer Questions

Who is _____?

What is _____?

Where is _____?

The _____ is _____.

Who is _____?

He/She is _____.

What is _____?

It's a _____ that _____.

Where is _____?

The _____ is _____.

When does the _____?

How does the _____?

eVisual 2.3

- *Reach Higher* addresses three dimensions of language: discourse, sentence, and word/phrase across lessons, units, and the course of study in many ways. During lessons and units, students are introduced to content and academic vocabulary. For example, Student's Book 3B Unit 5 p 5 introduces science vocabulary: form, freeze, liquid, melt, solid, temperature, and thermometer. On Student's Book 3B Unit 5 p 7, the academic vocabulary is alter, occur, state, substance, trap. Cooperative learning routines (Teacher's Book 3A & 3B p FM44-FM45) and Vocabulary Routines & Activities (Teacher's Book 3A & 3B p FM26-FM30) provide

ample practice opportunities for students to grapple with new words and meanings. Additional word work for Student's Book Unit 5 Part 1 consists of word endings (phonics, p 10-11), antonyms (p 30), and use of adjectives and articles (grammar, p 37). Scaffolds and extension work for various PLDs are offered through extension work (such as Power Writing with vocabulary on Teacher's Book 3B Unit 5 p 15) and scaffolds (such as antonym word sets for different levels on Teacher's Book 3B Unit 5 p 36).

Sentence work can be found throughout lessons and units within the curriculum. For example, eVisual 5.6, taught with the lesson the Teacher's Book 3B Unit 5 p 42, scaffolded sentence frames are provided for students to make comparisons. As seen throughout the curriculum, as the PLD's increase, additional clauses and additional elaborative details are expected for higher PLD's. eVisual 5.6 also includes specific vocabulary/phrases to be included while using the frames.

The discourse level is also addressed throughout lessons and units within the curriculum. Discourse and organization is modeled through text and read alouds. eVisual 5.9 and eVisual 5.10 (taught with Teacher's Book 3B Unit 5 p 48) show students how to elaborate when describing places. Sentence frames and scaffolds are provided for students to include details when describing.

Students are provided with rubrics to support discourse and organization of speaking and writing. While the teacher has a more comprehensive rubric for monitoring and assessment (Teacher's Book 3B Unit 5 p 83), students have a student-friendly rubric to also guide and assess their work (Practice Book p 5.22)

- Every unit concludes with a Wrap-Up, during which students discuss ideas, write, and then choose a way to share their ideas. On Student's Book Unit 5 p 72-73, students revisit the concept map they have been using throughout the unit. Then they take these words, phrases, and sentences and put them together to write an explanation. Finally, they can choose to write a blog (writing), give a weather broadcast (speaking), perform a dance (moving), or classify matter (writing).



BIG Question What causes matter to change?

Talk Together

In this unit, you discovered lots of answers to the **Big Question**. Now, use your concept map to discuss the **Big Question** with the class.

Concept Map



Write an Explanation

Choose one example from your concept map. Explain how matter changes and what makes it change.

Unit 5 Wrap-Up

Share Your Ideas

Choose one of these ways to share your ideas about the **Big Question**.

Write It!

Write a Blog

Think of a time when you went on a camping trip or somewhere else outdoors. Tell how changes in matter affected you. Did it snow? Did the ground become muddy? Share your experience in a blog.

Talk About It!

Give a Weather Broadcast

Work with a partner. Pretend you are a weather team. Report on the hottest or coldest day of the year. Describe what is happening outside.

Do It!

Perform a Dance

Get together with a group of classmates. Make up a dance to represent a solid, a liquid, or a gas. Perform your dance for the class.

Write It!

Classify Matter

Work with a partner. Look at objects in the classroom or out a window. List some of the objects. Write the name of each object under the word *Liquid, Solid, or Gas*.

72 Unit 5
73

III. Summary of Alignment Strengths and Potential Areas for Growth

Alignment to	Strengths	Potential areas of growth
Big Ideas	*use of authentic literature	*there is an opportunity for more resources on how to support teacher collaboration on using these materials
ELD Standards Statements	*units focus on specific content areas	*more explicit math connections could strengthen curriculum
Key Language Uses	*ample opportunities to practice all four KLUs	*none
Language Expectations	*clear Language Objectives at unit and lesson level	*using the term "Language Expectations" instead of language objectives
Proficiency Level Descriptors	*clear explanation of proficiency levels and strategies/ideas to work with them	*consider using the WIDA level names

IV. Review Team's Final Consensus Scoring

Review team: Jamie Levin-Ortiz and Sarah Symes

Year Long Course of Study Submitted for Review: *Reach Higher 3A and 3B*

Submission date: August 2023

Educational entity: National Geographic Learning

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	