WIDA PRIME

PRIME

WIDA PRIME 2020:

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

WIDA PRIME 2020
Publisher Report

Contents

I. Background: WIDA PRIME 2020

WIDA PRIME 2020 and the WIDA Mission

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

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

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

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

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

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

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

WIDA PRIME 2020: Audiences and Uses

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

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

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

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

WIDA PRIME 2020: Elements

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

WIDA PRIME 2020: Eligible Materials for the External Review Process

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

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

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

WIDA PRIME 2020: Inapplicable Uses and Disclaimers

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

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

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

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

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

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

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

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

II. Description of Materials Reviewed in this Report

Title of Materials: *Hands-On English* K-1 Beginners ©2018
Submitting Educational Entity: Ballard & Tighe, Publishers, a division of Educational IDEAS, Inc.

Description of Materials

Grade level: Kindergarten
Content area(s): Language Arts, Math, Science, Social Sciences
Intended use of the materials: dedicated ELD program

WIDA ELD Standards Statement addressed:
ELD Standard 1: Language for Social and Instructional Purposes (ELD-SI)
ELD Standard 2: Language for Language Arts (ELD-LA)
ELD Standard 3: Language for Math (ELD-MA)
ELD Standard 4: Language for Science (ELD-SC)
ELD Standard 5: Language for Social Studies (ELD-SS)

General scope of materials: *Hands-On English K-1 Beginners* ©2018 includes 10 chapters; each chapter includes two to three weeks of instruction. Because the implementation of dedicated ELD varies widely across states and school districts, *Hands-On English K-1 Beginners* can be used flexibly across the Kindergarten and Grade 1 clusters depending on schools' needs.

Type of materials included (e.g., student core text and workbook, teacher's guide, tools of instruction, etc.):
The printed materials referenced in the submission include the following: Program Guide, Teacher's Guides A-E, Big Books A-E, Small Books A-E, Sentence Frames (boxed set), Vocabulary Cards set), Student Cards (boxed set), EnglishMats, and Resource Masters, and online Teacher's Platform with instructional slides and content.

Submission of materials included: Guide, Teacher Guide, Workbook, English Mat, Resource Masters, and online Teacher's Platform with instructional slides and content

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

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

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

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

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

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

Thinking Prompts: Where and how do materials reflect…

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

Publisher Narrative:

Hands-On English, K-1 Beginners instructional materials reflect the program's commitment to equity and opportunity of access through an asset-based approach. Students are not viewed as passive learners, but rather co-construct knowledge during activities and classroom discussions. Throughout the program, students are encouraged to contribute their knowledge and experience, making connections to their classmates and school community, as they learn and use language to communicate in both interpretive and expressive modes (reading, writing, listening, speaking, viewing) for a variety of purposes (social, academic, etc.).

One example of the program's asset-based approach is the Building Connections activities included in each chapter (Program Guide, "Building Connections," page 34). For example, in Chapter 6, Lesson 6 (Teacher's Guide C, page 49), students identify foods they eat with their own families or acquaintances. Then, the class co-creates a chart that lists and compares the foods students named. This activity provides opportunities for students to contribute their rich linguistic and cultural experiences in the classroom, exemplifying the program's philosophy of viewing multilingual learners as language users with linguistic and cultural resources that help them navigate their school experience.

Students also see themselves throughout the program in the diverse artwork, texts, and online resources. The year-long curriculum is organized around five themes with two chapters centered around each theme. In addition to being correlated with CCSS Math and English, NGSS science, and national social studies standards, these themes begin with a focus on self-identity and the school community (Our thoughts, feelings, and experiences) and move outwards from the student to a focus on society and the world in which they live (Society and our place in the world) (Program Guide, page 13). This laddering of thematic foci provides students with the stepping stones on which to present and engage with different perspectives while building relationships via interactions within the school community and beyond, all of which helps students to affirm their identities.

A foundation of the program philosophy is to increase avenues of access and agency for all students by grounding the curriculum in language and content standards (Program Guide, "Grounded in Language and Content Standards," page 7). Written, reviewed, and field-tested in pilot studies by experienced language teachers (Program Guide, "For Teachers, By Teachers," page 7), the materials prioritize high expectations for all students, with numerous supports

and scaffolds throughout the standards-based program. Each lesson follows a gradual release of responsibility model with multiple opportunities for students to engage with the content and language. The lessons provide scripting for teachers, guiding them through explicit instruction of key language uses, language functions, and language expectations with multiple opportunities for interpretive and expressive modes of communication in a variety of communicative contexts (whole class, small group, partner, and individual). This explicit instruction supports multilingual learners' access to grade-level curriculum, instruction, and assessment.

Another feature of *Hands-On English, K-1 Beginners* that increases avenues of access and agency for all students can be found in the spiraling nature of the content, including the way vocabulary, functions, and grammar are taught and recycled, building in complexity chapter by chapter. The program offers guidance for responsive and effective support of students at a variety of proficiency levels, including students who are ready for more challenging language tasks versus those with limited schooling who need strategic, scaffolded support to access content-area materials. Examples of this support can be found in the flexible nature of the curriculum (e.g., flex lessons, level up/down suggestions), which provides teachers with resources to adjust to students' learning strengths and needs while at the same time maintaining a high level of cognitive rigor and connection to grade-level language and content standards. In "Flexing the Program to Meet Specific Needs," general recommendations and teaching strategies are provided for adapting to local schools' priorities and needs through the structure of the program (focusing on Core Lessons for intensive English acquisition vs expanding via Flex Lessons to deepen learning and access to content), adapting to mixed proficiency classrooms (via level up and down tips), and adapting to mixed grade-level classrooms (Program Guide, pages 44-47). Additional teaching tips are provided in each lesson of the program, offering lesson-specific advice for supporting not only students but also teachers (e.g., level up advice that increases the difficulty of a specific activity, tips for teaching grammar, etc.) For example, in Chapter 8, Lesson 5, Extend, teachers can challenge students to expand the sentence frame practiced in Activity 2 (*The _____ is _____er.*) to include a more advanced comparative structure using *than* (*The _____ is _____er than the _____.*) (Teacher's Guide D, page 45).

The materials provide opportunities for students at the earliest levels of English learning to access increasingly complex texts through scaffolded lessons that include pre-loading vocabulary through interactive image-card games, supports, such as pre-reading activities, multiple reads of a text, phonics lessons, vocabulary review, and comprehension questions and discussions. This variety of activities and learning experiences is accompanied by multimodal resources, which further support equity of opportunity and access. The program materials and resources for students include:

- Vocabulary Cards (image and word cards)
- Student Cards (designed for young students' hands)
- Big Books A-E
- Small Books A-E (student-sized readers)
- EnglishMats
- Sentence Frames
- Printables (with chapter activities)
- Phonics support activities

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

Thinking Prompts: Where and how do materials reflect…

- Opportunities for multilingual learners to develop content and language concurrently, with academic content as a context for language learning and language as a means for learning academic content? (pp. 19, 356)
- Access for multilingual learners to rich, standards-based, grade-level content, including by scaffolding up? (p. 18)
- Opportunities for students to use multiple means to engage, interpret, represent, act, and express their ideas in the classroom? (pp. 19, 356)
- Opportunities for multilingual learners to actively engage with peers while accessing challenging content activities? (pp. 18-19)
- Multimodality as inherent to and essential for how students make meaning and engage in disciplinary practices? (pp. 19, 356)

Publisher Narrative:

The *Hands-On English, K-1 Beginners* materials provide opportunities for multilingual learners to develop content and language skills concurrently, with academic content as the context for language learning and language as the means for learning academic content. As described in the "Program Philosophy" (Program Guide, page 7), the curriculum is grounded in language and content standards. Examples of alignments between *Hands-On English, K-1 Beginners* and content and language standards can be found in the online resources (Alignments). These resources include alignments to the Common Core State Standards for English Language Arts, WIDA PRIME2, ELPA21 English Language Proficiency Standards, Texas English Language Proficiency Standards, and the California English Language Development Standards, among others. The program was developed on the basis of additional content standards as well. In the areas of Math, Science, and Social Studies, these include the: Common Core State Standards for Mathematics, Next Generation Science Standards, and National Curriculum Standards for Social Studies (Program Guide, page 7).

The integration of language and content learning is visible in the thematic structure across the curriculum. As mentioned in the previous section, there are five themes in the program, comprising two chapters each, that build students' knowledge of academic content and language. Focusing on five themes allows students to dive deep into the content over a period of time, which is supported by current science of reading ELA recommendations. These themes integrate subject matter related to content area topics, such as "Natural phenomena and the physical world" (Science integration) and "Society and our place in the world" (Social Studies).

Students actively engage with their peers while accessing challenging content activities across chapters. For example, in Chapter 5, Lesson 5, students connect to English Language Arts by working collaboratively in pairs as "word detectives." The pairs analyze a set of story sentences drawn from a fictional text read during the prior lesson to identify adjectives and nouns. Students first match Vocabulary Cards for nouns to the nouns in the story sentences and then use a list of opposites (shown on a slide) to identify adjectives in the same sentences. Then, students connect to Math by working in groups to count the number of adjectives and nouns they identified in each set of story sentences and answer *how many* questions. Teachers can close with the Extend activity by having students write sentences with the adjectives and nouns they identified. They can level down the activity by using the image cards to review words, or level up the activity by having more proficient students read their sentences orally to the class (Teacher's Guide C, pages 16-17).

In Chapter 7, students connect with Science by making observations of the sky at home on a Printable. On the Printable, students identify the day and time period of their observation (morning, noon, or night), draw an image of what they saw, and complete a sentence frame to describe one aspect of the sky using nouns and adjectives. Then, in

class, students share their observations orally using their written sentences and drawings for visual support (Teacher's Guide D, pages 18-19).

In Chapter 9, students connect with Social Studies through a text about different forms of community transportation. Students build reading skills by describing and comparing different forms of transportation in the text. Then, they learn and practice using verbs associated with these forms of transportation (*I ride a bicycle.* versus *I take a train.*) orally using sentence frames (Teacher's Guide E, pages 8-9). The frames and verbs are recycled later in a challenging Capstone Project that includes creating an illustrated and labeled map of the student's community and presenting it formally using sentence frames learned in the chapter (Teacher's Guide E, page 28).

"Appendix F: Language Development Goals, Content Connections, and Academic Skills" (Program Guide, pages 89-91) illustrates how content is incorporated with language standards in each chapter, guiding students to make meaning within and across content areas and disciplines. The materials support students to access this rich, standards-based, grade-level content through a variety of supports and scaffolds. There are numerous opportunities for teachers to flex lessons as well as to adapt the linguistic difficulty of each lesson through the use of teaching tips and suggestions for leveling up or down to keep the cognitive rigor high while at the same time addressing the needs of different proficiency levels.

Additionally, through an emphasis on "Functions in the Service of Meaningful Tasks" (Program Guide, pages 8-9), the materials incorporate multiple modalities (or means of communication) into lessons and activities allowing students to make meaning and engage in cross-disciplinary practices. There are numerous opportunities for students to engage, interpret, represent, act, and express their ideas in the classroom. Instruction and activities prepare students to use spoken and written language, as well as images, illustrations, maps, diagrams, charts, posters, videos, graphs, and online resources to engage with content and language learning. Using these multiple modes of communication, the materials engage multilingual learners actively with peers while accessing challenging content activities. Through these interactions, students gain skills to increase the flexibility with which they can both interpret and create meaning. Each lesson includes whole group, small group, and partner interactions, as well as opportunities for students to interact across the school community (e.g., Theme 1: School, Chapters 1 and 2). Students interact with each other frequently in every lesson through both interpretive and expressive modes of communication as they learn content and language skills together.

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

Thinking Prompts: Where and how do materials reflect…

- Guidance for collaboration among stakeholders (e.g., district and school leaders, content and language teachers, specialists, support personnel, students, families)? (pp. 19-20, 358)
- Guidance for all teachers and administrators to see themselves as responsible for fostering the language development of multilingual learners, while moving away from the idea that language specialists alone should assume sole responsibility for students' language development? (pp. 19-20, 358)
- Guidance for educators to ensure that multilingual learner's experiences across the day are coordinated and coherent? (pp. 19-20)
- Guidance for content teachers to develop insights into and respond to the language development needs of multilingual learners? (pp. 19-20)
- Guidance for content and language teachers to work together to collaboratively reflect, inquire, plan, and deliver instruction, support one another, and take collective responsibility for the success of multilingual learners? (p. 359)

Publisher Narrative:

Hands-On English, K-1 Beginners materials provide multiple resources that can be used to foster collaboration among stakeholders, including language and content area teachers, administrators, specialists, support personnel, students, and families. Since program themes correspond to ELA, math, science, and social studies standards, these resources give all stakeholders (not just language teachers) an opportunity to see themselves as integral members of a team supporting the language development of multilingual learners.

The Program Guide provides guidance for collaborating with families and the local community through the "Building Connections" activities (Program Guide, page 34 and page 94), which are included in every chapter. Teachers support students to work with adults in their home or community through a variety of real world tasks, such as identifying sports, games, or activities they do at home or in their community, working with an adult to document observations of the sky, and collecting information about trash and recycling in their neighborhoods. Students contribute cultural family practices when describing their home life. They can bring the information to share with the class in oral and written activities, fostering continued student-to-student collaboration, in addition to student-to-community interaction.

Hands-On English, K-1 Beginners also provides support and guidance for developing insights to the language development growth and needs of students via a robust set of tools for assessment and progress monitoring ("Assessment: Formative, Summative, Reflective," Program Guide, pages 35-37). Using these tools, language teachers can collaborate with each other or with content teachers, specialists, school leaders, and support personnel to observe, interpret, and support students' progress and advancement ("Determining Progress Toward Goals," Program Guide, pages 41-44).

The formative assessments are easy-to-use forms that teachers can fill out while students are engaged in task-based activities and peer-to-peer interactions. These forms are signposted in both the lesson plans and the teacher scripting in the Teacher's Guides for use during specified lessons and activities. Teachers use the Formative Assessment forms to evaluate student progress in terms of vocabulary and grammar. For example, in Chapter 2, there are three Formative Assessment forms, two for evaluating vocabulary use and one for evaluating grammar use (Resource Masters, Chapter 2 Assessment Forms):
- Form 1 (for use during Lessons 5, 7, 9, 10): Verbs (everyday)
- Form 2 (for use during Lessons 5, 6, 9, 10): Grammar (verb phrases, subject pronouns, etc.)
- Form 3 (for use during Lessons 7, 9 10): Nouns (Games & Activities)

There are summative assessment forms as well, one for each chapter's Capstone Project and EnglishMat writing activity (see Resource Masters, Chapter 2 Assessment Forms). Students are provided with information about the criteria in student-friendly language (via slides and examples) at the beginning of the projects (Program Guide, Summative Assessments, pages 36-37). Students are evaluated on two dimensions:

- Content (what they can do and say): The content criteria relate to task completion and provide both language and content teachers insight on what students can accomplish on a content-area task.
- Language (how well the student can say it): The linguistic criteria reflect aspects of language use (vocabulary and grammar) and oral/written performance (comprehensibility and fluency).

The scores for these assessments can be downloaded into a school's LMS or onto a spreadsheet (included with purchase of the program) that logs student progress. These assessments facilitate conversations between language teachers and content-area teachers in support of students' language and content learning. Teachers can also use these resources to communicate progress to families and to engage them in partnerships to support students' growth and enrichment.

Additionally, there are a variety of resources and references, both in the Program Guide and the Online Resources, to guide language specialists to support language development in service of grade-level content learning. These resources are easy to access and use. The list below provides examples of professional development opportunities embedded throughout the program:

1. Example video of classroom routines (Online Resources)
2. Interviews with teachers who are using the program (Online Resources)
3. "Instructional Routines and Strategies" in the Program Guide provides guidelines for how to use program routines and strategies, not only when prompted in specific lessons but flexibly throughout the year (Program Guide, pages 48-59).
4. "Tips for Classroom Management" provides guidelines for working with students generally and also for engaging students who are reluctant to speak (Program Guide, pages 60-62).

School communities can use the resources provided in *Hands-On English, K-1 Beginners* as guides to communicate and engage a variety of stakeholders in the growth and development of language learners' capabilities, which in turn contributes to increased access to equitable, high-quality learning.

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

Thinking Prompts: Where and how do materials reflect…

- The framing of language development as an interactive social process that expands what multilingual learners can do with language over time in a diversity of contexts, rather than as a series of decontextualized and isolated grammatical structures? (pp. 356, 359-360)
- Guidance for systematic, explicit, and sustained language development alongside the academic demands of content? (pp. 19-20, 359)
- Explicit teaching of how language works for particular purposes, with particular audiences, and in particular sociocultural contexts? (pp. 18, 20, 355-356, 359)
- Guidance for teachers to support multilingual learners in developing control over increasing ranges of the registers and genres required both for school and for the learner's own purposes, including highlighting multilingual learners' ability to select, adapt, negotiate, and use a range of linguistic resources that are appropriate to context? (pp. 356, 359)

Publisher Narrative:

In *Hands-On English, K-1 Beginners*, the "Program Philosophy" (Program Guide, pages 7-11) explicitly frames language development as an interactive social process that expands what multilingual learners can do with language over time in a wide range of diverse contexts. Rather than approaching language learning as a series of decontextualized and isolated grammatical structures, students are engaged with their peers in content designed to stimulate interest and motivation throughout the curriculum. For example, beginning in Chapter 1, Lesson 1, students introduce themselves, greet others, and express likes in peer-to-peer and group activities. Driven by the belief that language and learning are active and social processes, the structure and activity sequences in the program are designed to create a zone of learning in the classroom that allows students to learn by accomplishing meaningful, real-world tasks.

Further, the program is guided by the principle that "Language functions refer to the purposes for which we use language, such as describing, explaining, or expressing opinions" (Program Guide, page 8). Teachers are given resources and guidance to explicitly teach how language works for particular purposes, with particular audiences, and in particular sociocultural contexts (in the classroom, around the school, in content learning, etc.). Functions, forms, target vocabulary, sentence frames, and content connections are all clearly articulated in each chapter overview, which is followed by explicit teaching of these components of language learning in each lesson. This supports students to develop language skills that meet the demands of academic content learning.

In addition, guidance for systematic, explicit, and sustained language development is articulated throughout the lessons and can be viewed in the Program Guide appendixes (Program Guide, pages 64-81):

- Appendix A (Vocabulary Index): Provides a list of all vocabulary taught in each chapter, including which words are available on Vocabulary Cards and Student Cards.
- Appendix B (Grammar Index): Provides a list of forms taught by chapter, including sample sentence frames associated with the forms.
- Appendix C (Functions and Forms Index): Provides a list of functions and associated forms and example sentence frames by chapter.
- Appendix D (Work with Text Functions and Forms Index): Provides a list of functions used during text work and associated grammatical forms and example sentence frames by chapter.

This explicit language development happens alongside the academic demands of content, as evident in Appendix F (See "Content Connections" column, Program Guide, pages 89-91) and the alignment of lessons with content standards (See Alignments from the Online Resources).

The curriculum builds in complexity and depth, beginning with the self and gradually moving to the relationship between self and society, introducing new content and then recycling and expanding functions, forms, and vocabulary that have been previously practiced and/or mastered. This spiraling approach allows for more advanced and challenging content connections as students build on their linguistic repertoires, including registers and genres required both for school and in the community. Students have many opportunities to revisit components of their growing language development and learn to select, adapt, negotiate, and use a range of linguistic resources that are appropriate to context and function (e.g., presenting in front of the class, collaborating with a partner, engaging with teachers around the school, gathering data with family at home, etc.). Students are informed about expectations for presentations and provided with evaluation criteria in student-friendly language for summative tasks. Finally, students engage in self-reflection at the end of every chapter during a Chapter Reflection activity, when they use language learned in the course of the chapter to express ideas related to the chapter's essential question. This moment of closure enables students to express what they have learned about a subject successfully using new language skills and knowledge that can be transferred to content area learning and outside to their homes and communities.

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

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

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

Portfolio Part C: Alignment to Components of the Framework. For each Framework component, the publisher completed a self-reflection and analysis considering the following:
- Each criterion description (match, depth, and breadth)
- Indicators for each criterion (with direct references to page numbers in the 2020 Edition)
- Key questions for each criterion

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

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

Feedback: Alignment to Framework Component I – ELD Standards Statements

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

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

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

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

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

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

Review Notes:

The *Hands-On English, K-1 Beginners* materials are designed to honor and reflect students' cultures, languages, and life experiences. One example is the "Building Connections" activity included in each chapter of the Teacher's Guide. For instance, in Teacher's Guide A, Chapter 2 (p. 51), students are invited to "share a sport, game, or outdoor activity they enjoy with their family." This feature encourages meaningful conversations at home and helps students connect classroom learning about play and movement to their own cultural traditions.

The instructional materials also promote social and academic interaction in developmentally appropriate ways. In Chapter 2, students participate in a Reader's Theater based on the book *Bird and Bear*. As part of this lesson, they act out (with a partner) a page from the story using the puppets they have made. This activity supports oral language development, reinforces story comprehension, and nurtures both social and instructional communication skills.

In addition, the materials integrate English Language Development–Social Interaction (ELD-SI) with content learning as aligned with Standards 2–5 (ELD-LA). For example, in Teacher's Guide A, Lesson 6, Chapter 1 (p. 18), students are introduced to simple subject pronouns and practice using I, you, he, she. The teacher models each pronoun and guides students in attaching it to a

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

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

Determination of Alignment: Evidence submitted for criterion **Match.ELD.2-5** and its indicators is:

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

Review Notes:

The *Hands-On English, K-1 Beginners* instructional materials support ELD Standards Statement 2—the Language of Language Arts. Each lesson offers opportunities for students to explore early Language Arts skills, as illustrated in Teacher's Guide B, Lesson 3, Chapter 4 (p. 41). In this lesson, students practice sequencing main events in a story by arranging picture cards. They then write or dictate the sequence words — *first, next, then, last* — to describe the order of events. This activity strengthens early vocabulary and literacy skills while connecting language to meaningful contexts.

The materials also help multilingual learners share information, ideas, and stories while engaging in foundational disciplinary practices. For example, in Chapter 4, the Capstone activity invites students to create and present an illustrated mini-book retelling a familiar story. They include simple descriptions of a character and the setting, along with a sequence of events using sequencing words. This culminating task demonstrates understanding of early content concepts and application of beginning literacy skills.

Additionally, the program provides many opportunities for young learners to engage in interactive activities and conversations that build both language and content knowledge. Each chapter features an EnglishMat, offering

scaffolded tasks tied to the theme. These activities encourage students to practice new words in guided discussions about characters, settings, actions, or feelings. For instance, the EnglishMat in Chapter 3 focuses on the theme of *feelings and family*. Question stems support students in sharing ideas, extending oral responses, and developing early writing, fostering language growth through playful and structured interaction.

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

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

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

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

Review Notes:

The materials reflect an asset-based approach and supporting multilingual learners to use their experiences, linguistic, and cultural backgrounds. For example, in Teacher's Guide C, Chapter 9, Lesson 7 (p. 49), students are invited to brainstorm the kinds of foods they enjoy at home or with friends and family. To extend this activity, the class creates a simple chart to show foods that are the same and different. This experience helps students connect their own lives to classroom learning while developing academic language in meaningful contexts.

The curriculum also offers frequent opportunities for kindergarten students to interact with classmates and adults in a variety of ways. Lessons include routines and group structures that promote collaboration. For instance, in Teacher's

Guide C, Chapter 5, Lesson 10, students use picture cards to practice short dialogues with a partner, then join a small group to extend their oral practice. The chapter's Capstone Project invites students to create animal puppets and role-play simple conversations between them, blending creative expression with early language and content development.

Additionally, the materials are designed to build language in support of kindergarten-level knowledge, skills, and practices. Lessons intentionally sequence vocabulary, comprehension, and content activities so skills grow over time. Each lesson begins with engaging vocabulary cards, moves to first and second readings of a text, provides opportunities to practice new ideas in context, and concludes with an extension activity for deeper understanding. For example, in Teacher's Guide C, Lesson 3 (p. 12), this progression is evident as students transition from vocabulary development to content application, demonstrating the integration of language and disciplinary learning.

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

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

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

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

Review Notes:

The *Hands-On English, K-1 Beginners* instructional materials take an asset-based approach, supporting multilingual learners in drawing on their experiences and their linguistic and cultural backgrounds across lessons, units, and the full course of study. Each lesson follows a consistent structure and incorporates opportunities for students to connect their cultural knowledge with academic learning.

The materials also provide multiple ways for students to expand their language use so they can share information, express ideas, and build early understanding of key concepts. Lessons include engaging vocabulary practice with sentence frames, visuals, and read-aloud texts, along with opportunities to talk with partners or in small groups. Extension activities deepen learning within each lesson's theme, ensuring that language growth happens alongside content exploration.

In addition, the program highlights interaction as an essential part of learning. Across lessons, units, and the overall curriculum, multilingual learners are encouraged to collaborate with classmates and participate in meaningful exchanges with teachers and other adults. Partner work, small-group conversations, and shared projects are woven throughout instruction, making interactive learning a central and consistent feature of the materials.

Feedback: Alignment to Framework Component II – Key Language Uses

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

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

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

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

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

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

Review Notes:

Each lesson is designed to provide students with meaningful opportunities to engage with the KLUs. *The Hands-On English, K–1 Beginners* instructional materials embed KLUs into each lesson through purposeful tasks. For example, in Teacher's Guide A, Chapter 2, Lesson 10 (p. 56), students participate in a Capstone Project where they create a simple T-chart after asking classmates or family members about favorite sports or games. They then describe their chart by sharing their findings aloud, demonstrating how KLUs support early oral language and understanding.

The KLUs are closely aligned with kindergarten academic content standards and foundational disciplinary practices, as outlined in the online resource materials under the Content Standards. Each chapter is clearly organized to match

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

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

How do instructional materials reflect the <u>linguistic purposes, variety, and complexity</u> embodied in Key Language Uses show?	
Depth.KLU: Indicators In the context of grade-level content learning, instructional materials…	**Depth.KLU: Key Questions** Where and how do materials prompt, offer guidance, make pedagogical suggestions, and plan instruction supporting language development in purposeful, varied, and expanding ways through…

❑ Highlight **how KLUs work in particular disciplines.** (pp. 26, 217-218)
 ❑ Offer **explicit explanations** of how KLUs work **in a variety of texts, tasks, and purposes**, examining and revealing common and unique linguistic and organizational features of each KLU. (p. 217)
 ❑ Emphasize language use within **sociocultural contexts** (e.g., for particular purposes, topics, situations, participant's identities and social roles, audiences). (pp. 26, 363)
	● Explaining how KLUs are constructed and used in
	    ○ a disciplinary community or communities? (e.g., an argument in language arts is different than a mathematical argument)?
	    ○ a variety of texts and tasks? (e.g., exposure to various instances of argumentation)?
	 ● Examining and revealing organizational patterns characteristic of the genre? (e.g., claim, evidence, and reasoning in Argue)
	 ● Drawing students' attention to the ways in which linguistic choices are shaped by the speaker's identity and social roles, as well as by topic, audience, purpose, and task? (e.g., I make different choices with language when I argue with my best friend or my boss)
	 ● Capturing the shared and unique ways in which KLUs work in a particular discipline?
	 ● Showcasing how the KLUs intersect, blend, and build on each other?

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

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

Review Notes:

The *Hands-On English, K–1 Beginners* instructional materials illustrate how KLUs are constructed and applied through a variety of texts and tasks. Each chapter blends different genres and modalities to keep young learners actively

engaged. For example, in Teacher's Guide C, Chapter 5, Lesson 5, children explore the order of events in the story *Miss Hippo and Her Friends.* Later, in Lesson 7 of the same chapter, they read the informational text *Farm Animals* and practice using prepositions to describe what they see. This purposeful use of varied genres helps students see how KLUs work in different text types and supports their ability to transfer new knowledge and skills across subjects.

The *Hands-On English, K–1 Beginners* instructional materials draw students' attention to how linguistic choices are shaped by topic, audience, purpose, and task. In Teacher's Guide B, Chapter 3, Lesson 6, students review words for body parts and then practice a short conversation they might have with a doctor or nurse. As an extension, in Lesson 9 of the same chapter, they read the informational text *Everyday People* about doctors. Students then create an illustration and write or dictate a few words about a favorite helper, sharing their work with a partner. This sequence connects home and school, encourages multimodal expression, and gives students authentic opportunities to adjust how they use language depending on audience and purpose.

The *Hands-On English, K–1 Beginners* instructional materials showcase how KLUs intersect, blend, and build on one another by integrating content across disciplines. For example, in Teacher's Guide A, Chapter 1, Lesson 7, children practice counting from 1 to 10. They first enjoy a chant with total physical response, then count pennies as they drop them into a can. Finally, they practice saying words with an **-s** at the end when there is more than one. This integration demonstrates how linguistic forms, functions, and early content learning work together to strengthen and extend understanding.

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

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

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

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

Review Notes:

The organizational patterns of the Key Learning Uses (KLUs) are evident across chapters and lessons, creating a coherent and supportive learning experience for kindergarten students. Each lesson offers structured opportunities for students to explore the KLUs while staying aligned with early learning content standards. The materials consistently include tools such as anchor charts, visuals, Capstone projects, and hands-on activities, helping students access, practice, and extend their understanding in meaningful, age-appropriate ways.

The KLUs connect to academic content standards and foundational disciplinary practices throughout the chapters, ensuring both relevance and continuity. Each chapter is organized around a unifying theme and includes ten lessons that build knowledge step by step. For example, Chapter 5, *Animals Short and Tall*, blends ELA elements such as fiction and nonfiction read-alouds, early grammar and language functions, comprehension, writing, listening, speaking, and reflection. This structure provides engaging opportunities for young learners to work with content standards while applying emerging skills across subjects.

As students move through the chapters and lessons, they grow in their ability to use KLUs in different ways. Lessons invite students to enjoy and respond to a variety of texts—listening, viewing, speaking, and interacting with stories and informational materials that reflect the KLUs. Over time, students progress from basic comprehension toward early comparisons and connections between ideas. This thoughtful design helps students develop linguistic knowledge, strengthen foundational academic skills, and begin transferring their learning across subject areas.

Feedback: Alignment to Framework Component III – Language Expectations

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

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

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

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

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

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

Review Notes:

The program shows a strong match to WIDA Kindergarten Language Expectations by linking vocabulary, functions, and forms to content in ELA, Math, and Science. Lessons define clear objectives, connect to academic standards, and

address both interpretive and expressive communication modes (listening, speaking, reading, writing, and representing). This evidence meets all three indicators, resulting in strong and comprehensive alignment.

For example, students practice identifying people, places, and objects at school using target nouns (e.g., teacher, desk, book). This supports Inform functions such as naming and classifying, with grammatical features like nouns and simple present verbs. Paired with interrogatives (what, who), the lesson builds oral interaction while integrating chants and labeled visuals, providing multiple entry points for speaking and representing.

Other activities engage students in describing familiar people or items using adjectives. This aligns with Narrate and Explain, where young learners retell lived experiences or wonder about attributes (e.g., "The book is big"). Multilingual learners are supported to construct meaning through drawing, oral sharing, and emergent writing, matching expressive Language Expectations such as recounting experiences and labeling details.

Overall, the program demonstrates a strong match to the WIDA Kindergarten framework by integrating content-specific vocabulary, communicative functions, and early grammatical forms in multimodal, developmentally appropriate activities. Students are supported to expand language use through speaking, writing, and representing, with opportunities to engage in Narrate, Inform, Explain, and Argue across playful, hands-on contexts.

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

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

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

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

Review Notes:

The program demonstrates Level 4, strong and comprehensive depth for WIDA Kindergarten Language Expectations by systematically expanding young learners' oral, written, and representational language use through playful, purposeful practice. Activities such as circle games (e.g., Duck, Duck, Goose), the "How does ___ feel?" routine, and interactive tasks like the Talking Box engage students in exploring functional language—asking and answering questions, expressing feelings, naming and describing objects—while applying foundational language features such as high-frequency nouns, adjectives, interrogatives, and simple subject–verb agreement.

These activities provide explicit teaching that makes language visible and flexible, allowing students to expand from modeled sentence frames (e.g., "I feel happy." → "I feel happy when I play with my friend.") to choose their own language features to serve communicative purposes. For example, learners can select descriptive adjectives to add detail ("The dog is big" → "The brown dog is big and soft"), or use interrogatives to extend questioning ("What is it?" → "What is it made of?").

By linking language features to language functions in service of content learning, the materials promote deeper understanding of both meaning and form. Teachers are supported with guidance for extending discussions, scaffolding multimodal responses (oral sharing, drawing, labeling), and encouraging student-led exchanges. The consistent integration of modeled frames, guided practice, and opportunities for independent choice demonstrates clear evidence that materials guide educators to help learners deepen and expand language choices in developmentally appropriate contexts, fully meeting all three Depth indicators.

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

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

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

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

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

Review Notes:

The Ballard & Tighe curriculum demonstrates Level 4, strong and comprehensive breadth for Kindergarten by systematically building Language Expectations, as outlined in the WIDA 2020 ELD Standards Framework, across lessons, thematic units, and the year's course of study. Each theme is anchored in familiar Kindergarten contexts (e.g., family, school, animals, community helpers) with core lessons that progressively expand what students can do with vocabulary, functions, and forms. Skills are reinforced through a range of interactive lesson types—such as Explore the Topic, Work with Language, Work with Words, and Review and Apply—and tracked with age-appropriate formative checks to ensure consistent growth across units. This progression culminates in developmentally appropriate projects such as oral retellings, class books, and collaborative posters, which require students to integrate early interpretive (listening, viewing, identifying) and expressive (speaking, drawing, labeling, emergent writing) communication modes.

When selecting target vocabulary for Hands-On English, K-1 Beginners, the focus is on high-utility words tied to Kindergarten content standards and children's everyday lives. Words progress from concrete to more abstract concepts, such as moving from "ball" and "book" to "happy" and "yesterday," supporting conceptual growth step by step. Vocabulary choices systematically broaden the range of nouns, verbs, adjectives, and simple prepositions so learners can begin forming short phrases and sentences. Early introduction of question words (who, what, where) and conjunctions (and, but) supports Kindergarteners in expanding functional language for asking questions, describing, and connecting ideas. The curriculum also follows conceptual circles of use, beginning with "me" and "my life" before extending outward to family, school, and community contexts. All vocabulary is carefully chosen for developmental appropriateness and alignment to Kindergarten content and WIDA ELD Standards, as documented in the Program Guide.

Together, these structures provide clear evidence of breadth, as language expectations expand across time and contexts. Students are consistently engaged in interpretive and expressive communication, moving from teacher-modeled frames toward greater independence in making language choices to serve content learning.

Feedback: Alignment to Framework Component IV – Proficiency Level Descriptors

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

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

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

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

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

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

Review Notes:

This curricular resource demonstrates a strong and comprehensive MATCH to the WIDA 2020 ELD Standards Framework, particularly in its use of the Kindergarten Proficiency Level Descriptors (PLDs). The materials consistently offer a range of language development targets, allowing teachers to support students across all levels of English proficiency. There is ample opportunity to monitor growth over time through the frequent use of formative assessments, daily teacher check-ins, and informal assessments embedded in lessons. These opportunities culminate in an end-of-unit project, which provides a rich demonstration of how students apply language they have developed across listening, speaking, drawing, labeling, and early writing.

The resource also integrates purposeful scaffolding strategies, enabling teachers to differentiate activities and assignments according to students' varying proficiency levels. For example, sentence frames, visual supports, and shared oral practice give beginning learners access to the same content as peers with more developed English. However, while differentiation is consistently supported, more specific articulation of how teaching strategies and expectations should be adjusted at each proficiency level could strengthen the materials further.

In addition to daily lessons and checks for understanding, the Culminating Project provides every student with an open-ended opportunity to demonstrate learning in multimodal ways—through oral retelling, artwork, emergent writing, and collaborative sharing. This multifaceted approach validates multiple modes of expression and ensures that students can show growth across both content and language domains. Combined with daily formative measures and teacher evaluation tools, the curriculum equips educators with multiple pathways to track language development over time. These features together highlight a design that scaffolds and supports Kindergarten students' growth across all six levels of the PLDs, earning a Level 4 rating for being both strong and comprehensive.

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

How do instructional materials reflect the <u>**linguistic purposes, variety, and complexity**</u> embodied in the PLDs?	
Depth.PLD: Indicators	**Depth.PLD: Key Questions**
In the context of grade-level content learning, instructional materials…	Where and how do materials prompt, offer guidance, make pedagogical suggestions, and plan instruction supporting language development in purposeful, varied, and expanding ways through…
❑ Address three dimensions of language: **discourse, sentence, and word/phrase.** (pp. 31, 366)	● Attending to the three dimensions of language (discourse, sentence, word/phrase) in a variety of tasks and texts?

❏ Maintain the **same cognitive rigor for all** students while using the PLDs to account for and **support different ways individual** multilingual learners might develop *across the six levels*. (p. 101) ❏ Guide teachers to **scaffold** learning in relation to **various factors** (student strengths and needs, interests, prior experiences, level of language proficiency, communicative purpose of the situation, task, etc.). (pp. 33, 333)	● Maintaining the same grade-level cognitive rigor for all students while offering multiple entry points and responsive support processes? ● Interactional scaffolding that is responsive to students' current strengths and needs? ● Monitoring students' language growth in multiple and varied ways? (e.g., through types of embedded classroom assessments)

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

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

Review Notes:

This curricular resource demonstrates strong and comprehensive alignment with DEPTH by purposefully addressing the three dimensions of academic language—discourse, sentence, and word/phrase—throughout the lesson and unit design. Using Kindergarten content and contexts as the foundation, students are introduced to high-utility vocabulary and guided to apply it in structured, meaningful activities such as chants, role-play, and purpose-driven sentence frames.

At the word/phrase level, learners engage with concrete nouns, descriptive adjectives, and simple prepositions, practicing how to select and expand words to meet communicative needs. At the sentence level, modeled sentence frames and guided practice support children in combining words into simple, yet increasingly detailed, utterances (e.g., "I see a dog" → "I see a big, brown dog"). At the discourse level, interaction is key: students participate in class discussions, shared storytelling, and collaborative projects where language is extended across turns and contexts. This layered approach maintains challenging language use while also keeping the cognitive rigor for all students high, ensuring that expectations remain equitable for multilingual learners.

The resource provides many supports through scaffolding of lessons and units, including visuals, gestures, repetition, and opportunities for oral rehearsal. Multiple entry points are embedded so that students at varying proficiency levels can participate meaningfully, and teachers are encouraged to tap into children's background knowledge to build connections between new language and lived experiences.

The structure of each unit—moving from teacher modeling to guided practice and finally to collaborative and independent application—integrates the three dimensions of language in a coherent and intentional way. This design reflects the linguistic purpose, variety, and complexity outlined in the Kindergarten PLDs, and it supports students in developing language in purposeful, interactive, and ever-expanding ways.

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

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

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

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

Review Notes:
This curricular resource demonstrates a Level 4, strong and comprehensive indicator for BREADTH as defined by the Kindergarten PLDs. The curriculum follows a systematic approach across lessons, units, and the course of study, introducing high-utility vocabulary and functional language in structured routines, providing ample practice through songs, games, and interactive activities, and extending learning into collaborative conversations, drawings, and emergent writing. Within each lesson, multiple supports are embedded to engage students at different proficiency levels, ensuring accessibility while maintaining cognitive rigor appropriate for Kindergarten learners.

Across the lesson, chapter and unit level, teachers are guided to recycle vocabulary, reinforce simple grammatical structures, and scaffold students from modeled phrases toward more independent language production. Content topics across the course of study help to focus content topics as a means for language practice and development, beginning with familiar circles of experience such as "me and my family" and expanding outward to school, community, and the natural world. This thematic progression gives students repeated, meaningful opportunities to use language in multiple contexts while steadily broadening their range of vocabulary and functions.

The resource provides assessments that are both informal and formal, including daily teacher observations, oral checks for understanding, and culminating unit assessments such as collaborative posters, oral retellings, or class books. These assessment opportunities support teachers in monitoring language growth over time and in offering flexible support for emerging learners while still providing challenges for more advanced Kindergarteners.

Across lessons, units, and the full course of study, the resource systematically layers instruction, scaffolding, and authentic application, ensuring that the PLDs are consistently integrated in purposeful and expansive ways. This design demonstrates strong evidence of BREADTH by engaging all students in meaningful, developmentally appropriate language practice and growth.

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

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

Alignment to	Strengths	Potential Areas of growth
Big Ideas	The materials provide equity of opportunity and access, integration of content and language, collaboration among stakeholders, and a functional approach to language development.	None
ELD Standards Statements	A key strength of the materials is the seamless integration of content from ELA, Math, Science, and Social Studies, allowing students to develop language skills while engaging meaningfully with disciplinary concepts.	One potential area for growth would be to include explicit references in the Teacher's Guide to WIDA language aligned with the standards statements (e.g., Language for Language Arts). Doing so would help teachers make clearer connections between the instructional activities and the language expectations within the WIDA framework for Kindergarten.
Key Language Uses	A strength of the materials is the use of a wide range of genres to organize language and communication within disciplinary contexts. This variety helps students understand how language functions across different academic purposes and supports deeper engagement with content.	An area for potential growth would be to include more explicit references in the Teacher's Guide to the WIDA language expectations aligned with the standards—particularly the functions Argue, Narrate, Inform, and Explain. Highlighting these connections would help teachers intentionally target academic language development across lessons.
Language Expectations	A key strength regarding Language Expectations in that lesson objectives and essential questions are always closely tied to content topics and standards. In addition, the lesson level target functions support the purpose of the communication about the content topics, that is language use in service of learning content.	A greater opportunity for teachers to understand the connection between Language Expectations and the language structures could be developed through teacher talk examples. Such examples for teachers would model how to facilitate class discussion connecting the purpose of the language focus to the context of the language use, from learning the vocabulary to why we use adjectives to add details to sentences, for example.
Proficiency Level Descriptors	A strength of these materials is in the ample opportunity presented through well-constructed lessons. These lessons support beginning levels of language proficiency as well as expand and extend language use for more advanced language proficiency levels. All levels of language proficiency are asked to engage with the same grade-level content standard topics and expectations. While a designated ELD Instructional resource, it is flexible enough for push-in contexts as well as the materials are grade-level content specific to Kindergarten.	While there are "Teaching Tips" in each lesson level materials, these tips focus on instructional strategies. An opportunity to support teachers by offering Support Tips for varying language proficiency levels, such as Level 1 Support Tip, Level 3 Support Tip, and Level 5 Support Tip. This would offer some specific guidance about ideas for differentiating lesson delivery and activities.

Consensus Determination for Seal Eligibility

Review Team: Anna Sargent and Gwyneth Dean-Fastnacht
Lead Reviewer: Anna Sargent
Year-Long Course of Study Submitted for Review: *Hands-On English* K-1 Beginners ©2018
Supplementary Materials Included in Year-Long Course of Study: Not Applicable
Submitting Educational Entity: Ballard & Tighe, Publishers, a division of Educational IDEAS, Inc.
Materials for Adjacent Grade Levels Within the Same Grade-Level Cluster Submitted for Review: Submission
Date: September 2025
Educational Entity: Ballard & Tighe, Publishers, a division of Educational IDEAS, Inc.

REVIEW TEAM'S FINAL CONSENSUS NOTES AND CRITERION SCORE

Publisher: Ballard & Tighe, Publishers, a division of Educational IDEAS, Inc.
Title of Materials: *Hands-On English* K-1 Beginners ©2018
Grade Level/Levels: Kindergarten
Determination of Alignment

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

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

Lead Reviewer: Anna Sargent
Date: October 7, 2025