HMH Grade 7 English 3D Course B Vol. 1

Contents

Evaluating High Quality NGESL Instructional Materials (HQIM-NGESL)
Introduction

This report was drafted using the Massachusetts Department of Elementary and Secondary Education's High-Quality Next Generation ESL Instructional Materials (HQIM-NGESL) review process and rubric. The whole review process and rubric supports evaluation of:

- Whether materials provide a full year's worth of dedicated ESL instruction, as determined by the review panel and given the Massachusetts definition of ESL,
- Whether ESL instructional materials are aligned to the WIDA English Language Development Standards Framework, 2020 Edition (henceforth known as the ELD Framework) – and integrated with the Massachusetts Curriculum Frameworks, as determined by the review panel, and
- Quality of ESL instructional materials, as interpreted through the HQIM-NGESL rubric.

The full report features a summary of the results of a panel review of the materials. The review of the materials was done during the 2023-2024 convening of the HQIM-NGESL panel. The panel was comprised of Massachusetts district leaders, classroom educators, and representatives from higher education institutions. It is important to note that the report only summarizes the analysis of the Quality of the ESL instructional materials as interpreted through the HQIM-NGESL rubric. It does not guarantee the quality, scope, or thoroughness of the reviewed materials. It also does not endorse the use of the specific materials reviewed, but simply provides a summary of the information shared by the reviewing panel.

The HQIM-NGESL rubric is divided into two sections. Section A focuses on curricular structure and the coherence of the instructional materials for supporting a trajectory of learning for the year. Section B focuses on whether materials are student-centered and the intentional design of the materials for supporting multilingual learners. Each report:

- opens with a brief description of the materials that is provided by the publisher or the district that submitted the materials for review,
- includes a quick reference graphic of the ratings for each of the rubric criteria and a summary of the review of the materials, as described by the review panel, and
- contains overall-level ratings for each of the rubric criteria, as determined by the review panel, and accompanied by descriptive strengths and challenges, and
- information from the publisher, such as product specifications.

As you review the report, be sure to consider the following:
- The criteria in the rubric represent selected desired aspects of high quality in ESL materials. While comprehensive and useful for selecting, creating, and improving the quality of ESL instructional materials, the rubric is not, nor can it be, exhaustive. There may be additional criteria your evaluation team determines important to add, based on local needs, EL data, backgrounds, and educator needs. Data may inform your creation of additional criteria and indicators in the evidence gathering process.

- The report can help teams determine whether they should adopt the ESL Instructional Materials, adopt the ESL Instructional Materials with supplemental guidance and materials to address gaps in quality, adopt materials and create a local plan to address gaps in quality, or to not adopt. HQIM-NGESL reports are only one component of a robust and transparent process to investigate and select high-quality instructional materials (HQIM) for your localized context. Explore our IMplement MA website to learn more about DESE's inclusive four-phase process, resources, and

opportunities to support strong selection of high-quality instructional materials that is grounded in a shared vision, informed by localized equity priorities, and supported by diverse stakeholders.
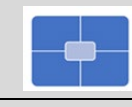
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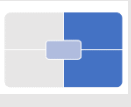
"HMH English 3D is an explicit, teacher-guided English language development program specifically designed to address the distinct needs of multilingual learners during a dedicated 45–60-minute ELD class or a 90-minute block period. English 3D is a dedicated ELD curriculum connected to grade-level academic content standards that accelerates English language development for students in grade 7. Language Launch is intended for students who are Levels 1-2 English language proficiency, and Courses A and B are intended for students who are Levels 3-6 English language proficiency. English 3D ensures all students are on an accelerated path to proficiency by:

- Leveraging the knowledge, cultural, and linguistic assets students bring to school.
- Teaching high-leverage, portable academic language functions and features.
- Building speaking and listening skills through daily opportunities for class discussions and structured peer interactions.
- Developing academic writing skills to effectively argue, inform, and narrate.
- Engaging students with authentic informational and literary texts connected to content areas and reflective of their lives" – 3D Self-Study

Materials Review Summary

Section A: Curricular Structure	Section B: Student-Centered Instructional Materials
Alignment to Massachusetts Definition of ESL	Asset-Based Orientation
Curricular Map	Linguistically Responsive
Unit Language Goals	Critical Stance
Lesson Objectives	Oral Language Development
Assessment	Formative Assessment
Functional Approach	Scaffolds and Supports
Shared Responsibility	Universal Design and Accessibility

Evidence is strong and comprehensive: clear connection to four indicators.

Evidence is present: clear connection to three indicators.

Evidence is present but insufficient: clear connection to two indicators.

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Evidence is not yet sufficiently present: connection to one indicator or less.

English 3D Curriculum, Course B Volume 1, effectively blends language development with academic learning, focusing on vocabulary, grammar, and disciplinary specific language functions. Despite promoting engagement and structured skill growth, challenges include the need for clearer alignment with WIDA standards, consistent explicit language instruction, and comprehensive unit goals. Additionally, while assessments are integrated, they primarily target vocabulary and grammar, potentially limiting holistic skill evaluation. Opportunities for collaboration exist but the materials do not include explicit tools, hindering interdisciplinary cooperation. The curriculum prioritizes student engagement and inclusivity through diverse texts and scaffolding. However, educators utilizing these materials may need to supplement the resources in order to explicitly promote cultural and linguistic assets, accommodate diverse learner needs, and provide support for students with disabilities and those new to tech literacy.

> **Alignment to Massachusetts Definition of ESL**
> Materials are designed for dedicated ESL instruction with an explicit, sustained, and systematic focus on language development in the integrated context of grade-level content and the ELD Framework.

Strengths:

The instructional materials integrate language development with grade-level academic learning, emphasizing vocabulary, grammatical structures, and language functions necessary for academic tasks. Each unit centers around a relevant issue, incorporating standards-based writing genres and activities to build language skills. Course B volume 1 addresses relevant topics aligned with grade-level genres and informational texts, fostering reading fluency, academic discussions, and tasks. Students engage with content connections across various disciplines, topics, and themes. The Language & Writing Portfolio emphasizes close reading and analysis, encouraging students to respond with evidence and explore language arts concepts. Each lesson integrates domain-specific vocabulary and objectives geared towards college and career readiness, while the scope and sequence prioritize language conventions and transitions.

Incorporating multimedia resources such as podcasts, the curriculum helps language skills develop within meaningful contexts, integrating vocabulary, grammar, and language functions across academic disciplines. With structured lesson plans and scaffolded progressions, the materials facilitate ongoing formative assessment through clear criteria, rubrics, and student reflections. By focusing on high-interest topics like pollution, gaming, texting, and street art, the curriculum promotes student engagement, collaboration, and ample opportunities for writing within disciplinary learning contexts.

Challenges:

While the materials provide engaging content, there's a need for more explicit connections to the WIDA Standards and other content standards beyond ELA. There's a lack of explicit connection to WIDA standards 3-5 (i.e., Language for Math, Language for Science, and Language for Social Studies), with Key Language Uses (KLUs) and Language Expectations (LEs) not explicitly named or aligned. During the review, the panelists noted a missing tie to other content areas such as math, science, and social studies, with the materials focusing heavily on ELA Common Core State Standards.

Bottomline:

The 3D curriculum demonstrates strengths in integrating language with disciplinary learning and providing engaging content for students. However, it faces challenges in explicitly connecting to WIDA standards beyond 1-2 (i.e., Language for Social and Instructional Purposes and Language for Language Arts) and aligning with other content areas beyond ELA.

> ### Curricular Map
> Materials contain a clear curricular map with a coherent sequence of units for ESL instruction throughout the year.

Strengths:

The instructional materials systematically build English language skills from foundational to advanced proficiency levels in a range of contexts. The materials allow students to explore genres of writing, emphasizing Key Language Uses such as Narrate, Argue, and Inform. This culminates in summative writing assignments where students practice justification, summarization, argumentation, presentation of information, and narrative language use.

Course B Volume 1 units cover Argue, Narrate, Inform, and Explain in both interpretive and expressive communication modes, with a focus on interpretive skills at the beginning and expressive skills at the end of units. English 3D Course B Volume 1 Issue 3, Lesson 1 starts with building concept/language, leading to analyzing text and writing summaries with frames. The learning trajectory continues to build – for example, in Issue 3, Lessons 10-12 progress from model writing to scaffolded topic sentences and writing frames with part-of-speech prompts.

Each learning module follows a structured format starting with concept building and ending with an extended writing piece, encouraging skill progression and complexity. Each issue includes a pre-test and a post-test to assess vocabulary, language elements (e.g., paraphrasing, transition words), and content comprehension. The consistent language routines repeated in every unit expand language practice over time, fostering skill development and mastery. These routines, including discussion, summarization, close reading, and writing, remain coherent across units fostering continuous language development. The various daily learning routines facilitate ongoing growth by creating opportunities for the progressive deepening of English language knowledge, skill, and practice.

Challenges:

Key Language Uses (KLUs) were not highlighted or explicitly mentioned in instructional routines for all units, raising concerns about explicit language instruction that is aligned to the WIDA standards. This lack of explicit connections to WIDA Key Language Uses and annual benchmarks potentially hinders understanding of the trajectory of learning. Generic scaffolding and limited differentiation in daily activities may not effectively challenge all students, potentially leading to gaps in skill development. Additionally, the absence of clear unit goals makes it unclear how lesson objectives tie to overall unit goals, potentially causing confusion for teachers and students.

Bottomline:
The instructional materials in English 3D systematically develop language skills across a variety of topics, focusing on genres like narrate, argue, and inform. The curriculum progresses from interpretive to expressive skills within each unit, with structured lessons and consistent language routines promoting skill mastery over time. However, there are challenges related to inconsistent alignment with all of the WIDA standards, potentially hindering the understanding of learning trajectories. Furthermore, generic scaffolding and limited differentiation may not effectively meet the needs of all students, while the absence of clear unit level language goals could lead to confusion among teachers and students regarding learning objectives.

> **Unit Language Goals**
>
> Materials articulate clear standards-based unit-level goals for content-driven language instruction.

Strengths:

The instructional materials provide detailed unit plans that include objectives and language functions, fostering a structured approach to language instruction. Issue 5's Texting Planning Guide demonstrates language and learning objectives particularly for formal writing. Various sequencing elements such as "Words to Know," "Academic Discussion," and "Words to Go" facilitate structured opportunities for language development. These sequences provide a roadmap for both teachers and students and facilitate a clear trajectory of learning for students.

The curriculum incorporates culminating unit projects where students apply skills learned from each unit, promoting practical application of language skills. This enhances student engagement and reinforces learning. Additionally, all units are explicitly aligned with WIDA Standards 1 and 2, emphasizing Language for Social Instructional Purposes and Language for Language Arts. Text selections cover a variety of relevant topics, promoting engagement and inferencing skills. Language functions and purposes are consistently reinforced throughout modules.

Challenges:

While aligned with WIDA Standards 1 and 2, there is no evidence of alignment with the other three WIDA standards (i.e., Language for Math, Language for Science, and Language for Social Studies). This limits opportunities for language development within the context of content-driven language instruction. Additionally, the unit level goals at times are not explicitly aligned with WIDA's Key Language Uses or Language Expectations. The unit level goals emphasize vocabulary and grammar more prominently than purpose and choice for language use, potentially leading to the development of isolated language skills rather than a functional approach to language development. The curriculum unit overviews lack specific time frames, making it difficult to gauge the pacing and duration of each unit of instruction.

Bottomline:

Strengths of the instructional materials include detailed unit plans with structured language instruction and culminating unit projects that enhance student engagement while aligning with WIDA Standards 1 and 2 (Language for Social and Instructional Purposes and Language for Language Arts). Challenges include the absence of alignment with WIDA Standards 3-5 (i.e., Language for Math, Language for Science, and Language for Social Studies), limited clarity on unit-level language goals aligned to the WIDA Standards, and an emphasis on discrete vocabulary and grammar skills over a functional approach to language development. Additionally, the absence of specific time frames and clear daily language objectives in unit overviews complicates the longer-term, big picture understanding and planning of the larger sequence of learning at the unit level, beyond day-to-day lessons.

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Lesson Objectives

Materials contain lesson-level language objectives that align to and build towards unit language goals.

Strengths:

The curriculum provides daily goals and objectives, visible to both teachers and students, ensuring understanding of each lesson's purpose. Lessons have a gradual progression, with objectives cycling through each day, ensuring that students are not surprised and can anticipate what they will be learning next. This approach fosters continuity and coherence in learning. Lessons follow a structured progression from building vocabulary and concepts to analyzing text and writing responses, providing students with a clear path of learning.

Challenges:

While the materials do contain objectives, they are generally task-oriented and lack specificity regarding language form or function. This may potentially hinder students' language development. Although daily learning objectives are identified, at times they are not specific to the lesson content. For example, objectives like "Read grade-level texts closely" lack specificity and measurability. Additionally, the abundance of objectives listed for each lesson might overwhelm both students and teachers. Furthermore, the materials do not encourage educators to display objectives or provide tools for monitoring language development within each lesson. This absence could impact students' understanding of learning objectives and hinder the monitoring of their own progress toward those objectives.

Bottomline:

The instructional materials contain lesson-level objectives and lessons are structured to progressively expand language use over time. However, the lesson objectives are generally task-oriented, lacking specificity on language form or function. The number of objectives listed for each lesson may also pose challenges for both students and teachers. Incorporating prompts for educators to showcase objectives and providing tools for monitoring language development could enhance the materials. This enhancement could positively influence students' comprehension and monitoring of their own learning.

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Assessment

Assessments (pre-, post, interim, unit, lesson, formative) elicit direct, observable evidence of the degree to which a student is increasing language proficiency and using language independently within academic contexts in a range of communication modes.

Strengths:

A variety of assessments are integrated throughout the curriculum, at different frequencies and times of the year. The curriculum offers multiple exposures to concepts and associated vocabulary, facilitating concept expansion through activities such as academic discussions and writing tasks. Additionally, there is a structured assessment framework, including unit-level culminating performance-based assessments like "Writing an Informational Text" with rubrics provided for clear evaluation and feedback. Finally, diverse assessment types, including pre- and post-unit assessments, provide a structured approach to the evaluation of student learning.

Course B Volume 1 provides various formative and summative assessment tasks with explicit criteria aligned to unit and lesson goals. For instance, daily formative assessment tasks like the daily "Do Now" and "Rating Your Own Draft" which focus on word form, content relevance, and grammar, offer clear steps and criteria for student success, promoting self-assessment and peer feedback.

Challenges:

While various assessments are available, at times the final assessment may not provide students with opportunities to demonstrate their learning in multiple ways. For example, Issue 5 culminates with "Writing an Informational Text" and a Curriculum Based Assessment "Issue 5 Test". The final assessment focuses solely on writing an informational report which differs on the unit's emphasis on analyzing and discussing text and content concepts. This potentially narrower focus restricts students' ability to demonstrate learning in multiple ways. The absence of clear, lesson-specific, learning objectives makes it difficult to ensure that assessments align with instructional goals, potentially impacting the effectiveness of the assessments.

Assessments primarily concentrate on vocabulary use and grammar, potentially limiting educators' ability to monitor other discipline-specific practices, skills, and language development. Students may face limited opportunities to explicitly demonstrate mastery of daily lesson objectives, as daily opportunities for them to showcase explicit mastery are inconsistent in the materials. Moreover, at times tasks and performance products are relatively scripted and do not provide multiple means of representation and expression.

While the lessons offer numerous opportunities for formative assessment, there is a need for explicit prompting for teachers to utilize the assessments effectively. Additionally, the absence of exit tickets or end-of-lesson assessments linked to the objectives may hinder the assessment process.

Bottomline:

Course B Volume 1 integrates assessments throughout the curriculum, offering various formative and summative tasks aligned with unit and lesson goals. However, challenges arise with the narrow focus of final assessments, unclear/general learning objectives impacting alignment, and a predominant concentration on vocabulary and grammar. Areas for growth include enhancing opportunities for students to demonstrate mastery and implementing explicit formative assessment prompts for educators.

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Functional Approach
Materials take a functional approach to language development focused on grade-level disciplinary learning.

Strengths:

The instructional materials emphasize a functional approach to language development, guiding students to explore language across various dimensions and facilitating communication across multiple genres. This includes identification of sentence frames for different purposes such as facilitating discussions.

Throughout the curriculum, there is a notable emphasis on word choice, including precise topic words and high-utility academic words. This emphasis is evident in both student activities and the teachers' edition. Students engage in activities that allow them to practice language in authentic contexts, with a particular focus on word choice and language conventions across various levels, including word, sentence, and discourse dimensions. The curriculum also provides in-depth analysis of text craft and structure, accompanied by exemplars and explanations for extended writing tasks.

The program employs a clear routine learning structure and offers inquiry-based learning opportunities, fostering deeper learning through activities such as analyzing multimedia, presenting speeches, and self-evaluation.

Challenges:

While there is evidence of teaching language as a dynamic set of choices, it is not consistently embedded throughout the materials, and clear prompts for teachers to use metalanguage to discuss language choices are missing. Additionally, a lack of explicitness in teaching language choice could impact clarity on the functional approach for teachers navigating the program, hindering deeper understanding and implementation.

While the instructional materials address the word, sentence, and discourse dimensions of language in lessons, there is room for improvement in providing explicit instruction on these aspects. Moreover, while there are dialogue prompts and choices for responding to others, there is a need for clearer metalanguage instruction to better support students in understanding and discussing language choices.

Although the curriculum provides some opportunities for application of literacy skills and student-directed inquiry, analysis, evaluation, and reflection, there is limited evidence of explicit focus on these aspects, potentially impacting the depth of student learning about language as a dynamic set of choices.

Bottomline:

The instructional materials emphasize a functional approach to language development, integrating everyday English and academic language across various genres through explicit teaching and identification of sentence frames. There is a strong emphasis on word choice and language conventions, supported by clear examples and activities at word, sentence, and discourse levels, within a structured routine learning framework. However, opportunities exist to further enhance the consistent embedding of explicit instruction on language choices, providing clearer metalanguage instruction and expanding the explicit focus on deeper learning opportunities. These enhancements could positively impact students' comprehensive understanding of language dynamics.

> **Shared Responsibility**
>
> Materials promote shared expertise, responsibility, and accountability for students in the program.

Strengths:

While the curriculum may not explicitly promote collaboration, there are instructional routines teachers could use to increase consistency across classrooms, for example when supporting multilingual leaners to engage in discussion across content areas. The presence of instructional routines and templates for writing across different genres, such as the "Planning to Write Templates" and "Assessing Sources Template" offer potential for sharing with other teachers to promote consistent instruction. Additionally, the availability of data reports from the HMH Growth Measure and Issue Tests enables ESL teachers or language specialists to provide valuable insights to content teachers, facilitating data-driven discussions and decision-making.

Challenges:

The curriculum does not presently contain explicit tools, processes, and resources to support collaboration between ESL and content area teachers, thereby missing opportunities to promote shared expertise and responsibility. There is no encouragement for collaboration with content educators, nor explicit prompting for ESL educators to engage in collaboration with them. While there are embedded resources and routines that could facilitate collaboration, there is no clear guidance on their utilization for collaborative planning. Despite the presence of resources, data reports, and routines, there is no evidence of explicit fostering of collaboration with content teachers.

Bottomline:

Course B Volume 1 presents opportunities for collaboration between content and language educators through instructional routines and materials. However, it does not presently contain explicit tools and guidance for fostering collaboration between ESL and content area teachers. This absence hinders shared responsibility and interdisciplinary cooperation.

> **Asset-Based Orientation**
> Materials prompt educators to know and understand students, the assets they bring (e.g., cultures, languages, funds of knowledge), what students can do, and what motivates and engages students in learning.

Strengths:

The curriculum demonstrates a consideration for student experiences, backgrounds, and interests through various sections like word knowledge, building backgrounds, and connecting to prior knowledge. It features a range of texts, including informational texts paired with poetry and opinion pieces. Each unit begins with a "build background" lesson that links the theme to students' own backgrounds and experiences. For example, "The Issue" topics, such as "Texting" and "Street Art," explore various perspectives and real-world issues that connect to students' lives. Students have opportunities to share their opinions, incorporate their background knowledge, and influence discussions, fostering engagement and student-centered learning. Additionally, lessons like Unit 4 Lesson 1 and Unit 3 Lesson 3 prompt students to give their opinions based on their own experiences.

The instructional materials provide resources that may help educators to celebrate students' diverse backgrounds and linguistic assets, providing language development opportunities that affirm students' identities as multilingual learners. The "Contrastive Analysis Resource" offers insights into the linguistic backgrounds of students, while anchor videos feature students from various cultural and linguistic backgrounds. The curriculum is designed to be culturally and linguistically responsive, incorporating authentic topics and issues that draw from students' knowledge assets.

Challenges:

Reviewers noted limited representation of cultural backgrounds and the exploration of "pop culture" issues may not sufficiently connect to world history, cultures, or other lived experiences. While there are opportunities for community connections and some prompts for students to share their familiarity with certain topics (e.g., street art in Zimbabwe), there is a lack of explicit support built into each lesson for accessing students' own background knowledge. Despite the engaging and relevant content, there is inconsistent explicit guidance for educators on prompting students to access their funds of knowledge and on how to leverage cultural and linguistic assets built into each lesson.

Bottomline:

The curriculum demonstrates a strong consideration for student experiences, backgrounds, and interests through various sections, offering a diverse selection of texts and providing opportunities for student engagement and student centered learning. However, despite resources to celebrate diversity, challenges remain in explicitly promoting cultural and linguistic assets, connecting pop culture issues to broader contexts, and consistently incorporating students' background knowledge into lessons.

Linguistically Responsive

Materials support the asset-based learning, development, and engagement of students from diverse linguistic backgrounds.

Strengths:

The scope and sequence illustrate a deliberate progression towards language development. The instructional materials provide extensive linguistic scaffolds and supports, evident in teacher resources and interactions, aimed at supporting student language development. Lessons feature linguistic scaffolds, such as sentence frames and differentiated resources for students with different proficiencies. Lessons include a range of ways for students to demonstrate their learning, from "Do Now" assignments, which aid in building students' language confidence, to writing and speaking tasks, and with essays offered in three scaffolded versions. Specific examples include language scaffolds provided for elaboration in Unit 3, Lesson 7, and sentence frames for discussion in Issue 3, Lesson 9.

Additionally, the materials include a variety of supplemental supports for newcomers, SLIFE students, and gifted students, and differentiated scaffolds. Resources such as the Contrastive Analysis Resource and Supporting Students with Interrupted or Limited Formal Education Resource provide targeted supports for specific student groups.

Challenges:

The instructional materials lack explicit support, resources, or educator prompts for incorporating students' home languages within lessons, potentially limiting the utilization of students' linguistic repertoires. While linguistic scaffolds are present, the lessons presently do not include differentiation to meet the varying linguistic needs of students across proficiency levels built right into the lesson materials, potentially hindering personalized language instruction. Although educators have access to resources for review, there is insufficient guidance within lessons to address the linguistic requirements of students at different proficiency levels, despite the availability of scaffolding resources.

Bottomline:

The curriculum demonstrates a deliberate progression towards language development, featuring extensive linguistic scaffolds and supports aimed at aiding student language proficiency. However, there is a notable absence of explicit support for incorporating students' home languages within lessons, and limited differentiation to address varying linguistic needs across proficiency levels directly embedded in the lessons.

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Critical Stance
Materials highlight and support student criticality, agency, and identity.

Strengths:

The instructional materials encourage student inquiry, problem-posing, and communication about issues from multiple perspectives, with student opinions being central to academic discussions. Students are supported in their inquiry, problem-posing, and communication through the big questions in each unit, with opportunities for academic discussions and self-reflection. In lessons such as Issue 3 Lesson 7, students are prompted to consider multiple perspectives on topics like supporting a mural wall for graffiti, fostering debate and discussion.

The materials cover topics that are potentially engaging and relevant to 7th graders, providing opportunities for students to express opinions and take stances on issues like plastic pollution and texting. Students are prompted to give their opinions on various topics, such as the effects of texting on communication, and engage in tasks like writing argument papers and speeches on relevant issues. Students are encouraged to express their thoughts through various lenses, including narrative, informative, and argumentative, in extended responses at the end of units.

Challenges:

There is no evidence of explicit guidance or activities for students to act upon injustices or affirm their identities, potentially limiting the development of agency and identity. Additionally, while students engage in debates and express opinions, the themes are pre-selected for students, leaving little room for autonomy in how they present information or engage with the content. This may potentially limit critical conversations around race, identity, and agency.

Bottomline:

The instructional materials effectively foster student inquiry, problem-solving, and communication from multiple perspectives, with engaging topics prompting student opinions and critical thinking. However, the absence of explicit guidance for students to act on injustices and the pre-selection of themes limit opportunities for autonomy and critical conversations on identity and agency.

> ### Oral Language Development
> Materials provide daily opportunities for all students to engage in discussions and interactions with peers and teachers around challenging content activities.

Strengths:

Instructional routines and unit planning provide students with daily opportunities to engage in oral language production. Students participate in structured academic conversations and discussions, leveraging background knowledge and connecting oral language development to writing, listening, and reading. The curriculum incorporates systematic opportunities for dialogue and discussion, with clear structures for engaging students in discourse daily. Issues like Issue 3 Lesson 7 and Issue 1 Lesson 14 demonstrate the curriculum's focus on promoting academic conversations, providing rubrics and tools for students to present and rate speeches, as well as engage in elaborative discussions. Activities such as analyzing texts and collaborative tasks provide abundant oral language opportunities with sufficient supports. This includes specific sections for analyzing and discussing text, with prompts for oral language discussions and sentence frames provided in the teacher's guide.

The curriculum emphasizes structured academic discourse, with specific structures for grade-level instructional conversations and compelling content. Students are encouraged to participate in collaborative activities, discussions, and debates, which effectively foster oral language development. Each lesson includes multiple opportunities for collaboration, such as discussing the "Do Now" or analyzing texts. Sentence frames and cloze passages facilitate student collaboration and engagement in discussions. Additionally, every unit features at least one academic discussion where students orally express their opinions, supported by language frames.

Challenges:

Evidence of incorporating students' full linguistic repertoires and cultural experiences into oral interactions was not present in the instructional materials. There is a missed opportunity to engage newcomers and promote pride in heritage languages and as well as an absence of translanguaging.

While the materials offer opportunities for oral language development, explicit prompting, especially for educators newer to the content is absent. Clearer guidance on leveraging heritage language and fostering engagement could enhance effectiveness. Although the materials incorporate structured dialogues and engaging topics, reviewers suggested that more explicit prompting and encouragement could further support oral language development, especially for teachers new to the content.

Bottomline:

The instructional materials offer structured opportunities for oral language development, including academic conversations and collaborative activities, supported by sentence frames and rubrics. However, they have insufficient evidence of explicit guidance for leveraging student assets like linguistic repertoires and cultural experiences, particularly for newcomers. Educators using the materials may need to include additional opportunities for leveraging student assets during oral discussions (e.g. through translanguaging), which could enhance student engagement and support English language development, especially for newcomers.

> **Formative Assessment**
>
> Materials support educators and students to interact throughout lessons, prompting collection and interpretation of evidence of learning – thus enabling teachers and students to notice growth and reflect on the effectiveness of teaching and learning.

Strengths:

The instructional materials integrate various summative and formative assessment tools, including unit tests, performance assessments, formal speeches, formal writing assignments, daily "Do Now" activities, portfolio work, and teacher observation, offering a holistic view of student progress. Summative assessments are complemented by formative assessments like daily "Do Now" tasks and formal speeches, as outlined in the provided assessment PDF, demonstrating a thorough assessment approach.

The materials facilitate ongoing formative assessment practices, providing resources and processes for teachers to collect evidence of student learning throughout lessons. Resources in the teachers' corner offer guidance on providing both peer and teacher feedback, along with processes for formatively assessing each student's language development and delivering actionable feedback. Additionally, the materials embed consistent opportunities for student reflection on learning, self-assessment, and self-monitoring within the lessons.

Challenges:

Educators face a challenge due to inadequate guidance throughout lessons on providing feedback, especially regarding language development and student-generated work. While the curriculum integrates formative assessment opportunities throughout lessons, there is a need for more explicit examples and prompts for assessing language development and providing feedback. Additionally, there is a lack of explicit guidance on adjusting instruction based on assessment results, potentially hindering teachers' ability to support students effectively. Furthermore, although the materials provide opportunities for student self-reflection, these are not consistently woven into the materials.

Bottomline:

The instructional materials feature an array of assessment tools, including both summative and formative assessments, offering a holistic view of student progress. While formative assessment practices are embedded throughout lessons, challenges arise from inadequate guidance on providing feedback and adjusting instruction based on assessment results, potentially hindering teachers' effectiveness, particularly for newer educators. Additionally, opportunities for student self-reflection are inconsistently integrated, suggesting room for improvement in promoting student autonomy and metacognition.

> ### Scaffolds and Supports
> Materials prompt teachers to differentiate, support, and scaffold learning in tandem with the planned yearlong trajectory of materials.

Strengths:

The materials provide scaffolding throughout lessons, incorporating sentence frames, paragraph frames, graphic organizers, and model think alouds, which enhance student comprehension and writing skills. Scaffolds such as partner discussion sentence stems, language resources at different levels, and differentiated supports tailored to target proficiencies are evident and examples of this can be seen in Issue 4, lesson 9 and 10. Additionally, examples from Issue 5, Lesson 4 and Lesson 12 demonstrate the provision of sentence frames, transitions, and scaffolded written texts, along with differentiated support for bridging and expanding students, as outlined in the teacher guide.

The curriculum offers differentiated support for students at various proficiency levels through the teacher tab, providing guidance on lesson delivery and scaffolding strategies. Issue 4 demonstrates the inclusion of differentiated support for target proficiencies in each lesson task, providing appropriate support for students based on their proficiency levels.

The lesson plans offer scaffolding suggestions and focus on assisting students in making manageable next moves forward to achieve intended goals and objectives, promoting active student engagement. The curriculum includes specific prompts and supports for teachers, such as breaking videos into segments, providing partner discussion sentence stems, and modeling skills like completing an outline, as seen in Issue 4, Lesson 9 and Lesson 10, enhancing instructional effectiveness.

Challenges:

While the scaffolds in the lesson materials are uniform across all lessons, they predominantly rely on sentence frames and paragraph frames. Educators using the materials may need to adjust to include more varied and flexible scaffolding approaches directly in the lessons. Despite the presence of scaffolded writing and speaking opportunities, detailed instructions on how to apply scaffolds to individual students in real-time during lessons were not observed.

Bottomline:

The instructional materials' strengths lie in its scaffolding, differentiated support for diverse learner needs, and focused lesson plans promoting active student engagement. However, challenges include the uniformity of scaffolds across lessons, predominantly relying on sentence and paragraph frames, and the lack of explicit guidance for teachers on how to adjust instruction for various proficiency levels and real-time application.

> ## Universal Design and Accessibility
> Materials provide varied means for accessing the content and demonstrating learning, helping teachers meet the diverse needs and abilities of a variety of students, including those with disabilities and those working above or below grade-level.

Strengths:

The program incorporates various accessibility features, such as text-to-speech options and multimedia videos, enhancing accessibility for diverse learners. In Issue 5, Lesson 4, students have access to audio reading, read-along highlight features, and the ability to click on words for definitions.

Students engage with articles, graphs, and various input sources, promoting multimodal learning experiences and catering to different learning preferences. The texts within the curriculum are multimodal, incorporating images and podcasts, and can be read aloud using text-to-speech features. Additionally, tasks are broken down into small chunks with various supports like graphic organizers and language frames, as observed in Issue 4, Lesson 16 and Issue 4, Lesson 9. The digital platform provides features such as audio playback, read-along, and note functions, enhancing accessibility and engagement, as evidenced by Issue 5. The curriculum offers high-interest topics like texting, gaming, and street art, aligning with UDL principles. Furthermore, Issue 4, Lesson 16, and Issue 4, Lesson 9 incorporate tasks that involve speaking, presenting, writing, and speech, providing opportunities for multimodal engagement.

Challenges:

While there are resources available for SLIFE students, Gifted and Talented students, and guidance for accommodating diverse learners, the teacher's edition lacks emphasis on how to accommodate different learners effectively. Despite the presence of various learning materials and supports, there is limited explicit guidance on adapting instruction for students with different needs or providing instructional adaptations, suggesting a gap in differentiation strategies.

There is an absence of explicit support for students with disabilities in the instructional materials. Reviewers noted the absence of specific accommodations or adaptations for students with disabilities. Additionally, there is limited evidence of support for students new to tech literacy, highlighting potential challenges in onboarding students who need to develop digital literacy skills.

Bottomline:

The program provides built-in accessibility features, including text-to-speech options and multimedia resources. It promotes multimodal learning experiences with articles, graphs, and various input sources, aligning with UDL principles. Despite resources for diverse learners, there's limited explicit guidance for educators on supporting students with disabilities.