



HMH Grade 8 English 3D Course B Vol. 2

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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



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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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From the Publisher







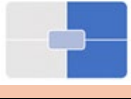







“HMH English 3D is an explicit, teacher-guided English language development program specifically designed to address the distinct needs of multilingual learners during a dedicated 45–60-minute ELD class or a 90-minute block period. English 3D is a dedicated ELD curriculum connected to grade-level academic content standards that accelerates English language development for students in grade 8. 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:



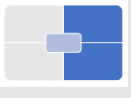
- *Leveraging the knowledge, cultural, and linguistic assets students bring to school.*
- *Teaching high-leverage, portable academic language functions and features.*
- *Building speaking and listening skills through daily opportunities for class discussions and structured peer interactions.*
- *Developing 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*



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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.

The 3D curriculum effectively integrates language development with grade-level academic learning, providing contextualized instruction in vocabulary, grammar, and language functions essential for both academic and social purposes. It aligns Language Expectations with academic content standards, ensuring comprehensive language development within disciplinary learning contexts. The materials offer structured lesson plans with scaffolded progressions, emphasizing essential language uses such as informative, narrative, and argumentative writing tasks. They also provide clear assessment criteria and opportunities for ongoing formative assessment, supported by rubrics and student reflections.

Despite its strengths, the 3D curriculum faces challenges in consistent implementation and flexibility of formative assessment practices. There's a notable absence of tracking language development on a lesson-by-lesson basis, and valuable assessment resources in the teacher's corner may be overlooked by educators using the materials. Additionally, the curriculum falls short in meeting indicators for effective universal design and accessibility, lacking provision for multiple means of engagement, representation, action, and expression. It also does not provide guidance to educators as to how to address individual needs outlined in students' Individualized Education Programs (IEPs), highlighting the need for greater inclusivity and alignment with diverse learner needs. Educators may need to supplement the materials to address these challenges effectively.



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The Next Generation ESL Curriculum Review Rubric

Section A: Curricular Structure

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:

Language development is taught in service of grade level academic learning. Students are taught vocabulary, grammatical structures, and language functions such as responding to peers, writing summaries, close reading of grade level text and informative writing in a contextualized way. Language is attended to for both academic and social purposes. For example, Issue 4 provides students with contextualized practice with responding to an academic question using disciplinary specific language and with opportunities to explore the genre of writing within the context of the unit.

Integration of language and content, language development within the context of disciplinary learning, contextualized language instruction, and attending to language development for academic and social and instructional purposes is evident in the scope and sequence. According to the self-study, “the Language Expectations in English 3D were derived from the ELA academic content standards, and English 3D instructional materials connect the Language Expectations to academic content standards in the context of grade level content learning.”

Challenges:

None identified.

Bottomline:

English 3D Course B Volume 2 positions English language development in service of grade level disciplinary learning. The program integrates language with content learning, aligning language development with disciplinary standards and academic content. The materials provide opportunities for language development in the context of grade-level topics, teaching vocabulary, grammar, and language functions for tasks like peer interaction and writing. It emphasizes both academic and social language skills.



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Curricular Map



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

Strengths:

The materials exhibit a robust structure characterized by a coherent learning trajectory that fosters a balanced level of rigor. The curriculum emphasizes all WIDA Key Language Uses, including Narrate, Inform, Explain, and Argue, ensuring a comprehensive approach to language development. Each unit is strategically designed to culminate in academic tasks, such as crafting justification paragraphs and engaging in argumentative language use, thereby promoting skill acquisition and application (E3DB Planning Pacing Guide (2 years)).

Moreover, the curriculum demonstrates a clear focus on essential academic language uses, such as justifying, summarizing, and informing, with a cohesive integration of language routines across units. Through consistent practices such as daily “Do Now” activities, discussion routines, and close reading exercises, students are provided with ample opportunities to refine their language skills. Additionally, language support is seamlessly integrated throughout the materials, incorporating sentence starters and frames to scaffold student learning effectively. Notably, prominent genres of schooling and WIDA Key Language Uses are evident in scaffolded tasks, further enriching students' language acquisition and application in a range of writing contexts (for example, formal writing tasks in Launch 1, Launch 2, and Volume B2).

Challenges:

Although educators can rely on flexible pacing guides for Launch V1, the flexible pacing guide format was unavailable or not found in other materials.

Bottomline:

The materials provide a strong framework for learning with a focus on essentials like informative, narrative, and argumentative language skills. Each unit concludes with academic tasks, such as crafting justification paragraphs, promoting skill acquisition and application. Consistent language routines, including sentence starters and frames, facilitate student learning. However, while flexible pacing guides are available for Launch V1, they were not found in other materials.



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Unit Language Goals



Materials articulate clear standards-based unit-level goals for content-driven language instruction.

Strengths:

The materials offer a structured approach to language learning, aligning closely with academic content standards and addressing some of the overarching WIDA ELD Standards Statements. Each unit is organized within a reasonable timeframe with language goals identified to guide instruction.

Specific evidence highlights the effectiveness of the curriculum in targeting language goals. For instance, in Topic 4, Lesson 6, one of the goals tasks students with articulating the main idea and supporting details of a text using academic vocabulary and simple present-tense verbs. Furthermore, in Topic 4, Lesson 11, students are prompted to analyze the organizational pattern of an argumentative essay by marking up a text, while also focusing on using precise adjectives for evidence. These examples illustrate the explicit Language Expectations and goals embedded within the curriculum, as outlined in various components such as Learning, Language, and Instructional Objectives in Launch V2, E3D B2, and the E3D B1 and B2 Correlation.

Challenges:

Although units within the instructional materials encompass multiple goals, this abundance of objectives may potentially lead to confusion among educators and students alike. While the units are structured to emphasize the WIDA Key Language Uses and support language development towards these genre families, there is a lack of explicit focus on WIDA standards 3-5 (i.e., Language for Math, Science, and Social Studies). Moreover, clear unit language goals were not readily accessible as the primary driver for unit design and implementation. Although some evidence of alignment was identified in the correlation document, it was insufficient.

Bottomline:

The materials present a structured approach to language learning, aligning closely with academic standards and addressing WIDA ELD Standards Statements. Educators are equipped with comprehensive tools to enhance language proficiency. Each unit is carefully organized with clear unit language goals to guide effective instruction. Specific evidence demonstrates the curriculum's effectiveness in targeting Language Expectations, as seen in tasks such as articulating key ideas and analyzing argumentative essay structures. However, there's a lack of explicit focus on WIDA standards 3-5 (i.e., Language for Math, Science, and Social Studies).



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Lesson Objectives



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

Strengths:

These materials contain lesson-level language objectives designed to support student learning. At times the materials provide students with the opportunity to self-select their objectives and monitor their learning. For example, in the “Building Community” section of the materials, educators are guided to review what students will learn and why, to set goals for their learning, and to reflect on their growth and mastery at the end of the issue.

Challenges:

The instructional materials present lesson objectives. However, these objectives often lack specificity to individual lessons, failing to fulfill their purpose of clarifying to students what they will be learning each day and what they should achieve by the end of class. In some instances, there is an abundance of objectives, with one lesson containing six objectives. This abundance of objectives creates ambiguity regarding the desired outcomes for students. Moreover, the objectives are often overly broad, making them unclear and challenging for students to grasp. For example, Issue 2, Lesson 3, the presence of six general language objectives illustrates this lack of specificity.

Although the planning guide includes several language objectives, there is a notable absence of clear, daily lesson-level objectives that could effectively direct learning. Additionally, although there are general monitoring and self-assessment for activities, educators are not encouraged to make these objectives visible or to actively facilitate self-monitoring and reflection among students, further hindering the clarity and effectiveness of the instructional process.

Bottomline:

Overall, while the materials boast commendable broader unit-level goals, they falter in providing clear, consistent, and more specific lesson-level objectives. Although some lesson-level language objectives are present, they often lack specificity, leaving students uncertain about daily end-of-class expectations. The abundance of objectives, sometimes reaching six per lesson, contributes to confusion and ambiguity regarding desired outcomes. While general monitoring and self-assessment for activities are in place, educators are not prompted to make objectives visible or facilitate self-monitoring and reflection among students, further detracting from the instructional clarity and effectiveness.



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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:

The materials incorporate a diverse array of assessments to gauge language development, encompassing summative, culminating, and formative assessments. Clear and visible assessment criteria, aligned with learning objectives, facilitate both student comprehension and teacher monitoring of student learning. Assessment practices are integrated throughout the units, with daily activities like “Do Now” assignments, 10-minute responses, close reading protocols, and student classwork serving as ongoing formative assessments. Each unit incorporates performance assessments that often focus on language skills at the discourse and word dimensions. The performance assessments are paired with accompanying rubrics for both speaking and writing and provide clear evaluative criteria for students. Specific evidence of these assessment practices can be found in various sections of the materials, including the Assessment Overview in the launch section, English 3D Assessments in Course B, and Language and Writing Portfolios in Course B.

Challenges:

Although the instructional materials include clear summative assessments, there are no mid-unit check-ins to see if students are progressing toward unit goals. Additionally, while the materials include a range of tasks that can be used to monitor student learning, these tasks do not provide students with opportunities to demonstrate their learning in multiple ways nor do the materials guide educators to use the tasks as formative assessments. Furthermore, there are no clear daily end-of-lesson assessments tied specifically to the objectives, and evidence of models or exemplars for assessments were not identified during the review.

Bottomline:

The materials offer a comprehensive array of assessments, including summative and formative assessments, with clear criteria aligned to unit level learning objectives. Daily activities provide opportunities for ongoing formative assessments, and each unit includes performance assessments with accompanying rubrics. Opportunities for growth include implementing mid-unit check-ins, expanding avenues for students to showcase learning through diverse methods, and providing educators with more guidance to utilize tasks for formative assessments. While experienced teachers may navigate and implement the materials effectively, novice teachers may require additional support. Further professional development would enhance implementation at the district level.



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Functional Approach



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

Strengths:

3D's approach to language development emphasizes the importance of understanding language as a dynamic tool for communication and constructing meaning. It encourages educators to focus on the meanings students create through language and identify common language patterns to aid multilingual learners. Examples of this were observed in the WIDA ACCESS Alignment resources and in resources such as the Speech Rubric and Writing an Argument.

Challenges:

While the materials provide opportunities for application of language, the presentation of language as a dynamic set of choices is emerging and not yet consistently woven into the materials. There was some use of metalanguage to discuss language, but this is neither extensive nor consistent. For example, although there were opportunities for students to make choices such as selecting their own goal, this was not consistently observed throughout the materials.

Bottomline:

The 3D approach to language development highlights language as a dynamic tool for communication and meaning-making, emphasizing understanding student-created meanings and identifying common language patterns. Examples of this approach are evident in resources like WIDA ACCESS Alignment and the Speech Rubric. However, challenges include the inconsistent presentation of language as a dynamic set of choices and limited use of metalanguage to discuss language. While some opportunities for student choice exist, they are not consistently implemented throughout the materials.



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Shared Responsibility



Materials promote shared expertise, responsibility, and accountability for students in the program.

Strengths:

None identified.

Challenges:

At the time of review, the panel did not observe guidance in the materials that would explicitly prompt content and ESL educator collaboration or to guide educators to share language and content expertise and instructional moves. Although there were numerous assessments woven into the materials, the materials did not guide ESL educators to meet with content educators (and vice-versa) to share and analyze multilingual learner performance data, student work, and assessment data for both content and language performance. Additionally, no tools or processes for collaboratively planning curriculum, instruction, and assessments for multilingual learner success were noted at the time of review.

Bottomline:

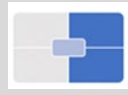
While pre-tests, post-tests, rubrics, and other assessments serve as valuable tools for tracking progress and measuring learning outcomes, as currently framed in the materials, they fall short in fostering shared responsibility for the language development of multilingual learners. Shared responsibility entails a collaborative approach where educators, students, and other stakeholders actively participate in two-way dialogue to support multilingual learners' language development.



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Section B: Student-Centered Instructional Materials

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:

During the review of the materials, the panel noted that Launch resources prompted the use of home languages. Additionally, the panel noted evidence of guidance and resources to support educators to make meaningful connections with caregivers. For example, in “Connected Solutions,” educators are provided with resources in multiple languages that can inform caregivers about the class, their learner’s progress, and at-home supports available to learners.

Additionally, the 3D materials include resources such as the “Classroom Collaboration Survey,” which can support student reflection and identification of their own learning preferences. Resources such as this can be used to help educators identify student strengths, interests, individual abilities, etc.

Challenges:

Although the reviewers did note evidence of use of some translanguaging and home language in Launch, there was no evidence of these in Volume B. Additionally, the panel noted that although there were some opportunities to draw on student backgrounds and experiences, these were not prominent throughout the materials; nor was there guidance to educators on using the materials to implement asset-based instruction in the classroom. Furthermore, the materials did not include diverse perspectives, voices, and narratives in the educational materials. At times, the issues and topics selected did not reflect a rich diversity of experiences, including the experiences and contributions of marginalized communities.

Bottomline:

The materials incorporate the use of home language in Launch resources and provide guidance for educators to engage caregivers. Resources like “Connected Solutions” offer materials in multiple languages to keep caregivers informed about class progress and available supports. The 3D materials also include tools like the “Classroom Collaboration Survey” for student reflection and identifying learning preferences. However, Volume B lacked consistent mention of home languages and linguistically supportive practices like translanguaging and offered limited guidance on implementing asset-based instruction. The materials also lack diverse perspectives and voices, offering limited representations of marginalized communities. Educators implementing these materials may need to consider ways to bring in additional resources and learning opportunities to ensure that the materials are asset-based. Further highlighting a variety of diverse perspectives, voices, and narratives within instructional materials could contribute to enriching students’ learning experiences more inclusively and could create opportunities for students to engage with a broad spectrum of viewpoints, foster a sense of belonging and validation for students from underrepresented backgrounds, and cultivate a more comprehensive and empowering learning environment for all students.



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Linguistically Responsive



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

Strengths:

The 3D set of materials contain a number of supplementary resources for educators that prioritize inclusive language instruction by prompting educators to leverage students' complete linguistic repertoires, including their home languages and translanguaging practices. It emphasizes providing linguistic scaffolds and supports to facilitate the continuous expansion of students' linguistic abilities and goals with frames at the sentence and paragraph levels. Additionally, the materials advocate for the encouragement of metalinguistic and metacognitive strategies and awareness among students with self-selected goals. For example, the "Contrastive Analysis" supplementary resource guides educators to leverage primary languages. It also includes a list of languages along with corresponding criteria to observe and dissects language down to the phoneme level across various languages.

Additionally, the materials included guidance for educators on linguistically sustaining practices, such as Launch's "Leveraging Cultural and Linguistic Assets." This guides educators to "encourage students' spoken and written contributions in their home languages while learning English," using "anchor videos and authentic texts [to] incorporate translanguaging to validate multilingual learners' use of their full language repertoire," and using cognates to "build students' metalinguistic awareness by comparing and contrasting their home language with English."

Challenges:

Although the full suite of materials contain resources that can guide educators to implement linguistically responsive instruction, many of these resources are separate documents, which may risk being overlooked in the abundance of the materials. For instance, "Leveraging Cultural and Linguistic Assets" was a strong resource, but its separate standalone nature increases the likelihood of it being overlooked or disregarded by teachers. Additionally, although the Launch materials include opportunities for use of and guidance to educators for leveraging home language, these same rich opportunities were not woven into Volume B. Furthermore, while the instructional materials in Volume B have built-in linguistic scaffolds, these were formulaic at times and did not encourage metalinguistic awareness.

Bottomline:

The 3D materials offer supplementary resources that prioritize inclusive language instruction, encouraging educators to utilize students' complete linguistic repertoires and translanguaging practices. They provide linguistic scaffolds and metacognitive strategies for expanding linguistic abilities, with examples like the "Contrastive Analysis" resource. Guidance for linguistically sustaining practices, such as leveraging cultural and linguistic assets, is included in Launch materials. However, given the sheer quantity of tools and resources, educators may miss these valuable resources, especially when they appear as separate standalone documents. Since the practices highlighted in these guidance documents are not woven directly into the units and lessons, this rich guidance may be overlooked.



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Critical Stance



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

Strengths:

The 3D materials provide students with opportunities to debate issues that have pros and cons. Additionally, the materials provide scaffolds that can support students in these debates such as paragraph frames that scaffold the framing of student's positions. The 3D materials provide students with opportunities to explore issues, ask questions, engage in inquiry, and communicate to learn and convey personal needs and wants.

Challenges:

Although the materials explore debatable issues, the issues explored are not student generated issues and therefore may not necessarily be as relevant to student interests and identities. Additionally, while materials encourage students to question issues, they do not necessarily prompt students to enact on inequities, injustices, and issues that are important to them and their community nor do they provide opportunities for students to select the issues that will be examined.

Bottomline:

At the time of review, the panel found emerging signs in the materials highlight and support student criticality, agency, and identity. However, the reviewers did not find this prominently and consistently woven into the materials. The examination of the 3D materials revealed an opportunity to further include student-generated perspectives and approaches to addressing pressing inequities, injustices, and issues essential to multilingual learners and their communities.



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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:

The 3D curriculum focuses on fostering language development in students through systematic integration of daily dialogue and discussion, promoting meaningful interactions with peers and adults. It provides structured frameworks for grade-level instructional conversations, centered on essential questions and compelling topics. Each lesson incorporates opportunities for students to develop oral academic language, supported by note-taking and provided sentence starters. Protocols are included to facilitate student-to-student communication and information exchange. For example, in Unit 5 students are provided with language frames to facilitate the discussion and to elaborate. Additionally, the curriculum leverages students' background knowledge in conversations and ensures the connection of oral language development to writing, listening, and reading skills.

Challenges:

None identified.

Bottomline:

Overall, the ELD curriculum sets a high standard for engaging language instruction by promoting meaningful dialogue and comprehensive language development.



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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 3DB program exhibits strengths in various areas, particularly in its strong end-of-unit assessments, structured processes for ongoing formative assessment, range of assessments, and language and writing portfolios. For example, this is evident in English 3D Assessments (Course B) pages 1-4 and the Language and Writing Portfolios (Course B). Additionally, the materials include rubrics (such as the writing and speaking rubrics) and opportunities for student reflections.

Moreover, resources in the teacher's corner support provision of feedback, including peer and teacher feedback processes. The teacher's corner also suggests processes for formatively assessing each student's language development and providing actionable feedback. The program supports teachers by embedding assessments in the lessons and teacher resource information in the Teacher's Corner.

Challenges:

The day-to-day monitoring of student learning shows limited consistency and flexibility, with formative assessment practices not consistently implemented throughout lessons. There is a notable absence of tracking language development on a lesson-by-lesson basis. Additionally, the materials in the teacher's corner, which contain valuable resources for assessment, are separate and may be overlooked by educators.

Bottomline:

The 3D program showcases strengths in its comprehensive assessment framework, including robust end-of-unit assessments, structured processes for ongoing formative assessment, and a diverse range of assessment tools, such as language and writing portfolios. The inclusion of rubrics and opportunities for student reflections enriches the assessment framework in the materials. Additionally, resources in the Teacher's Corner facilitate feedback provision and offer guidance on formative assessment practices. Yet, there's an opportunity to enhance the instructional materials by incorporating consistent day-to-day monitoring of student learning and language development on a lesson-by-lesson basis and providing flexibility in implementing formative assessments. Moreover, the valuable assessment resources in the Teacher's Corner may be overlooked by educators. Overall, while the program excels in end-of-unit assessments and offers a comprehensive assessment framework, educators using the materials may need to supplement the materials to ensure consistent monitoring of language development.



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Scaffolds and Supports



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

Strengths:

The 3D materials emphasize active implementation of scaffolding practices through examples of support and evidence-based instructional strategies, catering to the varied needs of multilingual learners, including SLIFE students. Comprehensive supports and suggestions for actively assisting students at different proficiency levels are featured in the materials. Resources such as the “Contrastive Analysis” and the “Supporting students with Interrupted Formal Education” guides prompt teachers to differentiate, support, and scaffold learning for students.

There are many scaffolds built right into the lesson materials. At the time of review, the panelists noted that almost every task includes sentence frames or paragraph frames, and the materials contain a variety of graphic organizers used to organize student thinking, reading, and writing. Furthermore, the teacher’s guide has thinking prompts to guide student thinking, model think alouds, and suggestions for differentiation based on proficiency levels. The “Teacher Tab” guides teachers to provide differentiated support for students at various proficiency levels in the delivery of each lesson.

Challenges:

Although the instructional materials offer comprehensive scaffolding, sometimes the scaffold supports are better explained in the teacher guidance and companion resources rather than being directly integrated into the unit plan or lesson design.

Bottomline:

The 3D materials facilitate a supportive learning environment that incorporate suggestions for implementing scaffolding practices into instruction.



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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 instructional materials include multimodal texts including images and podcasts. All the texts can be read aloud using the built-in text to speech feature. Additionally, tasks are often broken down into smaller “chunks” and include many embedded supports, such as graphic organizers and language frames. Furthermore, at times students are encouraged to respond in a range of ways- specifically orally and in writing.

Challenges:

Although the materials include a built-in text-to-speech feature and anchor videos, embedded text-to-speech feature sounded robotic and anchor videos were inconsistently integrated. Additionally, choices for student engagement and expression throughout the curriculum were limited, as were protocols for continuous self-regulation and goal reflection. Assessments have accessibility limitations as they primarily consist of multiple-choice questions or writing tasks. The curriculum falls short in meeting indicators for effective universal design and accessibility and incorporating inclusive design elements outlined in the UDL Guidelines. The provision for multiple means of engagement, representation, action, and expression, was limited, thereby hindering instruction for diverse learners. Moreover, opportunities for engaging with multimodal texts and materials were also limited. Materials do not provide guidance to educators on how to support the specific needs of multilingual learners with disabilities as outlined in their IEPs.

Bottomline:

To effectively promote inclusive and equitable language instruction, educators utilizing these materials may benefit from supplementing them. This supplementation can entail incorporating additional resources and strategies to better align with the diverse needs of learners, fostering a supportive and inclusive learning environment for all.