edreports

Multilingual Learner Supports Evidence Guide v2.0

English Language Arts Grades 3-5

Figure 1: MLL Criteria for Review of ELA Materials (Grades K-12)

Criterion 1: MLLs' Full and Complete Participation in Grade-Level Content

Do the materials include necessary components of curriculum to allow MLLs to fully participate in grade-level content? These indicators are integrated into content-area tools in key places crucial to content.

Criterion 2: Coherence of MLL Supports

Are MLL supports intentionally developed over time, and do they reflect the interdependence of language and content?

Criterion 3: Teacher Guidance

Do materials provide guidance for all teachers to effectively implement the provided strategies and supports for MLLs?

Criterion 4: Assessment

Do materials provide guidance for teachers on how MLLs can demonstrate their knowledge and understanding of grade-level content, regardless of language ability, as well as providing guidance on formatively assessing for language alongside content?

Criterion 1: MLLs' Full and Complete Participation in Grade-Level Content

To identify the Criterion rating, educators use evidence gathered to score indicators related to each indicator.

Criterion 1 MLL indicators are connected to the content indicators focusing on knowledge building through texts, questions, and tasks in each tool. Indicator names reflect the content indicator they are connected to using this naming convention: *(Content Indicator).MLL*. Each indicator in this criterion relies on the same research-based measures of quality for MLLs' simultaneous development of content and language, which are detailed in the Evidence Guide. To ensure that MLLs can fully and completely participate in all aspects of the content crucial to high-quality instructional materials, each indicator in this criterion has been constructed in the following manner: "Materials provide support for MLLs' full and complete participation in *(connected content indicator language).*"

Criterion 1: Materials include necessary components of curriculum to allow MLLs to fully participate in grade-level content, integrated into content-area tools in key places crucial to content.

3-5 ELA Criterion 2.1	Materials include content-rich, engaging texts that meet the text complexity criteria for the grade level. Texts and text sets cohesively work together to build knowledge of specific topics and/or content themes.
Indicator 2c	**2c.** Materials provide appropriate scaffolds for core/anchor texts that ensure all students can access the text and make meaning. Scaffolds align with the text's qualitative analysis. **2c.MLL** The materials amplify rather than simplify texts while maintaining complexity to provide access for MLLs without watering down texts.

2c Scoring:

2 points	1 point	0 points
Materials meet ALL of the requirements of this indicator.	Materials DO NOT meet ALL of the requirements of this indicator.	Materials DO NOT meet ANY of the requirements of this indicator.

- Scaffolds align with the qualitative complexity of the program's texts to support students in making meaning of each text.
- Materials include scaffolds for before, during, and after engaging with a complex text.
- Materials include teacher guidance on how to enact each scaffold based on student needs.

2c.MLL Scoring:

2 points	1 point	0 points

● Materials consistently amplify rather than simplify texts while maintaining complexity to provide access for MLLs without watering down the content.	● Materials amplify texts sometimes, but not consistently, either providing no supports for MLLs associated with texts or simplifying texts at times when they are not amplified.	● Materials never amplify texts, either providing no supports for MLLs associated with texts or simplifying texts.

About this indicator:

What is the purpose of Indicator 2c?

This indicator examines the scaffolds materials provided for each core/anchor text. In order to access and make meaning of challenging texts, students need various supports. By offering scaffolds, all students, including those with diverse learning needs, language backgrounds, or varying reading proficiencies, are given the opportunity to successfully interact with grade-level texts. While the previous indicators looked at whether materials include engaging, complex texts that are appropriate for the grade level, this indicator examines the supports provided for students to unpack and make meaning of these complex texts, and that these scaffolds align to each text's complexity level. Ensuring that scaffolds align with the qualitative features of the text (such as language complexity, themes, and narrative structure) ensures that support is targeted effectively. This means students are not only understanding the basics but also engaging with deeper meanings and higher-order thinking skills associated with the text. This indicator also looks at the specific teacher guidance included in materials so that these scaffolds can be enacted appropriately. Overall, this indicator emphasizes the importance of tailored instructional support to ensure that all students can effectively access and make meaning of the core/anchor texts in the materials.

What is the purpose of Indicator 2c.MLL?

Complex texts require deliberate language supports that maintain the cognitive demand by amplifying —rather than simplifying—the content, practices, and associated language. Language supports should "scaffold up" to provide appropriate assistance for learners. Supports that maintain the rigor of the tasks and prioritize peer interaction create conditions for new learning and provide opportunities for teachers to observe, understand, and respond to learners' current knowledge.

Research or Standards connection for Indicator 2c:

According to [Appendix A](#) of the CCSS, students' ability to read complex texts does not develop uniformly or linearly. While Reading Standard 10 outlines expected grade-by-grade progressions in reading complexity, individual student growth may vary. Opportunities to read both challenging and accessible texts are essential for development, and student interest and experience should influence text selection. Educators should balance using texts of varying difficulty, providing additional support for students reading significantly above or below their grade level. Those above grade level may need advanced challenges, while struggling readers require targeted help to achieve grade-appropriate complexity. Scaffolding is crucial, especially as students transition between grade bands, but the goal is to gradually reduce support to foster independent, proficient reading by the end of each grade band (CCSS Appendix A, p. 5). It has been found that "students' ability to read complex text does not always develop in a linear fashion….Even many students on course for college and career readiness are likely to need scaffolding as they master higher levels of text complexity" (CCSS Appendix A, p. 8).

In "[The Science of Reading Comprehension Instruction](#)," Duke, Ward, and Pearson (2021) argue that decades of research on reading comprehension reveal several key insights. Effective comprehension instruction should start early and include teaching word-reading and bridging skills such as phonological awareness, semantic

flexibility, and fluency. Strong fluency alone does not ensure comprehension, so instruction must also cover text structures and features. Comprehension varies depending on the reading purpose and type, and strategy instruction can enhance it. Vocabulary and knowledge building are crucial, and engagement with texts through volume reading, discussions, and writing supports comprehension. Additionally, fostering reading motivation improves comprehension. A visual model of these principles underscores the layered approach necessary for impactful comprehension instruction.

In "Beyond Comprehension," Willingham (2023) explains that research highlights that teaching comprehension strategies effectively enhances students' understanding of texts by helping them connect ideas and recognize text importance. These strategies are beneficial for achieving basic comprehension but do not show additional gains with further practice. To achieve deeper understanding, students need extensive practice in advanced reading skills, such as analyzing arguments, understanding nuanced text elements, and applying discipline-specific skills. Overall, while comprehension strategies are a crucial component of reading instruction, a focus on deeper reading practices is essential for developing more sophisticated comprehension abilities.

In "Scaffolding the Academic Language of Complex Text: An Intervention for Late Secondary Students, Reynolds (2021) argues that late secondary students preparing for university and careers often struggle with academic texts. A study with 152 U.S. Grade 11 students tested an intervention involving scaffolded instruction for complex texts. Participants were either given support with paraphrasing and academic language or received standard instruction. Results showed that the intervention led to a small but significant improvement in standardized reading comprehension scores (d = 0.16). Scaffolding types impacted outcomes differently: rereading scaffolds were associated with lower scores, while syntax and structure scaffolds were linked to higher scores. These findings suggest that targeted scaffolding can enhance comprehension, especially by addressing complex syntax and text structure, offering a model for future interventions.

Research or Standards connection for Indicator 2c.MLL:
From ELSF "Current Research on English Learners and English Language Arts Education": "Through careful attention and planning, English learners can be challenged and supported as they engage with the same complex ELA texts and grapple with the same concepts as their monolingual peers working toward grade-level standards. As MLLs are developing their expertise in English, they must simultaneously develop content knowledge and disciplinary practices such as critical thinking, question posing, and argumentation. Research suggests that even young MLL writers are able to critically examine text and evaluate its effectiveness. To do so, students need not only access to grade-level content, materials, and complex texts, but also instructional support to engage with them and meet the same academic goals as their peers. Instead of simplification of text, students need multiple exposures, opportunities, and modalities to support their comprehension of increasingly sophisticated grade-level texts. Walqui & van Lier refer to these processes and texts as amplified and describe how scaffolding can be incorporated into the text itself or provided through instructional activities. Supports such as glossaries, visual cues, metacognitive strategies, and attention to vocabulary can serve to amplify text and help MLLs engage in grade-level tasks."

Resources for Indicator 2c:
- CCSS Appendix A

Resources for Indicator 2c.MLL:
- Gibbons, P. (2015). Scaffolding language, scaffolding learning. *Teaching English Language Learners in the Mainstream Classroom*. New Hampshire: Heinemann.
- Hakuta, K., Butler, Y. G., & Witt, D. (2000). How long does it take English learners to attain proficiency? *The University of California Linguistic Minority Research Institute, (2000-1)*.
- Walqui, A., & Bunch, G. C. (2019). *Amplifying the curriculum: Designing quality learning opportunities for English learners*. Teachers College Press.

- Weiss, J. & Stanstead, M. (2022). "English Learners and English Language Arts Education". *English Learners Success Forum*. Retrieved from: https://www.elsuccessforum.org/resources/english-learners-and-english-language-arts-education

Indicator 2c Guiding Question:
Do materials provide appropriate scaffolds and teacher guidance to enact them for each core/anchor text?

Evidence Collection

For Indicator 2c:
In the instructional materials being reviewed:
- Review the scaffolds provided for each core/anchor text in each unit.
- Consider whether the scaffolds align to the qualitative complexity of the text.
- Consider when each scaffold is enacted (before, during, after reading).
- Look at the teacher guidance provided on how to implement each scaffold. Consider if the guidance is sufficient to successfully support teachers.
- Consider if the scaffolds are evidence-based.

For Indicator 2c.MLL:
In the Instructional Materials being reviewed:
- Describe ways in which materials amplify rather than simplify English language structures and forms.
- Describe how language supports assist students in making meaning of the texts.
- Describe how texts may be engineered to amplify the text rather than simplify it.
- Describe whether and how materials guide teachers to support MLL engagement in and understanding of grade-level texts through multiple modalities, methods, and representations.

Cluster Meeting

Preparing for the Indicator 2c cluster meeting:
- What scaffolds for making meaning of each core/anchor text are present in the materials?
- Do the scaffolds align with the qualitative complexity of each text?
- Are scaffolds enacted at different parts of the "making meaning" process (before, during, and after reading)?
- Is there teacher guidance on how to implement each scaffold?
- Is the teacher guidance provided sufficient to successfully implement the scaffolds in the materials, or do teachers need to pull from outside of the materials?

During the Indicator 2c cluster meeting:
- Discuss the scaffolds provided in the materials to help students access core/anchor texts.
- Discuss if the scaffolds align to the qualitative complexity of each core/anchor text.
- Discuss if scaffolds are enacted at different parts of the "making meaning" process (before, during, and after reading).
- Discuss the teacher guidance available for implementing each scaffold.
- Discuss whether the teacher guidance provided is sufficient to successfully implement the scaffolds in the materials.
- Look for and discuss whether the indicator was met fully, partially, or did not meet any scoring bullet in the scoring section.
- Agree on the final rating.

Discussion questions for the Indicator 2c.MLL cluster meeting:
- Do the materials amplify rather than simplify English Language structures and forms?
- Do language supports assist students in making meaning of the texts?
- Are texts engineered to amplify, rather than simplify, the language?
- Do the supports oversimplify or water down the content?
- Do the materials guide teachers to give support for students to make meaning of texts through multiple methods and multiple representations?

3-5 ELA Criterion 2.2	Materials include questions, tasks, and assignments that are meaningful, evidence-based, and support students in making meaning and building knowledge as they progress toward grade-level mastery of literacy skills. Materials include clear, explicit instruction guidance for teachers across all literacy skills.
Indicator 2g	**2g** Most questions, tasks, and assignments are text-based, allowing students to demonstrate their thinking in various formats. **2g.MLL** Materials provide support for MLLs' full and complete participation in text-based questions, tasks, and assignments, as well as the demonstration of their thinking in various formats.

2g Scoring:

4 points	2 points	0 points
Materials meet ALL of the requirements of this indicator.	Materials DO NOT meet ALL of the requirements of this indicator.	Materials DO NOT meet ANY of the requirements of this indicator.

- Materials provide opportunities to support students in making meaning of the texts being studied through text-based questions and tasks that require students to answer in varying formats (i.e., speaking, writing, etc).
- Materials include text-based questions and tasks that require students to closely read and/or re-read complex parts of texts to deepen their analysis and understanding.

2g.MLL Scoring:

2 points	1 point	0 points
- Materials consistently provide strategies and supports for MLLs to fully and completely participate in text-based questions, tasks, and assignments, as well as the demonstration of their thinking in various formats.	- Materials provide strategies and supports for MLLs to participate in text-based questions, tasks, and assignments, as well as the demonstration of their thinking in various formats, but these supports do not consistently provide for full and complete participation by MLL students. OR - Materials provide some strategies and supports for MLLs to fully and completely participate in text-based	- Materials do not provide strategies and supports for MLLs to fully and completely participate in text-based questions, tasks, and assignments, as well as the demonstration of their thinking in various formats.

	questions, tasks, and assignments, as well as the demonstration of their thinking in various formats, but they are not employed consistently throughout the program.	

About this indicator:

What is the purpose of Indicator 2g?
The purpose of this indicator is to ensure that the majority of questions in a program require students to engage deeply with texts through reading and re-reading. By focusing on text-based questions, tasks, and assignments, students are encouraged to ground their responses in evidence from the text, which helps to improve comprehension and analytical skills. This approach also facilitates a deeper understanding of the material, as students must interact directly with the content to derive meaning and answer questions. Additionally, providing opportunities for students to demonstrate their thinking in various formats—such as written responses, discussions, presentations, or projects—caters to different learning styles and promotes a more comprehensive skill set. This diversity in format allows for more creative and personalized expressions of understanding, accommodating the varied needs and strengths of all students.

What is the purpose of Indicator 2g.MLL?
MLLs can and will reach grade-level standards when provided the appropriate scaffolds, supports, and opportunity to do so. Complex tasks require deliberate language supports that maintain the cognitive demand by amplifying—rather than simplifying—the content, practices, and associated language. Language supports should "scaffold up" to provide appropriate assistance for learners. Supports that maintain the rigor of the tasks create conditions for new learning and provide opportunities for teachers to observe, understand, and respond to learners' current knowledge.

Though beneficial to all students, tasks that require students to both interpret and express ideas are particularly essential for MLLs. Students need opportunities, beyond independent paper-pencil exercises, to use all language modes (reading, speaking, listening, writing) . For MLLs, experiencing engaging text-based tasks that are both cognitively demanding and language-intensive provides opportunities to comprehend (receptive language functions) and express (productive language functions) disciplinary ideas using their emerging English.

Research or Standards connection for Indicator 2g:
In "Implementing the Common Core State Standards: A Primer on 'Close Reading of Text'," Brown and Kappes (2012) provide a definition of Close Reading and explain its importance in developing students' reading comprehension skills and their ability to analyze complex texts. They argue that close reading is not just an English language arts strategy, but can be effectively used across all academic disciplines. It also emphasizes that prior knowledge plays a crucial role in close reading and that teachers must be mindful of this when planning lessons. Finally, the document outlines key considerations for implementing close reading in practice, including the importance of situating it within a broader literacy framework, understanding text complexity, and using text-dependent questions effectively.

In "More Than Just Glitter: Using Text-Dependent Questions as Part of Foundational Literacy Practice," Henry (2022) advocates for the use of text-dependent questions as a foundation for quality literacy instruction. She argues that these questions, which require students to cite evidence from the text to support their answers, are more effective than reader-centric questions that rely on prior knowledge or personal feelings. Henry explains

how text-dependent questions can be used at different cognitive levels (literal, structural, inferential, and action-oriented) and how they can be strategically integrated into a variety of literacy activities. She highlights the importance of modeling and practicing text-dependent questioning and concludes by emphasizing that text-dependent questions are a crucial part of a comprehensive literacy framework that supports students' comprehension, understanding, and discussion of complex texts.

In *Text-Dependent Questions: Pathways to Close and Critical Reading*, Fisher and Frey (2014) provide educators with strategies for designing effective text-dependent questions that facilitate close and critical reading among students. The book emphasizes the importance of questions that require students to return to the text for evidence, thereby deepening their comprehension and analytical skills. Fisher and Frey outline how to craft questions that address different levels of understanding, from literal comprehension to inferential analysis and evaluative thinking. They offer practical examples and guidance on implementing these strategies across grade levels, from K-5 to 6-12, showing how text-dependent questions can enhance students' engagement with complex texts and support their development as critical thinkers.

Research or Standards connection for Indicator 2g.MLL:

From ELSF "Current Research on English Learners and English Language Arts Education": "Through careful attention and planning, English learners can be challenged and supported as they engage with the same complex ELA texts and grapple with the same concepts as their monolingual peers working toward grade-level standards. As MLLs are developing their expertise in English, they must simultaneously develop content knowledge and disciplinary practices such as critical thinking, question posing, and argumentation. Research suggests that even young MLL writers are able to critically examine text and evaluate its effectiveness. To do so, students need not only access to grade-level content, materials, and complex texts, but also instructional support to engage with them and meet the same academic goals as their peers. Instead of simplification of text, students need multiple exposures, opportunities, and modalities to support their comprehension of increasingly sophisticated grade-level texts. Walqui & van Lier refer to these processes and texts as amplified and describe how scaffolding can be incorporated into the text itself or provided through instructional activities. Supports such as glossaries, visual cues, metacognitive strategies, and attention to vocabulary can serve to amplify text and help MLLs engage in grade-level tasks."

"Drawing from commonalities across case studies, Castellón et al. recommend that schools 'develop strong and unified language development frameworks that integrate content, analytical practices, literacy skills development, and language learning.'"

"Through careful attention and planning, English learners can be challenged and supported as they engage with the same complex ELA texts and grapple with the same concepts as their monolingual peers working toward grade-level standards."

 "It is also essential to note that English learners can meet CCSS standards without 'nativelike' proficiency or 'control of conventions and vocabulary' in oral or written forms."

Resources for Indicator 2g:
- [CCSS Appendix A](#)

Resources for Indicator 2g.MLL:
- Bailey, A. L., Butler, F. A., Stevens, R., & Lord, C. (2007). Further specifying the language demands of school. In A.L. Bailey (Ed.), *The language demands of school: Putting academic English to the test* (pp. 103-156)
- Gibbons, P. (2015). Scaffolding language, scaffolding learning. *Teaching English Language Learners in the Mainstream Classroom*. New Hampshire: Heinemann.

- Hakuta, K., Butler, Y. G., & Witt, D. (2000). How long does it take English learners to attain proficiency? *The University of California Linguistic Minority Research Institute, (2000-1)*.
- Saunders, W., Goldenberg, C., & Marcelletti, D. (2013). English language development: Guidelines for instruction. *American Educator, 37*(2), 13.
- Torff, B., & Murphy, A. (2020). Teachers' beliefs about English learners: Adding linguistic support to enhance academic rigor. *Phi Delta Kappan*, 101, 14-18.
- Walqui, A., & Bunch, G. C. (2019). *Amplifying the curriculum: Designing quality learning opportunities for English learners*. Teachers College Press.
- Weiss, J. & Stanstead, M. (2022). "English Learners and English Language Arts Education". *English Learners Success Forum*. Retrieved from: https://www.elsuccessforum.org/resources/english-learners-and-english-language-arts-education
- WIDA ELD Framework: https://wida.wisc.edu/teach/standards/eld/2020

Indicator 2g Guiding Question:

Do 80% or more of the questions, tasks, and assignments require students to use and/or close read the texts to answer?

Evidence Collection

For Indicator 2g:

In the instructional materials being reviewed:
- Review tasks, questions, and assignments associated with texts, paired selections, text sets, chapters/units. Consider if at least 80% of these tasks, questions, and assignments are firmly rooted in the text and require students to use/draw from the text.
- Look for tasks that specifically require students to perform close reading and re-reading of complex sections of the text, either to unpack difficult language, themes, or concepts.
- Ensure that the materials offer diverse ways for students to respond to text-based questions and tasks, including speaking, writing, presentations, and other creative formats.
- Identify questions and tasks that are not associated with a text, paired selection, or text set and compare these to the overall quantity of those that are text-based.

For Indicator 2g.MLL:

In the Instructional Materials being reviewed:
- Describe how the materials provide strategies, appropriate support, and accommodations that will foster MLL students' regular and active participation. Include opportunities for speaking, listening, reading, and writing to develop practices and knowledge of the subject matter. This may include scaffolding, but should scaffold up towards grade-level work.
- Describe content-specific or lesson-specific strategies and/or materials provided for supporting all students in engaging in grade-level/grade-band instruction. There must be more than a statement at the beginning of the chapter or lesson that is generic or states that the same strategy could be used with every lesson.
  - Describe how specific supports and/or routines allow MLL students to access grade-level instruction/content and negotiate meaning.
  - Describe how language supports and scaffolds are aligned to academic tasks and address the four domains of language (speaking, listening, reading, and writing).
  - Describe how language supports and scaffolds support MLL students' understanding of entire tasks: what the task is asking them to do, their full participation in the task (including navigating

and negotiating resources), and their demonstration of understanding through what the task asks them to produce.

- o Describe how language supports, strategies, and resources allow all MLL students, including SIFE/SLIFE (Students with Limited or Interrupted Formal Education), those literate in their primary language, long-term MLLs, and those at varying levels of English proficiency to attain grade-level standards.
- Describe targeted opportunities for MLL students to use and develop language.
- Describe ways in which the materials focus supports around language functions and the disciplinary practices they are intertwined with, moving beyond concentrating solely on vocabulary.
- Describe ways in which the materials encourage MLL students to use interdisciplinary words and phrases that can be used across subjects, as well as content-area words and phrases specific to the discipline being taught.
- Describe opportunities for MLLs to engage in structured academic discourse with teachers and peers, and how these interactions build conceptual understandings and disciplinary language use.
- Describe ways in which the materials support MLL student meaning-making of vocabulary in context.
- Describe ways in which the materials provide activities to help distinguish between common everyday meanings of language and content-specific meanings (*ex, draft = a little wind or the first try at writing something*).

Cluster Meeting

Preparing for the Indicator 2g cluster meeting:
- Are at least 80% of tasks, questions, and assignments associated with texts, paired selections, text sets, chapters, or units firmly rooted in the text and require students to draw from it?
- Are there tasks specifically requiring students to perform close reading and re-reading of complex text sections to unpack difficult language, themes, or concepts?
- Do the materials offer various ways for students to respond to text-based questions and tasks, such as through speaking, writing, presentations, and other creative formats?
- Are there questions and tasks that are not associated with a text, paired selection, or text set, and how do these compare to the overall quantity of text-based ones?

During the Indicator 2g cluster meeting:
- Share evidence of the indicator.
- Discuss whether 80% or more of the questions, tasks, and assignments require students to use and/or close read the texts to answer.
- Look for and discuss whether the indicator was met fully, partially, or did not meet any scoring bullet in the scoring section.
- Agree on the final rating.

Discussion questions for the Indicator 2g.MLL cluster meeting:

- Where and how do materials help teachers use supports while maintaining the cognitive demand of tasks?
- Where and how do materials support learners' understanding of tasks and concepts with the use of specific language resources?
- Where and how do the supports assist students in producing the language to demonstrate their understanding (language models and frames)?
- Do the supports oversimplify or water down the content?
- Do the materials provide language supports that enable students to have meaningful interactions through

extended conversation to build understanding?
- How do language supports align to the academic tasks (beyond turn and talk, and generic/basic sentence frames)?
- How do language supports provide opportunities to develop language using the four domains of language (speaking, listening, reading, and writing)?

3-5 ELA Criterion 2.2	Materials include questions, tasks, and assignments that are meaningful, evidence-based, and support students in making meaning and building knowledge as they progress toward grade-level mastery of literacy skills. Materials include clear, explicit instruction guidance for teachers across all literacy skills.
Indicator 2h	**2h** Materials support students in developing their ability to comprehend complex ideas within and across texts through opportunities to analyze and evaluate texts. **2h.MLL** Materials provide support for MLLs' full and complete participation in developing their ability to comprehend complex ideas within and across texts through their full and complete participation in opportunities to analyze and evaluate texts.

2h Scoring:

2 points	1 point	0 points
Materials meet ALL of the requirements of this indicator.	Materials DO NOT meet ALL of the requirements of this indicator.	Materials DO NOT meet ANY of the requirements of this indicator.

- Materials provide opportunities for students to analyze key ideas and details (according to grade-level standards) within individual texts and across multiple texts to support students in making meaning.
- Materials provide opportunities for students to analyze craft and structure (according to grade-level standards) within individual texts and across multiple texts to support students in making meaning.
- Materials provide opportunities for students to analyze the integration of knowledge and ideas (according to grade-level standards) within individual texts and across multiple texts to support students in deepening their understanding on a topic.

2h.MLL Scoring:

2 points	1 point	0 points
- Materials consistently provide strategies and supports for MLLs to fully and completely participate in developing their ability to comprehend complex ideas within and across texts through their full and complete participation in opportunities to analyze and evaluate texts.	- Materials provide strategies and supports for MLLs to participate in developing their ability to comprehend complex ideas within and across texts through their full and complete participation in opportunities to analyze and evaluate texts, but these supports do not consistently provide for full and	- Materials do not provide strategies and supports for MLLs to fully and completely participate in developing their ability to comprehend complex ideas within and across texts through their full and complete participation in opportunities to analyze and evaluate texts.

	complete participation by MLL students.	
	OR	
	• Materials provide some strategies and supports for MLLs to fully and completely participate in developing their ability to comprehend complex ideas within and across texts through their full and complete participation in opportunities to analyze and evaluate texts, but they are not employed consistently throughout the program.	

About this indicator:

What is the purpose of Indicator 2h?

This indicator considers the types of questions, tasks, and assignments that students complete throughout the program as they interact with texts. Materials should provide opportunities for higher-order thinking skills, specifically analysis and evaluation, which are essential for deep comprehension of complex ideas. Within the CCSS, the reading standards are grouped into three different types of analyses that students should be able to do with texts: analyzing key details and ideas, analyzing craft and structure, as well as analyzing the integration of knowledge and ideas. Analyzing and evaluating texts enables students to understand not just the surface-level information but also the underlying themes, concepts, and interconnections between various texts, leading to a more profound comprehension of the material. Overall, this indicator ensures that the questions, tasks, and assignments in a program are diversified and require students to implement these varying types of analyses as they engage with complex texts.

What is the purpose of Indicator 2h.MLL?

MLLs can and will reach grade-level standards when provided the appropriate scaffolds, supports, and opportunity to do so. Complex tasks require deliberate language supports that maintain the cognitive demand by amplifying—rather than simplifying—the content, practices, and associated language. Language supports should "scaffold up" to provide appropriate assistance for learners. Supports that maintain the rigor of the tasks create conditions for new learning, and provide opportunities for teachers to observe, understand, and respond to learners' current knowledge.

Though beneficial to all students, tasks that require students to both interpret and express ideas are particularly essential for MLLs. Students need opportunities, beyond independent paper-pencil exercises, to use all language modes (reading, speaking, listening, writing) . For MLLs, experiencing engaging text-based tasks that are both cognitively demanding and language-intensive provides opportunities to comprehend (receptive language functions) and express (productive language functions) disciplinary ideas using their emerging English.

Research or Standards connection for Indicator 2h:

The Common Core State Standards emphasize the importance of using evidence from both literary and informational texts in reading, writing, and speaking. Rather than relying solely on students' prior knowledge and experiences, the standards require them to answer questions based on careful reading and analysis of the texts. The reading standards encourage students to comprehend information, arguments, and details by answering

text-dependent questions that necessitate inferences derived from the texts ([Key Shifts in English Language Arts](#)).

In "[Implementing the Common Core State Standards: A Primer on 'Close Reading of Text'](#)," Brown and Kappes (2012) provide a definition of Close Reading and explain its importance in developing students' reading comprehension skills and their ability to analyze complex texts. They argue that close reading is not just an English language arts strategy, but can be effectively used across all academic disciplines. It also emphasizes that prior knowledge plays a crucial role in close reading and that teachers must be mindful of this when planning lessons. Finally, the document outlines key considerations for implementing close reading in practice, including the importance of situating it within a broader literacy framework, understanding text complexity, and using text-dependent questions effectively.

In *Text-Dependent Questions: Pathways to Close and Critical Reading*, Fisher and Frey (2014) provide educators with strategies for designing effective text-dependent questions that facilitate close and critical reading among students. The book emphasizes the importance of questions that require students to return to the text for evidence, thereby deepening their comprehension and analytical skills. Fisher and Frey outline how to craft questions that address different levels of understanding, from literal comprehension to inferential analysis and evaluative thinking. They offer practical examples and guidance on implementing these strategies across grade levels, from K-5 to 6-12, showing how text-dependent questions can enhance students' engagement with complex texts and support their development as critical thinkers.

Research or Standards connection for Indicator 2h.MLL:
From ELSF "Current Research on English Learners and English Language Arts Education": "Through careful attention and planning, English learners can be challenged and supported as they engage with the same complex ELA texts and grapple with the same concepts as their monolingual peers working toward grade-level standards. As MLLs are developing their expertise in English, they must simultaneously develop content knowledge and disciplinary practices such as critical thinking, question posing, and argumentation. Research suggests that even young MLL writers are able to critically examine text and evaluate its effectiveness. To do so, students need not only access to grade-level content, materials, and complex texts, but also instructional support to engage with them and meet the same academic goals as their peers. Instead of simplification of text, students need multiple exposures, opportunities, and modalities to support their comprehension of increasingly sophisticated grade-level texts. Walqui & van Lier refer to these processes and texts as amplified and describe how scaffolding can be incorporated into the text itself or provided through instructional activities. Supports such as glossaries, visual cues, metacognitive strategies, and attention to vocabulary can serve to amplify text and help MLLs engage in grade-level tasks."

"Drawing from commonalities across case studies, Castellón et al. recommend that schools 'develop strong and unified language development frameworks that integrate content, analytical practices, literacy skills development, and language learning.'"

"Through careful attention and planning, English learners can be challenged and supported as they engage with the same complex ELA texts and grapple with the same concepts as their monolingual peers working toward grade-level standards."

 "It is also essential to note that English learners can meet CCSS standards without 'nativelike' proficiency or 'control of conventions and vocabulary' in oral or written forms."

Resources for Indicator 2h:
- [CCSS Key Shifts in English Language Arts](#)

- [CCSS Appendix A](#)
- [CCSS ELA Reading Anchor Standards](#) (p. 10)

Resources for Indicator 2h.MLL:
- Bailey, A. L., Butler, F. A., Stevens, R., & Lord, C. (2007). Further specifying the language demands of school. In A.L. Bailey (Ed.), *The language demands of school: Putting academic English to the test* (pp. 103-156)
- Gibbons, P. (2015). Scaffolding language, scaffolding learning. *Teaching English Language Learners in the Mainstream Classroom*. New Hampshire: Heinemann.
- Hakuta, K., Butler, Y. G., & Witt, D. (2000). How long does it take English learners to attain proficiency? *The University of California Linguistic Minority Research Institute, (2000-1)*.
- Saunders, W., Goldenberg, C., & Marcelletti, D. (2013). English language development: Guidelines for instruction. *American Educator, 37*(2), 13.
- Torff, B., & Murphy, A. (2020). Teachers' beliefs about English learners: Adding linguistic support to enhance academic rigor. *Phi Delta Kappan*, 101, 14-18.
- Walqui, A., & Bunch, G. C. (2019). *Amplifying the curriculum: Designing quality learning opportunities for English learners*. Teachers College Press.
- Weiss, J. & Stanstead, M. (2022). "English Learners and English Language Arts Education". *English Learners Success Forum*. Retrieved from: https://www.elsuccessforum.org/resources/english-learners-and-english-language-arts-education
- WIDA ELD Framework: https://wida.wisc.edu/teach/standards/eld/2020

Indicator 2h Guiding Question:
Do the materials support students in developing their ability to comprehend complex ideas within and across texts through opportunities to analyze and evaluate texts?

Evidence Collection

For Indicator 2h:
Note:
- The first scoring bullet of this indicator attends to the key ideas and details (RI and RL.1-3) of the CCSS. The second scoring bullet of this indicator attends to craft and structure (RI and RL.4-6) of the CCSS. The third scoring bullet addresses integration of knowledge and ideas (RI and RL 7-9) of the CCSS.

In the Instructional Materials being reviewed:
- Open the CCSS for Reading and Literature for the appropriate grade-level(s) on the [CCSS website](#).
- Ensure that materials offer activities or questions that require students to identify and discuss the main ideas, themes, and supporting details of a text.
- Look for questions and tasks that encourage comparison and synthesis of information across multiple texts, fostering a deeper understanding of texts.
- Check for alignment with grade-level standards, ensuring the complexity and depth of analysis are appropriate for the students' developmental stage.
- Review whether the materials prompt students to examine literary elements such as narrative voice, point of view, and text structure.
- Assess if there are opportunities for students to explore how word choice (including figurative and connotative meanings), sentence complexity, and paragraph organization impact meaning and tone.
- Look for questions and tasks that support students in understanding the author's purpose and perspective, encouraging them to evaluate how structure enhances the text's meaning.

- Look for tasks that require students to connect ideas within and between texts, such as comparing arguments, identifying conflicting information, and synthesizing information.
- Evaluate if the materials encourage critical thinking and problem-solving, prompting students to use evidence from the text to support their analysis and conclusions.
- Review whether materials engage students in interdisciplinary connections, drawing on knowledge from history, science, or other areas to deepen understanding, when applicable.

For Indicator 2h.MLL:
In the Instructional Materials being reviewed:
- Describe how the materials provide strategies, appropriate support, and accommodations that will foster MLL students' regular and active participation. Include opportunities for speaking, listening, reading, and writing to develop practices and knowledge of the subject matter. This may include scaffolding, but should scaffold up towards grade-level work.
- Describe content-specific or lesson-specific strategies and/or materials provided for supporting all students in engaging in grade-level/grade-band instruction. There must be more than a statement at the beginning of the chapter or lesson that is generic or states that the same strategy could be used with every lesson.
    - Describe how specific supports and/or routines allow MLL students to access grade-level instruction/content and negotiate meaning.
    - Describe how language supports and scaffolds are aligned to academic tasks and address the four domains of language (speaking, listening, reading, and writing).
    - Describe how language supports and scaffolds support MLL students' understanding of entire tasks: what the task is asking them to do, their full participation in the task (including navigating and negotiating resources), and their demonstration of understanding through what the task asks them to produce.
    - Describe how language supports, strategies, and resources allow all MLL students, including SIFE/SLIFE (Students with Limited or Interrupted Formal Education), those literate in their primary language, long-term MLLs, and those at varying levels of English proficiency to attain grade-level standards.
- Describe targeted opportunities for MLL students to use and develop language.
- Describe ways in which the materials focus supports around language functions and the disciplinary practices they are intertwined with, moving beyond concentrating solely on vocabulary.
- Describe ways in which the materials encourage MLL students to use interdisciplinary words and phrases that can be used across subjects, as well as content-area words and phrases specific to the discipline being taught.
- Describe opportunities for MLLs to engage in structured academic discourse with teachers and peers, and how these interactions build conceptual understandings and disciplinary language use.
- Describe ways in which the materials support MLL student meaning-making of vocabulary in context.
- Describe ways in which the materials provide activities to help distinguish between common everyday meanings of language and content-specific meanings (*ex, draft = a little wind or the first try at writing something*).

Cluster Meeting

Preparing for the Indicator 2h cluster meeting:
- Do the materials include activities or questions that require students to identify and discuss the main ideas, themes, and supporting details of a text?
- Are there questions and tasks that encourage students to compare and synthesize information across multiple texts, thus fostering a deeper understanding of the material?

- Are the materials aligned with grade-level standards in terms of complexity and depth of analysis, ensuring appropriateness for the students' developmental stage?
- Do the materials prompt students to examine literary elements such as narrative voice, point of view, and text structure?
- Is there an opportunity for students to explore how word choice (including figurative and connotative meanings), sentence complexity, and paragraph organization impact meaning and tone?
- Are there questions and tasks that help students understand the author's purpose and perspective, and do they encourage evaluation of how structure enhances the text's meaning?
- Do the materials include tasks that require students to connect ideas within and between texts, such as comparing arguments, identifying conflicting information, and synthesizing information?
- Do the materials encourage critical thinking and problem-solving, prompting students to use evidence from the text to support their analysis and conclusions?
- Do the materials engage students in interdisciplinary connections, drawing on knowledge from history, science, or other areas to deepen understanding when applicable?

During the Indicator 2h cluster meeting:
- Share evidence of the indicator.
- Look for and discuss whether the indicator was met fully, partially, or did not meet any scoring bullet in the scoring section.
- Agree on the final rating.
- Discuss whether the materials include activities or questions that require students to identify and discuss the main ideas, themes, and supporting details of a text.
- Discuss whether there are questions and tasks that encourage students to compare and synthesize information across multiple texts, thus fostering a deeper understanding of the material.
- Discuss whether the materials are aligned with grade-level standards in terms of complexity and depth of analysis, ensuring appropriateness for the students' developmental stage.
- Discuss whether the materials prompt students to examine literary elements such as narrative voice, point of view, and text structure.
- Discuss whether there is an opportunity for students to explore how word choice (including figurative and connotative meanings), sentence complexity, and paragraph organization impact meaning and tone.
- Discuss whether there are questions and tasks that help students understand the author's purpose and perspective, and whether they encourage evaluation of how structure enhances the text's meaning.
- Discuss whether the materials include tasks that require students to connect ideas within and between texts, such as comparing arguments, identifying conflicting information, and synthesizing information.
- Discuss whether the materials encourage critical thinking and problem-solving, prompting students to use evidence from the text to support their analysis and conclusions.
- Discuss whether the materials engage students in interdisciplinary connections, drawing on knowledge from history, science, or other areas to deepen understanding when applicable.

Discussion questions for the Indicator 2h.MLL cluster meeting:
- Where and how do materials help teachers use supports while maintaining the cognitive demand of tasks?
- Where and how do materials support learners' understanding of tasks and concepts with the use of specific language resources?
- Where and how do the supports assist students in producing the language to demonstrate their understanding (language models and frames)?
- Do the supports oversimplify or water down the content?
- Do the materials provide language supports that enable students to have meaningful interactions through extended conversation to build understanding?

- How do language supports align to the academic tasks (beyond turn and talk, and generic/basic sentence frames)?
- How do language supports provide opportunities to develop language using the four domains of language (speaking, listening, reading, and writing)?

3-5 ELA Criterion 2.2	Materials include questions, tasks, and assignments that are meaningful, evidence-based, and support students in making meaning and building knowledge as they progress toward grade-level mastery of literacy skills. Materials include clear, explicit instruction guidance for teachers across all literacy skills.
Indicator 2j	**2j** Materials provide opportunities for students to engage in listening and speaking about texts they are reading (or read-aloud). **2j.MLL** Materials provide support for MLLs' full and complete participation in listening and speaking about texts they are reading.

2j Scoring:

2 points	1 point	0 points
Materials meet ALL of the requirements of this indicator.	Materials DO NOT meet ALL of the requirements of this indicator.	Materials DO NOT meet ANY of the requirements of this indicator.

- Materials provide opportunities for students to engage in collaborative conversations about the text being read/read aloud, which require them to utilize, apply, and incorporate evidence from texts and/or sources.
- Materials provide opportunities for students to consider others' perspectives and engage in intellectual discourse about texts and topics they are reading.

2j.MLL Scoring:

2 points	1 point	0 points
• Materials consistently provide strategies and supports for MLLs to fully and completely participate in listening and speaking about texts they are reading.	• Materials provide strategies and supports for MLLs to participate in listening and speaking about texts they are reading, but these supports do not consistently provide for full and complete participation by MLL students. OR • Materials provide some strategies and supports for MLLs to fully and completely participate in listening and speaking about texts they are reading, but they are not employed consistently throughout the program.	• Materials do not provide strategies and supports for MLLs to fully and completely participate in listening and speaking about texts they are reading.

About this indicator:

What is the purpose of Indicator 2j?
While the previous indicator considered the type of speaking and listening protocols and teacher guidance provided for these protocols in a program, this indicator examines the specific opportunities provided for students to engage in evidence-based discussions. Regular opportunities for evidence-based discussion encourage students to think critically, analyze information, and evaluate different viewpoints. By discussing texts and using evidence to support their ideas, students can deepen their understanding of the material and clarify their interpretations. In order to meet the requirements of this indicator, materials should provide frequent opportunities for students to engage in collaborative conversations about the texts they are studying while using textual evidence. These conversations should allow students to learn from each other, building on shared insights and contributing to a collective understanding of the text.

What is the purpose of Indicator 2j.MLL?
MLLs can and will reach grade-level standards when provided the appropriate scaffolds, supports, and opportunity to do so. Complex tasks require deliberate language supports that maintain the cognitive demand by amplifying—rather than simplifying—the content, practices, and associated language. Language supports should "scaffold up" to provide appropriate assistance for learners. Supports that maintain the rigor of the tasks create conditions for new learning, and provide opportunities for teachers to observe, understand, and respond to learners' current knowledge.

Collaborative meaning-making is especially important as it provides opportunities to express and interpret emerging ideas. When tasks provide genuine opportunities for collaboration, MLLs are able to articulate their ideas, engage in the process of developing arguments from evidence, and read, interpret, and evaluate information. Such tasks offer students repeated, extended access to participation in grade-level practices.

Though beneficial to all students, tasks that require students to both interpret and express ideas are particularly essential for MLLs. Students need opportunities, beyond independent paper-pencil exercises, to use all language modes (reading, speaking, listening, writing). For MLLs, experiencing engaging text-based tasks that are both cognitively demanding and language-intensive provides opportunities to comprehend (receptive language functions) and express (productive language functions) disciplinary ideas using their emerging English.

Research or Standards connection for Indicator 2j:
According to [Appendix A of the Common Core State Standards](#) (p. 26), speaking and listening are crucial in literacy development, emphasizing that these skills are foundational for mastering reading and writing. It highlights that oral language skills, including listening and speaking, are strong predictors of children's reading and writing abilities. The distinction between receptive language (listening and understanding) and expressive language (speaking and producing) is made, noting that receptive language typically develops before expressive language in young children. Research indicates that the quantity of words children hear during preschool significantly impacts their vocabulary growth and reading comprehension later on. The text advocates for explicit instruction in oral language to support reading skills, calling for an emphasis on read-alouds and structured conversations to enhance comprehension. As children progress through grades, while independent reading becomes more prominent, read-alouds should still play a vital role, enriching instruction and exposing students to complex literacies they may not yet be able to decode independently.

In "[A Rationale for Classroom Listening and Speaking Instruction](#)," Pershey (2001) outlines the importance of listening and speaking skills in the classroom. She proposes a three-part model of language learning: 1) learning language, 2) learning about language, and 3) learning through language. Pershey discusses the challenges students face in each area and suggests strategies for teachers to incorporate these skills into their classroom

routines. The article highlights the role of language in supporting students' understanding of academic content and emphasizes the need for teachers to provide explicit instruction in language awareness, metalinguistic awareness, and metapragmatic awareness. It concludes by emphasizing the importance of creating a balanced program of instruction that includes conferencing, small group work, and whole-class discussions, all designed to promote student engagement and improve their communication skills.

In "[Toward Integrative Reading Science: The Direct and Indirect Effects Model of Reading](#)," Kim (2020) proposes a new model of reading called the Direct and Indirect Effects Model (DIER), which builds upon and expands on existing models of reading. The DIER model identifies the skills and knowledge required for reading comprehension: word reading, listening comprehension, text reading fluency, background knowledge, reading affect, higher order cognitions and regulation, vocabulary, grammatical knowledge, phonology, morphology, orthography, and domain-general cognitions. The DIER model further hypothesizes that these skills and knowledge are hierarchically related: component skills with direct relations to reading comprehension (e.g., word reading, listening comprehension, text reading fluency) and distal skills that support proximal skills and indirectly contribute to reading comprehension through them (e.g., higher order cognitions, vocabulary). The DIER model also posits that these skills and knowledge are dynamic and interactive, changing as a function of text, activity, and development.

In "[Engaging the Adolescent Learner: The First 20 Days: Establishing Productive Group Work in the Classroom](#)," Fisher and Frey (2011) outline a practical and effective approach to implementing productive group work in secondary classrooms. The authors emphasize the importance of establishing routines and procedures for group work, as well as fostering personal responsibility, respectful discourse, and collaborative problem solving among students. The authors advocate for a gradual release of responsibility framework, which emphasizes a shift from teacher-led instruction to student-directed learning, and advocate for the use of accountable talk, a form of academic discourse that encourages students to clarify, question, provide evidence, disagree, and develop solutions.

Research or Standards connection for Indicator 2j.MLL:
From ELSF "Current Research on English Learners and English Language Arts Education": "Through careful attention and planning, English learners can be challenged and supported as they engage with the same complex ELA texts and grapple with the same concepts as their monolingual peers working toward grade-level standards. As MLLs are developing their expertise in English, they must simultaneously develop content knowledge and disciplinary practices such as critical thinking, question posing, and argumentation. Research suggests that even young MLL writers are able to critically examine text and evaluate its effectiveness. To do so, students need not only access to grade-level content, materials, and complex texts, but also instructional support to engage with them and meet the same academic goals as their peers. Instead of simplification of text, students need multiple exposures, opportunities, and modalities to support their comprehension of increasingly sophisticated grade-level texts. Walqui & van Lier refer to these processes and texts as amplified and describe how scaffolding can be incorporated into the text itself or provided through instructional activities. Supports such as glossaries, visual cues, metacognitive strategies, and attention to vocabulary can serve to amplify text and help MLLs engage in grade-level tasks."

"Drawing from commonalities across case studies, Castellón et al. recommend that schools 'develop strong and unified language development frameworks that integrate content, analytical practices, literacy skills development, and language learning.'"

"Through careful attention and planning, English learners can be challenged and supported as they engage with the same complex ELA texts and grapple with the same concepts as their monolingual peers working toward grade-level standards."

"It is also essential to note that English learners can meet CCSS standards without 'nativelike' proficiency or 'control of conventions and vocabulary' in oral or written forms."

According to [Appendix A of the Common Core State Standards](#) (p. 26)**"**Oral language development precedes and is the foundation for written language development; in other words, oral language is primary and written language builds on it". This is true for students who are native speakers of English as well as those for whom English is a new, additional language.

Resources for Indicator 2j:
- [CCSS ELA Speaking and Listening Anchor Standards](#) (p. 23)
- [CCSS Appendix A](#)

Resources for Indicator 2j.MLL:
- Bailey, A. L., Butler, F. A., Stevens, R., & Lord, C. (2007). Further specifying the language demands of school. In A.L. Bailey (Ed.), *The language demands of school: Putting academic English to the test* (pp. 103-156)
- English Learners Success Forum (2022). Talk moves. Retrieved from https://www.elsuccessforum.org/resources/math-talk-moves
- Gibbons, P. (2015). Scaffolding language, scaffolding learning. *Teaching English Language Learners in the Mainstream Classroom*. New Hampshire: Heinemann.
- Hakuta, K., Butler, Y. G., & Witt, D. (2000). How long does it take English learners to attain proficiency? *The University of California Linguistic Minority Research Institute, (2000-1)*.
- Saunders, W., Goldenberg, C., & Marcelletti, D. (2013). English language development: Guidelines for instruction. *American Educator, 37*(2), 13.
- Torff, B., & Murphy, A. (2020). Teachers' beliefs about English learners: Adding linguistic support to enhance academic rigor. *Phi Delta Kappan*, 101, 14-18.
- Walqui, A., & Bunch, G. C. (2019). *Amplifying the curriculum: Designing quality learning opportunities for English learners*. Teachers College Press.
- Weiss, J. & Stanstead, M. (2022). "English Learners and English Language Arts Education". *English Learners Success Forum*. Retrieved from: https://www.elsuccessforum.org/resources/english-learners-and-english-language-arts-education
- WIDA ELD Framework: https://wida.wisc.edu/teach/standards/eld/2020

Indicator 2j Guiding Question:
Do materials include frequent opportunities for students to engage in evidence-based discussions about the texts they are reading?

Evidence Collection

For Indicator 2j:
In the instructional materials being reviewed:
- Look for specific opportunities that promote interaction among students, such as group discussions, partner dialogues, or peer reviews (these should be specific tasks, not overall protocols).
- Ensure that these activities require students to cite evidence from the text or sources, reinforcing the practice of supporting their ideas with clear references.
- Check for prompts and questions that guide students to effectively utilize and apply textual evidence in their conversations.

- Review whether the materials encourage students to actively listen to and thoughtfully consider the perspectives and arguments presented by their peers.
- Assess if there are activities designed to foster respectful debate and discourse, where students can analyze differing viewpoints and deepen their understanding of the topics or texts.

For Indicator 2j.MLL:
In the Instructional Materials being reviewed:
- Describe how the materials provide strategies, appropriate support, and accommodations that will foster MLL students' regular and active participation. Include opportunities for speaking, listening, reading, and writing to develop practices and knowledge of the subject matter. This may include scaffolding, but should scaffold up towards grade-level work.
- Describe content-specific or lesson-specific strategies and/or materials provided for supporting all students in engaging in grade-level/grade-band instruction. There must be more than a statement at the beginning of the chapter or lesson that is generic or states that the same strategy could be used with every lesson.
    - Describe how specific supports and/or routines allow MLL students to access grade-level instruction/content and negotiate meaning.
    - Describe how language supports and scaffolds are aligned to academic tasks and address the four domains of language (speaking, listening, reading, and writing).
    - Describe how language supports and scaffolds support MLL students' understanding of entire tasks: what the task is asking them to do, their full participation in the task (including navigating and negotiating resources), and their demonstration of understanding through what the task asks them to produce.
    - Describe how language supports, strategies, and resources allow all MLL students, including SIFE/SLIFE (Students with Limited or Interrupted Formal Education), those literate in their primary language, long-term MLLs, and those at varying levels of English proficiency to attain grade-level standards.
- Describe targeted opportunities for MLL students to use and develop language.
- Describe ways in which the materials focus supports around language functions and the disciplinary practices they are intertwined with, moving beyond concentrating solely on vocabulary.
- Describe ways in which the materials encourage MLL students to use interdisciplinary words and phrases that can be used across subjects, as well as content-area words and phrases specific to the discipline being taught.
- Describe opportunities for MLLs to engage in structured academic discourse with teachers and peers, and how these interactions build conceptual understandings and disciplinary language use.
- Describe ways in which the materials provide activities to help distinguish between common everyday meanings of language and content-specific meanings (*ex, draft = a little wind or the first try at writing something*).

Cluster Meeting

Preparing for the Indicator 2j cluster meeting:
- Are there specific opportunities within the materials that promote interaction among students, such as group discussions, partner dialogues, or peer reviews?
- Do these activities require students to cite evidence from the text or sources, thereby reinforcing the practice of supporting their ideas with clear references?
- Are there prompts and questions included that guide students to effectively utilize and apply textual evidence in their conversations?

- Do the materials encourage students to actively listen to and thoughtfully consider the perspectives and arguments presented by their peers?
- Are there activities designed to foster respectful debate and discourse, allowing students to analyze differing viewpoints and deepen their understanding of the topics or texts?

During the Indicator 2j cluster meeting:
- Share evidence of the indicator.
- Discuss whether there are specific opportunities within the materials that promote interaction among students, such as group discussions, partner dialogues, or peer reviews.
- Discuss whether these activities require students to cite evidence from the text or sources, thereby reinforcing the practice of supporting their ideas with clear references.
- Discuss whether there are prompts and questions included that guide students to effectively utilize and apply textual evidence in their conversations.
- Discuss whether the materials encourage students to actively listen to and thoughtfully consider the perspectives and arguments presented by their peers.
- Discuss whether there are activities designed to foster respectful debate and discourse, allowing students to analyze differing viewpoints and deepen their understanding of the topics or texts.
- Look for and discuss whether the indicator was met fully, partially, or did not meet any scoring bullet in the scoring section.
- Agree on the final rating.

Discussion questions for the Indicator 2j.MLL cluster meeting:
- Where and how do materials help teachers use supports while maintaining the cognitive demand of tasks?
- Where and how do materials support learners' understanding of tasks and concepts with the use of specific language resources?
- Where and how do the supports assist students in producing the language to demonstrate their understanding (language models and frames)?
- Do the supports oversimplify or water down the content?
- Do the materials provide language supports that enable students to have meaningful interactions through extended conversation to build understanding?
- How do language supports align to the academic tasks (beyond turn and talk, and generic/basic sentence frames)?
- How do language supports provide opportunities to develop language using the four domains of language (speaking, listening, reading, and writing)?

3-5 ELA Criterion 2.2	Materials include questions, tasks, and assignments that are meaningful, evidence-based, and support students in making meaning and building knowledge as they progress toward grade-level mastery of literacy skills. Materials include clear, explicit instruction guidance for teachers across all literacy skills.
Indicator 2k	**2k** Materials include explicit instruction on independent word-learning strategies and key vocabulary words to build knowledge within and across texts. **2k.MLL** Materials provide support for MLLs' full and complete participation in the explicit instruction of independent word-learning strategies and key vocabulary words to build knowledge within and across texts.

2k Scoring:

2 points	1 point	0 points
Materials meet ALL of the requirements of this indicator.	Materials DO NOT meet ALL of the requirements of this indicator.	Materials DO NOT meet ANY of the requirements of this indicator.

- Materials include structured and explicit practices for introducing key vocabulary words and independent word-learning strategies within the context of the texts (student-friendly definitions, analyzing morphemes, etymology, word maps, and discussion of word relationships/shades of meaning, dictionary skills, context clues).
- Attention is paid to vocabulary essential to understanding the text and high-utility academic words.
- Materials provide multiple exposures to key vocabulary within (i.e., before, during, after reading) and across texts.

2k.MLL Scoring:

2 points	1 point	0 points
• Materials consistently provide strategies and supports for MLLs to fully and completely participate in explicit instruction of independent word-learning strategies and key vocabulary words to build knowledge within and across texts.	• Materials provide strategies and supports for MLLs to participate in explicit instruction of independent word-learning strategies and key vocabulary words to build knowledge within and across texts, but these supports do not consistently provide for full and complete participation by MLL students. OR	• Materials do not provide strategies and supports for MLLs to fully and completely participate in explicit instruction of independent word-learning strategies and key vocabulary words to build knowledge within and across texts.

	● Materials provide some strategies and supports for MLLs to fully and completely participate in explicit instruction of independent word-learning strategies and key vocabulary words to build knowledge within and across texts, but they are not employed consistently throughout the program.	

About this indicator:

What is the purpose of Indicator 2k?

This indicator examines whether materials include structured and explicit practices for vocabulary instruction. Materials should clearly teach students how to learn and use new words effectively, enabling them to expand their vocabulary. Students should learn techniques to decode unfamiliar words, such as using context clues, word roots, affixes, and other strategies that promote self-directed learning. By focusing on key vocabulary, materials help improve students' ability to understand and analyze complex texts. Throughout the year, students should experience multiple exposures to key vocabulary words (tier II and tier III) in order to increase their familiarity with and knowledge of those words. In addition, by targeting vocabulary words used across multiple texts, students can make connections between ideas and content areas, reinforcing their learning and retention. Overall, this indicator considers whether vocabulary instruction is intentional and integrated across the program to support students' language development.

What is the purpose of Indicator 2k.MLL?

In recent years, there has been a shift from thinking that MLLs need to be taught language in a linear fashion to realizing that students simultaneously develop conceptual understanding, analytical practices, and the language needed to express them in a spiraling process. MLLs don't need to learn specific vocabulary words before tackling others and can therefore participate in learning academic vocabulary, both Tier II and Tier III words, alongside their grade-level peers, as long as the appropriate scaffolds and supports are present.

Research or Standards connection for Indicator 2k:

Appendix A of the Common Core State Standards underscores the vital role of rich and varied vocabulary in enhancing reading comprehension and academic achievement, a link established through extensive research since 1925. Although vocabulary instruction in schools often lacks consistency and depth, developing a robust vocabulary requires repeated, varied exposure to words in diverse contexts. While children naturally acquire vocabulary through context-rich oral interactions, vocabulary growth can stagnate without purposeful instruction, especially in written language, where 5 to 15 percent of new words are typically retained upon first encounter. Effective vocabulary development involves engaging students with words through various activities and teaching the underlying structures of language, such as syntax and morphology. The text highlights a framework by Isabel L. Beck, Margaret G. McKeown, and Linda Kucan that categorizes words into three tiers: commonly used Tier I words, cross-disciplinary Tier II words that need careful instructional focus, and domain-specific Tier III words that are often clearly taught within their respective fields. The model suggests that while Tier III words are more explicitly defined, Tier II words, critical for academic success, require teachers to identify and address them across all text types, integrating them into coherent, content-rich curricula to ensure comprehensive vocabulary acquisition for students (p. 32-33).

The [Report of the National Reading Panel](#) (2000) highlights the critical role of vocabulary knowledge in reading development, with vocabulary influencing both oral and print reading comprehension. The National Reading Panel (NRP) examined over 20,000 research citations on vocabulary instruction, filtering them down to 50 studies based on strict criteria. These studies show that vocabulary instruction improves comprehension, but methods need to be tailored to the reader's age and ability. Effective techniques include teaching words before reading and repeated exposure to words in varied contexts. Vocabulary should be taught both directly and indirectly, incorporating repetition and multiple exposures, supplemented by rich contexts and technology. Direct instruction should engage students actively, and methods should be varied.

In *Bringing Words to Life: Robust Vocabulary Instruction*, Beck, McKeown, and Kucan (2013) examine effective strategies for vocabulary instruction grounded in extensive research. They emphasize the importance of teaching "tier II" words, which are versatile and applicable across various subjects, thus significantly impacting students' academic performance. The authors present a research-based framework for vocabulary instruction that includes explicit teaching of word meanings, facilitating rich language experiences, and promoting active engagement with new words. A key aspect of their approach is fostering word consciousness, encouraging students to become aware of and interested in words and their meanings.

In the article, "[Advancing our Students' Language and Literacy: The Challenge of Complex Texts](#)," Marilyn Jager Adams (2010-2011) argues that to enhance students' reading comprehension and vocabulary development, educators should employ a combination of direct vocabulary instruction and extensive reading. Direct instruction helps with specific word learning, while extensive reading builds vocabulary through context. Cognitive research highlights the importance of prior domain knowledge and suggests that simplifying texts can hinder advanced comprehension. A well-sequenced curriculum, starting with simpler texts and progressing to more complex materials, helps build background knowledge and vocabulary incrementally. Supporting these efforts with a well-structured core curriculum ensures that students receive rigorous and relevant instruction, preparing them for advanced academic challenges and real-world literacy demands.

In [Effects of Instruction in Morphological Awareness on Literacy Achievement: An Integrative Review](#), Carlisle (2010) reviews 16 studies on the effects of teaching morphological awareness (the ability to identify and analyze word parts) to students. She explores how this practice impacts literacy development (including phonology, orthography, and word meaning). Carlisle concludes that morphological awareness holds potential to improve literacy, particularly when it deepens students' understanding of morphemic structure, spelling, and word meaning.

In "[Using Etymology as a Deliberate Vocabulary Learning Approach: A Psycholinguistic Analysis](#)," Alshatti (2023) explores the use of etymology as a deliberate vocabulary learning approach for English language learners. The author argues that etymology can help learners retain vocabulary, decipher unknown words, and develop a deeper understanding of the language, surpassing the benefits of incidental learning. By understanding the origins and building blocks of words, learners can activate existing knowledge (schema) and create nonverbal associations (dual coding) to enhance retention. The author proposes a methodology incorporating contextual stories, word part analysis, and engaging activities to facilitate this process, ultimately suggesting that teaching etymology can be a valuable tool for English language learners, particularly at intermediate and advanced levels.

In "[Etymology: A Word Attack Strategy for Learning the English Vocabulary](#)," Hashemi and Aziznezhad (2011) argue that etymology is a crucial and effective method for expanding vocabulary for English language learners. The authors highlight the importance of vocabulary acquisition for successful language learning, emphasizing the limitations of traditional vocabulary instruction based solely on memorizing lists of words. They contend that etymology, the scientific study of word origins, offers a more engaging and efficient approach. By understanding the meanings of Latin and Greek roots, prefixes, and suffixes, learners can decipher the meanings of numerous English words and remember them more effectively. The paper explores the origins and historical development

of the English language, categorizing words into different categories based on their source language (Indo-European, Germanic, etc.). The authors illustrate the practical application of etymology by providing examples of how understanding word parts can unlock the meanings of unknown words. They also emphasize the significance of etymology in enhancing reading comprehension and word recognition skills. The article concludes by advocating for the integration of etymology into vocabulary instruction as a powerful tool for learners to expand their word power, improve comprehension, and enhance their overall language proficiency.

Research or Standards connection for Indicator 2k.MLL:
From ELSF "Current Research on English Learners and English Language Arts Education": "Through careful attention and planning, English learners can be challenged and supported as they engage with the same complex ELA texts and grapple with the same concepts as their monolingual peers working toward grade-level standards. As MLLs are developing their expertise in English, they must simultaneously develop content knowledge and disciplinary practices such as critical thinking, question posing, and argumentation. Research suggests that even young MLL writers are able to critically examine text and evaluate its effectiveness. To do so, students need not only access to grade-level content, materials, and complex texts, but also instructional support to engage with them and meet the same academic goals as their peers. Instead of simplification of text, students need multiple exposures, opportunities, and modalities to support their comprehension of increasingly sophisticated grade-level texts. Walqui & van Lier refer to these processes and texts as amplified and describe how scaffolding can be incorporated into the text itself or provided through instructional activities. Supports such as glossaries, visual cues, metacognitive strategies, and attention to vocabulary can serve to amplify text and help MLLs engage in grade-level tasks."

"Drawing from commonalities across case studies, Castellón et al. recommend that schools 'develop strong and unified language development frameworks that integrate content, analytical practices, literacy skills development, and language learning.'"

"Through careful attention and planning, English learners can be challenged and supported as they engage with the same complex ELA texts and grapple with the same concepts as their monolingual peers working toward grade-level standards."

 "It is also essential to note that English learners can meet CCSS standards without 'nativelike' proficiency or 'control of conventions and vocabulary' in oral or written forms."

Resources for Indicator 2k:
- [Appendix A of the CCSS](#)

Resources for Indicator 2k.MLL:
- Bailey, A. L., Butler, F. A., Stevens, R., & Lord, C. (2007). Further specifying the language demands of school. In A.L. Bailey (Ed.), *The language demands of school: Putting academic English to the test* (pp. 103-156)
- Gibbons, P. (2015). Scaffolding language, scaffolding learning. *Teaching English Language Learners in the Mainstream Classroom*. New Hampshire: Heinemann.
- Hakuta, K., Butler, Y. G., & Witt, D. (2000). How long does it take English learners to attain proficiency? *The University of California Linguistic Minority Research Institute, (2000-1)*.
- Walqui, A., & Bunch, G. C. (2019). *Amplifying the curriculum: Designing quality learning opportunities for English learners*. Teachers College Press.
- Weiss, J. & Stanstead, M. (2022). "English Learners and English Language Arts Education". *English Learners Success Forum*. Retrieved from: https://www.elsuccessforum.org/resources/english-learners-and-english-language-arts-education

Indicator 2k Guiding Question:

Do the materials include explicit instruction on independent word-learning strategies and key vocabulary words to build knowledge within and across texts?

Evidence Collection

For Indicator 2k:

In the instructional materials being reviewed:

- Ensure the materials focus on vocabulary critical to understanding the texts being studied and include high-utility academic words that are relevant across various subjects.
- Look for vocabulary selection criteria that emphasize words' frequency, utility, and relevance to students' academic and real-world contexts.
- Verify that the materials provide opportunities for students to encounter and use targeted vocabulary multiple times, in different contexts, and through varied activities.
- Ensure materials encourage the use of vocabulary across different texts and subjects, promoting reinforcement and deeper understanding.
- Ensure that the materials have a clear framework for introducing vocabulary words, making it easy for both teachers and students to follow.
- Look for variety in the types of practices used (analyzing morphemes, etymology) to accommodate diverse learning styles.
- Evaluate how effectively the materials teach students to use strategies like word maps, dictionary skills, and context clues independently. Consider the clarity and accessibility of these strategies for students, ensuring they are student-friendly and practical for real-world application.
- Assess the quality of student-friendly definitions, ensuring they relate to various contexts beyond just the text being studied.
- Ensure that materials provide students with repeated encounters with key vocabulary before, during, and after reading, allowing for reinforcement and deeper understanding.
- Check for coherence in how vocabulary is integrated with the rest of the program, reinforcing overall knowledge and skills.

For Indicator 2k.MLL:

In the Instructional Materials being reviewed:

- Describe how the materials provide strategies, appropriate support, and accommodations that will foster MLL students' regular and active participation. Include opportunities for speaking, listening, reading, and writing to develop practices and knowledge of the subject matter. This may include scaffolding, but should scaffold up towards grade-level work.
- Describe content-specific or lesson-specific strategies and/or materials provided for supporting all students in engaging in grade-level/grade-band instruction. There must be more than a statement at the beginning of the chapter or lesson that is generic or states that the same strategy could be used with every lesson.
   - Describe how specific supports and/or routines allow MLL students to access grade-level instruction/content and negotiate meaning.
   - Describe how language supports and scaffolds are aligned to academic tasks and address the four domains of language (speaking, listening, reading, and writing).
   - Describe how language supports and scaffolds support MLL students' understanding of entire

tasks: what the task is asking them to do, their full participation in the task (including navigating and negotiating resources), and their demonstration of understanding through what the task asks them to produce.
- o Describe how language supports, strategies, and resources allow all MLL students, including SIFE/SLIFE (Students with Limited or Interrupted Formal Education), those literate in their primary language, long-term MLLs, and those at varying levels of English proficiency to attain grade-level standards.
- Describe targeted opportunities for MLL students to use and develop language.
- Describe ways in which the materials encourage MLL students to use interdisciplinary words and phrases that can be used across subjects, as well as content-area words and phrases specific to the discipline being taught.
- Describe opportunities for MLLs to engage in structured academic discourse with teachers and peers, and how these interactions build conceptual understandings and disciplinary language use.
- Describe ways in which the materials support MLL student meaning-making of vocabulary in context.
- Describe ways in which the materials provide activities to help distinguish between common everyday meanings of language and content-specific meanings (*ex, draft = a little wind or the first try at writing something*).

Cluster Meeting

Preparing for the Indicator 2k cluster meeting:
- Do the materials focus on vocabulary critical to understanding the texts being studied and include high-utility academic words relevant across various subjects?
- Are there criteria for vocabulary selection that emphasize words' frequency, utility, and relevance to students' academic and real-world contexts?
- Do the materials provide opportunities for students to encounter and use targeted vocabulary multiple times, in different contexts, and through varied activities?
- Do the materials encourage the use of vocabulary across different texts and subjects, promoting reinforcement and deeper understanding?
- Is there a clear framework in the materials for introducing vocabulary words, making it easy for both teachers and students to follow?
- Is there variety in the types of practices used (such as analyzing morphemes and etymology) to accommodate diverse learning styles?
- How effectively do the materials teach students to use strategies like word maps, dictionary skills, and context clues independently, and are these strategies clear, accessible, and practical for real-world application?
- Are the student-friendly definitions of vocabulary high-quality, ensuring they relate to various contexts beyond just the text being studied?
- Do the materials provide students with repeated encounters with key vocabulary before, during, and after reading, enabling reinforcement and deeper understanding?
- Is there coherence in how vocabulary is integrated with the rest of the program, reinforcing overall knowledge and skills?

During the Indicator 2k cluster meeting:
- Share evidence of the indicator.
- Discuss whether the materials focus on vocabulary critical to understanding the texts being studied and include high-utility academic words relevant across various subjects.
- Discuss whether there are criteria for vocabulary selection that emphasize words' frequency, utility, and relevance to students' academic and real-world contexts.

- Discuss whether the materials provide opportunities for students to encounter and use targeted vocabulary multiple times, in different contexts, and through varied activities.
- Discuss whether the materials encourage the use of vocabulary across different texts and subjects, promoting reinforcement and deeper understanding.
- Discuss whether there is a clear framework in the materials for introducing vocabulary words, making it easy for both teachers and students to follow.
- Discuss whether there is variety in the types of practices used (such as analyzing morphemes and etymology) to accommodate diverse learning styles.
- Discuss how effectively the materials teach students to use strategies like word maps, dictionary skills, and context clues independently, and whether these strategies are clear, accessible, and practical for real-world application.
- Discuss if the materials include student-friendly definitions of vocabulary are high-quality, ensuring they relate to various contexts beyond just the text being studied.
- Discuss whether the materials provide students with repeated encounters with key vocabulary before, during, and after reading, enabling reinforcement and deeper understanding.
- Discuss whether there is coherence in how vocabulary is integrated with the rest of the program, reinforcing overall knowledge and skills.
- Look for and discuss whether the indicator was met fully, partially, or did not meet any scoring bullet in the scoring section.
- Agree on the final rating.

Discussion questions for the Indicator 2k.MLL cluster meeting:
- Where and how do materials help teachers use supports while maintaining the cognitive demand of tasks?
- Where and how do materials support learners' understanding of tasks and concepts with the use of specific language resources?
- Where and how do materials support learners' understanding of academic vocabulary?
- Where and how do the supports assist students in producing the language to demonstrate their understanding (language models and frames)?
- Do the supports oversimplify or water down the content?
- Do the supports change the content for MLLs? For example, providing them vocabulary lessons that do not build to the same academic language goal as their grade level peers?
- How do language supports align to the academic vocabulary tasks?
- How do language supports provide opportunities to develop language using the four domains of language (speaking, listening, reading, and writing)?

3-5 ELA Criterion 2.2	Materials include questions, tasks, and assignments that are meaningful, evidence-based, and support students in making meaning and building knowledge as they progress toward grade-level mastery of literacy skills. Materials include clear, explicit instruction guidance for teachers across all literacy skills.
Indicator 2I	**2I** Materials include opportunities for students to practice independent word-learning strategies, as well as newly taught vocabulary words. **2I.MLL** Materials provide supports for MLLs' full and complete participation in the practice of independent word-learning strategies, as well as newly taught vocabulary words.

2I Scoring:

4 points	2 points	0 points
Materials meet ALL of the requirements of this indicator.	Materials DO NOT meet ALL of the requirements of this indicator.	Materials DO NOT meet ANY of the requirements of this indicator.

- Materials include opportunities for students to use independent word-learning strategies to understand the meaning of challenging words (inferring from context, using morphological or etymological awareness).
- Materials include opportunities for students to use academic and content-specific vocabulary in various contexts.
- Practice opportunities incorporate the review of previously learned words based on their connection to the topic of study.

2I.MLL Scoring:

2 points	1 point	0 points
- Materials consistently provide strategies and supports for MLLs to fully and completely participate in the practice of independent word-learning strategies, as well as newly taught vocabulary words.	- Materials provide strategies and supports for MLLs to participate in the practice of independent word-learning strategies, as well as newly taught vocabulary words, but these supports do not consistently provide for full and complete participation by MLL students. OR - Materials provide some strategies and supports for	- Materials do not provide strategies and supports for MLLs to fully and completely participate in the practice of independent word-learning strategies, as well as newly taught vocabulary words.

	MLLs to fully and completely participate in the practice of independent word-learning strategies, as well as newly taught vocabulary words, but they are not employed consistently throughout the program.	

About this indicator:

What is the purpose of Indicator 2l?

The purpose of this indicator is to ensure that materials include opportunities for students to practice using essential vocabulary words and independent word learning strategies. This approach helps students build a robust vocabulary, which is crucial for reading comprehension and overall literacy development. By providing opportunities for students to practice independent word-learning strategies, materials help students become self-sufficient learners who can decipher and understand unfamiliar words on their own. Practicing newly taught vocabulary words allows students to reinforce their understanding and enhance retention through use in varied contexts. By interacting with key academic vocabulary consistently, students can build a robust vocabulary base that enhances their comprehension and communication skills across subjects. A strong vocabulary is crucial for understanding texts and is often integral to higher-level academic work.

What is the purpose of Indicator 2l.MLL?

In recent years, there has been a shift from thinking that MLLs need to be taught language in a linear fashion to realizing that students simultaneously develop conceptual understanding, analytical practices, and the language needed to express them in a spiraling process. MLLs don't need to learn specific vocabulary words before tackling others and can therefore participate in learning academic vocabulary, both Tier II and Tier III words, alongside their grade-level peers, as long as the appropriate scaffolds and supports are present. Alongside support of MLLs during the learning of new vocabulary must be supports in the application of practice of using those essential vocabulary words and independent word learning strategies.

Research or Standards connection for Indicator 2l:

Appendix A of the Common Core State Standards underscores the vital role of rich and varied vocabulary in enhancing reading comprehension and academic achievement, a link established through extensive research since 1925. Although vocabulary instruction in schools often lacks consistency and depth, developing a robust vocabulary requires repeated, varied exposure to words in diverse contexts. While children naturally acquire vocabulary through context-rich oral interactions, vocabulary growth can stagnate without purposeful instruction, especially in written language, where 5 to 15 percent of new words are typically retained upon first encounter. Effective vocabulary development involves engaging students with words through various activities and teaching the underlying structures of language, such as syntax and morphology. The text highlights a framework by Isabel L. Beck, Margaret G. McKeown, and Linda Kucan that categorizes words into three tiers: commonly used Tier I words, cross-disciplinary Tier II words that need careful instructional focus, and domain-specific Tier III words that are often clearly taught within their respective fields. The model suggests that while Tier III words are more explicitly defined, Tier II words, critical for academic success, require teachers to identify and address them across all text types, integrating them into coherent, content-rich curricula to ensure comprehensive vocabulary acquisition for students (p. 32-33).

The Report of the National Reading Panel highlights the critical role of vocabulary knowledge in reading development, with vocabulary influencing both oral and print reading comprehension. The National Reading

Panel (NRP) examined over 20,000 research citations on vocabulary instruction, filtering them down to 50 studies based on strict criteria. These studies show that vocabulary instruction improves comprehension, but methods need to be tailored to the reader's age and ability. Effective techniques include teaching words before reading and repeated exposure to words in varied contexts. Vocabulary should be taught both directly and indirectly, incorporating repetition and multiple exposures, supplemented by rich contexts and technology. Direct instruction should engage students actively, and methods should be varied.

In *Bringing Words to Life: Robust Vocabulary Instruction*, Beck, McKeown, and Kucan (2013) examine effective strategies for vocabulary instruction grounded in extensive research. They emphasize the importance of teaching "tier II" words, which are versatile and applicable across various subjects, thus significantly impacting students' academic performance. The authors present a research-based framework for vocabulary instruction that includes explicit teaching of word meanings, facilitating rich language experiences, and promoting active engagement with new words. A key aspect of their approach is fostering word consciousness, encouraging students to become aware of and interested in words and their meanings.

In [Effects of Instruction in Morphological Awareness on Literacy Achievement: An Integrative Review](#), Carlisle (2010) reviews 16 studies on the effects of teaching morphological awareness (the ability to identify and analyze word parts) to students. She explores how this practice impacts literacy development (including phonology, orthography, and word meaning). Carlisle concludes that morphological awareness holds potential to improve literacy, particularly when it deepens students' understanding of morphemic structure, spelling, and word meaning.

In "[Using Etymology as a Deliberate Vocabulary Learning Approach: A Psycholinguistic Analysis](#)," Alshatti (2023) explores the use of etymology as a deliberate vocabulary learning approach for English language learners. The author argues that etymology can help learners retain vocabulary, decipher unknown words, and develop a deeper understanding of the language, surpassing the benefits of incidental learning. By understanding the origins and building blocks of words, learners can activate existing knowledge (schema) and create nonverbal associations (dual coding) to enhance retention. The author proposes a methodology incorporating contextual stories, word part analysis, and engaging activities to facilitate this process, ultimately suggesting that teaching etymology can be a valuable tool for English language learners, particularly at intermediate and advanced levels.

In "[Etymology: A Word Attack Strategy for Learning the English Vocabulary](#)," Hashemi and Aziznezhad (2011) argue that etymology is a crucial and effective method for expanding vocabulary for English language learners. The authors highlight the importance of vocabulary acquisition for successful language learning, emphasizing the limitations of traditional vocabulary instruction based solely on memorizing lists of words. They contend that etymology, the scientific study of word origins, offers a more engaging and efficient approach. By understanding the meanings of Latin and Greek roots, prefixes, and suffixes, learners can decipher the meanings of numerous English words and remember them more effectively. The paper explores the origins and historical development of the English language, categorizing words into different categories based on their source language (Indo-European, Germanic, etc.). The authors illustrate the practical application of etymology by providing examples of how understanding word parts can unlock the meanings of unknown words. They also emphasize the significance of etymology in enhancing reading comprehension and word recognition skills. The article concludes by advocating for the integration of etymology into vocabulary instruction as a powerful tool for learners to expand their word power, improve comprehension, and enhance their overall language proficiency.

Research or Standards connection for Indicator 2I.MLL:
From ELSF "Current Research on English Learners and English Language Arts Education": "Through careful attention and planning, English learners can be challenged and supported as they engage with the same complex ELA texts and grapple with the same concepts as their monolingual peers working toward grade-level standards. As MLLs are developing their expertise in English, they must simultaneously develop content

knowledge and disciplinary practices such as critical thinking, question posing, and argumentation. Research suggests that even young MLL writers are able to critically examine text and evaluate its effectiveness. To do so, students need not only access to grade-level content, materials, and complex texts, but also instructional support to engage with them and meet the same academic goals as their peers. Instead of simplification of text, students need multiple exposures, opportunities, and modalities to support their comprehension of increasingly sophisticated grade-level texts. Walqui & van Lier refer to these processes and texts as amplified and describe how scaffolding can be incorporated into the text itself or provided through instructional activities. Supports such as glossaries, visual cues, metacognitive strategies, and attention to vocabulary can serve to amplify text and help MLLs engage in grade-level tasks."

"Drawing from commonalities across case studies, Castellón et al. recommend that schools 'develop strong and unified language development frameworks that integrate content, analytical practices, literacy skills development, and language learning.'"

"Through careful attention and planning, English learners can be challenged and supported as they engage with the same complex ELA texts and grapple with the same concepts as their monolingual peers working toward grade-level standards."

"It is also essential to note that English learners can meet CCSS standards without 'nativelike' proficiency or 'control of conventions and vocabulary' in oral or written forms."

Resources for Indicator 2I:
- [Appendix A of the CCSS](#)

Resources for Indicator 2I.MLL:
- Bailey, A. L., Butler, F. A., Stevens, R., & Lord, C. (2007). Further specifying the language demands of school. In A.L. Bailey (Ed.), *The language demands of school: Putting academic English to the test* (pp. 103-156)
- Gibbons, P. (2015). Scaffolding language, scaffolding learning. *Teaching English Language Learners in the Mainstream Classroom*. New Hampshire: Heinemann.
- Hakuta, K., Butler, Y. G., & Witt, D. (2000). How long does it take English learners to attain proficiency? *The University of California Linguistic Minority Research Institute, (2000-1)*.
- Walqui, A., & Bunch, G. C. (2019). *Amplifying the curriculum: Designing quality learning opportunities for English learners*. Teachers College Press.
- Weiss, J. & Stanstead, M. (2022). "English Learners and English Language Arts Education". *English Learners Success Forum*. Retrieved from: https://www.elsuccessforum.org/resources/english-learners-and-english-language-arts-education
- WIDA ELD Framework: https://wida.wisc.edu/teach/standards/eld/2020

Indicator 2I Guiding Question:
Do the materials include opportunities for students to practice independent word-learning strategies, as well as newly taught vocabulary words?

Evidence Collection

For Indicator 2I:
In the Instructional Materials being reviewed:

- Check if materials provide clear instructions and support for strategies like inferring meaning from context and using morphological or etymological awareness.
- Assess whether these strategies are integrated into activities that encourage students to practice and apply them independently.
- Determine whether materials offer varied contexts for students to use academic and content-specific vocabulary, such as discussions, writing assignments, and projects, ensuring meaningful engagement with the vocabulary.
- Look for activities that require students to demonstrate understanding and correct use of this vocabulary in different contexts.
- Verify that practice opportunities are designed to reinforce and review previously learned vocabulary, emphasizing how these words connect to the current topic of study.
- Confirm that materials encourage connections between new and existing vocabulary knowledge, aiding comprehension and retention through thematic or conceptual links.
- Evaluate how materials promote the application of vocabulary beyond rote memorization, fostering deeper understanding and exploration of word meanings.

For Indicator 2I.MLL:
In the Instructional Materials being reviewed:
- Describe how the materials provide strategies, appropriate support, and accommodations that will foster MLL students' regular and active participation. Include opportunities for speaking, listening, reading, and writing to develop practices and knowledge of the subject matter. This may include scaffolding, but should scaffold up towards grade-level work.
- Describe content-specific or lesson-specific strategies and/or materials provided for supporting all students in engaging in grade-level/grade-band instruction. There must be more than a statement at the beginning of the chapter or lesson that is generic or states that the same strategy could be used with every lesson.
    - Describe how specific supports and/or routines allow MLL students to access grade-level instruction/content and negotiate meaning.
    - Describe how language supports and scaffolds are aligned to academic tasks and address the four domains of language (speaking, listening, reading, and writing).
    - Describe how language supports and scaffolds support MLL students' understanding of entire tasks: what the task is asking them to do, their full participation in the task (including navigating and negotiating resources), and their demonstration of understanding through what the task asks them to produce.
    - Describe how language supports, strategies, and resources allow all MLL students, including SIFE/SLIFE (Students with Limited or Interrupted Formal Education), those literate in their primary language, long-term MLLs, and those at varying levels of English proficiency to attain grade-level standards.
- Describe targeted opportunities for MLL students to use and develop language.
- Describe ways in which the materials encourage MLL students to use interdisciplinary words and phrases that can be used across subjects, as well as content-area words and phrases specific to the discipline being taught.
- Describe opportunities for MLLs to engage in structured academic discourse with teachers and peers, and how these interactions build conceptual understandings and disciplinary language use.
- Describe ways in which the materials support MLL student meaning-making of vocabulary in context.
- Describe ways in which the materials provide activities to help distinguish between common everyday meanings of language and content-specific meanings (*ex, draft = a little wind or the first try at writing something*).

Cluster Meeting

Preparing for the Indicator 2I cluster meeting:
- Do the materials provide clear instructions and support for strategies like inferring meaning from context and using morphological or etymological awareness?
- Are these strategies integrated into activities that encourage students to practice and apply them independently?
- Do the materials offer varied contexts for students to use academic and content-specific vocabulary, such as discussions, writing assignments, and projects, ensuring meaningful engagement with the vocabulary?
- Are there activities that require students to demonstrate understanding and correct use of vocabulary in different contexts?
- Are practice opportunities designed to reinforce and review previously learned vocabulary, emphasizing how these words connect to the current topic of study?
- Do the materials encourage connections between new and existing vocabulary knowledge, aiding comprehension and retention through thematic or conceptual links?
- How effectively do the materials promote the application of vocabulary beyond rote memorization, fostering deeper understanding and exploration of word meanings?

During the Indicator 2I cluster meeting:
- Share evidence of the indicator.
- Discuss whether the materials provide clear instructions and support for strategies like inferring meaning from context and using morphological or etymological awareness.
- Discuss whether these strategies are integrated into activities that encourage students to practice and apply them independently.
- Discuss whether the materials offer varied contexts for students to use academic and content-specific vocabulary, such as discussions, writing assignments, and projects, ensuring meaningful engagement with the vocabulary.
- Discuss whether there are activities that require students to demonstrate understanding and correct use of vocabulary in different contexts.
- Discuss whether there are practice opportunities designed to reinforce and review previously learned vocabulary, emphasizing how these words connect to the current topic of study.
- Discuss whether the materials encourage connections between new and existing vocabulary knowledge, aiding comprehension and retention through thematic or conceptual links.
- Discuss how effectively the materials promote the application of vocabulary beyond rote memorization, deeper understanding, and exploration of word meanings.
- Look for and discuss whether the indicator was met fully, partially, or did not meet any scoring bullet in the scoring section.
- Agree on the final rating.

Discussion questions for the Indicator 2I.MLL cluster meeting:
- Where and how do materials help teachers use supports while maintaining the cognitive demand of tasks?
- Where and how do materials support learners' understanding of tasks and concepts with the use of specific language resources?
- Where and how do materials support learners' understanding of academic vocabulary?
- Where and how do the supports assist students in producing the language to demonstrate their understanding (language models and frames)?
- Do the supports oversimplify or water down the content?
- Do the supports change the content for MLLs? For example, providing them vocabulary lessons that do

not build to the same academic language goal as their grade level peers?
- How do language supports align to the academic vocabulary tasks?
- How do language supports provide opportunities to develop language using the four domains of language (speaking, listening, reading, and writing)?

3-5 ELA Criterion 2.2	Materials include questions, tasks, and assignments that are meaningful, evidence-based, and support students in making meaning and building knowledge as they progress toward grade-level mastery of literacy skills. Materials include clear, explicit instruction guidance for teachers across all literacy skills.
Indicator 2m	**2m** Materials include explicit instruction on sentence composition appropriate to grade-level standards, embedded in what students are studying throughout the unit. **2m.MLL** Materials provide support for MLLs' full and complete participation in the explicit instruction of sentence composition appropriate to grade-level standards.

2m Scoring:

2 points	1 point	0 points
Materials meet ALL of the requirements of this indicator.	Materials DO NOT meet ALL of the requirements of this indicator.	Materials DO NOT meet ANY of the requirements of this indicator.

- Materials include explicit instruction and modeling guidance in sentence-composition skills (use of punctuation, sentence elaboration, sentence combining using cohesive ties, sentence fluency), embedded in what students are studying throughout the unit.
- Materials utilize exemplar sentences from core and mentor texts that contain clear, varied, and rich examples of sentence structure.

2m.MLL Scoring:

2 points	1 point	0 points
- Materials consistently provide strategies and supports for MLLs to fully and completely participate in the explicit instruction of sentence composition appropriate to grade-level standards.	- Materials provide strategies and supports for MLLs to participate in the explicit instruction of sentence composition appropriate to grade-level standards, but these supports do not consistently provide for full and complete participation by MLL students. OR - Materials provide some strategies and supports for	- Materials do not provide strategies and supports for MLLs to fully and completely participate in the explicit instruction of sentence composition appropriate to grade-level standards.

| | MLLs to fully and completely participate in the explicit instruction of sentence composition appropriate to grade-level standards, but they are not employed consistently throughout the program. | |

About this indicator:

What is the purpose of Indicator 2m?
The purpose of this indicator is to ensure that materials provide clear and direct instruction on sentence composition that aligns with grade-level standards and is embedded in what students are studying throughout the unit. This involves explicit instruction that helps students understand sentence structure, syntax, and grammar, forming the foundation for effective writing. Teaching sentence composition helps students develop a nuanced understanding of language, enabling them to vary sentence structures and lengths for rhetorical effect. Mastery of sentence composition is crucial for academic writing across subjects, and aligning with grade-level standards ensures that instruction is developmentally appropriate. By focusing on sentence composition, students learn to craft clear and coherent sentences, improving their ability to communicate ideas effectively.

What is the purpose of Indicator 2m.MLL?
In recent years, there has been a shift from thinking that MLLs need to be taught language in a linear fashion to realizing that students simultaneously develop conceptual understanding, analytical practices, and the language needed to express them in a spiraling process. MLLs don't need to learn one specific language skill before tackling another and can therefore participate in learning grammar and conventions alongside their grade-level peers as long as the appropriate scaffolds and supports are present.

Research or Standards connection for Indicator 2m:
According to the Introduction of the Common Core State Standards (pg. 8), ''The Language standards include the essential 'rules' of standard written and spoken English, but they also approach language as a matter of craft and informed choice among alternatives. The vocabulary standards focus on understanding words and phrases, their relationships, and their nuances and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases."

In "Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools," Graham and Perin (2007) summarize research findings on grammar instruction, revealing that explicit and systematic teaching of parts of speech and sentence structure generally have a negative effect on students' writing quality. This negative impact is statistically significant across various ability levels, including low-achieving writers, challenging the traditional emphasis on grammar instruction in writing education. However, alternative instructional methods like sentence combining show positive outcomes by enhancing both writing quality and syntactic skills. Additionally, teaching grammar within the practical context of writing, rather than as a separate activity, has been found to significantly improve students' writing. Overall, the research suggests that while grammar instruction is important, employing more integrative and context-focused methods is more effective for improving student writing.

In "Grammar Intertwined Throughout the Writing Process: An 'Inch Wide and a Mile Deep,'" Weaver, Bush, Anderson, and Bills (2006) argue that grammar should be taught within the writing process, not as a separate subject, by focusing on a few key concepts and teaching them in depth using real-world examples from

literature and student writing. The authors suggest integrating grammar into writing workshops through mini-lessons, focus lessons, and peer editing sessions, where students can practice and apply grammar concepts as they arise naturally in their writing. They also emphasize the importance of modeling good writing and teaching students to understand the underlying principles of grammar, rather than simply focusing on correcting errors, empowering them to become independent editors who can diagnose and correct their own writing.

In *Teaching Grammar in Context*, Weaver (1996) advocates for integrating grammar instruction into the context of reading and writing rather than teaching it in isolation. Weaver argues that this contextual approach helps students understand the practical application of grammar in real communication. The book emphasizes the importance of teaching grammar as a tool for enhancing clarity and effectiveness in written expression, rather than mere adherence to rules. She addresses different aspects of grammar instruction, including sentence structure, punctuation, and usage, and presents research that supports learning grammar through context.

Research or Standards connection for Indicator 2m.MLL:
From ELSF "Current Research on English Learners and English Language Arts Education": "Through careful attention and planning, English learners can be challenged and supported as they engage with the same complex ELA texts and grapple with the same concepts as their monolingual peers working toward grade-level standards. As MLLs are developing their expertise in English, they must simultaneously develop content knowledge and disciplinary practices such as critical thinking, question posing, and argumentation. Research suggests that even young MLL writers are able to critically examine text and evaluate its effectiveness. To do so, students need not only access to grade-level content, materials, and complex texts, but also instructional support to engage with them and meet the same academic goals as their peers. Instead of simplification of text, students need multiple exposures, opportunities, and modalities to support their comprehension of increasingly sophisticated grade-level texts. Walqui & van Lier refer to these processes and texts as amplified and describe how scaffolding can be incorporated into the text itself or provided through instructional activities. Supports such as glossaries, visual cues, metacognitive strategies, and attention to vocabulary can serve to amplify text and help MLLs engage in grade-level tasks."

"Drawing from commonalities across case studies, Castellón et al. recommend that schools 'develop strong and unified language development frameworks that integrate content, analytical practices, literacy skills development, and language learning.'"

"Through careful attention and planning, English learners can be challenged and supported as they engage with the same complex ELA texts and grapple with the same concepts as their monolingual peers working toward grade-level standards."

 "It is also essential to note that English learners can meet CCSS standards without 'nativelike' proficiency or 'control of conventions and vocabulary' in oral or written forms."

Resources for Indicator 2m:
- [CCSS Anchor Language Standards](#) (p. 25)

Resources for Indicator 2m.MLL:
- Bailey, A. L., Butler, F. A., Stevens, R., & Lord, C. (2007). Further specifying the language demands of school. In A.L. Bailey (Ed.), *The language demands of school: Putting academic English to the test* (pp. 103-156)
- Gibbons, P. (2015). Scaffolding language, scaffolding learning. *Teaching English Language Learners in the Mainstream Classroom*. New Hampshire: Heinemann.

- Hakuta, K., Butler, Y. G., & Witt, D. (2000). How long does it take English learners to attain proficiency? *The University of California Linguistic Minority Research Institute, (2000-1)*.
- Torff, B., & Murphy, A. (2020). Teachers' beliefs about English learners: Adding linguistic support to enhance academic rigor. *Phi Delta Kappan*, 101, 14-18.
- Walqui, A., & Bunch, G. C. (2019). *Amplifying the curriculum: Designing quality learning opportunities for English learners*. Teachers College Press.
- Weiss, J. & Stanstead, M. (2022). "English Learners and English Language Arts Education". *English Learners Success Forum*. Retrieved from: https://www.elsuccessforum.org/resources/english-learners-and-english-language-arts-education
- WIDA ELD Framework: https://wida.wisc.edu/teach/standards/eld/2020

Indicator 2m Guiding Question:

Do the materials include explicit instruction in sentence-composition skills that align with grade-level standards, embedded in what students are studying throughout the unit?

Evidence Collection

For Indicator 2m:

In the Instructional Materials being reviewed

- Look for lessons or activities that focus specifically on teaching sentence-composition skills, including proper use of punctuation, techniques for sentence elaboration, and strategies for sentence combining using cohesive ties.
- Ensure that materials address sentence fluency, helping students understand how to create varied sentences that flow naturally.
- Check for exercises that explicitly teach sentence composition skills and provide opportunities for students to practice and apply them in their writing.
- Verify that the materials include exemplar sentences drawn from core/anchor texts that demonstrate clear, varied, and rich sentence structures.
- Ensure that these examples are integrated into instruction to model effective sentence construction for students, illustrating how different elements of grammar and composition work together.
- Look for opportunities where students analyze and discuss these exemplar sentences to gain a deeper understanding of effective writing techniques and styles.

For Indicator 2m.MLL:

In the Instructional Materials being reviewed:

- Describe how the materials provide strategies, appropriate support, and accommodations that will foster MLL students' regular and active participation. Include opportunities for speaking, listening, reading, and writing to develop practices and knowledge of the subject matter. This may include scaffolding, but should scaffold up towards grade-level work.
- Describe content-specific or lesson-specific strategies and/or materials provided for supporting all students in engaging in grade-level/grade-band instruction. There must be more than a statement at the beginning of the chapter or lesson that is generic or states that the same strategy could be used with every lesson.
  - Describe how specific supports and/or routines allow MLL students to access grade-level instruction/content and negotiate meaning.
  - Describe how language supports and scaffolds are aligned to academic tasks and address the four domains of language (speaking, listening, reading, and writing).
  - Describe how language supports and scaffolds support MLL students' understanding of entire

tasks: what the task is asking them to do, their full participation in the task (including navigating and negotiating resources), and their demonstration of understanding through what the task asks them to produce.
- o   Describe how language supports, strategies, and resources allow all MLL students, including SIFE/SLIFE (Students with Limited or Interrupted Formal Education), those literate in their primary language, long-term MLLs, and those at varying levels of English proficiency to attain grade-level standards.
- Describe targeted opportunities for MLL students to use and develop language.
- Describe ways in which the materials focus supports around language functions and the disciplinary practices they are intertwined with, moving beyond concentrating solely on vocabulary.
- Describe ways in which the materials provide activities to help distinguish between common everyday meanings of language and content-specific meanings (*ex, draft = a little wind or the first try at writing something*).

Cluster Meeting

Preparing for the Indicator 2m cluster meeting:
- Do the lessons or activities focus specifically on teaching sentence-composition skills, including the proper use of punctuation, techniques for sentence elaboration, and strategies for sentence combining using cohesive ties?
- Do the materials address sentence fluency, helping students understand how to create varied sentences that flow naturally?
- Do the materials explicitly teach sentence composition skills and provide opportunities for students to practice and apply them in their writing?
- Do the materials include exemplar sentences drawn from core or anchor texts that demonstrate clear, varied, and rich sentence structures?
- Are these examples integrated into instruction to model effective sentence construction for students, illustrating how different elements of grammar and composition work together?
- Are there opportunities for students to analyze and discuss these exemplar sentences to gain a deeper understanding of effective writing techniques and styles?

During the Indicator 2m cluster meeting:
- Share evidence of the indicator.
- Discuss whether the lessons or activities focus specifically on teaching sentence-composition skills, including the proper use of punctuation, techniques for sentence elaboration, and strategies for sentence combining using cohesive ties.
- Discuss whether the materials address sentence fluency, helping students understand how to create varied sentences that flow naturally.
- Discuss whether the materials explicitly teach sentence composition skills and provide opportunities for students to practice and apply them in their writing.
- Discuss whether the materials include exemplar sentences drawn from core or anchor texts that demonstrate clear, varied, and rich sentence structures.
- Discuss if the examples used instruction to model effective sentence construction for students, and illustrate how different elements of grammar and composition work together.
- Discuss whether there are opportunities for students to analyze and discuss these exemplar sentences to gain a deeper understanding of effective writing techniques and styles.
- Look for and discuss whether the indicator was met fully, partially, or did not meet any scoring bullet in the scoring section.
- Agree on the final rating.

Discussion questions for the Indicator 2m.MLL cluster meeting:
- Where and how do materials help teachers use supports while maintaining the cognitive demand of grammar tasks?
- Where and how do materials support learners' understanding of grade-level grammar and usage Language Standards?
- Where and how do materials support learners' understanding of grade-level grammar and usage?
- Are all sentence-composition skills instruction lessons and activities supported for MLLs' full and complete participation?
  - Check for MLL supports in both process writing at the sentence level and on-demand writing.
  - Check for MLL supports in exercises that explicitly teach sentence composition skills and provide opportunities for students to practice and apply them in their writing.
  - Check for MLL supports in opportunities for students to analyze and discuss exemplar sentences to gain a deeper understanding of effective writing techniques and styles.
- Where and how do the supports assist students in producing the language to demonstrate their understanding (language models and frames)?
- Do the supports oversimplify or water down the content?
- Do the supports change the content for MLLs? For example, providing them grammar and usage lessons that are not on grade level.
- How do language supports align to the grammar tasks?
- How do language supports provide opportunities to develop language using the four domains of language (speaking, listening, reading, and writing)?

3-5 ELA Criterion 2.2	Materials include questions, tasks, and assignments that are meaningful, evidence-based, and support students in making meaning and building knowledge as they progress toward grade-level mastery of literacy skills. Materials include clear, explicit instruction guidance for teachers across all literacy skills.
Indicator 2n	**2n** Materials include evidence-based opportunities for students to practice sentence composition and editing of their own writing, appropriate for their grade level. **2n.MLL** Materials provide support for MLLs' full and complete participation in sentence composition practice and editing of their own writing, appropriate for their grade level.

2n Scoring:

2 points	1 point	0 points
Materials meet ALL of the requirements of this indicator.	Materials DO NOT meet ALL of the requirements of this indicator.	Materials DO NOT meet ANY of the requirements of this indicator.

- Materials include opportunities for students to write sentences about the texts under study while practicing and applying sentence composition skills.
- Materials include opportunities for students to practice and apply sentence composition skills by examining their own writing.
- Materials include opportunities for students to adapt their language based on the intended audience and purpose.

2n.MLL Scoring:

2 points	1 point	0 points
• Materials consistently provide strategies and supports for MLLs to fully and completely participate in sentence composition practice and editing of their own writing, appropriate for their grade level.	• Materials provide strategies and supports for MLLs to participate in sentence composition practice and editing of their own writing, appropriate for their grade level, but these supports do not consistently provide for full and complete participation by MLL students. OR • Materials provide some strategies and supports for	• Materials do not provide strategies and supports for MLLs to fully and completely participate in sentence composition practice and editing of their own writing, appropriate for their grade level.

| | MLLs to fully and completely participate in sentence composition practice and editing of their own writing, appropriate for their grade level, but they are not employed consistently throughout the program. | |

About this indicator:

What is the purpose of Indicator 2n?
While the previous indicator focuses on explicit instruction for sentence composition, this indicator focuses on student practice opportunities with sentence composition included in materials. The purpose of this indicator is to ensure that materials provide students with practical, evidence-based activities for practicing sentence composition and editing within authentic writing contexts. By engaging in sentence composition and editing during real writing tasks, students can develop and refine their writing skills in a meaningful context. These authentic writing opportunities allow students to apply grammatical and compositional skills they have learned, reinforcing their understanding through practice. Practicing editing during authentic writing helps students learn to critically evaluate and improve their own and others' work, promoting self-assessment and peer feedback. By practicing these skills, students build a foundation for more complex writing tasks in higher grades and real-world settings, enhancing their overall communication abilities. Overall, this indicator aims to ensure that students have regular, meaningful opportunities to hone their sentence composition and editing skills through writing activities that are authentic and appropriate to their grade level.

What is the purpose of Indicator 2n.MLL?
In recent years, there has been a shift from thinking that MLLs need to be taught language in a linear fashion to realizing that students simultaneously develop conceptual understanding, analytical practices, and the language needed to express them in a spiraling process. MLLs don't need to learn one specific language skill before tackling another and can therefore participate in practicing grammar and conventions alongside their grade-level peers as long as the appropriate scaffolds and supports are present.

Research or Standards connection for Indicator 2n:
According to the Introduction of the [Common Core State Standards](#) (pg. 8), "The Language standards include the essential 'rules' of standard written and spoken English, but they also approach language as a matter of craft and informed choice among alternatives. The vocabulary standards focus on understanding words and phrases, their relationships, and their nuances and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases."

In "[Grammar Intertwined Throughout the Writing Process: An 'Inch Wide and a Mile Deep](#),'" Weaver, Bush, Anderson, and Bills (2006) argue that grammar should be taught within the writing process, not as a separate subject, by focusing on a few key concepts and teaching them in depth using real-world examples from literature and student writing. The authors suggest integrating grammar into writing workshops through mini-lessons, focus lessons, and peer editing sessions, where students can practice and apply grammar concepts as they arise naturally in their writing. They also emphasize the importance of modeling good writing and teaching students to understand the underlying principles of grammar, rather than simply focusing on correcting errors, empowering them to become independent editors who can diagnose and correct their own writing.

In *Teaching Grammar in Context*, Weaver (1996) advocates for integrating grammar instruction into the context of reading and writing rather than teaching it in isolation. Weaver argues that this contextual approach helps students understand the practical application of grammar in real communication. The book emphasizes the importance of teaching grammar as a tool for enhancing clarity and effectiveness in written expression, rather than mere adherence to rules. She addresses different aspects of grammar instruction, including sentence structure, punctuation, and usage, and presents research that supports learning grammar through context.

Research or Standards connection for Indicator 2n.MLL:

From ELSF "Current Research on English Learners and English Language Arts Education": "Through careful attention and planning, English learners can be challenged and supported as they engage with the same complex ELA texts and grapple with the same concepts as their monolingual peers working toward grade-level standards. As MLLs are developing their expertise in English, they must simultaneously develop content knowledge and disciplinary practices such as critical thinking, question posing, and argumentation. Research suggests that even young MLL writers are able to critically examine text and evaluate its effectiveness. To do so, students need not only access to grade-level content, materials, and complex texts, but also instructional support to engage with them and meet the same academic goals as their peers. Instead of simplification of text, students need multiple exposures, opportunities, and modalities to support their comprehension of increasingly sophisticated grade-level texts. Walqui & van Lier refer to these processes and texts as amplified and describe how scaffolding can be incorporated into the text itself or provided through instructional activities. Supports such as glossaries, visual cues, metacognitive strategies, and attention to vocabulary can serve to amplify text and help MLLs engage in grade-level tasks."

"Drawing from commonalities across case studies, Castellón et al. recommend that schools 'develop strong and unified language development frameworks that integrate content, analytical practices, literacy skills development, and language learning.'"

"Through careful attention and planning, English learners can be challenged and supported as they engage with the same complex ELA texts and grapple with the same concepts as their monolingual peers working toward grade-level standards."

 "It is also essential to note that English learners can meet CCSS standards without 'nativelike' proficiency or 'control of conventions and vocabulary' in oral or written forms."

Resources for Indicator 2n:
- [CCSS Anchor Language Standards](#) (p. 25)

Resources for Indicator 2n.MLL:
- Bailey, A. L., Butler, F. A., Stevens, R., & Lord, C. (2007). Further specifying the language demands of school. In A.L. Bailey (Ed.), *The language demands of school: Putting academic English to the test* (pp. 103-156)
- Gibbons, P. (2015). Scaffolding language, scaffolding learning. *Teaching English Language Learners in the Mainstream Classroom*. New Hampshire: Heinemann.
- Hakuta, K., Butler, Y. G., & Witt, D. (2000). How long does it take English learners to attain proficiency? *The University of California Linguistic Minority Research Institute, (2000-1)*.
- Torff, B., & Murphy, A. (2020). Teachers' beliefs about English learners: Adding linguistic support to enhance academic rigor. *Phi Delta Kappan*, 101, 14-18.
- Walqui, A., & Bunch, G. C. (2019). *Amplifying the curriculum: Designing quality learning opportunities for English learners*. Teachers College Press.

- Weiss, J. & Stanstead, M. (2022). "English Learners and English Language Arts Education". *English Learners Success Forum*. Retrieved from: https://www.elsuccessforum.org/resources/english-learners-and-english-language-arts-education
- WIDA ELD Framework: https://wida.wisc.edu/teach/standards/eld/2020

Indicator 2n Guiding Question:

Do the materials include evidence-based opportunities for students to practice sentence composition and editing of their own writing, appropriate for their grade level?

Evidence Collection

For Indicator 2n:

In the Instructional Materials being reviewed:
- Look for structured activities that prompt students to write sentences directly related to the texts they are studying, ensuring that writing practice is meaningful and contextually relevant.
- Determine whether the materials provide opportunities for students to reflect on and analyze their own writing, allowing them to practice sentence composition skills and identify areas for improvement.
- Verify that materials include opportunities for students to practice adapting language and tone according to different audiences and purposes, helping students develop awareness of context in their writing.
- Ensure that the materials have opportunities for students to practice sentence composition skills, such as varied sentence structures, grammar, and punctuation, alongside opportunities for application in writing assignments.

For Indicator 2n.MLL:

In the Instructional Materials being reviewed:
- Describe how the materials provide strategies, appropriate support, and accommodations that will foster MLL students' regular and active participation. Include opportunities for speaking, listening, reading, and writing to develop practices and knowledge of the subject matter. This may include scaffolding, but should scaffold up towards grade-level work.
- Describe content-specific or lesson-specific strategies and/or materials provided for supporting all students in engaging in grade-level/grade-band instruction. There must be more than a statement at the beginning of the chapter or lesson that is generic or states that the same strategy could be used with every lesson.
  - o Describe how specific supports and/or routines allow MLL students to access grade-level instruction/content and negotiate meaning.
  - o Describe how language supports and scaffolds are aligned to academic tasks and address the four domains of language (speaking, listening, reading, and writing).
  - o Describe how language supports and scaffolds support MLL students' understanding of entire tasks: what the task is asking them to do, their full participation in the task (including navigating and negotiating resources), and their demonstration of understanding through what the task asks them to produce.
  - o Describe how language supports, strategies, and resources allow all MLL students, including SIFE/SLIFE (Students with Limited or Interrupted Formal Education), those literate in their primary language, long-term MLLs, and those at varying levels of English proficiency to attain grade-level standards.
- Describe targeted opportunities for MLL students to use and develop language.
- Describe ways in which the materials focus supports around language functions and the disciplinary practices they are intertwined with, moving beyond concentrating solely on vocabulary.

- Describe ways in which the materials provide activities to help distinguish between common everyday meanings of language and content-specific meanings (*ex, draft = a little wind or the first try at writing something*).

Cluster Meeting

Preparing for the Indicator 2n cluster meeting:
- Do the materials include structured activities that prompt students to write sentences directly related to the texts they are studying, ensuring that writing practice is meaningful and contextually relevant?
- Do the materials provide opportunities for students to reflect on and analyze their own writing, allowing them to practice sentence composition skills and identify areas for improvement?
- Do the materials include opportunities for students to practice adapting language and tone according to different audiences and purposes, helping them develop awareness of context in their writing?
- Do the materials offer opportunities for students to practice sentence composition skills, such as varied sentence structures, grammar, and punctuation, alongside opportunities for application in writing assignments?

During the Indicator 2n cluster meeting:
- Share evidence of the indicator.
- Discuss whether the materials include structured activities that prompt students to write sentences directly related to the texts they are studying, ensuring that writing practice is meaningful and contextually relevant.
- Discuss whether the materials provide opportunities for students to reflect on and analyze their own writing, allowing them to practice sentence composition skills and identify areas for improvement.
- Discuss whether the materials include opportunities for students to practice adapting language and tone according to different audiences and purposes, helping them develop awareness of context in their writing.
- Discuss whether the materials offer opportunities for students to practice sentence composition skills, such as varied sentence structures, grammar, and punctuation, alongside opportunities for application in writing assignments.
- Look for and discuss whether the indicator was met fully, partially, or did not meet any scoring bullet in the scoring section.
- Agree on the final rating.

Discussion questions for the Indicator 2n.MLL cluster meeting:
- Where and how do materials help teachers use supports while maintaining the cognitive demand of grammar tasks?
- Where and how do materials support learners' understanding of grade-level grammar and usage Language Standards?
- Where and how do materials support learners' understanding of grade-level grammar and usage?
- Are all sentence-composition skills instruction lessons and activities supported for MLLs' full and complete participation?
    - Check for MLL supports in sentence composition practice as part of both process writing and on-demand writing.
    - Check for MLL supports in structured activities that prompt students to write sentences directly related to the texts they are studying.
    - Check for MLL supports in opportunities for students to analyze their own writing.
    - Check for MLL supports in opportunities for students to practice adapting language and tone according to different audiences and purposes.

- Where and how do the supports assist students in producing the language to demonstrate their understanding (language models and frames)?
- Do the supports oversimplify or water down the content?
- Do the supports change the content for MLLs? For example, providing them grammar and usage lessons that are not on grade level.
- How do language supports align to the grammar tasks?
- How do language supports provide opportunities to develop language using the four domains of language (speaking, listening, reading, and writing)?

ELA 3-5 Criterion 2.2	Materials include questions, tasks, and assignments that are meaningful, evidence-based, and support students in making meaning and building knowledge as they progress toward grade-level mastery of literacy skills. Materials include clear, explicit instruction guidance for teachers across all literacy skills.
Indicator 2p	**2p** Materials include explicit instruction in varied writing processes, embedded in what students are studying throughout the unit. **2p.MLL** Materials provide support for MLLs' full and complete participation in all instruction of varied writing processes.

2p Scoring:

2 points	1 points	0 points
Materials meet ALL of the requirements of this indicator.	Materials DO NOT meet ALL of the requirements of this indicator.	Materials DO NOT meet ANY of the requirements of this indicator.

- Materials include explicit instruction in writing processes (paragraph and multi-paragraph construction for varying purposes), including teacher modeling of writing strategies and processes, embedded in what students are studying throughout the unit.
- Materials provide teachers with mentor texts and/or student exemplars to support students in examining how the genre works.
- Materials provide guidance and instruction to teachers on how to provide timely and constructive feedback on student writing.

2p.MLL Scoring:

2 points	1 point	0 points
• Materials consistently provide strategies and supports for MLLs to fully and completely participate in all instruction of varied writing processes.	• Materials provide strategies and supports for MLLs to participate in all instruction of varied writing processes, but these supports do not consistently provide for full and complete participation by MLL students. OR • Materials provide some strategies and supports for MLLs to fully and completely participate in all instruction of varied writing processes, but	• Materials do not provide strategies and supports for MLLs to fully and completely participate in all instruction of varied writing processes.

	they are not employed consistently throughout the program.	

About this indicator:

What is the purpose of Indicator 2p?
While the previous indicator considered whether materials include opportunities for students to practice both on-demand and process writing, this indicator solely looks at process writing (at the paragraph and multi-paragraph level). Materials should include clear and structured guidance on the various stages of the writing processes, as well as ample opportunities to apply these processes through proven, evidence-based strategies. This indicator uses the term "processes" instead of process to emphasize that, depending on the genre and intended audience of a piece of writing, the writing process differs. Through exposure to varied writing processes, students learn how to adapt their writing style and approach to suit different contexts, genres, and audiences, enhancing their versatility as writers. Teacher guidance should include explicit instruction to help students understand and navigate the stages of writing—prewriting, drafting, revising, editing, and publishing—enhancing their overall writing proficiency. By breaking down the writing process into clear, manageable steps, students can approach writing tasks with more confidence and clarity and master organizing and developing their ideas. In order to meet expectations for this indicator, materials should also include teacher guidance on providing timely and constructive writing feedback that supports students in improving their writing skills.

What is the purpose of Indicator 2p.MLL?
MLLs can and will reach grade-level standards when provided the appropriate scaffolds, supports, and opportunity to do so. Complex tasks require deliberate language supports that maintain the cognitive demand by amplifying—rather than simplifying—the content, practices, and associated language. Language supports should "scaffold up" to provide appropriate assistance for learners. Supports that maintain the rigor of the tasks create conditions for new learning, and provide opportunities for teachers to observe, understand, and respond to learners' current knowledge.

Though beneficial to all students, tasks that require students to both interpret and express ideas are particularly essential for MLLs. Students need opportunities, beyond independent paper-pencil exercises, to use all language modes (reading, speaking, listening, writing). For MLLs, experiencing engaging text-based tasks that are both cognitively demanding and language-intensive provides opportunities to comprehend (receptive language functions) and express (productive language functions) disciplinary ideas using their emerging English.

Research or Standards connection for Indicator 2p:
In the Introduction to the Writing Standards (pg. 19), the Common Core State Standards state, "Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources."

In "Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools," Graham and Perin (2007) present a critical analysis of adolescent writing instruction in the United States, highlighting a significant crisis in writing proficiency. They argue that while reading instruction has shown progress, adolescent writing skills have remained stagnant. The report uses meta-analysis to synthesize a large body of research on writing instruction and identifies 11 key elements that are supported by evidence:
- Writing Strategies: Teaching students specific strategies for planning, revising, and editing.

- Summarization: Explicitly teaching students how to summarize texts.
- Collaborative Writing: Using instructional arrangements where students work together to write.
- Specific Product Goals: Assigning students specific, achievable goals for their writing.
- Word Processing: Using computers and word processors as instructional tools.
- Sentence Combining: Teaching students to construct more complex sentences.
- Prewriting: Engaging students in activities designed to generate or organize ideas for writing.
- Inquiry Activities: Engaging students in analyzing data to develop ideas for writing.
- Process Writing Approach: Interweaving a variety of writing activities in a workshop environment.
- Study of Models: Providing opportunities for students to read, analyze, and emulate good writing.
- Writing for Content Learning: Using writing as a tool for learning content material.

In "[Evidence-Based Recommendations for Teaching Writing,](#)" Graham, Collins, and Ciullo (2024) provide 11 evidence-based recommendations for effective writing instruction, drawing on a comprehensive review of nearly 1,000 research studies. They emphasize the importance of providing support for students as they write, teaching foundational writing skills, incorporating twenty-first century tools, and encouraging students to write across the curriculum, connecting writing with reading. The authors also highlight the crucial role of creating a motivating writing environment where students are encouraged to try hard and believe in their abilities. They conclude by emphasizing the importance of teaching writing effectively, advocating for a more holistic approach that recognizes the evolving landscape of technology and communication in society.

Research or Standards connection for Indicator 2p.MLL:
From ELSF "Current Research on English Learners and English Language Arts Education": "Through careful attention and planning, English learners can be challenged and supported as they engage with the same complex ELA texts and grapple with the same concepts as their monolingual peers working toward grade-level standards. As MLLs are developing their expertise in English, they must simultaneously develop content knowledge and disciplinary practices such as critical thinking, question posing, and argumentation. Research suggests that even young MLL writers are able to critically examine text and evaluate its effectiveness. To do so, students need not only access to grade-level content, materials, and complex texts, but also instructional support to engage with them and meet the same academic goals as their peers. Instead of simplification of text, students need multiple exposures, opportunities, and modalities to support their comprehension of increasingly sophisticated grade-level texts. Walqui & van Lier refer to these processes and texts as amplified and describe how scaffolding can be incorporated into the text itself or provided through instructional activities. Supports such as glossaries, visual cues, metacognitive strategies, and attention to vocabulary can serve to amplify text and help MLLs engage in grade-level tasks."

"Drawing from commonalities across case studies, Castellón et al. recommend that schools 'develop strong and unified language development frameworks that integrate content, analytical practices, literacy skills development, and language learning.'"

"Through careful attention and planning, English learners can be challenged and supported as they engage with the same complex ELA texts and grapple with the same concepts as their monolingual peers working toward grade-level standards."

 "It is also essential to note that English learners can meet CCSS standards without 'nativelike' proficiency or 'control of conventions and vocabulary' in oral or written forms."

Resources for Indicator 2p:
- [CCSS Anchor Writing Standards](#) (p. 18)
- [Introduction to the Writing Standards](#) (p. 19)

Resources for Indicator 2p.MLL:

- Bailey, A. L., Butler, F. A., Stevens, R., & Lord, C. (2007). Further specifying the language demands of school. In A.L. Bailey (Ed.), *The language demands of school: Putting academic English to the test* (pp. 103-156)
- Gibbons, P. (2015). Scaffolding language, scaffolding learning. *Teaching English Language Learners in the Mainstream Classroom*. New Hampshire: Heinemann.
- Hakuta, K., Butler, Y. G., & Witt, D. (2000). How long does it take English learners to attain proficiency? *The University of California Linguistic Minority Research Institute, (2000-1).*
- Torff, B., & Murphy, A. (2020). Teachers' beliefs about English learners: Adding linguistic support to enhance academic rigor. *Phi Delta Kappan*, 101, 14-18.
- Walqui, A., & Bunch, G. C. (2019). *Amplifying the curriculum: Designing quality learning opportunities for English learners*. Teachers College Press.
- Weiss, J. & Stanstead, M. (2022). "English Learners and English Language Arts Education". *English Learners Success Forum*. Retrieved from: https://www.elsuccessforum.org/resources/english-learners-and-english-language-arts-education
- WIDA ELD Framework: https://wida.wisc.edu/teach/standards/eld/2020

Indicator 2p Guiding Question:

Do the materials include explicit instruction in varied writing processes, embedded in what students are studying throughout the unit?

Evidence Collection

For Indicator 2p:
Note: This indicator uses the term "processes" instead of process to emphasize that depending on the genre and intended audience of a piece of writing, the writing process differs.

In the Instructional Materials being reviewed:
- Look for clear, structured lessons that provide explicit instruction on each stage of the writing process, including prewriting, drafting, revising, editing, and publishing.
- Ensure that the materials include teacher modeling of writing strategies and processes, demonstrating how to approach writing tasks effectively.
- Verify that the materials provide example texts and student exemplars that illustrate how different genres work and highlight effective writing techniques.
- Look to see that the materials include clear, step-by-step guidance on writing processes for constructing paragraphs and multi-paragraph texts for various purposes (e.g., narrative, persuasive, expository).
- Check to see that the materials provide clear guidance and strategies for teachers on how to offer timely and constructive feedback on student writing. This includes criteria for evaluating writing and suggestions for improvement.
- Evaluate whether the materials encourage a supportive feedback approach, focusing on developmental growth and specific areas for revision, rather than only on errors.
- Ensure that the instruction on writing processes is integrated with activities that allow students to practice these processes, reinforcing learned strategies in authentic writing tasks.
- Ensure that guidance is included to help teachers support students in improving their writing skills through targeted and actionable feedback.

For Indicator 2p.MLL:
In the Instructional Materials being reviewed:

- Describe how the materials provide strategies, appropriate support, and accommodations that will foster MLL students' regular and active participation. Include opportunities for speaking, listening, reading, and writing to develop practices and knowledge of the subject matter. This may include scaffolding, but should scaffold up towards grade-level work.
- Describe content-specific or lesson-specific strategies and/or materials provided for supporting all students in engaging in grade-level/grade-band instruction. There must be more than a statement at the beginning of the chapter or lesson that is generic or states that the same strategy could be used with every lesson.
  - o Describe how specific supports and/or routines allow MLL students to access grade-level instruction/content and negotiate meaning.
  - o Describe how language supports and scaffolds are aligned to academic tasks and address the four domains of language (speaking, listening, reading, and writing).
  - o Describe how language supports and scaffolds support MLL students' understanding of entire tasks: what the task is asking them to do, their full participation in the task (including navigating and negotiating resources), and their demonstration of understanding through what the task asks them to produce.
  - o Describe how language supports, strategies, and resources allow all MLL students, including SIFE/SLIFE (Students with Limited or Interrupted Formal Education), those literate in their primary language, long-term MLLs, and those at varying levels of English proficiency to attain grade-level standards.
- Describe targeted opportunities for MLL students to use and develop language.
- Describe ways in which the materials focus supports around language functions and the disciplinary practices they are intertwined with, moving beyond concentrating solely on vocabulary.
- Describe ways in which the materials encourage MLL students to use interdisciplinary words and phrases that can be used across subjects, as well as content-area words and phrases specific to the discipline being taught.
- Describe ways in which the materials provide activities to help distinguish between common everyday meanings of language and content-specific meanings (*ex, draft = a little wind or the first try at writing something*).

Cluster Meeting

Preparing for the Indicator 2p cluster meeting:
- Do the materials provide clear, structured lessons that offer explicit instruction on each stage of the writing process, including prewriting, drafting, revising, editing, and publishing?
- Do the materials include teacher modeling of writing strategies and processes, demonstrating effective approaches to writing tasks?
- Do the materials provide mentor texts and student exemplars that illustrate how different genres work and highlight effective writing techniques?
- Is there clear, step-by-step guidance in the materials on writing processes for constructing paragraphs and multi-paragraph texts for various purposes (e.g., narrative, persuasive, expository)?
- Do the materials offer clear guidance and strategies for teachers on how to provide timely and constructive feedback on student writing, including criteria for evaluating writing and suggestions for improvement?
- Do the materials encourage a supportive feedback approach that focuses on developmental growth and specific areas for revision, rather than solely on errors?
- Is the instruction on writing processes integrated with activities that allow students to practice these processes, reinforcing learned strategies in authentic writing tasks?

- Is there guidance included to help teachers support students in improving their writing skills through targeted and actionable feedback?

During the Indicator 2p cluster meeting:
- Share evidence of the indicator.
- Discuss whether the materials provide clear, structured lessons that offer explicit instruction on each stage of the writing process, including prewriting, drafting, revising, editing, and publishing.
- Discuss whether the materials include teacher modeling of writing strategies and processes, demonstrating effective approaches to writing tasks.
- Discuss whether the materials provide mentor texts and student exemplars that illustrate how different genres work and highlight effective writing techniques.
- Discuss whether there is clear, step-by-step guidance in the materials on writing processes for constructing paragraphs and multi-paragraph texts for various purposes (e.g., narrative, persuasive, expository).
- Discuss whether the materials offer clear guidance and strategies for teachers on how to provide timely and constructive feedback on student writing, including criteria for evaluating writing and suggestions for improvement.
- Discuss whether the materials encourage a supportive feedback approach that focuses on developmental growth and specific areas for revision, rather than solely on errors.
- Discuss whether the instruction on writing processes is integrated with activities that allow students to practice these processes, reinforcing learned strategies in authentic writing tasks.
- Discuss whether there is guidance included to help teachers support students in improving their writing skills through targeted and actionable feedback.
- Look for and discuss whether the indicator was met fully, partially, or did not meet any scoring bullet in the scoring section.
- Agree on the final rating.

Discussion questions for the Indicator 2p.MLL cluster meeting:
- Where and how do materials help teachers use supports while maintaining the cognitive demand of writing tasks?
- Where and how do materials support learners' understanding of writing tasks and concepts with the use of specific language resources?
- Where and how do the supports assist students in producing the language to demonstrate their understanding (language models and frames)?
- Do the supports oversimplify or water down the content?
- How do language supports align to the academic tasks (beyond generic/basic sentence frames)?
- How do language supports provide opportunities to develop language using the four domains of language (speaking, listening, reading, and writing)?

3-5 ELA Criterion 2.2	Materials include questions, tasks, and assignments that are meaningful, evidence-based, and support students in making meaning and building knowledge as they progress toward grade-level mastery of literacy skills. Materials include clear, explicit instruction guidance for teachers across all literacy skills.
Indicator 2q	**2q** Materials include frequent opportunities for students to practice the writing processes using evidence-based strategies, embedded in what students are studying throughout the unit. **2q.MLL** Materials provide support for MLLs' full and complete participation in opportunities to practice the writing process using evidence-based strategies.

2q Scoring:

2 points	1 points	0 points
Materials meet ALL of the requirements of this indicator	Materials DO NOT meet ALL of the requirements of this indicator.	Materials DO NOT meet ANY of the requirements of this indicator.

- Materials include multiple opportunities for students to plan writing (e.g., with graphic organizers).
- Materials include multiple opportunities for students to draft their writing.
- Materials include multiple opportunities for students to revise and edit their writing with grade-appropriate strategies and tools.
- Materials include multiple opportunities for students to use technology to produce and publish writing.

2q.MLL Scoring:

2 points	1 point	0 points
• Materials consistently provide strategies and supports for MLLs to fully and completely participate in opportunities to practice the writing process using evidence-based strategies.	• Materials provide strategies and supports for MLLs to participate in opportunities to practice the writing process using evidence-based strategies, but these supports do not consistently provide for full and complete participation by MLL students. OR • Materials provide some strategies and supports for MLLs to fully and completely participate in opportunities to practice the writing process	• Materials do not provide strategies and supports for MLLs to fully and completely participate in opportunities to practice the writing process using evidence-based strategies.

		using evidence-based strategies, but they are not employed consistently throughout the program.	

About this indicator:

What is the purpose of Indicator 2q?

While the previous indicator considered whether materials include opportunities for students to practice both on-demand and process writing, this indicator solely looks at process writing (at the paragraph and multi-paragraph level). Materials should include ample opportunities to apply these processes through proven, evidence-based strategies. Frequent practice helps students refine their ability to express ideas clearly and effectively. This indicator uses the term "processes" instead of process to emphasize that depending on the genre and intended audience of a piece of writing, the writing process differs. Through exposure to varied writing processes, students learn how to adapt their writing style and approach to suit different contexts, genres, and audiences, enhancing their versatility as writers. This indicator also considers whether students have opportunities to use technology to produce and publish writing pieces. Understanding and practicing the writing process—planning, drafting, revising, editing, and publishing—can lead to more organized and coherent writing.

What is the purpose of Indicator 2q.MLL?

MLLs can and will reach grade-level standards when provided the appropriate scaffolds, supports, and opportunity to do so. Complex tasks require deliberate language supports that maintain the cognitive demand by amplifying—rather than simplifying—the content, practices, and associated language. Language supports should "scaffold up" to provide appropriate assistance for learners. Supports that maintain the rigor of the tasks create conditions for new learning, and provide opportunities for teachers to observe, understand, and respond to learners' current knowledge.

Though beneficial to all students, tasks that require students to both interpret and express ideas are particularly essential for MLLs. Students need opportunities, beyond independent paper-pencil exercises, to use all language modes (reading, speaking, listening, writing). For MLLs, experiencing engaging text-based tasks that are both cognitively demanding and language-intensive provides opportunities to comprehend (receptive language functions) and express (productive language functions) disciplinary ideas using their emerging English.

Research or Standards connection for Indicator 2q:

In the Introduction to the Writing Standards (pg. 19), the Common Core State Standards state, "Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources."

In "Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools," Graham and Perin (2007) present a critical analysis of adolescent writing instruction in the United States, highlighting a significant crisis in writing proficiency. They argue that while reading instruction has shown progress, adolescent writing skills have remained stagnant. The report uses meta-analysis to synthesize a large body of research on writing instruction and identifies 11 key elements that are supported by evidence:

- Writing Strategies: Teaching students specific strategies for planning, revising, and editing.
- Summarization: Explicitly teaching students how to summarize texts.
- Collaborative Writing: Using instructional arrangements where students work together to write.
- Specific Product Goals: Assigning students specific, achievable goals for their writing.

- Word Processing: Using computers and word processors as instructional tools.
- Sentence Combining: Teaching students to construct more complex sentences.
- Prewriting: Engaging students in activities designed to generate or organize ideas for writing.
- Inquiry Activities: Engaging students in analyzing data to develop ideas for writing.
- Process Writing Approach: Interweaving a variety of writing activities in a workshop environment.
- Study of Models: Providing opportunities for students to read, analyze, and emulate good writing.
- Writing for Content Learning: Using writing as a tool for learning content material.

In "Evidence-Based Recommendations for Teaching Writing," Graham, Collins, and Ciullo (2024) provide 11 evidence-based recommendations for effective writing instruction, drawing on a comprehensive review of nearly 1,000 research studies. They emphasize the importance of providing support for students as they write, teaching foundational writing skills, incorporating twenty-first century tools, and encouraging students to write across the curriculum, connecting writing with reading. The authors also highlight the crucial role of creating a motivating writing environment where students are encouraged to try hard and believe in their abilities. They conclude by emphasizing the importance of teaching writing effectively, advocating for a more holistic approach that recognizes the evolving landscape of technology and communication in society.

Research or Standards connection for Indicator 2q.MLL:
From ELSF "Current Research on English Learners and English Language Arts Education": "Through careful attention and planning, English learners can be challenged and supported as they engage with the same complex ELA texts and grapple with the same concepts as their monolingual peers working toward grade-level standards. As MLLs are developing their expertise in English, they must simultaneously develop content knowledge and disciplinary practices such as critical thinking, question posing, and argumentation. Research suggests that even young MLL writers are able to critically examine text and evaluate its effectiveness. To do so, students need not only access to grade-level content, materials, and complex texts, but also instructional support to engage with them and meet the same academic goals as their peers. Instead of simplification of text, students need multiple exposures, opportunities, and modalities to support their comprehension of increasingly sophisticated grade-level texts. Walqui & van Lier refer to these processes and texts as amplified and describe how scaffolding can be incorporated into the text itself or provided through instructional activities. Supports such as glossaries, visual cues, metacognitive strategies, and attention to vocabulary can serve to amplify text and help MLLs engage in grade-level tasks."

"Drawing from commonalities across case studies, Castellón et al. recommend that schools 'develop strong and unified language development frameworks that integrate content, analytical practices, literacy skills development, and language learning.'"

"Through careful attention and planning, English learners can be challenged and supported as they engage with the same complex ELA texts and grapple with the same concepts as their monolingual peers working toward grade-level standards."

 "It is also essential to note that English learners can meet CCSS standards without 'nativelike' proficiency or 'control of conventions and vocabulary' in oral or written forms."

Resources for Indicator 2q:
- CCSS Anchor Writing Standards (p. 18)
- Introduction to the Writing Standards (p. 19)

Resources for Indicator 2q.MLL:
- Bailey, A. L., Butler, F. A., Stevens, R., & Lord, C. (2007). Further specifying the language demands of school. In A.L. Bailey (Ed.), *The language demands of school: Putting academic English to the test* (pp. 103-156)

- Gibbons, P. (2015). Scaffolding language, scaffolding learning. *Teaching English Language Learners in the Mainstream Classroom*. New Hampshire: Heinemann.
- Hakuta, K., Butler, Y. G., & Witt, D. (2000). How long does it take English learners to attain proficiency? *The University of California Linguistic Minority Research Institute, (2000-1)*.
- Torff, B., & Murphy, A. (2020). Teachers' beliefs about English learners: Adding linguistic support to enhance academic rigor. *Phi Delta Kappan*, 101, 14-18.
- Walqui, A., & Bunch, G. C. (2019). *Amplifying the curriculum: Designing quality learning opportunities for English learners*. Teachers College Press.
- Weiss, J. & Stanstead, M. (2022). "English Learners and English Language Arts Education". *English Learners Success Forum*. Retrieved from: https://www.elsuccessforum.org/resources/english-learners-and-english-language-arts-education
- WIDA ELD Framework: https://wida.wisc.edu/teach/standards/eld/2020

Indicator 2q Guiding Question:

Do materials include frequent opportunities for students to practice the writing processes using evidence-based strategies, embedded in what students are studying throughout the unit?

Evidence Collection

For Indicator 2q:
Note: This indicator uses the term "processes" instead of process to emphasize that depending on the genre and intended audience of a piece of writing, the writing process differs. It is also possible that students in the lower grades will be dictating their writing to an adult.

Note: This indicator uses the term "processes" instead of process to emphasize that depending on the genre and intended audience of a piece of writing, the writing process differs.

Note: If materials do not include writing opportunities for all types of writing processes (to inform, to persuade, to convey experience), they can not fully meet expectations for this indicator.

In the Instructional Materials being reviewed:
- Check to see that the materials provide graphic organizers (e.g., mind maps, outlines, storyboards) to help students organize their thoughts/writing effectively.
- Identify if there are dedicated timeframes in the curriculum for planning writing across different types of writing.
- Assess the presence of activities where students create initial drafts, possibly with prompts or templates.
- Check whether materials suggest breaking down the drafting process into manageable sections.
- Evaluate if there are opportunities for teacher and peer feedback on drafts, allowing students to refine their work.
- Look for specific strategies provided for revision.
- Assess the inclusion of grade-appropriate editing tools (e.g., grammar checklists, peer review guidelines).
- Check for the presence of recommendations for specific technologies and platforms (e.g., word processors, blogs, collaborative documents) that facilitate writing.
- Assess if there are suggestions for avenues to publish or share student writing, such as online platforms, class newsletters, or school websites.

For Indicator 2q.MLL:
In the Instructional Materials being reviewed:

- Describe how the materials provide strategies, appropriate support, and accommodations that will foster MLL students' regular and active participation. Include opportunities for speaking, listening, reading, and writing to develop practices and knowledge of the subject matter. This may include scaffolding, but should scaffold up towards grade-level work.
- Describe content-specific or lesson-specific strategies and/or materials provided for supporting all students in engaging in grade-level/grade-band instruction. There must be more than a statement at the beginning of the chapter or lesson that is generic or states that the same strategy could be used with every lesson.
  - o Describe how specific supports and/or routines allow MLL students to access grade-level instruction/content and negotiate meaning.
  - o Describe how language supports and scaffolds are aligned to academic tasks and address the four domains of language (speaking, listening, reading, and writing).
  - o Describe how language supports and scaffolds support MLL students' understanding of entire tasks: what the task is asking them to do, their full participation in the task (including navigating and negotiating resources), and their demonstration of understanding through what the task asks them to produce.
  - o Describe how language supports, strategies, and resources allow all MLL students, including SIFE/SLIFE (Students with Limited or Interrupted Formal Education), those literate in their primary language, long-term MLLs, and those at varying levels of English proficiency to attain grade-level standards.
- Describe targeted opportunities for MLL students to use and develop language.
- Describe ways in which the materials focus supports around language functions and the disciplinary practices they are intertwined with, moving beyond concentrating solely on vocabulary.
- Describe ways in which the materials encourage MLL students to use interdisciplinary words and phrases that can be used across subjects, as well as content-area words and phrases specific to the discipline being taught.
- Describe opportunities for MLLs to engage in structured academic discourse with teachers and peers, and how these interactions build conceptual understandings and disciplinary language use.
- Describe ways in which the materials provide activities to help distinguish between common everyday meanings of language and content-specific meanings (*ex, draft = a little wind or the first try at writing something*).

Cluster Meeting

Preparing for the Indicator 2q cluster meeting:
- Do the materials provide graphic organizers (e.g., mind maps, outlines, storyboards) to help students organize their thoughts and writing effectively?
- Are there dedicated timeframes in the curriculum for planning writing across different types of writing?
- Are there activities that allow students to create initial drafts, possibly with prompts or templates?
- Do the materials suggest breaking down the drafting process into manageable sections?
- Are there opportunities for teacher and peer feedback on drafts to help students refine their work?
- What specific strategies are provided for revision?
- Are grade-appropriate editing tools (e.g., grammar checklists, peer review guidelines) included in the materials?
- Do the materials include recommendations for specific technologies and platforms (e.g., word processors, blogs, collaborative documents) that facilitate writing?
- Are there suggestions for avenues to publish or share student writing, such as online platforms, class newsletters, or school websites?

During the Indicator 2q cluster meeting:
- Share evidence of the indicator.
- Discuss whether the materials provide graphic organizers (e.g., mind maps, outlines, storyboards) to help students organize their thoughts and writing effectively.
- Discuss whether there are dedicated timeframes in the curriculum for planning writing across different types of writing.
- Discuss whether there are activities that allow students to create initial drafts, possibly with prompts or templates.
- Discuss whether the materials suggest breaking down the drafting process into manageable sections.
- Discuss whether there are opportunities for teacher and peer feedback on drafts to help students refine their work.
- Discuss the strategies provided for revision.
- Discuss whether there are grade-appropriate editing tools (e.g., grammar checklists, peer review guidelines) included in the materials.
- Discuss whether the materials include recommendations for specific technologies and platforms (e.g., word processors, blogs, collaborative documents) that facilitate writing.
- Discuss whether there are suggestions for avenues to publish or share student writing, such as online platforms, class newsletters, or school websites.
- Look for and discuss whether the indicator was met fully, partially, or did not meet any scoring bullet in the scoring section.
- Agree on the final rating.

Discussion questions for the Indicator 2q.MLL cluster meeting:
- Where and how do materials help teachers use supports while maintaining the cognitive demand of writing tasks?
- Where and how do materials support learners' understanding of writing tasks and concepts with the use of specific language resources?
- Where and how do the supports assist students in producing the language to demonstrate their understanding (language models and frames)?
- Do the supports oversimplify or water down the content?
- How do language supports align to the academic tasks (beyond generic/basic sentence frames)?
- How do language supports provide opportunities to develop language using the four domains of language (speaking, listening, reading, and writing)?

3-5 ELA Criterion 2.2	Materials include questions, tasks, and assignments that are meaningful, evidence-based, and support students in making meaning and building knowledge as they progress toward grade-level mastery of literacy skills. Materials include clear, explicit instruction guidance for teachers across all literacy skills.
Indicator 2r	**2r** Materials include frequent opportunities for students to practice evidence-based writing (by drawing from the texts and knowledge built throughout the unit) to explain what the text says explicitly and implicitly. **2r.MLL** Materials provide support for MLLs' full and complete participation in opportunities to practice evidence-based writing (by drawing from the texts and knowledge built throughout the unit) to explain what the text says explicitly and implicitly.

2r Scoring:

2 points	1 point	0 points
Materials meet ALL of the requirements of this indicator.	Materials DO NOT meet ALL of the requirements of this indicator.	Materials DO NOT meet ANY of the requirements of this indicator.

- Materials provide frequent writing opportunities that require students to refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- Materials provide frequent writing opportunities focused on students' recall or analysis of information to develop opinions from reading closely and working with evidence from texts and sources.

2r.MLL Scoring:

2 points	1 point	0 points
• Materials consistently provide strategies and supports for MLLs to fully and completely participate in opportunities to practice evidence-based writing to explain what the text says explicitly and implicitly.	• Materials provide strategies and supports for MLLs to participate in opportunities to practice evidence-based writing to explain what the text says explicitly and implicitly, but these supports do not consistently provide for full and complete participation by MLL students. OR • Materials provide some strategies and supports for MLLs to fully and completely	• Materials do not provide strategies and supports for MLLs to fully and completely participate in opportunities to practice evidence-based writing to explain what the text says explicitly and implicitly.

	participate in opportunities to practice evidence-based writing to explain what the text says explicitly and implicitly, but they are not employed consistently throughout the program.	

About this indicator:

What is the purpose of Indicator 2r?

This indicator considers whether materials provide students with ample opportunities to engage in evidence-based writing in order to enhance their analytical, argumentative, and informational writing skills. Frequent practice in writing with evidence encourages students to communicate ideas clearly and concisely, ensuring that information is conveyed effectively and accurately. By reading closely in order to produce stronger evidence-based writing, students learn to explain what a text says implicitly and explicitly, identifying key ideas and drawing logical conclusions supported by evidence. By using evidence in their writing, students strengthen their argumentation skills, developing the ability to construct well-defended claims with credible support. Overall, this indicator aims to foster students' proficiency in writing that is grounded in evidence, supporting their development as effective communicators and thinkers.

What is the purpose of Indicator 2r.MLL?

MLLs can and will reach grade-level standards when provided the appropriate scaffolds, supports, and opportunity to do so. Complex tasks require deliberate language supports that maintain the cognitive demand by amplifying—rather than simplifying—the content, practices, and associated language. Language supports should "scaffold up" to provide appropriate assistance for learners. Supports that maintain the rigor of the tasks create conditions for new learning, and provide opportunities for teachers to observe, understand, and respond to learners' current knowledge.

Though beneficial to all students, tasks that require students to both interpret and express ideas are particularly essential for MLLs. Students need opportunities, beyond independent paper-pencil exercises, to use all language modes (reading, speaking, listening, writing). For MLLs, experiencing engaging text-based tasks that are both cognitively demanding and language-intensive provides opportunities to comprehend (receptive language functions) and express (productive language functions) disciplinary ideas using their emerging English.

Research or Standards connection for Indicator 2r:

The [Introduction to the Common Core State Standards](#) (pg. 7) states, "Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others' use of evidence."

In "[Writing to Read: Evidence for How Writing Can Improve Reading](#)," Graham and Hebert (2010) provide strong evidence for the effectiveness of writing in improving student reading. The report highlights the benefits of having students write about the texts they are reading, as opposed to simply reading them. The researchers found that when students write personal reactions, summaries, or notes about a text, it enhances their comprehension of the material. Furthermore, the report emphasizes the importance of teaching students the writing skills and processes that go into creating text, including things like spelling, sentence construction, and

text structure. This kind of instruction was found to directly improve reading fluency and word recognition. The report also emphasizes that simply increasing how much students write, regardless of the specific activity, can lead to improved reading comprehension. These findings suggest that incorporating writing into the curriculum is essential for fostering strong reading skills.

In "Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools," Graham and Perin (2007) present a critical analysis of adolescent writing instruction in the United States, highlighting a significant crisis in writing proficiency. They argue that while reading instruction has shown progress, adolescent writing skills have remained stagnant. The report uses meta-analysis to synthesize a large body of research on writing instruction and identifies 11 key elements that are supported by evidence:
- Writing Strategies: Teaching students specific strategies for planning, revising, and editing.
- Summarization: Explicitly teaching students how to summarize texts.
- Collaborative Writing: Using instructional arrangements where students work together to write.
- Specific Product Goals: Assigning students specific, achievable goals for their writing.
- Word Processing: Using computers and word processors as instructional tools.
- Sentence Combining: Teaching students to construct more complex sentences.
- Prewriting: Engaging students in activities designed to generate or organize ideas for writing.
- Inquiry Activities: Engaging students in analyzing data to develop ideas for writing.
- Process Writing Approach: Interweaving a variety of writing activities in a workshop environment.
- Study of Models: Providing opportunities for students to read, analyze, and emulate good writing.
- Writing for Content Learning: Using writing as a tool for learning content material.

In "Evidence-Based Recommendations for Teaching Writing," Graham, Collins, and Ciullo (2024) provide 11 evidence-based recommendations for effective writing instruction, drawing on a comprehensive review of nearly 1,000 research studies. They emphasize the importance of providing support for students as they write, teaching foundational writing skills, incorporating twenty-first century tools, and encouraging students to write across the curriculum, connecting writing with reading. The authors also highlight the crucial role of creating a motivating writing environment where students are encouraged to try hard and believe in their abilities. They conclude by emphasizing the importance of teaching writing effectively, advocating for a more holistic approach that recognizes the evolving landscape of technology and communication in society.

Research or Standards connection for Indicator 2r.MLL:
From ELSF "Current Research on English Learners and English Language Arts Education": "Through careful attention and planning, English learners can be challenged and supported as they engage with the same complex ELA texts and grapple with the same concepts as their monolingual peers working toward grade-level standards. As MLLs are developing their expertise in English, they must simultaneously develop content knowledge and disciplinary practices such as critical thinking, question posing, and argumentation. Research suggests that even young MLL writers are able to critically examine text and evaluate its effectiveness. To do so, students need not only access to grade-level content, materials, and complex texts, but also instructional support to engage with them and meet the same academic goals as their peers. Instead of simplification of text, students need multiple exposures, opportunities, and modalities to support their comprehension of increasingly sophisticated grade-level texts. Walqui & van Lier refer to these processes and texts as amplified and describe how scaffolding can be incorporated into the text itself or provided through instructional activities. Supports such as glossaries, visual cues, metacognitive strategies, and attention to vocabulary can serve to amplify text and help MLLs engage in grade-level tasks."

"Drawing from commonalities across case studies, Castellón et al. recommend that schools 'develop strong and unified language development frameworks that integrate content, analytical practices, literacy skills development, and language learning.'"

"Through careful attention and planning, English learners can be challenged and supported as they engage with the same complex ELA texts and grapple with the same concepts as their monolingual peers working toward grade-level standards."

"It is also essential to note that English learners can meet CCSS standards without 'nativelike' proficiency or 'control of conventions and vocabulary' in oral or written forms."

Resources for Indicator 2r:
- [Introduction to the Common Core State Standards](#) (p. 3-8)

Resources for Indicator 2r.MLL:
- Bailey, A. L., Butler, F. A., Stevens, R., & Lord, C. (2007). Further specifying the language demands of school. In A.L. Bailey (Ed.), *The language demands of school: Putting academic English to the test* (pp. 103-156)
- Gibbons, P. (2015). Scaffolding language, scaffolding learning. *Teaching English Language Learners in the Mainstream Classroom*. New Hampshire: Heinemann.
- Hakuta, K., Butler, Y. G., & Witt, D. (2000). How long does it take English learners to attain proficiency? *The University of California Linguistic Minority Research Institute, (2000-1)*.
- Torff, B., & Murphy, A. (2020). Teachers' beliefs about English learners: Adding linguistic support to enhance academic rigor. *Phi Delta Kappan*, 101, 14-18.
- Walqui, A., & Bunch, G. C. (2019). *Amplifying the curriculum: Designing quality learning opportunities for English learners*. Teachers College Press.
- Weiss, J. & Stanstead, M. (2022). "English Learners and English Language Arts Education". *English Learners Success Forum*. Retrieved from: https://www.elsuccessforum.org/resources/english-learners-and-english-language-arts-education
- WIDA ELD Framework: https://wida.wisc.edu/teach/standards/eld/2020

Indicator 2r Guiding Question:
Do the materials provide frequent opportunities for students to practice evidence-based writing by drawing from the texts and the knowledge built throughout the unit to explain what the text says explicitly and implicitly?

Evidence Collection

For Indicator 2r:
In the instructional materials being reviewed:
- Consider how frequently students are required to use textual evidence in their writing.
- Assess whether students are prompted to develop claims supported by their analyses.
- Look for specific writing assignments that prompt students to cite textual evidence from the material they are studying.
- Determine whether there are activities that require students to analyze both explicit content and make inferences, thus encouraging deeper engagement with the text.
- Look for whether there are frequent prompts that encourage students to develop their analyses and claims based on the texts.
- Verify that students are expected to work with multiple texts or sources, allowing them to compare perspectives or viewpoints in their analyses.
- Look for examples or models provided to help students structure their analyses and claims effectively.

For Indicator 2r.MLL:

In the Instructional Materials being reviewed:
- Describe how the materials provide strategies, appropriate support, and accommodations that will foster MLL students' regular and active participation. Include opportunities for speaking, listening, reading, and writing to develop practices and knowledge of the subject matter. This may include scaffolding, but should scaffold up towards grade-level work.
- Describe content-specific or lesson-specific strategies and/or materials provided for supporting all students in engaging in grade-level/grade-band instruction. There must be more than a statement at the beginning of the chapter or lesson that is generic or states that the same strategy could be used with every lesson.
  - o Describe how specific supports and/or routines allow MLL students to access grade-level instruction/content and negotiate meaning.
  - o Describe how language supports and scaffolds are aligned to academic tasks and address the four domains of language (speaking, listening, reading, and writing).
  - o Describe how language supports and scaffolds support MLL students' understanding of entire tasks: what the task is asking them to do, their full participation in the task (including navigating and negotiating resources), and their demonstration of understanding through what the task asks them to produce.
  - o Describe how language supports, strategies, and resources allow all MLL students, including SIFE/SLIFE (Students with Limited or Interrupted Formal Education), those literate in their primary language, long-term MLLs, and those at varying levels of English proficiency to attain grade-level standards.
- Describe targeted opportunities for MLL students to use and develop language.
- Describe ways in which the materials focus supports around language functions and the disciplinary practices they are intertwined with, moving beyond concentrating solely on vocabulary.
- Describe ways in which the materials encourage MLL students to use interdisciplinary words and phrases that can be used across subjects, as well as content-area words and phrases specific to the discipline being taught.
- Describe opportunities for MLLs to engage in structured academic discourse with teachers and peers, and how these interactions build conceptual understandings and disciplinary language use.
- Describe ways in which the materials support MLL student meaning-making of vocabulary in context.
- Describe ways in which the materials provide activities to help distinguish between common everyday meanings of language and content-specific meanings (*ex, draft = a little wind or the first try at writing something*).

Cluster Meeting

Preparing for the Indicator 2r cluster meeting:
- How frequently are students required to use textual evidence in their writing?
- Are students prompted to develop claims supported by their analyses?
- Are there specific writing assignments that prompt students to cite textual evidence from the material they are studying?
- Do the materials include activities that require students to analyze both explicit content and make inferences, encouraging deeper engagement with the text?
- Are there frequent prompts that encourage students to develop their analyses and claims based on the texts?
- Are students expected to work with multiple texts or sources, allowing them to compare perspectives or viewpoints in their analyses?

- Are there examples or models provided to help students structure their analyses and claims effectively?

During the Indicator 2r cluster meeting:
- Share evidence of the indicator.
- Discuss how frequently students are required to use textual evidence in their writing.
- Discuss whether students are prompted to develop claims supported by their analyses.
- Discuss whether there are specific writing assignments that prompt students to cite textual evidence from the material they are studying.
- Discuss whether the materials include activities that require students to analyze both explicit content and make inferences, encouraging deeper engagement with the text.
- Discuss whether there are frequent prompts that encourage students to develop their analyses and claims based on the texts.
- Discuss whether students are expected to work with multiple texts or sources, allowing them to compare perspectives or viewpoints in their analyses.
- Discuss whether there are examples or models provided to help students structure their analyses and claims effectively.
- Look for and discuss whether the indicator was met fully, partially, or did not meet any scoring bullet in the scoring section.
- Agree on the final rating.

Discussion questions for the Indicator 2r.MLL cluster meeting:
- Where and how do materials help teachers use supports while maintaining the cognitive demand of evidence-based writing tasks?
- Where and how do materials support learners' understanding of writing tasks and concepts with the use of specific language resources?
- Where and how do the supports assist students in producing the language to demonstrate their understanding (language models and frames)?
- Are all evidence-based writing tasks supported for MLLs' full and complete participation?
  - Check for MLL supports in evidence-based writing tasks as part of both process writing and on-demand writing.
  - Check for MLL supports in opportunities for students to formulate their own questions about key details in the text to help develop critical thinking and analytical skills.
  - Check for MLL supports in opportunities for students to recall information and analyze details from the text.
  - Check for MLL supports in opportunities for students to use textual evidence to support their opinions.
- Do the supports oversimplify or water down the content?
- How do language supports align to the academic tasks (beyond generic/basic sentence frames)?
- How do language supports provide opportunities to develop language using the four domains of language (speaking, listening, reading, and writing)?

3-5 ELA Criterion 2.2	Materials include questions, tasks, and assignments that are meaningful, evidence-based, and support students in making meaning and building knowledge as they progress toward grade-level mastery of literacy skills. Materials include clear, explicit instruction guidance for teachers across all literacy skills.
Indicator 2s	**2s** Materials include explicit instruction on research skills that guide research and writing projects to develop students' knowledge using multiple texts and source materials. **2s.MLL** Materials provide support for MLLs' full and complete participation in the explicit instruction of research skills that guide research and writing projects to develop students' knowledge using multiple texts and source materials.

2s Scoring:

2 points	1 points	0 points
Materials meet ALL of the requirements of this indicator.	Materials DO NOT meet ALL of the requirements of this indicator.	Materials DO NOT meet ANY of the requirements of this indicator.

- Materials include research projects to build research skills that lead to mastery of the grade-level standards.
- Materials include explicit instruction of research skills that encourage students to develop knowledge of a topic using multiple texts and source materials.

2s.MLL Scoring:

2 points	1 point	0 points
- Materials consistently provide strategies and supports for MLLs to fully and completely participate in the explicit instruction of research skills that guide research and writing projects to develop students' knowledge using multiple texts and source materials.	- Materials provide strategies and supports for MLLs to participate in the explicit instruction of research skills that guide research and writing projects to develop students' knowledge using multiple texts and source materials, but these supports do not consistently provide for full and complete participation by MLL students. OR - Materials provide some strategies and supports for MLLs to fully and completely	- Materials do not provide strategies and supports for MLLs to fully and completely participate in the explicit instruction of research skills that guide research and writing projects to develop students' knowledge using multiple texts and source materials.

	participate in the explicit instruction of research skills that guide research and writing projects to develop students' knowledge using multiple texts and source materials, but they are not employed consistently throughout the program.	

About this indicator:

What is the purpose of Indicator 2s?
The purpose of this indicator is to ensure that materials include explicit instruction to support students in building the research skills they need to be successful throughout their education and careers. Students should participate in structured research that helps them deepen their understanding of a particular topic by examining multiple texts and sources. This indicator examines whether research projects are present in materials and whether teacher guidance for these research projects is thorough. Consequently, as students develop their research and analysis skills, they develop the media literacy skills that they need to be successful citizens in the digital age.

What is the purpose of Indicator 2s.MLL?
MLLs can and will reach grade-level standards when provided the appropriate scaffolds, supports, and opportunity to do so. Complex tasks require deliberate language supports that maintain the cognitive demand by amplifying—rather than simplifying—the content, practices, and associated language. Language supports should "scaffold up" to provide appropriate assistance for learners. Supports that maintain the rigor of the tasks create conditions for new learning, and provide opportunities for teachers to observe, understand, and respond to learners' current knowledge.

Though beneficial to all students, tasks that require students to both interpret and express ideas are particularly essential for MLLs. Students need opportunities, beyond independent paper-pencil exercises, to use all language modes (reading, speaking, listening, writing). For MLLs, experiencing engaging text-based tasks that are both cognitively demanding and language-intensive provides opportunities to comprehend (receptive language functions) and express (productive language functions) disciplinary ideas using their emerging English.

Research or Standards connection for Indicator 2s:
The Introduction to the Common Core State Standards (p. 7) states, "Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking."

In "Measuring the Acquisition of Media-Literacy Skills," Hobbs and Frost (2003) investigate the impact of a yearlong media literacy curriculum on students' reading comprehension, writing skills, and critical thinking skills. They compared a group of students who received media literacy instruction with a control group who did not. The results showed that the media literacy treatment group outperformed the control group in reading comprehension, identifying specific details, and using more sophisticated message analysis skills. The study

also found that the treatment group significantly outperformed the control group in writing and in identifying the purpose, target audience, and construction techniques of media messages.

In "Students' Civic Online Reasoning: A National Portrait," Breakstone, Smith, Wineburg, Rapaport, Carle, Garland, and Saavedra (2019) investigated high school students' ability to evaluate information online. The study found that students nationwide struggled to demonstrate basic skills of civic online reasoning, such as identifying the source of information, evaluating evidence, and considering alternative perspectives. Only a small percentage of students performed at the Mastery level on the tasks. The study concludes that the current dominant approach to teaching digital literacy, which relies heavily on checklists and focuses on evaluating a single website, is inadequate for equipping students with the skills they need to navigate the complex and often misleading information environment of the internet. Instead, the authors advocate for research-based approaches to teaching civic online reasoning, which will necessitate a shift in educational practices and a greater investment in professional development for teachers.

In *Mind Over Media: Propaganda Education for the Digital Age*, Hobbs and Rushkoff (2020) explore how propaganda influences our digital world and the importance of educating individuals to critically analyze media messages. The book delves into the history and techniques of propaganda and how it has evolved in the digital age with the advent of social media and online platforms. It provides educators with tools and strategies to help students recognize different types of propaganda, distinguish between credible and misleading information, and develop critical thinking skills. Hobbs emphasizes the role of media literacy in empowering individuals to navigate the complex media landscape and make informed decisions.

In "Digital Readiness Gaps," Horrigan (2016) highlights that digital readiness shifts focus from mere access to technology to how effectively individuals use it for learning. He notes that digital skills and trust in online information are pivotal readiness factors separate from demographics like education or age. Despite the potential for change over time with evolving e-learning tools, these findings provide a snapshot of current digital readiness and its impact on personal growth and learning engagement in the digital age.

In "Critical Media Literacy, Democracy, and the Reconstruction of Education," Kellner and Share (2007) emphasize the importance of critical media literacy in helping students navigate the complex media landscape of the 21st century. They critique existing approaches to media education—the protectionist, media arts, and media literacy movements—as inadequate because they either focus too much on shielding students or lack a strong ideological component. Instead, the authors propose a comprehensive approach that includes ideology critique, multiperspectival analysis, alternative media production, and a connection to social justice. These elements aim to prepare students to be active citizens in a media-saturated world. The article also advocates for transformative pedagogy that encourages dialogue and critical reflection, empowering students to contribute to a democratic and equitable society. Educators are called to embrace new methods that challenge traditional literacy instruction, promote critical analysis and social change, and ensure access to quality media literacy education. Overall, the article argues that critical media literacy is crucial for empowering students and transforming education and society.

Research or Standards connection for Indicator 2s.MLL:
From ELSF "Current Research on English Learners and English Language Arts Education": "Through careful attention and planning, English learners can be challenged and supported as they engage with the same complex ELA texts and grapple with the same concepts as their monolingual peers working toward grade-level standards. As MLLs are developing their expertise in English, they must simultaneously develop content knowledge and disciplinary practices such as critical thinking, question posing, and argumentation. Research suggests that even young MLL writers are able to critically examine text and evaluate its effectiveness. To do so, students need not only access to grade-level content, materials, and complex texts, but also instructional support to engage with them and meet the same academic goals as their peers. Instead of simplification of text, students need multiple exposures, opportunities, and modalities to support their comprehension of increasingly

sophisticated grade-level texts. Walqui & van Lier refer to these processes and texts as amplified and describe how scaffolding can be incorporated into the text itself or provided through instructional activities. Supports such as glossaries, visual cues, metacognitive strategies, and attention to vocabulary can serve to amplify text and help MLLs engage in grade-level tasks."

"Drawing from commonalities across case studies, Castellón et al. recommend that schools 'develop strong and unified language development frameworks that integrate content, analytical practices, literacy skills development, and language learning.'"

"Through careful attention and planning, English learners can be challenged and supported as they engage with the same complex ELA texts and grapple with the same concepts as their monolingual peers working toward grade-level standards."

"It is also essential to note that English learners can meet CCSS standards without 'nativelike' proficiency or 'control of conventions and vocabulary' in oral or written forms."

Resources for Indicator 2s:
- [Introduction to the Common Core State Standards](p. 3-8)

Resources for Indicator 2s.MLL:
- Bailey, A. L., Butler, F. A., Stevens, R., & Lord, C. (2007). Further specifying the language demands of school. In A.L. Bailey (Ed.), *The language demands of school: Putting academic English to the test* (pp. 103-156)
- Gibbons, P. (2015). Scaffolding language, scaffolding learning. *Teaching English Language Learners in the Mainstream Classroom*. New Hampshire: Heinemann.
- Hakuta, K., Butler, Y. G., & Witt, D. (2000). How long does it take English learners to attain proficiency? *The University of California Linguistic Minority Research Institute, (2000-1)*.
- Torff, B., & Murphy, A. (2020). Teachers' beliefs about English learners: Adding linguistic support to enhance academic rigor. *Phi Delta Kappan*, 101, 14-18.
- Walqui, A., & Bunch, G. C. (2019). *Amplifying the curriculum: Designing quality learning opportunities for English learners*. Teachers College Press.
- Weiss, J. & Stanstead, M. (2022). "English Learners and English Language Arts Education". *English Learners Success Forum*. Retrieved from: https://www.elsuccessforum.org/resources/english-learners-and-english-language-arts-education
- WIDA ELD Framework: https://wida.wisc.edu/teach/standards/eld/2020

Indicator 2s Guiding Question:
Do the materials include explicit instruction of research skills that guide research and writing projects to encourage students to develop knowledge of a topic by confronting and analyzing different aspects of a topic using multiple texts and source materials?

Evidence Collection

For Indicator 2s:
In the instructional materials being reviewed:
- Look for materials that build research skills, from identifying reliable sources to synthesizing information and presenting findings, ensuring mastery of grade-level standards.

- Ensure materials provide clear, step-by-step guidance on research skills such as formulating research questions, conducting searches, evaluating source credibility, and citing sources correctly.
- Verify that students are instructed and encouraged to use a variety of texts and resources, including books, articles, and digital media, to gain a comprehensive understanding of a topic.
- See if the materials support integrating research findings into written work, teaching students how to construct arguments and support them with evidence from their research.

For Indicator 2s.MLL:
In the Instructional Materials being reviewed:
- Describe how the materials provide strategies, appropriate support, and accommodations that will foster MLL students' regular and active participation. Include opportunities for speaking, listening, reading, and writing to develop practices and knowledge of the subject matter. This may include scaffolding, but should scaffold up towards grade-level work.
- Describe content-specific or lesson-specific strategies and/or materials provided for supporting all students in engaging in grade-level/grade-band instruction. There must be more than a statement at the beginning of the chapter or lesson that is generic or states that the same strategy could be used with every lesson.
  - o Describe how specific supports and/or routines allow MLL students to access grade-level instruction/content and negotiate meaning.
  - o Describe how language supports and scaffolds are aligned to academic tasks and address the four domains of language (speaking, listening, reading, and writing).
  - o Describe how language supports and scaffolds support MLL students' understanding of entire tasks: what the task is asking them to do, their full participation in the task (including navigating and negotiating resources), and their demonstration of understanding through what the task asks them to produce.
  - o Describe how language supports, strategies, and resources allow all MLL students, including SIFE/SLIFE (Students with Limited or Interrupted Formal Education), those literate in their primary language, long-term MLLs, and those at varying levels of English proficiency to attain grade-level standards.
- Describe targeted opportunities for MLL students to use and develop language.
- Describe ways in which the materials focus supports around language functions and the disciplinary practices they are intertwined with, moving beyond concentrating solely on vocabulary.
- Describe ways in which the materials encourage MLL students to use interdisciplinary words and phrases that can be used across subjects, as well as content-area words and phrases specific to the discipline being taught.
- Describe ways in which the materials support MLL student meaning-making of vocabulary in context.
- Describe ways in which the materials provide activities to help distinguish between common everyday meanings of language and content-specific meanings (*ex, draft = a little wind or the first try at writing something*).

Cluster Meeting

Preparing for the Indicator 2s cluster meeting:
- Do the materials build research skills, from identifying reliable sources to synthesizing information and presenting findings, ensuring mastery of grade-level standards?
- Do the materials provide clear, step-by-step guidance on research skills such as formulating research questions, conducting searches, evaluating source credibility, and citing sources correctly?
- Are students instructed and encouraged to use a variety of texts and resources, including books, articles, and digital media, to gain a comprehensive understanding of a topic?

- Do the materials support integrating research findings into written work, teaching students how to construct arguments and support them with evidence from their research?

During the Indicator 2s cluster meeting:
- Share evidence of the indicator.
- Discuss whether the materials build research skills, from identifying reliable sources to synthesizing information and presenting findings, ensuring mastery of grade-level standards.
- Discuss whether the materials provide clear, step-by-step guidance on research skills such as formulating research questions, conducting searches, evaluating source credibility, and citing sources correctly.
- Discuss whether students are instructed and encouraged to use a variety of texts and resources, including books, articles, and digital media, to gain a comprehensive understanding of a topic.
- Discuss whether the materials support integrating research findings into written work, teaching students how to construct arguments and support them with evidence from their research.
- Look for and discuss whether the indicator was met fully, partially, or did not meet any scoring bullet in the scoring section.
- Agree on the final rating.

Discussion questions for the Indicator 2s.MLL cluster meeting:
- Do teacher materials provide models, protocols, and plans to support implementation of the research projects and tasks that keep in mind the specific supports and scaffolds needed by MLLs?
- Where and how do the supports assist students in producing the language to demonstrate their understanding (language models and frames)?
- Do the supports oversimplify or water down the content?
- How do language supports align to the academic tasks (beyond generic/basic sentence frames)?
- How do language supports provide opportunities to develop language using the four domains of language (speaking, listening, reading, and writing)?
- Do materials support opportunities for MLL students to revise and build on new learnings?

3-5 ELA Criterion 2.2	Materials include questions, tasks, and assignments that are meaningful, evidence-based, and support students in making meaning and building knowledge as they progress toward grade-level mastery of literacy skills. Materials include clear, explicit instruction guidance for teachers across all literacy skills.
Indicator 2t	**2t** Materials include multiple opportunities for students to apply research skills to develop their knowledge of topics. **2t.MLL** Materials provide support for MLLs' full and complete participation in opportunities to apply research skills to develop their knowledge of topics.

2t Scoring:

2 points	1 points	0 points
Materials meet ALL of the requirements of this indicator.	Materials DO NOT meet ALL of the requirements of this indicator.	Materials DO NOT meet ANY of the requirements of this indicator.

- Materials include multiple opportunities for students to apply research skills to short research projects using multiple texts and sources.
- Materials provide opportunities for students to recall relevant information from experiences or gather relevant information from print and digital sources, summarize or paraphrase information in notes and finished work, and (beginning in grade 4) provide a list of sources.
- Materials provide opportunities for students to draw evidence from literary or informational texts to support analysis, reflection, and research (beginning in grade 4).

2t.MLL Scoring:

2 points	1 point	0 points
- Materials consistently provide strategies and supports for MLLs to fully and completely participate in opportunities to apply research skills to develop their knowledge of topics.	- Materials provide strategies and supports for MLLs to participate in topportunities to apply research skills to develop their knowledge of topics, but these supports do not consistently provide for full and complete participation by MLL students. OR - Materials provide some strategies and supports for MLLs to fully and completely participate in opportunities to	- Materials do not provide strategies and supports for MLLs to fully and completely participate in opportunities to apply research skills to develop their knowledge of topics.

	apply research skills to develop their knowledge of topics, but they are not employed consistently throughout the program.	

About this indicator:

What is the purpose of Indicator 2t?
The purpose of this indicator is to ensure that materials provide numerous chances for students to practice and hone their research skills, such as identifying credible sources, gathering information, and critically evaluating data. Students must build research skills to be successful throughout their education and careers. Students should participate in structured research that helps them deepen their understanding of a particular topic by examining multiple texts and sources, allowing students to gain a deeper and more nuanced understanding of a topic. This indicator examines the opportunities that materials include for students to engage in the research process. As students develop their research and analysis skills, they develop the media literacy skills that they need to be successful citizens in the digital age and become critical thinkers who can navigate information-rich environments effectively.

What is the purpose of Indicator 2t.MLL?
MLLs can and will reach grade-level standards when provided the appropriate scaffolds, supports, and opportunity to do so. Complex tasks require deliberate language supports that maintain the cognitive demand by amplifying—rather than simplifying—the content, practices, and associated language. Language supports should "scaffold up" to provide appropriate assistance for learners. Supports that maintain the rigor of the tasks create conditions for new learning, and provide opportunities for teachers to observe, understand, and respond to learners' current knowledge.

Though beneficial to all students, tasks that require students to both interpret and express ideas are particularly essential for MLLs. Students need opportunities, beyond independent paper-pencil exercises, to use all language modes (reading, speaking, listening, writing). For MLLs, experiencing engaging text-based tasks that are both cognitively demanding and language-intensive provides opportunities to comprehend (receptive language functions) and express (productive language functions) disciplinary ideas using their emerging English.

Research or Standards connection for Indicator 2t:
The Introduction to the Common Core State Standards (p. 7) states, "Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking."

In "Measuring the Acquisition of Media-Literacy Skills," Hobbs and Frost (2003) investigate the impact of a yearlong media literacy curriculum on students' reading comprehension, writing skills, and critical thinking skills. They compared a group of students who received media literacy instruction with a control group who did not. The results showed that the media literacy treatment group outperformed the control group in reading comprehension, identifying specific details, and using more sophisticated message analysis skills. The study also found that the treatment group significantly outperformed the control group in writing and in identifying the purpose, target audience, and construction techniques of media messages.

In "[Students' Civic Online Reasoning: A National Portrait](#)," Breakstone, Smith, Wineburg, Rapaport, Carle, Garland, and Saavedra (2019) investigated high school students' ability to evaluate information online. The study found that students nationwide struggled to demonstrate basic skills of civic online reasoning, such as identifying the source of information, evaluating evidence, and considering alternative perspectives. Only a small percentage of students performed at the Mastery level on the tasks. The study concludes that the current dominant approach to teaching digital literacy, which relies heavily on checklists and focuses on evaluating a single website, is inadequate for equipping students with the skills they need to navigate the complex and often misleading information environment of the internet. Instead, the authors advocate for research-based approaches to teaching civic online reasoning, which will necessitate a shift in educational practices and a greater investment in professional development for teachers.

In *Mind Over Media: Propaganda Education for the Digital Age*, Hobbs and Rushkoff (2020) explore how propaganda influences our digital world and the importance of educating individuals to critically analyze media messages. The book delves into the history and techniques of propaganda and how it has evolved in the digital age with the advent of social media and online platforms. It provides educators with tools and strategies to help students recognize different types of propaganda, distinguish between credible and misleading information, and develop critical thinking skills. Hobbs emphasizes the role of media literacy in empowering individuals to navigate the complex media landscape and make informed decisions.

In "[Digital Readiness Gaps](#)," Horrigan (2016) highlights that digital readiness shifts focus from mere access to technology to how effectively individuals use it for learning. He notes that digital skills and trust in online information are pivotal readiness factors separate from demographics like education or age. Despite the potential for change over time with evolving e-learning tools, these findings provide a snapshot of current digital readiness and its impact on personal growth and learning engagement in the digital age.

In "[Critical Media Literacy, Democracy, and the Reconstruction of Education](#)," Kellner and Share (2007) emphasize the importance of critical media literacy in helping students navigate the complex media landscape of the 21st century. They critique existing approaches to media education—the protectionist, media arts, and media literacy movements—as inadequate because they either focus too much on shielding students or lack a strong ideological component. Instead, the authors propose a comprehensive approach that includes ideology critique, multiperspectival analysis, alternative media production, and a connection to social justice. These elements aim to prepare students to be active citizens in a media-saturated world. The article also advocates for transformative pedagogy that encourages dialogue and critical reflection, empowering students to contribute to a democratic and equitable society. Educators are called to embrace new methods that challenge traditional literacy instruction, promote critical analysis and social change, and ensure access to quality media literacy education. Overall, the article argues that critical media literacy is crucial for empowering students and transforming education and society.

Research or Standards connection for Indicator 2t.MLL:
From ELSF "Current Research on English Learners and English Language Arts Education": "Through careful attention and planning, English learners can be challenged and supported as they engage with the same complex ELA texts and grapple with the same concepts as their monolingual peers working toward grade-level standards. As MLLs are developing their expertise in English, they must simultaneously develop content knowledge and disciplinary practices such as critical thinking, question posing, and argumentation. Research suggests that even young MLL writers are able to critically examine text and evaluate its effectiveness. To do so, students need not only access to grade-level content, materials, and complex texts, but also instructional support to engage with them and meet the same academic goals as their peers. Instead of simplification of text, students need multiple exposures, opportunities, and modalities to support their comprehension of increasingly sophisticated grade-level texts. Walqui & van Lier refer to these processes and texts as amplified and describe how scaffolding can be incorporated into the text itself or provided through instructional activities. Supports such as glossaries, visual cues, metacognitive strategies, and attention to vocabulary can serve to amplify text

and help MLLs engage in grade-level tasks."

"Drawing from commonalities across case studies, Castellón et al. recommend that schools 'develop strong and unified language development frameworks that integrate content, analytical practices, literacy skills development, and language learning.'"

"Through careful attention and planning, English learners can be challenged and supported as they engage with the same complex ELA texts and grapple with the same concepts as their monolingual peers working toward grade-level standards."

"It is also essential to note that English learners can meet CCSS standards without 'nativelike' proficiency or 'control of conventions and vocabulary' in oral or written forms."

Resources for Indicator 2t:
- [Introduction to the Common Core State Standards](#) (p. 3-8)

Resources for Indicator 2t.MLL:
- Bailey, A. L., Butler, F. A., Stevens, R., & Lord, C. (2007). Further specifying the language demands of school. In A.L. Bailey (Ed.), *The language demands of school: Putting academic English to the test* (pp. 103-156)
- Gibbons, P. (2015). Scaffolding language, scaffolding learning. *Teaching English Language Learners in the Mainstream Classroom*. New Hampshire: Heinemann.
- Hakuta, K., Butler, Y. G., & Witt, D. (2000). How long does it take English learners to attain proficiency? *The University of California Linguistic Minority Research Institute, (2000-1)*.
- Torff, B., & Murphy, A. (2020). Teachers' beliefs about English learners: Adding linguistic support to enhance academic rigor. *Phi Delta Kappan*, 101, 14-18.
- Walqui, A., & Bunch, G. C. (2019). *Amplifying the curriculum: Designing quality learning opportunities for English learners*. Teachers College Press.
- Weiss, J. & Stanstead, M. (2022). "English Learners and English Language Arts Education". *English Learners Success Forum*. Retrieved from: https://www.elsuccessforum.org/resources/english-learners-and-english-language-arts-education
- WIDA ELD Framework: https://wida.wisc.edu/teach/standards/eld/2020

Indicator 2t Guiding Question:
Do the materials include multiple opportunities for students to apply research skills to develop knowledge of a topic by confronting and analyzing different aspects of topics?

Evidence Collection

For Indicator 2t:
In the instructional materials being reviewed:
- Check for a variety of short research projects that allow students to explore different questions and topics, encouraging curiosity and engagement.
- Look for materials that prompt students to generate additional related questions, fostering deeper investigation and critical thinking.
- Ensure that opportunities are provided for students to gather relevant information from a range of print and digital sources, enhancing their research skills.

- Assess if the materials provide opportunities for students to use effective search terms and strategies to locate credible information efficiently.
- Verify that materials provide students with a list of sources and summarize or paraphrase information in notes.
- Look for opportunities where students are required to draw evidence from literary or informational texts to support their analyses, reflections, and research.

For Indicator 2t.MLL:
In the Instructional Materials being reviewed:
- Describe how the materials provide strategies, appropriate support, and accommodations that will foster MLL students' regular and active participation. Include opportunities for speaking, listening, reading, and writing to develop practices and knowledge of the subject matter. This may include scaffolding, but should scaffold up towards grade-level work.
- Describe content-specific or lesson-specific strategies and/or materials provided for supporting all students in engaging in grade-level/grade-band instruction. There must be more than a statement at the beginning of the chapter or lesson that is generic or states that the same strategy could be used with every lesson.
  - Describe how specific supports and/or routines allow MLL students to access grade-level instruction/content and negotiate meaning.
  - Describe how language supports and scaffolds are aligned to academic tasks and address the four domains of language (speaking, listening, reading, and writing).
  - Describe how language supports and scaffolds support MLL students' understanding of entire tasks: what the task is asking them to do, their full participation in the task (including navigating and negotiating resources), and their demonstration of understanding through what the task asks them to produce.
  - Describe how language supports, strategies, and resources allow all MLL students, including SIFE/SLIFE (Students with Limited or Interrupted Formal Education), those literate in their primary language, long-term MLLs, and those at varying levels of English proficiency to attain grade-level standards.
- Describe targeted opportunities for MLL students to use and develop language.
- Describe ways in which the materials focus supports around language functions and the disciplinary practices they are intertwined with, moving beyond concentrating solely on vocabulary.
- Describe ways in which the materials encourage MLL students to use interdisciplinary words and phrases that can be used across subjects, as well as content-area words and phrases specific to the discipline being taught.
- Describe ways in which the materials support MLL student meaning-making of vocabulary in context.
- Describe ways in which the materials provide activities to help distinguish between common everyday meanings of language and content-specific meanings (*ex, draft = a little wind or the first try at writing something*).

Cluster Meeting

Preparing for the Indicator 2t cluster meeting:
- Is there a variety of short research projects that allow students to explore different questions and topics, encouraging curiosity and engagement?
- Do the materials prompt students to generate additional related questions, fostering deeper investigation and critical thinking?
- Are students provided with opportunities to provide a list of sources and summarize or paraphrase information in notes?

- Are opportunities provided for students to gather relevant information from a range of print and digital sources, enhancing their research skills?
- Are students provided with opportunities to assess the credibility and accuracy of sources, helping them discern reliable information from unreliable?
- Are there opportunities where students are required to draw evidence from literary or informational texts to support their analyses, reflections, and research?

During the Indicator 2t cluster meeting:
- Share evidence of the indicator.
- Discuss whether there are a variety of short research projects that allow students to explore different questions and topics, encouraging curiosity and engagement.
- Discuss whether the materials prompt students to generate additional related questions, fostering deeper investigation and critical thinking.
- Discuss whether there are opportunities provided for students to gather relevant information from a range of print and digital sources, enhancing their research skills.
- Discuss whether the materials provide students with a list of sources and summarize or paraphrase information in notes.
- Discuss whether students are provided with opportunities to assess the credibility and accuracy of sources, helping them discern reliable information from unreliable.
- Discuss whether there are opportunities where students are required to draw evidence from literary or informational texts to support their analyses, reflections, and research.
- Look for and discuss whether the indicator was met fully, partially, or did not meet any scoring bullet in the scoring section.
- Agree on the final rating.

Discussion questions for the Indicator 2t.MLL cluster meeting:
- Do teacher materials provide models, protocols, and plans to support implementation of the research projects and tasks that keep in mind the specific supports and scaffolds needed by MLLs?
- Where and how do the supports assist students in producing the language to demonstrate their understanding (language models and frames)?
- Do the supports oversimplify or water down the content?
- How do language supports align to the academic tasks (beyond generic/basic sentence frames)?
- How do language supports provide opportunities to develop language using the four domains of language (speaking, listening, reading, and writing)?
- Do materials support opportunities for MLL students to revise and build on new learnings?

Criterion 2: Coherence of MLL Supports

To identify the Criterion rating, educators use evidence gathered to score indicators related to each indicator.

Criterion 2 MLL indicators are connected to the content Criterion 2.2 focusing on knowledge building through reading, writing, and language comprehension in each tool. Indicator names reflect the content criteria they are connected to using this naming convention: *(Content Criterion).MLL*. Some content criteria have more than one associated MLL indicator; in these cases, a number will follow the indicator name.

Criterion 2: MLL supports are intentionally developed over time and reflect the interdependence of language and content.

3-5 ELA Criterion 2.2	Materials include questions, tasks, and assignments that are meaningful, evidence-based, and support students in making meaning and building knowledge as they progress toward grade-level mastery of literacy skills. Materials include clear, explicit instruction guidance for teachers across all literacy skills.
2.2.MLL-1	Materials intentionally develop language in ways valued by disciplinary practices over time, across lessons, units, and throughout the course.

2.2.MLL-1 Scoring:

2 points	1 point	0 points
• Materials show evidence of the intentional development of language in ways valued by disciplinary practices over time, through lessons, units, and throughout the course.	• Materials show some evidence of the intentional development of language in ways valued by disciplinary practices over time, through lessons, units, and throughout the course, but the development is inconsistent.	• Materials do not show evidence of the intentional development of language in ways valued by disciplinary practices over time, through lessons, units, and the overall scope and sequence.

About this indicator:

What is the purpose of this Indicator?
Just as content develops across lessons and units, so too, does disciplinary language evolve over lessons and units. In the same way that content is carefully sequenced to build upon ideas, disciplinary language can also be organized and planned in a way that intentionally builds across lessons, bridging students' everyday language to more academic language. The colloquial, day-to-day language serves as a bridge to the disciplinary ways of communicating with the larger academic community.

Research or Standards connection:

"The responsibility of 'teaching language' to students is often seen as resting solely on the shoulders of the ESL teacher. However, all teachers need to share responsibility for apprenticing students into the uses of English necessary to accomplish the disciplinary goals of their class." - Walqui & Bunch

Resources:
- Bailey, A. L., Butler, F. A., Stevens, R., & Lord, C. (2007). Further specifying the language demands of school. In A.L. Bailey (Ed.), *The language demands of school: Putting academic English to the test* (pp. 103-156)
- Gibbons, P. (2015). Scaffolding language, scaffolding learning. *Teaching English Language Learners in the Mainstream Classroom*. New Hampshire: Heinemann.
- NASEM, 2018; English Language Development Guidelines for Instruction. Saunders, W., Goldenberg, C., Marcelletti, D. 2013.
- Walqui, A., & Bunch, G. C. (2019). *Amplifying the curriculum: Designing quality learning opportunities for English learners*. Teachers College Press.
- WIDA ELD Framework: https://wida.wisc.edu/teach/standards/eld/2020

Indicator 2.2.MLL-1 Guiding Question:

Do materials intentionally develop language in ways valued by disciplinary practices over time, through lessons, units, and throughout the course, and any framing of the interdependence of content, practices, and language?

Evidence Collection

In the instructional materials being reviewed:
- Describe any plan in the materials to intentionally develop language in ways valued by disciplinary practices over time.
- Describe any framing in the materials of the interdependence of content, practices, and language.
- Describe how the materials present a plan for teachers to bridge between students' informal and everyday ways of communicating and formal academic ways of communicating.
- Describe how the materials introduce and support development of disciplinary ways of communicating.

**Note: Materials may plan to develop language through integrating language learning goals over time into the overall ELA scope and sequence document of the course. The plan itself should be described here, in 2.2.MLL-1. The way the language learning goals manifest in the scope and sequence should be described in 2.2.MLL-2 in accordance with the evidence collection bullets.

Cluster Meeting

- Is language addressed throughout the curriculum?
- Within lessons and units, is there a bridge between everyday and disciplinary ways of talking, and if so, is the bridge described?
- Over the course of the curriculum, do language goals/objectives reflect an expectation of increasing participation in disciplinary discourse practices?
- Where and how do materials provide guidance for teachers to foster conversations using everyday and disciplinary language, and to distinguish between the two?
- Do materials guide teachers to connect students' everyday and informal language to disciplinary language, and if so, how?

- Do materials provide consistent opportunities for students to develop disciplinary language?
- Are disciplinary discourse practices highlighted in the materials?

3-5 ELA Criterion 2.2	Materials include questions, tasks, and assignments that are meaningful, evidence-based, and support students in making meaning and building knowledge as they progress toward grade-level mastery of literacy skills. Materials include clear, explicit instruction guidance for teachers across all literacy skills.
2.2.MLL-2	Materials include a scope & sequence that develops different language learning goals over time (activities, lessons, units, courses), similar to the progression of content and practice learning objectives, to build toward student independence.

Scoring:

1 point	0 points
• Materials include a scope & sequence that develops different language learning goals over time (activities, lessons, units, courses), similar to the progression of content and practice learning objectives, to build toward student independence.	• Materials do not include a scope & sequence that develops different language learning goals over time (activities, lessons, units, courses), similar to the progression of content and practice learning objectives, to build toward student independence.

About this indicator:

What is the purpose of this Indicator?
In recent years, instructional materials have increasingly included disciplinary language development, adding key vocabulary and language objectives. At times, however, these language objectives have not been well-integrated with the content, giving the impression that the language objectives are ancillary or optional. Instead, content and language are interdependent so that as students learn content, they also need to be apprenticed into its language in a planful way. It's important for the scope and sequence documents within materials to make the connections between content and language clear to teachers for language development.

Research or Standards connection:
From ColorinColorado: "Implementing language objectives can be a powerful first step in ensuring that English learners have equal access to the curriculum even though they may not be fully proficient in the language. This is because the second language acquisition process requires opportunities for the language learner to be exposed to, practice with, and then be assessed on their language skills (Echevarria, Short, & Vogt, 2008)."

Resources:
- Bailey, A. L., Butler, F. A., Stevens, R., & Lord, C. (2007). Further specifying the language demands of school. In A.L. Bailey (Ed.), *The language demands of school: Putting academic English to the test* (pp. 103-156)
- Gibbons, P. (2015). Scaffolding language, scaffolding learning. *Teaching English Language Learners in the Mainstream Classroom*. New Hampshire: Heinemann.
- NASEM, 2018; English Language Development Guidelines for Instruction. Saunders, W., Goldenberg, C., Marcelletti, D. 2013.
- Walqui, A., & Bunch, G. C. (2019). *Amplifying the curriculum: Designing quality learning opportunities for English learners*. Teachers College Press.

2.2.MLL-2 Guiding Question:

Do materials include a scope & sequence that develops different language learning goals over time (activities, lessons, units, courses), describing the language goals at the lesson and unit level?

Evidence Collection

In the instructional materials being reviewed:
- Describe how the scope & sequence develops different language learning goals over time (activities, lessons, units, courses), similar to the progression of content and practice learning objectives, to build toward student independence.
- Describe whether and how the language learning goals address the four domains of speaking, listening, reading, and writing, and whether there is a balance of the domains over time.
- Describe the scope and sequence of content-specific or lesson-specific goals for students using language to learn grade-level content and engage in disciplinary practices.
- Describe how the curriculum spirals concepts, skills, and language throughout with increasing sophistication, precision, and/or complexity to give students consistent exposure and multiple opportunities to learn them over time.
- Describe the alignment between lessons' language and content learning goals as shown in the scope and sequence.

Cluster Meeting

- Is there a scope and sequence devoted to language development, or is language development clearly outlined in the content scope and sequence?
- Does the curriculum spiral language skills to give students consistent exposure and multiple opportunities to learn them over time?
- How are language goals/objectives integrated with content goals/objectives at the lesson and unit level, as described by the scope and sequence?
- Do the language goals/objectives incorporate speaking, listening, reading, and/or writing in a balanced way, or are some modes overrepresented?
- Do materials guide teachers to balance the four domains of language development across lessons and over the course of units, and if so, how?

3-5 ELA Criterion 2.2	Materials include questions, tasks, and assignments that are meaningful, evidence-based, and support students in making meaning and building knowledge as they progress toward grade-level mastery of literacy skills. Materials include clear, explicit instruction guidance for teachers across all literacy skills.
2.2.MLL-3	Materials include language goals/objectives that are incorporated at the individual lesson level.

2.2.MLL-3 Scoring

4 points	3 points	2 points	0 points
Materials include language goals/objectives incorporated at the lesson level that are: ● clear, measurable, and tied directly to the content objectives 　　AND ● written according to what designers want students to do with language (language functions), and the language structures and vocabulary that are used to support those functions (language forms). 　　AND ● clearly focused on at least one of the four domains of language: speaking, listening, reading, and writing.	Materials include language goals/objectives incorporated at the lesson level that include two out of three of the following conditions: ● clear, measurable, and tied directly to the content objectives 　　AND/OR ● written according to what designers want students to do with language (language functions), and the language structures and vocabulary that are used to support those functions (language forms). 　　AND/OR ● clearly focused on at least one of the four domains of language: speaking, listening, reading, and writing	Materials include language goals/objectives incorporated at the lesson level that include only one of three of the following conditions: ● clear, measurable, and tied directly to the content objectives 　　OR ● written according to what designers want students to do with language (language functions), and the language structures and vocabulary that are used to support those functions (language forms). 　　OR ● clearly focused on at least one of the four domains of language: speaking, listening, reading, and writing	● Materials include language goals/objectives incorporated at the lesson level, but these objectives are not clear, measurable, and tied directly to the content objectives, nor are they written according to what designers want students to do with language, nor are they clearly focused on one of the four domains of language. 　　OR ● The materials do not include language goals/objectives at the lesson level.

About this indicator:

What is the purpose of this Indicator?
In recent years, instructional materials have increasingly included disciplinary language development, adding key vocabulary and language objectives. At times, however, these language objectives have not been

well-integrated with the content, giving the impression that the language objectives are ancillary or optional. Instead, content and language are interdependent so that as students learn content, they also need to be apprenticed into its language in a planful way.

Research or Standards connection:
From ColorinColorado: "Implementing language objectives can be a powerful first step in ensuring that English learners have equal access to the curriculum even though they may not be fully proficient in the language. This is because the second language acquisition process requires opportunities for the language learner to be exposed to, practice with, and then be assessed on their language skills (Echevarria, Short, & Vogt, 2008)."

Resources:
- California Department of Education (2017). English learner roadmap. Element 2.A. Integrated and designated English language development. Retrieved from https://www.cde.ca.gov/sp/el/rm/rmpolicy.asp
- Himmel, J. (2012, January 31). Language objectives: The key to effective content area instruction for English learners. Colorín Colorado; Colorín Colorado. Retrieved from https://www.colorincolorado.org/article/language-objectives-key-effective-content-area-instruction-english-learners
- Mandell, R., & Russell, F. (2019, June 20). How does my lesson stack up? ELSF. Retrieved from https://www.elsuccessforum.org/blog/how-does-my-lesson-stack-up
- Staples, M., Truxaw, M. P., & Cruz, V. (2020). Developing and writing language objectives. *Mathematics Teacher: Learning and Teaching PK-12, 113*(10), 828-834.

2.2.MLL-3 Guiding Question:

Do materials include language goals/objectives at the lesson level?

Evidence Collection

In the instructional materials being reviewed:
- Describe how language goals/objectives are incorporated at the individual lesson level.
- Describe whether language goals/objectives are clear, measurable, and tied directly to the content objectives. Will the language objective help students to be able to say, depict, and/or write what is asked for in the content objective?
- Describe whether language goals/objectives are written according to what students need to do with language (language functions), and/or the language structures and vocabulary that are used to support those functions (language forms).
- Describe whether the language objectives in the lesson clearly focus on at least one of the four domains of speaking, listening, reading, and writing.

Cluster Meeting

- Will the language goals/objectives help students to be able to say, depict, and/or write what is asked for in the content objective?
- Are the language goals/objectives formulaic and not connected to the content?
- How are language goals/objectives integrated with content goals/objectives at the lesson and unit level?
- How are language goals/objectives connected to what students will do with the language needed for learning content and/or how students learn language?

Criterion 3: Teacher Guidance

To identify the Criterion rating, educators use evidence gathered to score indicators related to each indicator.

Criterion 3 MLL indicators are connected to the content Gateway 3 Criteria focusing on teacher and student supports in each tool. Indicator names reflect the content criteria they are connected to using this naming convention: *(Content Criterion)*.MLL. Some content criteria have more than one associated MLL indicator; in these cases, a number will follow the indicator name. In Criterion 3, there are also MLL indicators that parallel a specific content indicator within the connected criterion. These indicator names reflect the content indicator they are connected to using this naming convention: *(Content Indicator)*.MLL. For example, 3e.MLL mirrors 3e in the ELA tools.

Criterion 3: Materials provide guidance for all teachers to effectively implement the provided strategies and supports for MLLs.

3-5 ELA Criterion 3.1	Materials include opportunities for teachers to effectively plan and utilize materials with integrity and to further develop their own understanding of the content.
Indicator 3e	**3e** Materials provide explanations of the instructional approaches of the program, identify the research-based strategies, and explain the role of the standards. **3e.MLL** Materials provide explanations of the instructional approaches of the program for MLLs and identification of the research-based strategies.

3e Scoring:

2 points	1 point	0 points

• Materials explain the instructional approaches of the program.
    AND
• Materials include and reference research-based strategies.
    AND
• Materials include and reference the role of the standards in the program.
	• Materials explain the instructional approaches of the program.
	    OR
	• Materials include and reference research-based strategies.
	    OR
	• Materials include and reference the role of the standards in the program.
		• Materials do not explain the instructional approaches of the program.
		    AND
		• Materials do not include and reference research-based strategies.
		    AND
		• Materials do not include and reference the role of the standards in the program.

3e.MLL Scoring:

2 points	1 point	0 points

• Materials explain the instructional approaches of the program for MLLs. AND • Materials include and reference research-based strategies for the MLL approach.	• Materials explain the instructional approaches of the program for MLLs. OR • Materials include and reference research-based strategies for the MLL approach.	• Materials do not explain the instructional approaches of the program for MLLs. AND • Materials do not include and reference research-based strategies for the MLL approach.

About this indicator:

What is the purpose of Indicator 3e?
This indicator examines whether materials provide a clear and comprehensive explanation of the instructional approaches used within the program. It emphasizes the identification and justification of research-based strategies employed in the curriculum, demonstrating how these methods are grounded in educational research to enhance teaching effectiveness and student learning. Additionally, the indicator highlights the role of the standards, explaining how the program aligns with and supports these benchmarks to meet educational goals and ensure consistency across different instructional settings. This transparency helps educators understand the rationale behind the teaching methods and how they contribute to achieving desired learning outcomes, thereby enhancing instructional fidelity and effectiveness.

What is the purpose of Indicator 3e.MLL?
In addition, it's important that publishers delineate their instructional approach for MLLs as well as their research base for that approach.

Indicator 3e Guiding Question:
Do the materials provide explanations of the instructional approaches of the program, identification of the research-based strategies, and reference the role of the standards in the program?

Evidence Collection

For Indicator 3e:
In the instructional materials being reviewed:
- Ensure that the materials clearly outline the instructional approaches used within the program, providing a comprehensive overview of how these methods guide teaching and learning activities.
- Check for detailed descriptions of how these approaches are implemented in various lessons and activities, helping educators visualize their practical application.
- Look for explicit references to research-based strategies, including citations of studies or educational research that support the effectiveness of the strategies employed.
- Assess whether the materials explain the reasoning behind choosing specific strategies, illustrating how they are designed to enhance learning outcomes and support evidence-based teaching practices.
- Confirm that the materials clearly explain how the program aligns with educational standards, such as state, national, or Common Core standards, highlighting their role in shaping the curriculum.

For Indicator 3e.MLL:

- Describe how the materials frame their MLL approach and supports throughout the program for the explicit purpose of ensuring they are able to meet the standards. Meeting standards means having opportunities to use language to do disciplinary practices, in addition to accessing the material.
- Describe how and where the materials explain the instructional approaches of the program for MLLs.
- Describe how and where the materials identify and reference research-based strategies that are used in the MLL approach.

Cluster Meeting

Preparing for the Indicator 3e cluster meeting:
- Do the materials clearly outline the instructional approaches used within the program, providing a comprehensive overview of how these methods guide teaching and learning activities?
- Are there detailed descriptions of how these instructional approaches are implemented in various lessons and activities to help educators visualize their practical application?
- Do the materials include explicit references to research-based strategies, along with citations of studies or educational research that support the effectiveness of the strategies employed?
- Do the materials explain the reasoning behind choosing specific strategies, illustrating how they are designed to enhance learning outcomes and support evidence-based teaching practices?
- Do the materials clearly explain how the program aligns with educational standards, such as state, national, or Common Core standards, highlighting their role in shaping the curriculum?

During the Indicator 3e cluster meeting:
- Discuss whether the materials clearly outline the instructional approaches used within the program, providing a comprehensive overview of how these methods guide teaching and learning activities.
- Discuss whether there are detailed descriptions of how these instructional approaches are implemented in various lessons and activities to help educators visualize their practical application.
- Discuss whether the materials include explicit references to research-based strategies, along with citations of studies or educational research that support the effectiveness of the strategies employed.
- Discuss whether the materials explain the reasoning behind choosing specific strategies, illustrating how they are designed to enhance learning outcomes and support evidence-based teaching practices.
- Discuss whether the materials clearly explain how the program aligns with educational standards, such as state, national, or Common Core standards, highlighting their role in shaping the curriculum.

Discussion questions for the Indicator 3e.MLL cluster meeting:
- Where and how well do the materials explain the instructional approaches of the program for MLLs?
- Where and how well do the materials identify and reference research-based strategies used in and throughout the program for MLLs?

3-5 ELA Criterion 3.1	Materials include opportunities for teachers to effectively plan and utilize materials with integrity and to further develop their own understanding of the content.
3.1.MLL-1	Materials provide teacher guidance to support MLL students and to utilize the strategies, supports, and/or accommodations found.

Scoring

2 points	1 point	0 points
• Materials provide comprehensive guidance that will assist teachers in supporting MLL students and utilizing the strategies, supports, and/or accommodations found. AND • Materials include sufficient and useful annotations and suggestions that are presented within the context of the lessons where the strategies, supports, and/or accommodations are to be used.	• Materials provide comprehensive guidance that will assist teachers in supporting MLL students and to utilize the strategies, supports, and/or accommodations found. OR • Materials include sufficient and useful annotations and suggestions that are presented within the context of the lessons where the strategies, supports, and/or accommodations are to be used.	• Materials do not provide comprehensive guidance that will assist teachers in supporting MLL students and in utilizing the strategies, supports, and/or accommodations found. AND • Materials do not include sufficient and useful annotations and suggestions that are presented within the context of the lessons where the strategies, supports, and/or accommodations are to be used.

About this indicator:

What is the purpose of this Indicator?
All teachers come into their classrooms with different backgrounds and levels of understanding in teaching MLLs. It is important for materials to not only provide supports for MLL students to access the content and build language, but to also provide guidance for teachers in how to best implement and use those supports.

Indicator 3.1.MLL-1 Guiding Question:

Do materials provide teacher guidance to support MLL students and to utilize the strategies, supports, and/or accommodations found?

Evidence Collection

In the instructional materials being reviewed, look for and record evidence to:
• Describe teacher guidance to support MLL students and to utilize the strategies, supports, and/or

accommodations found.
- ○ Describe how teacher supports are aligned to lessons' language and content learning goals. Lessons should specify the necessary academic language and vocabulary to master the concepts without sacrificing the grade-level content or rigor.
- ○ Describe how materials support teachers in anticipating potential language demands, challenges, and opportunities in a lesson along the progression of language acquisition.
- ○ Describe suggestions included for teachers to notice student moves relevant to language and content learning goals. This guidance may include language look-fors and listen-fors to attune teachers to specific needs of MLLs.
- ○ Describe suggestions providing guidance for teacher responses, including probing questions and feedback, aligned with language and content learning goals. This guidance may include a range of suggested teacher responses that are flexible and fluid and may be connected to specific student moves, but should not be rigidly tied to any language proficiency hierarchy.
- Describe how guidance to teachers is inclusive of all levels of understanding in instructing MLLs. Guidance should be delivered in a way that facilitates understanding in teachers new to the work while simultaneously refining the knowledge of MLL experts.
- Describe teacher guidance on when and how to support productive struggle before intervening.

Cluster Meeting

During the cluster meeting:
- Is teacher guidance to support MLLs available at the lesson level as well as in an overview document?
- Does teacher guidance support MLL students to use the strategies, supports, and/or accommodations consistently?
- Are teacher supports aligned to lessons' language and content goals?
- Do materials support teachers in anticipating potential language demands, challenges, and opportunities in a lesson? If so, do they do this along the progression of language acquisition?
- Do materials include suggestions providing guidance for teacher responses, including probing questions and feedback, aligned with language and content learning goals?
- Does guidance include a range of suggested teacher responses that are flexible and fluid and may be connected to specific student moves, but are not rigidly tied to any language proficiency hierarchy?

3-5 ELA Criterion 3.1	Materials include opportunities for teachers to effectively plan and utilize materials with integrity and to further develop their own understanding of the content.
3.1.MLL-2	Materials include guidance for teachers to engage students in drawing attention to the use and development of language functions within disciplinary practices, allowing students to link language to concepts.

Scoring:

1 point	0 points
● Materials include guidance for teachers to engage students in drawing attention to the use and development of language functions within disciplinary practices, allowing students to link language to concepts.	● Materials do not include guidance for teachers to engage students in drawing attention to the use and development of language functions within disciplinary practices, allowing students to link language to concepts.

About this indicator:

What is the purpose of this Indicator?
It's important to not only explicitly teach the language students need to be successful in the content area, but also for students to be aware of this connection. Certain language functions are used more often in certain ways in certain disciplines. Linking language to concepts allows students to more deeply learn disciplinary practices while building their academic language skills.

3.1.MLL-2 Guiding Question:

Do materials provide teacher guidance to engage students in drawing attention to the use and development of language functions within disciplinary practices, allowing students to link language to concepts?

Evidence Collection

In the instructional materials being reviewed, look for and record evidence to:
● Describe guidance for teachers to engage students in drawing attention to the use and development of language functions within disciplinary practices, allowing students to link language to concepts.
● Describe where and how teachers are guided to highlight the connections between language functions and disciplinary practices.
● Describe where and how teachers are guided to support students in linking language to concepts.

Cluster Meeting

● Is guidance for teachers provided to draw students' attention to the use and development of language functions within disciplinary practices?
● Is guidance provided for teachers to highlight the connections between language functions and disciplinary practices?
● Is guidance provided for teachers to support students in linking language to concepts?

3-5 ELA Criterion 3.1	Materials include opportunities for teachers to effectively plan and utilize materials with integrity and to further develop their own understanding of the content.
3.1.MLL-3	Materials guide teachers on how to match students with language supports, progressing along a continuum, and to be responsive to students' current language development in relation to the content.

Scoring:

2 points	1 point	0 points
• Materials guide teachers on how to match students with language supports, progressing along a continuum. AND • Materials guide teachers on how to be responsive to students' current language development in relation to the content.	• Materials guide teachers on how to match students with language supports, progressing along a continuum. OR • Materials guide teachers on how to be responsive to students' current language development in relation to the content.	• Materials do not guide teachers on how to match students with language supports, progressing along a continuum. AND • Materials do not guide teachers on how to be responsive to students' current language development in relation to the content.

About this indicator:

What is the purpose of this Indicator?
All MLLs bring strengths and interests to their content area learning environments. Since new knowledge, language, and skills are dependent upon pre-existing knowledge and skills, it is vital to identify what learners know and can do in order to responsively support new learning and the language needed for participation. Intentionally designed opportunities for learners to show what they know about a topic activate schema and background knowledge, and provide teachers the opportunity to observe and respond.

Indicator 3.1.MLL-3 Guiding Question:

Do materials guide teachers on how to match students with language supports, progressing along a continuum, and to be responsive to students' current language development in relation to the content?

Evidence Collection

Review the materials across the series and look for and record evidence to:
- Describe how language supports are provided at **varying language proficiency levels.**
- Describe whether language supports include guidance for teachers on how to **match students** with supports.
- Describe how language supports and scaffolds are responsive.
- Describe whether guidance adheres solely to a strict correspondence to any hierarchy of language acquisition.

Cluster Meeting

- How do the materials guide teachers to utilize language supports for MLLs contingent upon learners' knowledge and information gathered about the student? (e.g., cue teachers to observe, listen, and gather information about students' current understandings and proficiencies).
- Where is there evidence of language development and levels of support (light, moderate, high)?
- Are language supports presented as fluid and responsive instead of a strict, linear language progression?

3-5 ELA Criterion 3.1	Materials include opportunities for teachers to effectively plan and utilize materials with integrity and to further develop their own understanding of the content.
3.1.MLL-4	Materials provide guidance for teachers around using suggested scaffolds and supports with different program models for MLLs.

Scoring:

1 point	0 points
● Materials include guidance for teachers around using suggested scaffolds and supports with different program models for MLLs.	● Materials do not include guidance for teachers around using scaffolds and supports with different program models for MLLs.

About this indicator:

What is the purpose of this Indicator?

Different program models require different implementation of the same best-practices for MLLs. A scaffold or support that has a group of MLLs doing something slightly different than the rest of the class needs to be reasonable and accessible to a linguistically heterogeneous classroom taught solely by a content-area teacher, a similar class co-taught by a content-area teacher and an MLL specialist, and a linguistically homogeneous class taught solely by an MLL specialist. The success or failure of scaffolds to support MLL students in achieving grade-level disciplinary skills should not be predicated on the program model chosen by a school building or district.

Indicator 3.1.MLL-4 Guiding Question:

Do materials provide guidance for teachers around using suggested scaffolds and supports with different program models for MLLs?

Evidence Collection

Review the materials across the series and look for and record evidence to:
● Describe guidance provided for teachers around using suggested scaffolds and supports with different program models, such as classes of linguistically heterogeneous students taught solely by a content-area teacher, classes of linguistically heterogeneous students co-taught by a content-area teacher and an MLL specialist, and classes of linguistically homogeneous students taught solely by an MLL specialist.
● Describe any instances in which the materials seem to provide guidance for one program model without addressing others, for example: "Split the class based on the assessment results. The MLL specialist can teach Lesson B to those students needing more linguistic support while the classroom teacher uses Lesson A for those students who need less linguistic support."
● Describe scaffolds and supports that do not provide reasonable guidance for teachers to implement in different program models. For example, guidance for teachers to read an additional text with recent immigrants on the American Civil War to provide context for an upcoming novel study may not account for how that strategy may implemented while keeping the whole class on the same pacing, how it impacts

students who do not need this particular support and what they might be doing while it is implemented, or provide any realistic timeframe in which this support may be employed.

Cluster Meeting

- Do the materials address different program models?
- If the materials address different program models, how do they do so?
- If the materials do not address different program models, are their scaffolds and supports designed in such a way that any program model can implement them with ease?
- Are there instances in which the materials seem to provide guidance for one program model without addressing others?
- What scaffolds and supports present in the materials seem like they might cause problems in different program models?

3-5 ELA Criterion 3.2	Materials are designed for each student's regular and active participation in grade-level/grade-band/series content.
Indicator 3m	**3m** Materials provide opportunities for teachers to use a variety of grouping strategies. **3m.MLL** Materials include guidance for intentional and flexible grouping structures for MLLs to ensure equitable participation.

3m Scoring: Narrative Evidence Only

Note: No score is given for this indicator. Only qualitative evidence is provided.
- Materials provide grouping strategies for students.
- Materials provide guidance for varied types of interaction among students.
- Materials provide guidance for the teacher on grouping students in a variety of grouping formats.

3m.MLL Scoring

2 points	1 point	0 points
- Materials include guidance for intentional and flexible grouping structures for MLLs. AND - Materials include guidance to ensure equitable participation for MLLs in group work.	- Materials include guidance for intentional and flexible grouping structures for MLLs. OR - Materials include guidance to ensure equitable participation for MLLs in group work.	Materials provide no guidance for intentional and flexible grouping structures for MLLs or for equitable participation in group work.

About this indicator:

What is the purpose of Indicator 3m?
This indicator looks at whether materials offer teachers diverse strategies for grouping students during instruction. By providing opportunities for various grouping methods, such as whole-class, small group, pair, or individual work, teachers can effectively address different instructional goals, engage students with varied learning styles, and meet diverse student needs. These strategies can enhance collaboration, communication, and peer learning while also allowing for targeted instruction and differentiated support. Ultimately, the indicator aims to create a more dynamic and interactive learning environment that supports student engagement and maximizes learning outcomes.

What is the purpose of Indicator 3m.MLL?
Flexible grouping for MLLs that is responsive to both students' language needs and the lesson content creates opportunities for learners to meaningfully interact with peers, co-create ideas, share assets, and build classroom culture. Language supports in this context allow MLLs to participate fully while developing language.

Indicator 3m Guiding Question:
Do the materials provide opportunities for teachers to use a variety of grouping strategies?

Evidence Collection

For Indicator 3m:
In the instructional materials being reviewed:
- Ensure the materials suggest a variety of grouping strategies, such as whole-class, small groups, pairs, and individual work. These should cater to different instructional objectives and student needs.
- Look for guidance on how to align grouping strategies with specific instructional goals, such as fostering collaboration, enhancing understanding, or providing differentiated instruction.
- Check if the materials offer recommendations for flexible grouping, allowing teachers to adjust groups based on student progress, skill levels, or specific learning activities.
- Ensure that there are explicit instructions or criteria for teachers on how to form groups, taking into account factors like student ability, learning preferences, or interpersonal dynamics.
- Confirm that the materials provide guidance on facilitating different types of student interactions, such as cooperative learning, peer review, discussions, and problem-solving activities.
- Look for embedded support and scaffolding suggestions to help teachers manage and support student interactions effectively within various group settings.
- Assess whether the grouping strategies are designed to promote active student engagement and participation, ensuring all students have the opportunity to contribute and learn.
- Verify whether the materials include opportunities for feedback and reflection on group interactions, helping students to improve their collaborative skills and self-awareness.

Note: If you identify grouping strategies specifically targeted to differentiated populations, please assign that evidence to the associated indicators (special populations will be in 3j; advanced students in 3k; MLL learners in 3m.MLL).

For Indicator 3m.MLL:
- Describe teacher guidance around using grouping strategies with MLLs.
  - Describe teacher guidance on using grouping strategies that encourage students to leverage their oral language resources in order to engage with complex disciplinary ideas and practices, and to support each other in developing disciplinary language in English.
  - Describe teacher guidance on how to use language proficiency in grouping students depending upon the lessons' purpose and tasks (i.e., when to group students by home language or by language proficiency, either heterogeneously or homogeneously).
  - Describe scaffolds included for group work to provide support for varying levels of English proficiency.
- Describe teacher guidance on intentional grouping structures for equitable participation and monitoring for effective collaboration opportunities.

Cluster Meeting

Preparing for the Indicator 3m cluster meeting:
- Do the materials suggest a variety of grouping strategies, such as whole-class, small groups, pairs, and individual work that cater to different instructional objectives and student needs?
- Is there guidance on how to align grouping strategies with specific instructional goals, such as fostering collaboration, enhancing understanding, or providing differentiated instruction?

- Do the materials offer recommendations for flexible grouping, allowing teachers to adjust groups based on student progress, skill levels, or specific learning activities?
- Are there explicit instructions or criteria for teachers on how to form groups, considering factors like student ability, learning preferences, or interpersonal dynamics?
- Do the materials provide guidance on facilitating different types of student interactions, such as cooperative learning, peer review, discussions, and problem-solving activities?
- Are there embedded support and scaffolding suggestions to help teachers manage and support student interactions effectively within various group settings?
- Are the grouping strategies designed to promote active student engagement and participation, ensuring all students have the opportunity to contribute and learn?
- Do the materials include opportunities for feedback and reflection on group interactions, helping students to improve their collaborative skills and self-awareness?

During the Indicator 3m cluster meeting:
- Discuss whether the materials suggest a variety of grouping strategies, such as whole-class, small groups, pairs, and individual work that cater to different instructional objectives and student needs.
- Discuss whether there is guidance on how to align grouping strategies with specific instructional goals, such as fostering collaboration, enhancing understanding, or providing differentiated instruction.
- Discuss whether the materials offer recommendations for flexible grouping, allowing teachers to adjust groups based on student progress, skill levels, or specific learning activities.
- Discuss whether there are explicit instructions or criteria for teachers on how to form groups, considering factors like student ability, learning preferences, or interpersonal dynamics.
- Discuss whether the materials provide guidance on facilitating different types of student interactions, such as cooperative learning, peer review, discussions, and problem-solving activities.
- Discuss whether there are embedded support and scaffolding suggestions to help teachers manage and support student interactions effectively within various group settings.
- Discuss whether the grouping strategies are designed to promote active student engagement and participation, ensuring all students have the opportunity to contribute and learn.
- Discuss whether the materials include opportunities for feedback and reflection on group interactions, helping students to improve their collaborative skills and self-awareness.

Discussion questions for the Indicator 3m.MLL cluster meeting:
- Where and how do materials prompt teachers to create intentional groups of students?
- Across the curriculum, do materials suggest varied ways of grouping? Are MLLs always grouped together? Are they always separated?
- Where and how do materials guide teachers to create explicit structures for equitable peer collaboration to practice communicating disciplinary thinking (share ideas, defend claims, develop/critique lines of reasoning)?
- Where and how do materials prompt teachers to monitor groups so that all students equitably participate?

3-5 ELA Criterion 3.2	Materials are designed for each student's regular and active participation in grade-level/grade-band/series content.
3.2.MLL-1	Materials provide guidance to encourage teachers to draw upon student home language to facilitate learning.

Scoring:

2 points	1 point	0 points
● Materials consistently provide guidance to encourage teachers to draw upon student home language to facilitate learning.	● Materials provide guidance to encourage teachers to draw upon student home language to facilitate learning, but not consistently.	● Materials do not provide guidance to encourage teachers to draw upon student home language to facilitate learning.

About this indicator:

What is the purpose of this Indicator?
This indicator examines the materials for teacher guidance on connecting learning opportunities to students through use of student home language. Students benefit when they have access to all of their linguistic resources as they learn ELA. This includes students' everyday ways of talking, home language, and familiar participation structures (e.g., norms for communicating with adults, familiar communication styles). When students have access to all of their linguistic resources, they have more opportunities to make meaning of content.

Indicator 3.2.MLL-1 Guiding Question:

Do the materials provide guidance to encourage teachers to draw upon student home language to facilitate learning?

Evidence Collection

Review teacher and student materials across the series and look for and record evidence to:
● Describe how the materials provide suggestions and strategies to use the home language to support students in learning ELA.
● Describe how the materials present multilingualism as an asset in reading, and how to use students' home language strategically for learning how to negotiate texts in the target language.
● Describe how teacher materials include guidance on how to garner information that will aid in learning, including the family's preferred language of communication, schooling experiences in other languages, literacy abilities in other languages, and previous exposure to academic or everyday English. Include whether and how the materials guide teachers to use this information strategically in instruction.

Cluster Meeting

Discuss and answer the following question to support consensus scoring conversations:

- What strategies are present to utilize student home language in context with the materials? Are these strategies generalized or specific to certain content?
- Do materials promote home language and knowledge as an asset to engage students in the content material?
- Do the materials use student home language as an additional support to gain access to the content, or rely on students understanding the content in their home language?
- Do the materials recognize all languages, or rely on known information about some of the more prevalent languages (i.e., cognates in Spanish)?

3-5 ELA Criterion 3.2	Materials are designed for each student's regular and active participation in grade-level/grade-band/series content.
3.2.MLL-2	Materials provide scaffolds and supports for MLLs in an equitable way.

Scoring

1 point	0 points
● Materials provide scaffolds and supports in an equitable way.	● Materials do not provide scaffolds and supports in an equitable way.

About this indicator:

What is the purpose of this Indicator?

This indicator aims to determine whether any barriers to using supports for MLLs exist within the materials. Sometimes, scaffolds and supports for MLLs are presented as supplements that must be purchased separately from the core materials. Sometimes, scaffolds and supports are only available digitally and not in print. Stakeholders should be aware of any separate purchasing needs, or how, for example, schools without one-to-one technology may be impacted by the presentation of scaffolds and supports for MLLs.

3.3.MLL-1 Guiding Question:

Do scaffolds and supports for MLLs manifest in an equitable way?

Evidence Collection

Review teacher and student materials across the series, and look for and record evidence to:
- Describe how scaffolds and supports manifest in materials in an equitable way.
- Describe the accessibility of supplementary materials (for example, materials for MLLs should not only be available online, if all other students get workbooks).
- Describe the availability of supplementary materials (for example, accessible texts for leveled literature circles to build background knowledge may be suggested, but unlike core texts, not provided as part of the program).
- Describe the pacing guides provided for using supplementary materials and support lessons for MLLs. Can teachers easily supplement grade-level materials within the time provided, or will they be forced to supplant grade-level materials to keep the whole class on pace to finish instruction within a given time period?

Cluster Meeting

Discuss and answer the following questions to support consensus conversations:
- Are scaffolds and supports for MLLs included in the core curricular materials, or do they need to be purchased separately?
- Are scaffolds and supports built into any print materials, or are they only available online?

- Are there suggested supplementary materials for MLLs that require additional purchases?
- Is overall pacing considered when scaffolds and supports for MLLs are suggested?

Criterion 4: Assessment

To identify the Criterion rating, educators use evidence gathered to score indicators related to each indicator.

Criterion 4 MLL indicators are connected to the content Criteria 2.2. and 3.2 focusing on assessments in each tool. Indicator names reflect the content criteria they are connected to using this naming convention: *(Content Criterion).*MLL. Some content criteria have more than one associated MLL indicator; in these cases, a number will follow the indicator name. In Criterion 4, there are also MLL indicators that parallel a specific content indicator within the connected criterion. These indicator names reflect the content indicator they are connected to using this naming convention: *(Content Indicator).*MLL. For example, 3n.MLL mirrors 3n in the ELA tools.

Criterion 4: Materials provide guidance for teachers on how MLLs can demonstrate their knowledge and understanding of grade-level content, regardless of language ability, as well as providing guidance on formatively assessing for language alongside content.

3-5 ELA Criterion 3.2	Materials are designed for each student's regular and active participation in grade-level/grade-band/series content.
Indicator 3n	**3n** Assessments offer accommodations that allow students to demonstrate their knowledge and skills without changing the content of the assessment. **3n.MLL** Assessments offer accommodations that allow MLLs to demonstrate their knowledge and skills without changing the content of the assessment.

3n Scoring: Narrative Evidence Only

Note: No score is given for this indicator. Only qualitative evidence is provided.
- Materials offer accommodations that ensure all students can access the assessment (e.g., text-to-speech, increased font size) without changing its content.
- Materials include guidance for teachers on the use of provided accommodations.
- Materials include guidance for teachers about who can benefit from these accommodations.
- Materials do not include modifications to assessments that alter grade level/expectations.

3n.MLL Scoring

1 point	0 points
Assessments offer accommodations that allow MLLs to demonstrate their knowledge and skills without changing the content of the assessment	Assessments do not offer accommodations that allow MLLs to demonstrate their knowledge and skills without changing the content of the assessment. OR

| | ● Assessments offer accommodations for MLLs, but change the content of the assessment. |

About this indicator:

What is the purpose of Indicator 3n?
This indicator examines whether the materials ensure that assessments include accommodations that enable all students, especially those with diverse learning needs or disabilities, to demonstrate their knowledge and skills effectively without altering the core content or objectives of the assessment. These accommodations are designed to provide equitable access to the assessment process, ensuring that the results are a true reflection of a student's understanding and abilities rather than their ability to navigate barriers unrelated to the content. This can include changes in the assessment environment, format, timing, or presentation that help level the playing field while maintaining the integrity and rigor of the assessment content.

What is the purpose of Indicator 3n.MLL?
This part of the indicator zeroes in on the ways in which the series' assessments and assessment guidance accounts for MLLs, allowing them to demonstrate their knowledge and understanding of grade-level content regardless of language ability.

Research and Resources for 3n.MLL
Gottlieb, Margo. "Breaking Down the Monolingual Wall VIII: Our Students Are Multilingual. Shouldn't Assessment Be?" *Language Magazine*, 17 Sept. 2024, www.languagemagazine.com

Indicator 3n Guiding Question:
Do assessments offer accommodations that allow students to demonstrate their knowledge and skills without changing the content of the assessment?

Evidence Collection

For Indicator 3n:
In the instructional materials being reviewed:
- Ensure the materials provide a variety of accommodations, such as text-to-speech, increased font size, alternative formats (e.g., Braille, large print), and extended time, ensuring accessibility for students with different needs.
- Check that there is clear and comprehensive guidance for teachers on how to implement these accommodations effectively during assessments, including step-by-step instructions if necessary.
- Confirm that the accommodations provided do not change the content or expectations of the assessments, ensuring that grade-level standards and rigor are maintained.
- Look for flexibility in how accommodations can be implemented, allowing teachers to tailor them to the specific needs of their students while adhering to the assessment's core objectives.

For Indicator 3n.MLL:
Look for and record evidence to:
- Describe any guidance provided for teachers to account for varied levels of English language proficiency without changing the content of the assessment, yet still allowing MLLs to show grade-level mastery regardless of language ability.

- Describe any accommodations provided specifically to ensure that MLLs can access assessments. General accommodations that might benefit MLLs but are provided for all students will be covered in 3n.
- Describe whether current instructional supports for MLLs are maintained throughout the assessment process.

Cluster Meeting

Preparing for the Indicator 3n cluster meeting:
- Do the materials provide a variety of accommodations, such as text-to-speech, increased font size, alternative formats (e.g., Braille, large print), and extended time, ensuring accessibility for students with different needs?
- Is there clear and comprehensive guidance for teachers on how to implement these accommodations effectively during assessments, including step-by-step instructions if necessary?
- Do the accommodations provided ensure that the content or expectations of the assessments are not changed, maintaining grade-level standards and rigor?
- Is there flexibility in how accommodations can be implemented, allowing teachers to tailor them to the specific needs of their students while adhering to the assessment's core objectives?

During the Indicator 3n cluster meeting:
- Discuss whether the materials provide a variety of accommodations, such as text-to-speech, increased font size, alternative formats (e.g., Braille, large print), and extended time, ensuring accessibility for students with different needs.
- Discuss whether there is clear and comprehensive guidance for teachers on how to implement these accommodations effectively during assessments, including step-by-step instructions if necessary.
- Discuss whether the accommodations provided ensure that the content or expectations of the assessments are not changed, maintaining grade-level standards and rigor.
- Discuss whether there is flexibility in how accommodations can be implemented, allowing teachers to tailor them to the specific needs of their students while adhering to the assessment's core objectives.

Discussion questions for the Indicator 3n.MLL cluster meeting:
- Is there any guidance for teachers on how and why they should provide accommodations for MLLs?
- Are current instructional supports for MLLs maintained through the assessment process?
- Are there additional accommodations provided for MLLs to demonstrate their understanding on assessments?

3-5 ELA Criterion 2.2	Materials include questions, tasks, and assignments that are meaningful, evidence-based, and support students in making meaning and building knowledge as they progress toward grade-level mastery of literacy skills. Materials include clear, explicit instruction guidance for teachers across all literacy skills.
2.2.MLL-4	Materials include a formative assessment plan for language alongside content that includes a connection to established unit/lesson language goals.

Scoring:

2 points	1 point	0 points
● Materials include a formative assessment plan for language alongside content that consistently includes a connection to established unit/lesson language goals.	● Materials include formative assessments for language alongside connect, but they are not consistently connected to unit/lesson language goals. AND/OR ● Materials include some formative assessments for language, but they appear inconsistently across the course.	● Materials do not include any formative assessments for language.

About this indicator:

What is the purpose of this Indicator?
Formative assessment is a critical process for improving learning and a driver for supporting MLLs who are learning new language and content simultaneously. Just as materials guide teachers to collect formative assessment data connected to content goals, they can also provide guidance for collecting data connected to the language goals.

Research and Resources:
- Alvarez, L., Ananda, S., Walquí, A., Sato, E., & Rabinowitz, S. (2014). Focusing formative assessment on the needs of English learners. WestEd.
- Alvarez, L., Ananda, S., Walquí, A., Sato, E., & Rabinowitz, S. (2014). Formative assessment considerations. English Learners Success Form. Retrieved from https://www.elsuccessforum.org/resources/ela-formative-assessment-considerations
- Cardenas, G., & Heritage, M. (2022). Formative assessment: A key to improving learning for English learners. English Learners Success Forum. Retrieved from https://www.elsuccessforum.org/resources/formative-assessment-a-key-to-improving-learning-for-english-learners

2.2.MLL-4 Guiding Question:

Do materials include a formative assessment plan for language alongside content that includes a connection to established unit/lesson language goals?

Evidence Collection

In the instructional materials being reviewed, look for and record evidence to:
- Describe whether and to what extent formative assessments are aligned to lessons' language and content learning goals.
- Describe teacher guidance for conducting consistent formative assessments to support students' language proficiencies and content understanding.
- Describe guidance for teachers to collect formative assessment data around language at key points throughout the unit.

Cluster Meeting

Discussion questions for the cluster meeting:
- Where and how do the materials connect the language goals to the formative assessments?
- Is there guidance for teachers to collect formative assessment data (with a focus on oral and written language samples) throughout the unit? Is it across key points or only at the end?
- How do the assessment materials capture both students' content knowledge and language development?
- How do rubrics and other assessment criteria specifically identify and describe expected content, practice, and language?

3-5 ELA Criterion 2.2	Materials include questions, tasks, and assignments that are meaningful, evidence-based, and support students in making meaning and building knowledge as they progress toward grade-level mastery of literacy skills. Materials include clear, explicit instruction guidance for teachers across all literacy skills.
2.2.MLL-5	Materials include guidance for gathering, analyzing, using, and communicating language and content data from formative assessments in a cycle of continuous improvement.

Scoring:		
2 points	**1 point**	**0 points**
• Materials consistently include guidance for gathering, analyzing, using, and communicating language and content data from formative assessments in a cycle of continuous improvement.	• Materials include guidance for gathering, analyzing, using, and communicating language and content data from formative assessments in a cycle of continuous improvement, but not consistently.	• Materials do not include guidance for gathering, analyzing, using, and communicating language and content data from formative assessments in a cycle of continuous improvement. *Note: Materials that receive a score of 0 for 2.2.MLL-4 automatically receive a score of 0 for 2.2.MLL-5, as guidance on formative assessments can only be present in materials that contain formative assessments.*

About this indicator:

What is the purpose of this Indicator?
Guidance for formative assessment practices helps teachers and students determine next steps in content and language learning. Collecting and analyzing student assessment data is a continuous cycle that includes the teacher gathering evidence and making decisions about students' speaking, listening, reading, and writing skills related to language and content; providing feedback; and using this evidence to adjust instruction while teaching or when planning. Instead of focusing on MLLs' formally assessed language proficiency levels as the sole metric for decision-making, formative assessment practices focus on what the teacher knows about the students' strengths, assets, and needs in the context of the learning. When this data is communicated to all stakeholders, content and language learning continue to move forward, and students can take a more active role in their learning.

Research and Resources:
- Cardenas, G., & Heritage, M. (2022). Formative assessment: A key to improving learning for English learners. English Learners Success Forum. Retrieved from https://www.elsuccessforum.org/resources/formative-assessment-a-key-to-improving-learning-for-english-learners.

2.2.MLL-5 Guiding Question:

Do materials include guidance for gathering, analyzing, using, and communicating language and content data from formative assessments in a cycle of continuous improvement?

Evidence Collection

Look for and record evidence to:
- Describe guidance for teachers around using formative assessments to gauge student use of disciplinary language practices in addition to content understanding.
- Describe how the learning opportunities and assessments help teachers identify and follow up on whether the student has success in content vs. language acquisition, as well as identify when students may have misconceptions with content vs. language demands, to ensure the two are not conflated.
- Describe teacher guidance for providing informative, timely, and actionable feedback to support students' language proficiencies and content understanding.
  - Describe how rubrics and other assessment criteria specifically identify and describe typical content, practice, and language achievements. These tools may also suggest ways to capture students' progress from everyday language to language for more formal academic purposes.
  - Describe guidance for teachers on how to respond to formative assessment performance and give specific feedback on content and language understandings.
- Describe how student materials provide guidance for student self-awareness of their progress in disciplinary language practices as well as opportunities for students to reflect on that progress, using appropriate scaffolds and supports.
- Describe any examples of quality work provided for teachers and students, and whether these exemplars are inclusive of varying levels of language proficiency. This work may include written model tasks, examples of teacher-student and student-student interactions, or examples and non-examples of intended practices. This work should be presented in a way that highlights student potential for English proficiency, and not be deficit-based.

Cluster Meeting

- Where and how do the materials provide guidance for how teachers will give informative, timely, and actionable feedback for disciplinary language development?
- Where is the guidance (i.e, look fors, listen fors) for how teachers will use and analyze student language assessments to adjust instruction as needed, by adding scaffolds or amplifying language?
- How do materials provide students with opportunities to self-assess? Peer assess? Is there sufficient structure to ensure the feedback is actionable?
- Is there guidance and time allocated for how students will incorporate teacher feedback to revise their work?
- Where are examples of quality work provided for teachers and students? Do the examples represent different stages of language development? Are the examples presented in a way that highlights student potential for developing language?
- Do the materials provide guidance for how teachers communicate assessment data and progress to the student? To the student's family? To other teachers?
- Do they do so in a way that promotes an asset-based view of students? Do they highlight what students can do along with areas of growth?
- Do they provide actionable suggestions to support content and language development?