



PRIME V2TM

Protocol for Review of
Instructional Materials for ELLs V2

WIDA PRIME V2 CORRELATION





Introduction to PRIME

WIDA developed PRIME as a tool to assist publishers and educators in analyzing their materials for the presence of key components of the WIDA Standards Framework. PRIME stands for Protocol for Review of Instructional Materials for ELLs.

The PRIME correlation process identifies how the components of the 2012 Amplification of the English Language Development Standards, Kindergarten through Grade 12, and the Spanish Language Development (SLD) Standards, Kindergarten through Grade 12 are represented in instructional materials. These materials may include core and supplemental texts, websites and software (e.g., apps, computer programs), and other ancillary materials. PRIME is not an evaluative tool that judges the effectiveness of published materials.

Those who complete WIDA PRIME Correlator Trainings receive PRIME Correlator Certification. This may be renewed annually. Contact WCEPS for pricing details at store@wceps.org or 877-272-5593.

New in This Edition

PRIME has been expanded to include

- Correlation to the WIDA Standards Framework
- Connections to English and Spanish Language Development Standards
- Relevance for both U.S. domestic and international audiences

Primary Purposes

- To assist educators in making informed decisions about selecting instructional materials for language education programs
- To inform publishers and correlators on the various components of the WIDA Standards Framework and of their applicability to the development of instructional materials

Primary Audience

- Publishers and correlators responsible for ensuring their instructional materials address language development as defined by the WIDA English and Spanish Language Development Standards
- District administrators, instructional coaches, and teacher educators responsible for selecting instructional materials inclusive of or targeted to language learners

At WIDA, we have a unique perspective on how to conceptualize and use language development standards. We welcome the opportunity to work with both publishers and educators. We hope that in using this inventory, publishers and educators will gain a keener insight into the facets involved in the language development of language learners, both in the U.S. and internationally, as they pertain to products.

Overview of the PRIME Process

PRIME has two parts. Part 1 is an inventory of the materials being reviewed, including information about the publisher, the materials’ intended purpose, and the intended audience.

Part 2 comprises a series of yes/no questions related to the presence of the criteria in the materials. All “yes” responses include supporting justifications. If additional explanations for “No” answers are relevant to readers’ understanding of the materials, they are included. Part 2 is divided into the four major components of the WIDA Framework shown below.

PRIME at a Glance

| Standards Framework Elements Included in the PRIME Inventory |
|--|
| 1. Asset-based Philosophy |
| A. Representation of Student Assets and Contributions |
| 2. Academic Language |
| A. Discourse Dimension |
| B. Sentence Dimension |
| C. Word/Phrase Dimension |
| 3. Performance Definitions |
| A. Representations of Levels of Language Proficiency |
| B. Representations of Language Domains |
| 4. Strands of Model Performance Indicators and the Standards Matrices |
| A. Connection to State Content Standards and WIDA Language Development Standards |
| B. Cognitive Challenge for All Learners at All Levels of Language Proficiency |
| C. Supports for Various Levels of Language Proficiency |
| D. Accessibility to Grade Level Content |
| E. Strands of Model Performance Indicators |

PRIME Part 1: Provide Information about Materials

Provide information about each title being correlated.

Publication Title(s): **GetReady! - Soar**

Publisher: **Vista Higher Learning**

Materials/Program to be Reviewed: **GetReady! - Soar**

Tools of Instruction included in this review: **Student Book and Teacher's Edition**

Intended Teacher Audiences: **Teachers of Newcomers and Beginning Proficiency Students, K-6**

Intended Student Audiences: **Newcomers and Beginning Proficiency Students, K-6** Language

domains addressed in material: **Listening, Speaking, Reading and Writing**

- WIDA Spanish Language Development Standards
 WIDA English Language Proficiency Standards

WIDA Language Development Standards addressed: (e.g. Language of Mathematics): **Although the WIDA Language Development Standards are not explicitly referenced in the materials, there is evidence of Social and Instructional Language and the Language of Language Arts, Math, Science & Social Studies.**

WIDA Language Proficiency Levels included: **The materials are designed for K-6 English Learners identified as Newcomers or those designated as WIDA Levels 1 and 2.**

Most Recently Published Edition or Website: **2022**

In the space below explain the focus or intended use of the materials:

Get Ready! Soar is a program for K-6 newcomers and students at beginning levels of English proficiency. The curriculum is specifically designed to meet the needs of culturally and linguistically diverse learners, considering the assets they bring into the classroom, and the academic challenges they face. This print and digital solution develops literacy skills and academic language while addressing the needs of every student.

Student Book

- **Twelve thematic units**
- **Highly visual presentations and activities designed to develop language, literacy, and content**
- **All four domains—listening, speaking, reading, writing—as well as grammar and vocabulary**
- **Presentations, practice activities, and engaging media**

Teacher's Edition

- **Point-of-use teaching suggestions**
- **Differentiated instruction**
- **Formative assessment**
- **Lesson plans**
- **Instructional routines**

PRIME Part 2: Correlate Materials

1. Asset-Based Philosophy

The WIDA Standards Framework is grounded in an asset-based view of students and the resources and experiences they bring to the classroom, which is the basis for WIDA's Can Do Philosophy.

A. Representation of Student Assets and Contributions

- | | | |
|---|-----|----|
| 1) Are the student assets and contributions considered in the materials? | Yes | No |
| 2) Are the student assets and contributions systematically considered throughout the materials? | Yes | No |

- 1) Student assets and contributions are considered in the materials. Each unit ends with a project designed to provide experiential ways to synthesize learning in concrete, creative, and engaging ways by building on funds of knowledge and promoting cultural learning.

In the example below, students describe something they like to do, when they do it, then they are asked to share their posters.



Unit 4, p. 94

2) Because each unit includes a project similar to the one described above, students' assets and contributions are considered systematically throughout the materials.

The examples below are representative of the project assignments throughout the text.

Project

Backpack

1 Draw a backpack. Show what is in the backpack. Use pictures and words.

2 Share your picture. Talk about the pictures and words.

72 seventy-two | Unit 3

PUT IT ALL TOGETHER

Unit 3, p. 72

Project

Weather picture

1 What weather do you like? Make a picture of the weather. Show:

- the Sun, clouds, rain, snow, or wind
- what you like to do in the weather

2 Share your picture. Talk about the weather. Talk about the activity you like to do.

116 one hundred sixteen | Unit 5

PUT IT ALL TOGETHER

Unit 5, p. 116

Project

Family collage

1 Make a family picture collage. Cut out shapes. Glue them on paper. Show:

- family members
- names

2 Share your collage. Talk about your family.

138 one hundred thirty-eight | Unit 6

PUT IT ALL TOGETHER

Unit 6, p. 138

Project

Make a brochure

1 Make a brochure about a community helper. Show pictures and labels for:

- a community helper
- where the community helper works
- what the community helper does

2 Share your brochure. Talk about the community helper.

186 one hundred eighty-six | Unit 8

PUT IT ALL TOGETHER

Unit 8, p. 186

2. Academic Language

WIDA believes that developing language entails much more than learning words. WIDA organizes academic language into three dimensions: discourse, sentence, and word/phrase dimensions situated in sociocultural contexts. Instructional material developers are encouraged to think of how the design of the materials can reflect academic language as multi-dimensional.

A. Discourse Dimension (e.g., amount, structure, density, organization, cohesion, variety of speech/written text)

- | | | |
|--|-----|----|
| 1) Do the materials address language features at the discourse dimension in a consistent manner for all identified proficiency levels? | Yes | No |
| 2) Are the language features at the discourse dimension addressed systematically throughout the materials? | Yes | No |

- 1) The materials address language features at the discourse dimension in a consistent manner for all identified proficiency levels. The “Connect to Writing” section in each unit engages students in language at the discourse dimension.

The steps outlined in the example below show the way in which students engage with language at the discourse dimension through a variety of tasks.

CONNECT TO → Writing

A biography

Write a biography of a person.
Follow the steps.

STEP 1

Jose

Write your name.

STEP 2

Plan the biography.

STEP 3

Draw the person.

STEP 4

Jose

Abraham Lincoln
Abraham Lincoln was born on
February 12, 1809. He liked to read.
He was a farmer. Then, he was a
lawyer. He became president of the
United States. He was a good leader.

Add words or sentences.

STEP 5

Show your teacher.

STEP 6

Read the biography to a classmate.

Abraham Lincoln

Abraham Lincoln was born on
February 12, 1809. He liked to read.
He was a farmer. Then, he was a
lawyer. He became president of the
United States. He was a good leader.

Jose

Unit 8, pp. 184-185

2) The language features at the discourse dimension are addressed systematically throughout the materials since each unit includes both reading and writing activities that engage students in language at the discourse dimension.

In the examples below, students engage in language at the discourse dimension by reading a chart, writing information from the chart, and asking and answering questions about it.

CONNECT TO → Reading

Informational text

A chart is a text feature. A chart gives you information.

READING STRATEGY
Scan for information
Use your eyes to look quickly for important information.

1. Read the chart. This chart is a schedule. Look for information about classes.

| A Busy Week | | | | | |
|-------------|-----------|----------------|-----------|----------------|-----------|
| day | Monday | Tuesday | Wednesday | Thursday | Friday |
| 9:00 | reading | reading | reading | reading | reading |
| 10:00 | math | math | math | math | math |
| 11:00 | writing | writing | writing | writing | writing |
| 12:00 | lunch | lunch | lunch | lunch | lunch |
| 12:30 | recess | recess | recess | recess | recess |
| 1:00 | science | social studies | science | social studies | science |
| 2:00 | music | P.E. | art | music | P.E. |
| 3:00 | dismissal | dismissal | dismissal | dismissal | dismissal |

104 one hundred four | Unit 5

CONNECT TO LANGUAGE & LITERACY

2. Write information from the chart.

EXAMPLE: We have art on _____ Wednesday _____.

- We have science on _____ and _____.
- We have social studies on _____ and _____.
- We have music on _____ and _____.
- We have P.E. on _____ and _____.
- We have reading every day at _____ in the morning.
- We have _____ every day at 10:00 in the morning.

3. Look at the chart again. Ask about a class. Take turns.

4. What day do you have a special class, such as art, music, or P.E.? Make a chart.

EXAMPLE:

| day | time | class |
|--------|------|-------|
| Monday | 1:30 | music |
| | | |
| | | |

Unit 5 | one hundred five | 105

CONNECT TO LANGUAGE & LITERACY

Unit 5, pp. 104-105

Later in the unit, they engage in writing an informational a report about weather.

CONNECT TO → Writing

Write a weather report

Write information about the weather. Follow the steps.

WRITING STRATEGY
Write for an audience
Think about the people who will read the information.

STEP 1
Write your name.

STEP 2
Plan the report. Think about the audience.

STEP 3
Draw pictures of the weather for the report.

STEP 4
Add words or sentences. Write for the audience.

114 one hundred fourteen | Unit 5

PUT IT ALL TOGETHER

STEP 5
Show your teacher.

STEP 6
Read the report to a classmate.

Yelitza

Welcome to the weather report for the week. For today—only 10 degrees! Wow! It is cold outside! The report for Tuesday is cloudy. For Wednesday and Thursday, the report says windy and rainy. Then for Friday, the report says snowy! Do you want to make a snowman?

Unit 5 | one hundred fifteen | 115

PUT IT ALL TOGETHER

Unit 5, pp. 114-115

B. Sentence Dimension (e.g., types, variety of grammatical structures, formulaic and idiomatic expressions; conventions)

- | | | |
|--|-----|----|
| 1) Do the materials address language features at the sentence dimension for all the identified proficiency levels? | Yes | No |
| 2) Are the language features at the sentence dimension appropriate for the identified proficiency levels? | Yes | No |
| 3) Are the language features at the sentence dimension addressed systematically throughout the materials? | Yes | No |

- 1) The materials address language features at the sentence dimension for all the identified proficiency levels. In many sections of every unit, a variety of activities engage students in language at the sentence dimension.

In the example below, the sentences come in the form of important locations in the school.



Connect to Language, Unit 2, pp. 32-33

- 2) The language features at the sentence dimension are appropriate for the identified proficiency levels. The materials are designed for students at beginning levels of English proficiency, so each unit includes a “Connect to Language in Action” section that provides students with the opportunity to engage in language at the sentence dimension in the form of Reader’s Theatre.

In the example below, students use language at the sentence dimension while engaging in a Reader’s Theatre activity related to a family trip.

CONNECT TO → Language in Action

Reader's Theater

We are going to make labels today. Your label has the name of your character. It also has a word to help you read with fluency. You use expression in your reading voice. Just! Your label for Nick is loud! Your label for Mom is happy. Mom! Your label for Ana is excited.

Family Road Trip

Characters: Narrator, Mom (happy), Ana (excited), Nick (loud)

SCENE 1

NARRATOR: Listen to a story about a family road trip. The family travels in the car.

MOM: I want to go see my brother. Pack your bags for a road trip! The car ride takes hours.

ANA: Cool! I like to go to Uncle Leo's house. I like his pool. It is fun to swim and slide!

NICK: I can pack my soccer ball. Cousin David and I like to play.

SCENE 2

NARRATOR: The car gets a flat tire.

MOM: Oh, no! We have a flat tire. We need to stop and change it.

NICK: I think we need to call Dad. He can tell us what to do.

MOM: No, we don't need to call Dad. I can take off the old tire. Then, I can put on the spare tire. The spare tire is in the back of the car.

ANA: Mom, you are strong!

SCENE 3

NARRATOR: The family arrives at Uncle Leo's house.

MOM: I am so happy to be here! The road trip was long, but now I can rest.

NICK: ANA: Can we go outside and play with our cousins, please?

Unit 6, pp. 122-123

In this example, students use language at the sentence level to engage in a Reader’s Theatre activity related to a trip to a farmer’s market.

CONNECT TO → Language in Action

Reader's Theater

We are going to make a poster. The poster will show a farmers market. The audience can preview the story. Just! You draw fruits and vegetables at the market. Show the stands. Hai! You draw a farmer. Mom and I! Make some speech bubbles. Show some things the characters say.

The Farmers Market

Characters: Narrator, Mario, Hai, Mrs. Liu

SCENE 1

NARRATOR: Two friends are at a farmers market with their parents.

MARIO: There's my friend, Hai! Dad, can I go to the fruit stand to see him?

HAI: Hello, Mario! What are you doing at the farmers market?

MARIO: We are here to buy food. My dad wants to make a salad. What are you doing here?

SCENE 2

HAI: I am here to help my mom. Come to our table. We have some great fruits and vegetables! These are carrots and strawberries from our garden.

MARIO: Cool! Is your mom a farmer?

MRS. LIU: No, I am a nurse. But on the weekends, I sell our fruits and vegetables. Hai is my helper; of course! Try a carrot!

MARIO: Delicious! Healthy food tastes so good.

SCENE 3

NARRATOR: Hai and Mario walk around the market. Hai shows Mario many healthy things to eat and drink.

MARIO: Wow! I see nuts, milk, and so many good snacks.

HAI: Now you know where I get healthy food for my school lunch.

MARIO: Now I know where you get your energy.

Unit 10, pp. 214-215

- 3) The language features at the sentence dimension are addressed systematically throughout the materials because, as mentioned above, each unit includes multiple sections that provides valuable language at the sentence dimension.

C. Word/Phrase Dimension

- | | | |
|--|-----|----|
| 1) Do the materials address language features at the word/phrase dimension in a consistent manner for all identified proficiency levels? | Yes | No |
| 2) Are words, expressions, and phrases represented in context? | Yes | No |
| 3) Is the general, specific, and technical language appropriate for the targeted proficiency levels? ¹ | Yes | No |
| 4) Is the general, specific, and technical language systematically presented throughout the materials? | Yes | No |

1) The materials address language features at the word/phrase dimension in a consistent manner for all identified proficiency levels. The “Connect to Language” sections that introduce each unit include key vocabulary. Some examples are shown below.



Unit 2, p. 32



Unit 6, p. 120



Unit 10, p. 214

¹General language refers to words or expressions not typically associated with a specific-content area (e.g., describe a book). Specific language refers to words or expressions used across multiple academic content areas in school (chart, total, individual). Technical language refers to the most precise words or expressions associated with topics within academic content areas in school and is reflective of age and developmental milestones.

- 2) Words, expressions, and phrases are represented in context. In several different sections within each unit, vocabulary is introduced in context.

In the examples below, words are presented in context in the “Connect to Grammar” section included in each unit.

CONNECT TO → Grammar  

Prepositions: in, on

1   Look at the pictures and words. Listen to the sentences and repeat.

in



The cat is **in** the box.

on



The cat is **on** the box.

2  Write in or on.

EXAMPLE: The book is on the bed.

1. The lamp is _____ the table. 

2. The stove is _____ the kitchen. 

3. The pot is _____ the stove. 

4. The baby is _____ the tub. 

152 one hundred fifty-two | Unit 7 CONNECT TO LANGUAGE & LITERACY

Prepositions: by, between

1   Look at the pictures and words. Listen to the sentences and repeat.

by



The cat is **by** the boy.

between



The cat is **between** the boxes.

2  Write in, on, by, or between.

EXAMPLE: _____ on _____ 



1. _____



2. _____



3. _____



4. _____

3  Say where each ball is.

The green ball is _____
The blue ball is _____

CONNECT TO LANGUAGE & LITERACY Unit 7 | one hundred fifty-three 153

Unit 7, pp. 152-153

CONNECT TO → Grammar  

Adverbs

Adverbs are words that describe action words. Adverbs tell how the action is done.

1   Look at the chart. Listen and repeat.

| action word | Adverbs describe action words. |
|-------------|--|
| run | The girl runs quickly .  |
| read | Juan reads carefully .  |
| shine | The sun shines brightly .  |
| ring | The bell rings loudly .  |

248 two hundred forty-eight | Unit 11 CONNECT TO LANGUAGE & LITERACY

2  Write the adverb.

EXAMPLE:  My sister sleeps quietly.

WORDS TO USE 

quietly
sweetly
patiently
slowly
quickly

1. I wait _____ for my turn. 

2. The baby smiles _____. 

3. I walk _____ with my aunt and uncle. 

4. I run _____ with my soccer team. 

3  Share two things you like to do. Use an adverb to say how you do the actions.

I like to sing **loudly**.
I like to observe **closely**.

CONNECT TO LANGUAGE & LITERACY Unit 11 | two hundred forty-nine 249

Unit 11, pp. 248-249

- 3) The general, specific, and technical language is appropriate for the targeted proficiency levels. Each unit includes connections to concepts and vocabulary related to math, science and social studies.

Below, students are introduced to the concepts of time in math, the solar system, in science, and safety inventions in social studies.

CONNECT TO → Mathematics +

What time is it?

Look. Listen and repeat.

A



a clock

B



a clock

the parts of a clock

C



the minute hand the hour hand
the second hand the hour number

86 eighty-six | Unit 4 CONNECT TO CONTENT

Unit 4, p. 86

CONNECT TO → Science

The solar system

Look. Listen and repeat.

A



the Sun

B



Earth

C



to orbit
the solar system

D



Mercury Venus Earth Mars Jupiter Saturn Uranus Neptune
the planets

180 one hundred eighty | Unit 8 CONNECT TO CONTENT

Unit 8, p. 180

CONNECT TO → Social Studies

Timeline of safety inventions

Look. Listen and repeat.

safety inventions

| Year | Invention | Inventor |
|------|--|-------------------|
| 1749 | The invention of the lightning rod | Benjamin Franklin |
| 1885 | The invention of the safety bicycle | J. K. Starley |
| 1903 | The invention of car windshield wipers | Mary Anderson |
| 1923 | The invention of the three-light traffic light | Garrett Morgan |

278 two hundred seventy-eight | Unit 12 CONNECT TO CONTENT

Unit 12, p. 278

- 4) The general, specific, and technical language is systematically presented throughout the materials. As mentioned above, concepts and vocabulary associated with math, science and social studies are included in each unit.

3. Performance Definitions

The WIDA Performance Definitions define the WIDA levels of language proficiency in terms of the three dimensions of academic language described above (discourse, sentence, word/phrase) and across six levels of language development.

A. Representation of Levels of Language Proficiency

- | | | |
|--|-----|----|
| 1) Do the materials differentiate between the WIDA language proficiency levels? | Yes | No |
| 2) Is differentiation of language proficiency developmentally and linguistically appropriate for the designated language levels? | Yes | No |
| 3) Is differentiation of language systematically addressed throughout the materials? | Yes | No |

- 1) Since the materials are designed for newcomers and students designated at WIDA Levels 1 and 2, they do not differentiate for all WIDA language proficiency levels. However, extensive, specific, and targeted differentiation is provided throughout the materials. Each page of the Teacher's Editions include suggestions to both scaffold and amplify. Examples are shown below.

DIFFERENTIATED INSTRUCTION

Scaffold

If children use their home language to describe the images, use it as a welcoming bridge into English. Have them point to the image they are describing so you know which image they are referring to. Then offer an English word, phrase, or sentence for them to repeat that matches the image. Nod and use other affirmative signals as they strive to repeat what you said.

Amplify

Encourage children who seem to have a more extensive vocabulary to expand on their words and phrases by using complete sentences. Prompt them with additional questions to extract additional language. If they use "translanguaging" (interspersing words from their home language into English) recast the full sentence in English as a model. Do this in an affirmative and encouraging way.

Teacher's Edition, p. 2

DIFFERENTIATED INSTRUCTION

Scaffold

Provide additional support for children who have difficulty mastering the alphabet. Play and have children sing the alphabet song frequently to reinforce letters and their order. Add color coding to distinguish between upper and lowercase letters. You may want to chunk the alphabet into shorter strings. Consider adding manipulatives, such as magnetic letters. Mix up the letters and have children put them in alphabetic order, naming each letter as they move it. This can also be done with cards: write each letter on a slip of paper or index card.

Amplify

Invite children who have more advanced alphabetic knowledge to quiz classmates on the letters. Have children form pairs. Have one classmate say a letter while the classmate points to the correct letter in the Student Book. Then switch roles. For an extra challenge, have one child write a letter, and have his or her classmate tell the name of the letter.

Teacher's Edition, p. 7

- 2) Differentiation of language proficiency is developmentally and linguistically appropriate for the designated language levels. As mentioned earlier, the text is designed for newcomers and students at beginning levels of English proficiency, specifically WIDA Levels 1 and 2. The sequencing of unit topics and language is developmentally and linguistically appropriate.

According to the Teacher’s Edition: “EL instruction is supported and designed specifically to advance ELs’ knowledge and use of English—moving from survival language to a level of proficiency that maximizes their capacity to engage successfully in academic studies taught in English.”

The table of content below supports this assertion.

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| | Content | 20 | | Content | 154 |
| | Put It All Together | 26 | | Put It All Together | 160 |
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|  | Language & Literacy | 32 |  | Language & Literacy | 166 |
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3) Differentiation of language is systematically addressed throughout the materials. The following scope and sequence pages further support the systematic progression of section topics and language as students build their capacity to engage successfully in academic studies taught in English.

| SCOPE AND SEQUENCE | | | | | Soar |
|---|--|--|--|---|---|
| GET READY FOR ENGLISH! page 2 | | | | | |
| CONNECT TO | → Language | → Language in Action | → Phonics | → Reading | → Grammar |
| UNIT 1 All About Me page 8  | pages 10-11 Hello and good-bye! • say hello and good-bye • give your name | pages 12-13 READER'S THEATER Do You Want to Play Soccer? | pages 14-15 • consonants: h, s, t, f, d • short vowel: a | pages 16-17 Informational text READING Classroom Rules READING STRATEGY Read for information | pages 18-19 • I, you • my, your |
| UNIT 2 At School page 30  | pages 32-33 Where is the principal? • ask about people and places at school | pages 34-35 READER'S THEATER At the Playground | pages 36-37 • consonants: m, t, l, h, k • short vowel: o | pages 38-39 Fiction story READING Maria Is Lost! READING STRATEGY Visualize | pages 40-41 • he, she • his, her |
| UNIT 3 In the Classroom page 52  | pages 54-55 Do you have a pencil? • name your school supplies | pages 56-57 READER'S THEATER The Missing Computer | pages 58-59 • consonants: j, p, n, v, w • short vowel: i | pages 60-61 Poem READING Friends! READING STRATEGY Repeat the reading | pages 62-63 • noun: person, place, thing |
| UNIT 4 My Day page 74  | pages 76-77 What time is it? • talk about activities and about time | pages 78-79 READER'S THEATER I Missed the Bus! | pages 80-81 • consonants: c, s, n, t • short vowel: a | pages 82-83 Fable READING The Lion and the Mouse READING STRATEGY Retell | pages 84-85 • verb: action words |

vi Scope and Sequence

| → Math | → Science | → Social Studies | → Writing | → Project | → Media |
|--|---|---|--|-----------------------|--|
| pages 20-21 Introduction to math • tell when you see and use math • numbers 1 to 20 | pages 22-23 Introduction to science • talk about science • talk about the world around you | pages 24-25 Introduction to social studies • talk about social studies • talk about the world around you | pages 26-27 A story WRITING STRATEGY Use pictures | page 28 Class book | page 29 Top 10 Basic ASL Signs  |
| pages 42-43 Shapes • identify and compare shapes | pages 44-45 Forces and energy • talk about forces around you (push and pull) | pages 46-47 Signs and symbols • identify signs and symbols around you | pages 48-49 A story WRITING STRATEGY Think about what you know | page 50 School map | page 51 Library for Kids  |
| pages 64-65 Addition and subtraction • use addition and subtraction • understand number sentences | pages 66-67 What makes colors? • investigate light and colors | pages 68-69 A good citizen • describe a good classroom citizen | pages 70-71 A poem WRITING STRATEGY Think about what you know | page 72 Backpack | page 73 School Supplies  |
| pages 86-87 What time is it? • tell and write the time | pages 88-89 What is the path of the Sun across the sky? • talk about the path of the Sun across the sky | pages 90-91 Time goes by • make and use a timeline | pages 92-93 An informational text WRITING STRATEGY Give examples | page 94 Poster | page 95 A Tale of Two Frogs  |

Scope and Sequence vii

Scope and Sequence, pp. vi-vii

| SCOPE AND SEQUENCE | | | | | Soar |
|--|--|--|---|---|--|
| CONNECT TO | → Language | → Language in Action | → Phonics | → Reading | → Grammar |
| UNIT 5 The Calendar page 96  | pages 98-99 What is the date? • talk about days, months, dates, and weather | pages 100-101 READER'S THEATER The Sun and the Wind | pages 102-103 • consonants: g, z • short vowel: e • two-cvc pattern | pages 104-105 Informational text (chart) READING A Busy Week READING STRATEGY Scan for information | pages 106-107 • proper nouns |
| UNIT 6 My Family page 118  | pages 120-121 Who are the people in a family? • name and describe the people in a family | pages 122-123 READER'S THEATER Family Road Trip | pages 124-125 • initial consonant blends: bl, br, cl, dr, fl, pr • initial l blends: sl, sm, st | pages 126-127 Fiction (fairy tale) READING The Igwana and the Princess READING STRATEGY Look for key details | pages 128-129 • plural nouns |
| UNIT 7 At Home page 140  | pages 142-143 Inside my home • say where I live • talk about rooms in a home | pages 144-145 READER'S THEATER The Fun House! | pages 146-147 • consonant digraphs: ck, ck, th, wh, ph, gh | pages 148-151 Folktale READING Marjorie the Cockroach READING STRATEGY Understand text structure | pages 152-153 • prepositions: in, on, by, between |
| UNIT 8 My Community page 164  | pages 166-167 In my community • name places in the community • talk about people in the community | pages 168-169 READER'S THEATER The Fire Station Field Trip | pages 170-171 • <controlled vowels: er, or, ir, or, ur | pages 172-175 Biography READING President Barack Obama READING STRATEGY Monitor comprehension | pages 176-177 • verbs: past tense |

viii Scope and Sequence

| → Math | → Science | → Social Studies | → Writing | → Project | → Media |
|--|--|---|---|-----------------------------|---|
| pages 108-109 Numbers up to 100 • count up to 100 | pages 110-111 What is the weather? • talk about weather patterns | pages 112-113 Bodies of water and landforms • read and make a map | pages 114-115 A weather report WRITING STRATEGY Write for an audience | page 116 Weather picture | page 117 Sun, Rain, Wind, and Snow  |
| pages 130-131 Place value • use place value models to add | pages 132-133 Plants • label the parts of a plant • talk about the structure and functions of plant parts | pages 134-135 Families are the same and different • make a chart • say how families are the same and different | pages 136-137 A personal narrative WRITING STRATEGY Give examples | page 138 Family collage | page 139 Lamb  |
| pages 154-155 Measurement • talk about how to measure • measure objects | pages 156-157 Sound waves • talk about sound and vibration | pages 158-159 Symbols of the United States • name symbols of the United States | pages 160-161 A folktale WRITING STRATEGY Use repetition as the structure of your story | page 162 Draw a home | page 163 Runaway  |
| pages 178-179 Data • use data to answer questions • interpret data | pages 180-181 The solar system • name objects in the sky | pages 182-183 A biography • describe types of transportation | pages 184-185 A biography WRITING STRATEGY Paraphrase | page 186 Make a brochure | page 187 Do One Thing for Diversity  |

Scope and Sequence ix

Scope and Sequence, pp. viii-ix

SCOPE AND SEQUENCE

Soar

| CONNECT TO | → Language | → Language in Action | → Phonics | → Reading | → Grammar |
|---|--|--|---|--|--|
| UNIT 9 My Clothes page 188  | pages 190–191 My clothes • describe clothes and colors | pages 192–193 READER'S THEATER Mix-Up at the Laundromat | pages 194–195 • long vowel: o • long vowel: a | pages 196–199 Fantasy READING The Boy Who Slept for a Year READING STRATEGY: Predict | pages 200–201 • adjectives: color, size, how many |
| UNIT 10 Food page 212  | pages 214–215 Healthy food • talk about foods and meals | pages 216–217 READER'S THEATER The Farmers Market | pages 218–219 • long vowel: e • long vowel: u | pages 220–223 Mystery READING The Mystery in the Kitchen READING STRATEGY: Make an inference | pages 224–225 • connecting words: and, or, but |
| UNIT 11 The Body page 236  | pages 238–239 Parts of the body • name body parts • talk about being hurt or sick | pages 240–241 READER'S THEATER A Visit to the Doctor's Office | pages 242–243 • long vowel: i • semi vowel: y | pages 244–247 Informational text READING The Smart Parts READING STRATEGY: Draw a picture | pages 248–249 • adverbs |
| UNIT 12 Safety page 260  | pages 262–263 Safety at school • name four types of emergency drills • talk about safety | pages 264–265 READER'S THEATER The Fire Drill | pages 266–267 • vowel diphthongs: ew, ou, ew, oo • vowel diphthongs: ei, oi, ou, ow | pages 268–271 Article READING Stop Signs Are for Safety READING STRATEGY: Read the captions | pages 272–273 • types of sentences: statement, question, command, exclamation |

x Scope and Sequence

| → Math | → Science | → Social Studies | → Writing | → Project | → Media |
|--|--|--|--|--|---|
| pages 202–203 Money • identify money by name and value • count and add money | pages 204–205 Seasons • explain why Earth has seasons | pages 206–207 Needs or wants • identify the difference between needs and wants | pages 208–209 Opinion writing WRITING STRATEGY: Give reasons | page 210 Make a funny flipbook | page 211 Chuck's New Clothes  |
| pages 226–227 Even and odd numbers • identify even and odd numbers • explain how to group even and odd numbers | pages 228–229 Food groups • identify five healthy food groups • make healthy choices | pages 230–231 Goods and services • identify goods and services | pages 232–233 How-to writing WRITING STRATEGY: Organize by steps | page 234 Make a healthy plate | page 235 Use Polite Words  |
| pages 250–251 Groups for multiplication • multiply groups and write equations | pages 252–253 Animals and their body parts • explain how animals use their body parts | pages 254–255 The branches of the US government • describe the branches of the US government | pages 256–257 An explanatory text WRITING STRATEGY: Illustrate | page 258 Draw a body poster | page 259 Hair Love  |
| pages 274–275 Equal groups for division • divide objects into equal groups for division | pages 276–277 Weather emergencies • identify ways to respond to weather emergencies | pages 278–279 Timeline of safety inventions • read and interpret a timeline about safety inventions | pages 280–281 An explanatory text WRITING STRATEGY: Write details | page 282 Safety diorama | page 283 Fire Safety Rap  |

USE A DICTIONARY page 285 PICTURE DICTIONARY page 286 CREDITS page 299 INDEX page 303

Scope and Sequence xi

Scope and Sequence, pp. x-xi

B. Representation of Language Domains

WIDA defines language through expressive (speaking and writing) and receptive (reading and listening) domains situated in various sociocultural contexts.

- | | | |
|--|-----|----|
| 1) Are the language domains (listening, speaking, reading, and writing) targeted in the materials? | Yes | No |
| 2) Are the targeted language domains presented within the context of language proficiency levels? | Yes | No |
| 3) Are the targeted language domains systematically integrated throughout the materials? | Yes | No |

- 1) All four language domains are targeted in the text. In each unit, students are routinely engaged in speaking, listening, reading, and writing.

The screenshots below are representative of the domains in each unit in which students engage.

MY GOALS for this unit



Language

Talk about days, months, dates, and weather



Reading

Read a text for information



Math

Count up to 100



Science

Talk about weather patterns



Social Studies

Read and make a map



Writing

Write information about the weather

Unit 5, p. 97

MY GOALS for this unit



Language

Describe clothes and colors



Reading

Read a fantasy story



Math

Identify money by name and value



Science

Explain why Earth has seasons



Social Studies

Identify the difference between wants and needs



Writing

Write my opinion

Unit 9, p. 189

2) The targeted language domains are presented within the context of language proficiency levels. As mentioned earlier, the text is designed to be appropriate for newcomers and students at beginning levels of English proficiency.

The screenshots below represent how students engage in all four language domains in ways that are appropriate for the targeted proficiency levels.

CONNECT TO → Grammar 

Verbs: action words

Action words are called **verbs**.
You use verbs to say what people do.
You use verbs to say what happens.

1    Look. Listen and repeat.

| | | |
|--|---|--------------------------------------|
|  a student |  walk | I am a student. I walk to school. |
|  the classroom |  learn | I learn math in the classroom. |
|  a pencil |  write | I write with a pencil. |

84 two hundred four | Unit 4 CONNECT TO LANGUAGE & LITERACY

Unit 4, p. 84

CONNECT TO → Grammar 

Proper nouns

A noun names a person, place, or thing.
A **proper noun** names a specific person, place, or thing.
You use a capital letter at the beginning of a proper noun.

1    Look. Listen and repeat the sentences.

| | | |
|---|--|-----------------------------------|
|  a teacher |  Mr. Miller | Mr. Miller is a teacher. |
|  a lake |  Lake Powell | Lake Powell is a lake in Arizona. |
|  a month |  October | October is a fun month! |

100 one hundred six | Unit 5 CONNECT TO LANGUAGE & LITERACY

Unit 5, p. 106

CONNECT TO → Grammar 

Adverbs

Adverbs are words that describe action words.
Adverbs tell how the action is done.

1    Look at the chart. Listen and repeat.

| action word | Adverbs describe action words. | |
|-------------|----------------------------------|---|
| run | The girl runs quickly . |  |
| read | Juan reads carefully . |  |
| shine | The sun shines brightly . |  |
| ring | The bell rings loudly . |  |

248 two hundred forty-eight | Unit 11 CONNECT TO LANGUAGE & LITERACY

Unit 11, p. 248

CONNECT TO → Grammar 

Types of sentences

We use four **types of sentences** to communicate.

1    Look at the chart. Listen and repeat.

| declarative | example | |
|---------------------------------------|-----------------------------|---|
| statement | A drill helps you practice. |  |
| interrogative | example | |
| question | Where is my class? |  |
| imperative | example | |
| command | Talk quietly. |  |
| exclamatory | example | |
| exclamation (powerful feeling) | What a good class! |  |

272 two hundred seventy-two | Unit 12 CONNECT TO LANGUAGE & LITERACY

Unit 12, p. 272

3) The targeted language domains are systematically integrated throughout the materials. As can be seen by the screenshots above, students are routinely and systematically engaged in the use of all four language domains.

CONNECT TO → Mathematics +

Shapes

Look. Listen and repeat.

A a rectangle

B a square

C a triangle

D a circle

E an oval

42 forty-two | Unit 2

CONNECT TO CONTENT

Compare shapes

- Listen to the names of the shapes. Repeat.
Point to the shapes.
- Draw a circle, an oval, a triangle, a square, and a rectangle.
- Write the shape. Count the sides.
EXAMPLE: A rectangle has 4 sides.
1. A _____ has _____ sides.
2. A _____ has _____ sides.
- Find shapes in the room.
 a clock
 a circle

Unit 2 | forty-three 43

CONNECT TO CONTENT

Unit 2, pp. 42-43

CONNECT TO → Science

Plants

Look at the structure of a plant.
Each plant part has a function. Listen and repeat.

A a fruit protects the seeds

a leaf makes food

a stem transports water and food

the roots take in water

B structure
The structure of a plant is all of its parts: roots, stem, leaves, flowers, and fruit.

C function
Each part of the plant has a function, or job.

132 one hundred thirty-two | Unit 6

CONNECT TO CONTENT

The structure and function of plant parts

- Listen. Repeat the sentences.
I observe.
I look at the parts of a plant.
I see the structure.
I ask questions.
What do the plant parts do?
What is their job?
I discover.
I see that all plant parts have a function. They help plants survive.
- Draw a plant. Label the parts.
- Talk about the functions of the plant parts.
The function of the leaf is to make food.

Unit 6 | one hundred thirty-three 133

CONNECT TO CONTENT

Unit 6, pp. 132-133

The branches of the US government

Look. Listen and repeat.

the government



the US Capitol



the White House



the Supreme Court

the legislative branch



Congress

the executive branch



the president

the judicial branch



the judges



Describe the branches of the US government

1 Choose the correct answer.

EXAMPLE: The president works at _____.
 a. the US Capitol b. the Supreme Court c. the White House

- Congress works at _____.
 a. the US Capitol b. the Supreme Court c. the White House
- Judges work at _____.
 a. the US Capitol b. the Supreme Court c. the White House
- The president is in the _____ branch.
 a. legislative b. executive c. judicial
- Judges are in the _____ branch.
 a. legislative b. executive c. judicial
- Congress is the _____ branch.
 a. legislative b. executive c. judicial



2 Talk about the branches of government. Name the people.

Congress is the legislative branch.
 The people work in the US Capitol.

3 Name the current president of the United States.

The current president of the United States is _____.

Unit 11, pp. 254-255

Runaway



- Watch the video.
- Answer. Share your answers with the class.

- Write two rooms you see in the video.

- What problem does Chillie have?

- Draw your favorite scene from the video.
- Talk about your favorite scene. Describe the room and what the character is doing.



Unit 7, p. 163

Do One Thing for Diversity



- Watch the video.
- Write the answers. Share with the class.

- What do you see in the video? Write a sentence.

- Write one word you know from the video.
 Write one word you learned from the video.

- Draw people in the community who work together.
- Talk about how people in a community work together.

Servers give food to construction workers.



Unit 8, p. 187

4. The Strands of Model Performance Indicators and the Standards Matrices

The Strands of Model Performance Indicators (MPIs) provide sample representations of how language is processed or produced within particular disciplines and learning contexts. WIDA has five language development standards representing language in the following areas: Social and Instructional Language, Language Arts, Mathematics, Science, and Social Studies as well as complementary strands including Music and Performing Arts, Humanities, and Visual Arts.

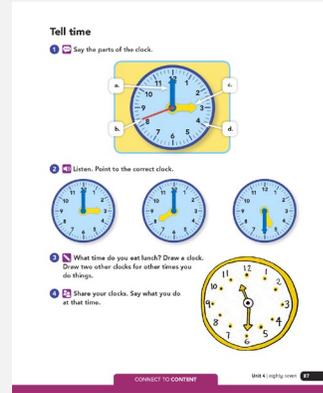
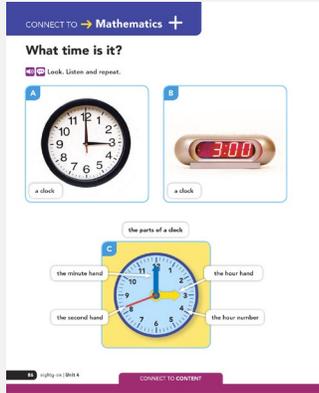
The Standards Matrices are organized by standard, grade level, and language domain. They make an explicit connection to state academic content standards and include an example for language use. Each MPI includes a uniform cognitive function (adopted from Bloom’s taxonomy) which represents how educators can maintain the cognitive demand of an activity while differentiating for language. Each MPI provides examples of what students can reasonably be expected to do with language using various supports.

A. Connection to State Content Standards and WIDA Language Development Standards

| | | |
|---|------------|----|
| 1) Do the materials connect the WIDA Language Development Standards to the state academic content standards? | Yes | No |
| 2) Are the academic content standards systematically represented throughout the materials? | Yes | No |
| 3) Are Social and Instructional Language and one or more of the remaining WIDA Standards present in the materials? | Yes | No |

- 1) Although the materials do not explicitly connect the WIDA language development standards to state content standards, the materials include grade-appropriate content topics for Language Arts, Math, Science and Social Studies.
- 2) The academic content standards are systematically represented throughout the materials. Grade-appropriate content topics for Language Arts, Math, Science and Social Studies are included in each unit.

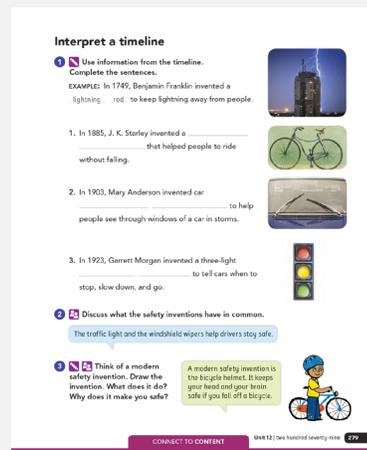
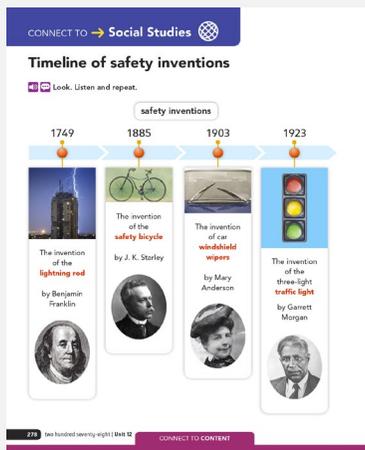
3) Social and Instructional Language as well as the Language of Language Arts, Math, Science and Social Studies are present in the materials. Each unit includes the following "Connect To" sections: Math, Science and Social Studies.



Connect to Mathematics, Unit 4, pp. 86-87



Connect to Science, Unit 8, pp. 180-181



Connect to Social Studies, Unit 12, pp. 278-279

B. Cognitive Challenge for All Learners at All Levels of Language Proficiency

- | | | |
|---|------------|----|
| 1) Do materials present an opportunity for language learners to engage in various cognitive functions (higher-order thinking skills from Bloom’s taxonomy) regardless of language level? | Yes | No |
| 2) Are opportunities for engaging in higher-order thinking systematically addressed in the materials? | Yes | No |

- 1) The materials provide opportunities for students to engage in various cognitive functions. The Scope and Sequence documents above show a range of cognitive functions, including remembering, understanding, applying and analyzing.
- 2) Opportunities for students to engage in higher order thinking skills are systematically addressed in the materials. Most of the are connected to reading and writing strategies. Some examples include visualizing, predicting, and inferring.

C. Supports for Various Levels of Language Proficiency

- | | | |
|--|------------|----|
| 1) Do the materials provide scaffolding supports for students to advance within a proficiency level? | Yes | No |
| 2) Do the materials provide scaffolding supports for students to progress from one proficiency level to the next? | Yes | No |
| 3) Are scaffolding supports presented systematically throughout the materials? | Yes | No |

- 1) The materials provide differentiation through a Universal Design for Learning approach by providing multiple means of representation, engagement, and action and expression. This design is intended to support students in advancing within a proficiency level. (See next page for screenshot from Teacher’s Edition.)

Connect is designed with choices for action, expression, and engagement. The curriculum includes:

- Varied ways of presenting information and content,
- Varied ways for students to express what they know, and
- Varied ways of stimulating students' interest and motivation for learning.

Teacher's Edition, p. xxxix

- 2) The materials provide scaffolding supports for students to progress from one proficiency level to the next through a Universal Design for Learning. Inclusion of multiple means of representation is critical to the acquisition of content knowledge and development of academic language. These various representations include visual supports, multimedia (including videos and audio support), graphic organizers, and kinesthetic activities. The materials also encourage students to engage in multiple means of expression, including drawing, speaking, writing, and participating in Reader's Theatre.
- 3) Scaffolding supports are presented systematically throughout the materials, in both the Teacher's Edition and the Student Book.

Every page of the Teacher's Edition includes two types of differentiation: scaffold and amplify.

- **Scaffold** includes suggested supports at a more basic and concrete linguistic level, and
- **Amplify** includes suggested ways to extend and enhance the language and concept.

These two areas are lesson-responsive and are designed to be completed at point-of-use. They are specific and are intended to meet students at their level—to support them and push them forward.

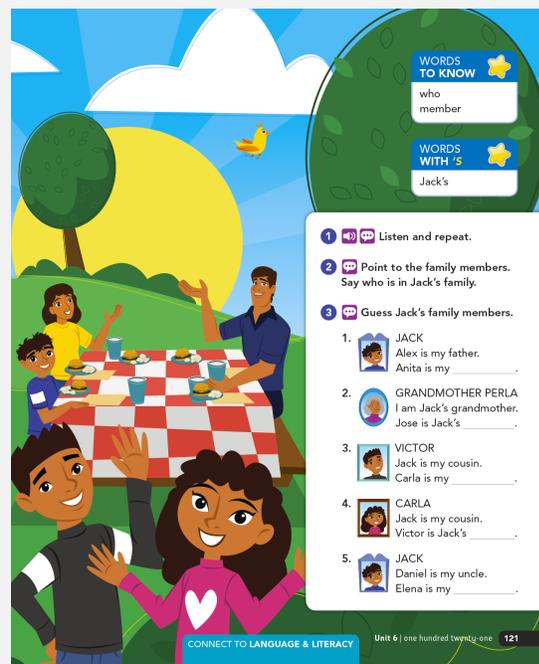
Teacher's Edition, p. xxxiii

Since every unit in the Student Book is based on a theme and includes the same progression of activities, the scaffolding is systematic.

The examples below show the sequence of activities included in each unit.



Big Idea, Connect to the Theme and Goal, Unit 6, pp. 118-119



Connect to Language, Unit 6, pp. 120-121

Reader's Theater



We are going to make labels today. Your label has the name of your character. It also has a word to help you read with fluency. You use expression in your reading voice.

Juan! Your label for Nick is *loud*.
Li! Your label for Mom is *happy*.
Mia! Your label for Ana is *excited*.

Family Road Trip

Characters:

- Narrator
- Mom *happy*
- Ana *excited*
- Nick *loud*

SCENE 1



NARRATOR: Listen to a story about a family road trip. The family travels in the car.

MOM: I want to go see my brother. Pack your bags for a road trip! The car ride takes hours.

ANA: Cool! I like to go to Uncle Leo's house. I like his pool. It is fun to swim and slide!

NICK: I can pack my soccer ball. Cousin David and I like to play.

SCENE 2

NARRATOR: The car gets a flat tire.

MOM: Oh, no! We have a flat tire. We need to stop and change it.

NICK: I think we need to call Dad. He can tell us what to do.

MOM: No, we don't need to call Dad. I can take off the old tire. Then, I can put on the spare tire. The spare tire is in the back of the car.

ANA: Mom, you are strong!



SCENE 3



NARRATOR: The family arrives at Uncle Leo's house.

MOM: I am so happy to be here! The road trip was long, but now I can rest.

NICK, ANA: Can we go outside and play with our cousins, please?

Connect to Language in Action, Unit 6, pp. 122-123

Initial consonant blends: *bl, br, cl, dr, fl, pr*

Listen to the consonant blends. Repeat. Listen to the words. Repeat.

| | | |
|-------------------------------|-------------------------------|---------------------------------|
| bl black | br brick | cl clock |
| dr dress | fl flag | pr printer |

1 Listen. What is the beginning consonant blend sound? Point to the letters.

pr bl dr fl br cl

2 Listen. Repeat each sentence.

The printer prints black ink. The flag is by the clock.

3 Listen. Write the missing letters.

EXAMPLE: You hear: brick
You write: b_r_ick

1. _ag 2. _ock 3. _ack 4. _ess 5. _inter

Initial s blends: *sl, sm, st*

Listen to the consonant s blends. Repeat. Listen to the words. Repeat.

| | | |
|-------------------------------|-------------------------------|-------------------------------|
| sl slide | sm smile | st study |
|-------------------------------|-------------------------------|-------------------------------|

1 Listen. What is the beginning consonant blend sound? Point to the letters.

sm st sl

2 Listen. Repeat each sentence.

Stop the game and study. Smile when you go on the slide!

3 Make a team of four classmates and stand in a circle. Follow these steps:

- Student 1: Choose a blend. Whisper the blend to Student 2.
- Student 2: Whisper the blend sound to Student 3.
- Student 3: Whisper the blend sound to Student 4.
- Student 4: Say a word that begins with that blend sound!
- Student 1: Confirm it is the correct blend.
- Now, Student 2 starts again with a new blend.

sl slide

Connect to Phonics, Unit 6, pp. 124-125

Place value

Look. Listen and repeat.



| ones | | |
|---------|--------|---------|
| 1 one | 4 four | 7 seven |
| 2 two | 5 five | 8 eight |
| 3 three | 6 six | 9 nine |

| tens | |
|------------|--|
| 10 ten | |
| 20 twenty | |
| 30 thirty | |
| 40 forty | |
| 50 fifty | |
| 60 sixty | |
| 70 seventy | |
| 80 eighty | |
| 90 ninety | |

| hundreds | |
|-----------------|--|
| 100 one hundred | |

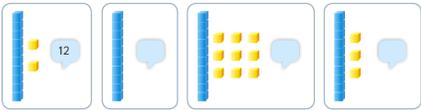
| thousands | | | |
|-------------------|--|--|--|
| 1000 one thousand | | | |

| thousands | hundreds | tens | ones |
|-----------|----------|------|------|
| 2 | 3 | 6 | 5 |

Use place value

Count the tens and ones. Say the number.

EXAMPLE: 1. 2. 3.

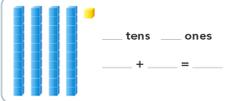


Write the number for the cubes. Then, add the tens and ones.

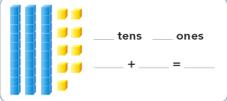
EXAMPLE: 1.



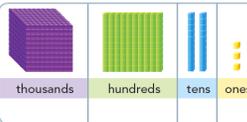
2.



3.



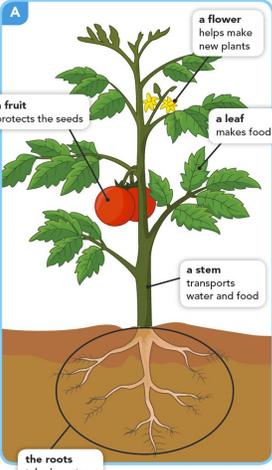
Write the number for the cubes. Then, say the number.



Connect to Mathematics, Unit 6, pp. 130-131

Plants

Look at the structure of a plant. Each plant part has a function. Listen and repeat.



A

- a flower helps make new plants
- a leaf makes food
- a stem transports water and food
- a fruit protects the seeds
- the roots take in water

B structure

The structure of a plant is all of its parts: roots, stem, leaves, flowers, and fruit.

C function

Each part of the plant has a function, or job.

The structure and function of plant parts

Listen. Repeat the sentences.

I observe.

I look at the parts of a plant. I see the structure.



I ask questions.

What do the plant parts do? What is their job?



I discover.

I see that all plant parts have a function. They help plants survive.



Draw a plant. Label the parts.

Talk about the functions of the plant parts.

The function of the leaf is to make food.



Connect to Science, Unit 6, pp. 132-133

Families are the same and different

Look, Listen and repeat.

Some families are big. Some families are small. Families are different. We welcome them all.



Make a chart

1 Families do things together. Say what your family does.

My family reads.



2 Make a chart. Write activities that families do.

| my family | my friend's family |
|------------|--------------------|
| reads | reads |
| watches TV | plays sports |
| | |
| | |
| | |
| | |

3 Talk about the chart. What is the same? What is different?

My family reads. That is the same.

My friend's family plays sports. That is different.

Connect to Social Studies, Unit 6, pp. 134-135

Write a personal narrative

Write about a family tradition. Follow the steps.

WRITING STRATEGY
Give examples
Give examples to show what you mean.

STEP 1

Bao

| |
|--|
| |
| |
| |
| |
| |

Write your name.

STEP 2



Plan your narrative. Think about a family tradition.

STEP 3



Draw pictures of the family tradition.

STEP 4

Bao

My family celebrates the New Year. My father and mother give all the children gifts. The red packet has a surprise inside. It is money!

Add words or sentences. Give examples.

STEP 5



Show your teacher.

STEP 6



Read your narrative to a classmate.

Bao

My family celebrates the New Year. My father and mother give all the children gifts. The red packet has a surprise inside. It is money!

Connect to Writing, Unit 6, pp. 136-137

Project 

Family collage

- 1 Make a family picture collage. Cut out shapes. Glue them on paper. Show:
 - family members
 - names



- 2  Share your collage. Talk about your family.



This is my mother. Her name is Fatima.
This is my brother. His name is Zain.

138 one hundred thirty-eight | Unit 6 **PUT IT ALL TOGETHER**

Project, Unit 6, p. 138

CONNECT TO  **Media** 

Lambs



- 1 Watch the video.
- 2  Write the answers. Share with the class.
 1. List the sheep family members you see in the video.

 2. What does the baby sheep do in the video?

- 3  Draw your favorite scene from the video.
- 4  Talk about your favorite scene.



Unit 6 | one hundred thirty-nine 139 **PUT IT ALL TOGETHER**

Connect to Media, Unit 6, p. 139

D. Accessibility to Grade Level Content

| | | |
|--|------------|----|
| 1) Is linguistically and developmentally appropriate grade-level content present in the materials? | Yes | No |
| 2) Is grade-level content accessible for the targeted levels of language proficiency? | Yes | No |
| 3) Is the grade-level content systematically presented throughout the materials? | Yes | No |

- 1) As mentioned earlier, grade-level content topics are included in the materials and are presented in linguistically and developmentally appropriate activities.
- 2) The content is accessible for the targeted proficiency levels.
- 3) Grade-level content is systematically presented throughout the materials. As mentioned earlier, each unit contains a section that connects very explicitly to grade-level topics in Language Arts, Math, Science, and Social Studies.

E. Strands of Model Performance Indicators

| | | |
|---|-----|----|
| 1) Do materials include a range of language functions? | Yes | No |
| 2) Are the language functions incorporated into a communicative goal or activity? | Yes | No |
| 3) Do the language functions support the progression of language development? | Yes | No |

- The materials do include a range of language functions, which can be seen in the Scope and Sequence documents included earlier.
- Although all units include language functions that are incorporated into communicative goals of activities, the communication is much more limited in beginning units. The examples below, from later units, show some language functions that are incorporated into communicative goals and activities.

CONNECT TO → Media 

Hair Love



- Watch the video.
-   Answer the questions. Share with the class.
 - What problem does the girl have?
 - What does the girl's dad do to help?
-  Draw your favorite scene from the video.
-   Share your picture. Talk about your favorite scene.



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CONNECT TO → Media 

Fire Safety Rap



- Watch the video.
-   Write the answers. Share with the class.
 - What words did you learn from the video?
 - What is the message of the video?
-  Make a microphone out of paper. Act out being a reporter on TV. Describe an emergency. Tell how to stay safe.



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- The language functions support a progression of language development. Grammar progresses intentionally and suggestions for differentiation are included throughout.