



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. In Part 1, you complete an inventory of the materials being reviewed, including information about the publisher, the materials’ intended purpose, and the intended audience.

In Part 2, you answer a series of yes/no questions about the presence of the criteria in the materials. You also provide justification to support your “yes” responses. If additional explanations for “No” answers are relevant to readers’ understanding of the materials, you may also include that in your justification. Part 2 is divided into four steps which correspond to each of the four elements being inventoried; see the following table.

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): Ready GEN

Publisher: Pearson

Materials/Program to be Reviewed: Ready GEN K-6

Tools of Instruction included in this review: Teacher's Guide and Scaffolded Strategies Handbook-Examples taken from grades 1 and 4 Teacher's Editions.

Intended Teacher Audiences: Grades K-6

Intended Student Audiences: Grades K-6

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

Check which set of standards will be used in this correlation:

WIDA Spanish Language Development Standards

WIDA English Language Proficiency Standards

WIDA Language Development Standards addressed: (e.g. Language of Mathematics),
Social and Instructional Language and the Language of Language Arts

WIDA Language Proficiency Levels included: Levels 1-5 (Entering, Beginning, Developing, Expanding, Bridging)

Most Recently Published Edition or Website: copyright 2016

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

ReadyGen is a seven-level program for Grades K-6. It is an integrated literacy program that accelerates learning for all by presenting modeled reading experiences with authentic text. Students engage in practice, build motivation, and improve their reading stamina. The program features: Authentic Text at the Core of Instruction (puts a library of 12 authentic trade books in the hands of every child), Built with Results in Mind (back-mapped for success to ensure all activities meet rigorous standards), Broadens Accessibility to Complex Texts and Tasks (point of use scaffolds, strategic support, and individualizes intervention accelerate learning for all.

Examples in this correlation will be taken from Grades 1 and 4.

PRIME Part 2: Correlate Your Materials

1. Asset-Based Philosophy

A. Representation of Student Assets and Contributions

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.

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

Justification: Provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

1) ReadyGen considers student assets and contributions by presenting student centered activities throughout the program. Reading topics relate to what is developmentally important to students like relationships with family and friends and exploring their world. Content is then used in speaking, listening, reading, and writing routines that encourage student connection to the material and to their class. For example, in the routine Turn and Talk, students discuss essential reading questions that consider background and prior knowledge with peers. Whole class discussion routines use open-ended questions and encourage students to share opinions, question peer opinions, and deepen their ideas. During vocabulary and reading lessons, students are encouraged to make real-life connections to the words and content of the readings. They log these connections in journal entries and share them with classmates in peer discussions. In writing activities, students often choose topics based on their personal interests. Writing workshops include a sharing feature that encourages students to listen to peer writings and ask questions. Additionally, ReadyGen provides supports for English Learners throughout the TE and the Scaffolded Strategies Handbooks that recognize the complexity of student background knowledge. For example in Grade 1, Unit 6 TE p. 63, the text box English Language Learners addresses a story about a birthday party and asks students to discuss personal birthday traditions to bridge understanding.

2) The ReadyGen program presents systematic routines in every lesson that allows opportunities for students to connect content to self and contribute their experiences and opinions in the classroom. These routines act to engage the students using Essential Questions, cooperative learning activities, and discussions that encourage personal sharing and opinions. See descriptions of the routines at the back of each Teacher’s Edition (TE) on pages TR2-TR31. View representative examples of lessons that connect to student assets/contributions in Grade 1, Unit 6:
Speaking Activities: Turn and Talk Routine, pp. 42; Real-Life Connections: p. 46, 47; Small Group Time- Build Accountability, p. 45; Scaffolded Instruction, pp. 63
Writing Activities: Share Writing, pp. 50, 70; Independent Writing Practice, p. 170

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? | <u>Yes</u> | No |
| 2) Are the language features at the discourse dimension addressed systematically throughout the materials? | <u>Yes</u> | No |

Justification: Provide examples from materials as evidence to support each "yes" response for this section. Provide descriptions, not just page numbers.

- 1) Each lesson in ReadyGEN includes a range of language features that practice discourse. They are made accessible to multiple levels of learners through routine and embedded instructional scaffolding. Peer and whole-class discussions are supported with guided routines with multi-level questioning strategies. Cooperative activities like small group time, sharing and presenting work, and practice/apply features give additional opportunities from students to communicate and practice language at the discourse level. The Scaffolded Instruction TE feature, located on almost every other page of the TE, strategically supports English Language Learners and includes help with idioms, multiple meaning words, common sayings, and cultural references (See examples in Grade 4, Unit 3, pp. 101, 103, 223, 233.) Additionally, visual supports like models and graphic organizers exemplify writing structures and organizational techniques for writing and speaking lessons (See examples in Grade 4, Unit 1 pp.38, 48, & 54).
- 2) Units follow systematic language routines at the discourse dimension throughout the ReadyGEN program. Description of the instructional routines are located in every TE on pages TR2-TR31. See routines specifically related to discourse on pages TR2-TR7. View the following examples in Grade 4, Unit 1 TE:
 - Classroom Discussions: Engage Students pp. 52, 72 & 82
 - Small Group Work and Discussions: Turn and Talk pp. 32, 52 & 72
 - Cooperative Activities: Practice and Apply pp. 34, 44 & 54
 - Language Supports and Scaffolds: Scaffolded Instruction pp. 43, 63, & 83

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

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

Justification: Provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

- 1) Every ReadyGen unit includes speaking and writing language development lessons in a range of complexities that include guided classroom and peer discussions and workshops that develop written narratives, opinion essays, and informative texts. Each reading-centered lesson contains a speaking, reading, and writing aspect that includes sentence-level language features. Lessons begin with engaging and guided discussions that promote background knowledge. In the reading section of the lesson, a Language Analysis section looks closer at idiomatic expressions and difficult-to-understand language. These lessons are supported with graphic organizers, guided questioning, and small group discussions. Lessons end with a Writing Workshop that contains a grammar feature called the Conventions Mini Lesson. The Conventions Mini Lessons are targeted instruction, directly connected to the writing assignment, and cover a large range of grammar, conventions, and language topics. In addition, the Scaffolded Instruction boxes located throughout the TE, offer point-of-use supports for grammar and language like understanding idiomatic expressions.
- 2) Language features at the sentence level are made accessible to multiple learning levels through instructional supports and embedded scaffolded instruction. Examples of supports include sentence frames for writing and discussions, guided cooperative learning activities, modeled language, and writing models. The Conventions Mini Lessons, described in part 1, include Scaffolded Instruction lesson boxes that often target English learners. For example, in Grade 1, Unit 6, on page 111 the Conventions Mini-Lesson practices how to expand complete sentences and the Scaffolded Instruction feature provides suggestions for sentence expansion for English Language Learners. Writing and Conventions Mini-Lesson topics are repeated throughout the lessons and units, giving many opportunities for

students to practice and expand language skills at all proficiency levels (See examples in part 3). Additionally, the Scaffolded Strategies Handbooks provide targeted support for English language learners, struggling readers, and accelerated learners for all reading, speaking, and writing lessons. Scaffolds are specific to the lesson and include supports that clarify confusing language, examine language structures, and support academic conversations.

- 3) ReadyGen routines include sentence dimension language features systematically throughout each unit in every grade level. See the following examples of language features described in sections 1 & 2 in Grade 1, Unit 6 TE:

Conventions Mini- Lessons: Produce and Expand Sentences, pp. 21, 31, 91, 111, 241; Use Commas and Capitalize Dates, p. 41, 71, 201; Use Determiners, pp. 61, 101, 141, 171, 181; Using Conjunctions in Compound Sentences, pp. 211, 221

Scaffolded Instruction: 31, 61, 91, 101, 141

Writing: Opinion Writing, pp. 58-60, 68-70, 78-80, 88-90

Academic Discussions: Discuss or Engage, pp. 42, 60, 62 ; Turn and Talk, p. 42, 52, 62 ; Practice and Apply, pp. 44, 54, 64

C. Word/Phrase Dimension (multiple meanings of words, general, specific, and technical language¹)

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|---|------------|----|
| 1) Do the materials address language features at the word/phrase dimension in a consistent manner for all identified proficiency levels? | <u>Yes</u> | No |
| 2) Are words, expressions, and phrases represented in context? | <u>Yes</u> | No |
| 3) Is the general, specific, and technical language appropriate for the targeted proficiency levels? | <u>Yes</u> | No |
| 4) Is the general, specific, and technical² language systematically presented throughout the materials? | <u>Yes</u> | No |

Justification: Provide examples from materials as evidence to support each "yes"

²General language refers to words or expressions not typically associated with a specific content areas (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.

response for this section. Provide descriptions, not just page numbers.

1) In each lesson, word/phrases are presented and examined in consistent vocabulary and language routines that include structured supports for all identified proficiency levels. Vocabulary lessons offer a consistent format: Introduce, Model, Teach, and Practice in isolation and in context. To scaffold learning, instructional supports follow a gradual release of responsibility model. Scaffolds include interactive, sensory, and graphic supports like using graphic organizers or discussing real-life connections to the words/phrases. A post-reading Language Analysis lessons evaluate specific passages from the reading and analyzes the meaning in guided discussions and cooperative activities. Additional support features in the TE, like the Foundational Skills Mini-Lessons and the Scaffolded Instruction boxes, are point of use supports for word study and confusing technical or culturally specific word/phrases. Additional word/phrase activities are also targeted in the Scaffolded Strategies Handbook for students working below and above grade level.

2) ReadyGen vocabulary instruction includes words, phrases, and expressions that derive directly from the lesson reading. ReadyGen addresses Benchmark Vocabulary, words important for understanding concepts within a text, and By-the-Way Words which are unusual Tier II and Tier III words found in the reading passage that may be difficult to understand. The Benchmark Vocabulary instruction follows separate routines for informational and literary texts. Both routines discuss the word meaning in context, look for context clues and nuances, and practice using the words in new sentences to deepen student understanding. These lessons/routines can be found in the Close Reading section of each lesson. See Grade 1, Unit 1 TE pages TR24 and TR28 to view Vocabulary Routines. The complete rationale for the vocabulary activities can be found on pages TR24–TR31. For Grade 4, see the Vocabulary Routine information on Unit 1 Teacher’s Guide pages TR24–TR31.

3) The general, specific, and technical vocabulary is appropriate to the targeted grade level and made accessible to multiple learning levels through instructional scaffolds and interactive and graphic supports. Technical and specific words are targeted in the Close Reading activity, By-The-Way Words lessons when needed, and in the post-reading Reading Analysis section. For example, in Grade 4, Unit 1, TE p. 324, the Reading Analysis lesson explores scientific concepts and language. The instruction is supported with language models, guided questioning, and a group project working with a graphic organizer. In addition, Scaffolded Instructional boxes in the TE offer further supports for English learners and students working below grade level.

4) ReadyGen presents general, specific, and technical language systematically throughout each grade level. Instructional routines that include language and vocabulary practice are the backbone of all lessons and units. Descriptions of the routines can be found in the Teacher Resources section of every TE on pages TR24-TR31. View the following representative examples of ReadyGen’s systematic vocabulary and language instruction in Grade 4, Unit 1 TE:

Close Read, pp. 43, 53, 63

By-The-Way Words, pp. 23, 43, 53, 63

Benchmark Vocabulary, pp. 44, 54, 64, 184,

Scaffolded Instruction, pp. 43, 73, 103, 143

Language Analysis, pp. 44, 46, 74, 76, 77, 184, 186, 187

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

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

Justification: Provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

1) ReadyGen is a grade level program that includes leveled supports that address a range of English language proficiency levels. Leveled supports include a leveled text library (offers 60 topically related texts per grade), differentiated instruction found throughout the TE, and the Scaffolded Strategies Handbooks. Before starting the program, students are evaluated in foundational skills, listening and reading comprehension, vocabulary, writing, and oral reading rate and accuracy. This helps to identify the appropriate leveled readers for Independent reading and instruction during group lessons. See the Implementation Guide page 11 for a brief description of the Baseline Assessments, Formative Assessments, Performance-Based Assessments, and End-of-Unit Assessments. Also see information in Grade 1 and Grade 4 Teacher’s Guides pages xvi and xvii.

2) Differentiation of language proficiency is linguistically and developmentally appropriate at each level of ReadyGEN. A variety of linguistic supports are incorporated into each level including teacher modeling, repeated reading, discussions, and student presentations. This interactive approach helps to present lessons that identify and meet the needs for differentiated levels of skills. Monitor Progress checks in each lesson helps to ensure that instruction is modified to meet individual learning needs. See the Grade 1 Teacher’s Guide Unit 1 pages 15–17 for Scaffolded Instruction for Small Group Time and Monitor Progress suggestions and the Grade 4 Teacher’s Guide Unit 1 Small Group Time pages 15–17 with Monitor Progress suggestions.

3) Every Teacher’s Guide lesson at every grade level includes differentiation of language instruction using a concise, systematic approach. This is further expanded in all the materials for the program. See the charts in the Teacher’s Guide on pages iv–vii. Pages viii and ix explain the structure of the lessons and how whole group and small group activities for Reading and Writing are presented and tailored to address the needs of learners throughout the program. In the Grade 1 Unit 1 Teacher’s Guide, the Text Complexity Rubrics on pages TR48–TR54 address the complexity of the texts offering Quantitative and Qualitative Measures and Reader and Task Suggestions, and the Leveled Text Instructional Plans on pages TR57–TR66 provide support for reading informational and literary leveled readers. In the Grade 4 Unit 1 Teacher’s Guide, see pages TR48–TR57 and TR58–TR67.

B. Representation of Language Domains

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

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

Justification: Provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

1) Students read, write, listen, and speak every day in every lesson of ReadyGEN. The program uses a well-developed lesson structure that involves all aspects of reading and writing and incorporates listening and speaking development. This integrated approach allows every student to participate at an appropriate level and then to progress in skill development through instruction, reinforcement, and application. The lesson (see Grade 1 Unit 1 Teacher’s Guide pages 12–21) introduces the concepts and skills related to the selection with questions followed by close reading techniques. The lesson continues with vocabulary instruction. Reading/Language Analysis presents, supports, and extends a specific skill in sections that involve all language domains. The Small Group Time activities provide strategic support for the reading process followed by a well-structured and related writing activity for the Whole Group. Everything in a lesson targets the language domains and accommodates all levels of learning. Grade 4 (see Unit 1 Teacher’s Guide pages 12– 21) follows a similar lesson plan structure with Build Understanding—Set the Purpose, Engage Students, Read, Turn and Talk; Close Read; Benchmark Vocabulary; and Reading Analysis with Support and Extension. Again the Small Group Time activities provide strategic support for the reading process followed by a well-structured and related writing activity for the Whole Group.

2) In addition to the features described in Part A, review the earlier references to the Scaffolded Strategies Handbook and the Scaffolded Instruction tabs for English Language Learners and Strategic Support on lesson pages in the Teacher’s Guides for Grades 1 and 4. The language domains are included in the context of language proficiency so that students are involved in academic discussions and collaborative conversations to help develop their language skills. The Whole Group and Small Group lessons actively involve all students in developing language proficiency at all levels using all language domains.

3) ReadyGEN presents listening, speaking, and writing activities systematically throughout each lesson. See the following representative examples in Grade 4, Unit 2 TE:
Listening & Speaking: Turn And Talk, pp. 12, 22, 32; Close Read, pp. 13, 23, 33; Practice/Apply, pp. 24, 34, 44; Share Writing, pp. 20, 30, 40
Reading: Read, pp. 12, 22, 32; Close Read, pp. 13, 23, 33; Focused Independent Reading, pp. 15, 25, 35
Writing: Narrative Writing, p. 18, 19, 38, 39; Independent Writing Practice, p. 20, 240; Opinion Writing, pp. 228, 229, 238, 239

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, The Language of Language Arts, The Language of Mathematics, The Language of Science, The Language of Social Studies as well as complementary strands including The Language of Music and Performing Arts, The Language of Humanities, The Language of Visual Arts.

The Standards Matrices are organized by standard, grade level, and domain (Listening, Speaking, Reading, and Writing). The standards matrices 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

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|---|------------|----|
| 1) Do the materials connect the language development standards to the state academic content standards? | <u>Yes</u> | No |
| 2) Are the academic content standards systematically represented throughout the materials? | <u>Yes</u> | No |
| 3) Are social and instructional language and one or more of the remaining WIDA Standards present in the materials? | <u>Yes</u> | No |

Justification: Provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

- 1) ReadyGen’s language development curriculum closely aligns to the Common Core State Standards and other state and local standards. View a comprehensive listing of correlations at www.pearsonschool.com. Common core aligned objectives are listed at the beginning of each lesson and throughout the lesson activities. See examples in Grade 4, Unit 1, pp. 12, 17, and 22. Performance-Based and Summative Assessments reflect the lesson and Common Core objectives. The ReadyGen program engages children in reading experiences with authentic, rigorous Text Sets at the core of all standards based instruction. Each Text Set comprises full-length informational and literary trade books and texts spanning multiple genres and cultures.

The collections include poetry, primary sources, biographies, and other texts tied to content-area standards that build a broad range of knowledge and literacy experience. Speaking and writing content and topics also span a wide range of genres with overarching practice over the grade levels. View Grade 1, Unit 1, TE Module A's overview to see the depth of reading and writing activities presented in a typical ReadyGen lessons on pages 8-11.

- 2) Academic content standards were systematically used to compose lesson content and guide instructional routines throughout ReadyGen. For example, in Grade 4, Unit 1, p. 32 one lesson objective listed is “Describe characters and setting, drawing on specific details in the text. Common Core Standard RL.4.3.” This standard/objective is then woven into instruction in each section of the lesson. After reading, students discuss the question “How do we learn about the island and the people who live there?” and “How does the description help draw a reader into the story?(pp. 32-34)” The language standards are then targeted in the feature Language and Reading Analysis at the completion of the reading lesson that includes practice and application of the objectives. This same transparency in curriculum design relating to the standards is echoed in every lesson. See further examples in Grade 4, Unit 1 on pages 42, 44, 52, 54, 62, and 64.

- 3) The ReadyGen program provides 12 literary and informational trade books at each grade that include social studies, science, language arts, and math topics (See Grades 1 and 4 Teacher’s Guides pages iv and vi–vii for a brief overview of the book sets.) Students participate in social conversations and discussion routines that incorporate new language with academic content in every lesson. Instructional language is used throughout and in all language domain practice. Surrounding the reading and writing content are activities that practice skills like retelling, find details, defining words in context, sequencing information, and using graphic organizers. See representative examples in a Grade 4, Unit 1 science related lesson.
 - Lesson 1 Reading “Porpoises in Peril” p. 1
 - Enduring Understanding Objective, p. 12: Learners understand that researchers and scientists adopt scientific habits to accomplish tasks.
 - Vocabulary words include investigate, environmental, ecological.
 - Instructional Objectives that are reflected in activities on pages 12-17: Refer to details and examples when explaining what a text says. Summarize a Text.
 - Social language activities: Turn and Talk p. 12, Discussion, p. 13, Practice/Apply p. 14

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

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|---|---------------|
| 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 their language level? | <u>Yes</u> No |
| 2) Are opportunities for engaging in higher order thinking systematically addressed in the materials? | <u>Yes</u> No |

Justification: Provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

- 1) ReadyGen integrates critical thinking into each instructional ‘routines’ that encourage students to apply higher-order thinking skills to the presented topics. Throughout lesson discussions, students

answer questions types that build skills like comparing, analyzing, reflecting, and using evidence to form an opinion. As students improve opinion writing and discussion skills, peer discussions develop to promote students to analyze, synthesize, evaluate, and create arguments based on textual evidence. For example, The Sleuth reading materials present the Super Sleuth Steps: Look for Clues, Ask Questions, Make Your Case, and Prove It! With performance tasks to demonstrate comprehension. ReadyGen also includes a range of opportunities for students to make connections to the content and relate it to personal experiences. In addition, the Scaffolded Strategies Handbook includes extension questions and activities that require higher order evaluation to deepen understanding of unit content.

2) As stated above, ReadyGen systematically integrates critical thinking activities into each lesson. See these representative examples:

Teacher Resources, Routines pp. TR2-T31: These instructional routines are repeated in every lesson, and include higher-order elements. For example, in the routines there is a section called Going Deeper. This section gives options for teachers to encourage higher-level thinking by asking students to make comparisons and connections between the ideas. See examples on pp. TR3, TR7, TR11, TR23, and TR31.

Small Group Time, Today’s Strategy Focus: Critical Thinking pp. 174, 234, 275: In the small group time of the lesson, instruction centers on rotating strategies: Vocabulary Knowledge, Fluency, Critical Thinking, and Comprehension. Lesson strategies are reflected in the Ready/Literary Analysis features and in group/peer discussions.

Reading/Language Analysis, pp. 174,177, 233, 274, 277: These features that promote higher order thinking and engaging discussion in every lesson. They especially focus on critical thinking skills when the strategy aligns in the small group time as mentioned above.

C. Supports for Various Levels of Language Proficiency

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

Justification: Provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

1) Scaffolded supports for different language needs are offered throughout the ReadyGEN program. The program broadens accessibility for complex text and tasks with point-of-use scaffolds, strategic support, and individualized intervention to accelerate learning for all. In addition to the information that includes the Small Group Time (see Grades 1 and 4) in each lesson of the Teacher’s Guide, the Scaffolded Strategies Handbook contains the following:
Unlock the Text—Use Prepare to Read to support students with tools for accessing key ideas, key language, and key structures of the text.

Unlock the Writing—Develop writing fluency and proficiency with scaffolded lessons and models in the three key modes of writing (Informative, Opinion, and Narrative).

Routines and Activities—Scaffold learning with routines and activities to support reading, writing, speaking, and listening.

Unlock Language Learning—Use scaffolded lessons to help English language learners unlock the anchor and supporting texts. Passages, vocabulary, and questions are geared toward building background knowledge for students learning English, so they can dig deeper into vocabulary and structure, regardless of their language proficiency.

2) Using the previously explained materials in Part A for scaffolding instruction, levels of proficiency are easily tracked and students can be provided with lessons and online materials to improve their skills and progress to higher levels. Routines, practice, and assessment occur at point-of-use within each lesson. The lesson follows a gradual release of responsibility model to scaffold learning. Using a variety of reading tools (see Teacher’s Guide pages x–xi), the reading materials are specifically designed to help students master skills and move on. The overall progression of text complexity, within and across grades, facilitates students’ learning of academic vocabulary, close reading, and foundational skills and further deepens content knowledge and comprehension.

3) ReadyGen is a carefully structured program that guarantees consistent lessons and lesson supports. See the following representative examples of the systematic representation of scaffolds in Grade 1, Unit 1 TE:

Graphic Supports: Graphic Organizers, pp. 14, 24, 34, 44; Writing Models, pp. 18, 39, 49, 58

Interactive/Sensory Supports: Cooperative Learning Activities, pp. 24, 42, 56, 80; Digital Options, pp. 60, 70, 80

Scaffolded Instruction (Leveled Point-of-Use Support): pp. 23, 39, 53, 61, 6

D. Accessibility to Grade Level Content

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

Justification: Provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

1) In ReadyGEN, the Text Sets, Text Collections, Sleuth selections, and Leveled Text Libraries offer a diverse selection of authentic texts to ensure that grade level content is covered. ReadyGEN includes books, authors, and illustrators that reflect different genders, cultures, and races; a balance of male and female protagonists; storylines to promote tolerance and acceptance of others; and nonfiction and fiction texts that meet heightened literacy expectations for today’s students. ReadyGEN also includes a Spanish leveled text library, Spanish Detective (Sleuth) and Spanish trade book library to support biliteracy instruction in the classroom. Science, social studies, mathematics, and literature content standards were used to identify topics appropriate for each grade and to develop the scope and sequence of the content included in the program. As students read a selection, content directly related to the curriculum standards for the grade is integrated into the text, vocabulary, and activities. This

carefully structured system is used throughout all levels. See the Module Overview Standards Map in the Implementation Guide, which describes the PBA Task and gives information about the Anchor and Supporting Texts along with the Goals, Enduring Understandings, and Essential Questions for the module (examples: Grade 1, Unit 1 pages 74–85 and Grade 4, Unit 1 pages 74–81).

2) The program provides flexible instruction to accommodate the learning needs and language proficiency levels of all English language learners. In ReadyGEN, the lessons are linked to the skill level from the Baseline Assessment. Using the Baseline Assessment to determine their instructional needs at the start of the year, the teacher places the students in the program at the level where they can learn the skills and progress. ReadyGEN uses the design principle of backward mapping to ensure that activities are explicitly linked to and driven by the target objectives selected for each module. Working from the requirements of the Performance-Based Assessment at the end of each module, carefully chosen content-rich selections support the text-based instruction that enables students to address the module goals. The Module Overview chart identifies the instructional focus—what readers, writers, and learners are expected to know and do and the variety of content they will be working with at every level of instruction. These expectations fall in line with the goals for the Performance-Based Assessment.

3) The content in every grade level is based on a thorough review of the grade level content standards and the developmental needs and interests of the learners. To view content in representative modules see Grade 1, Unit 1 TE see the Module A overview and planner on pp. 8-11 and Module B on pages 156-159. Grade 4, Unit 1 Module overviews and planners are on pages 6-9 and 206-209.

E. Strands of Model Performance Indicators

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

Justification: Provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

1) The ReadyGen program focuses on developing language and presents a range of language functions in each grade level. Language functions like clarify, identify or examine are used in the instructional language, objectives, and found in the Benchmark vocabulary words activities. The instructional language in all grade levels of ReadyGen utilizes language functions that include but are not limited to: infer, classify, define, discuss, summarize, describe, preview, define, predict, identify, sequence, and compare. Example activities using language functions might be "Describe how fish move" or "Identify an animal with an exoskeleton."

2) Language functions are always attached to context, whether they are practiced in the targeted vocabulary or within a reading strategy lesson asking students to describe and evaluate. They are incorporated into all of the lesson activities and guide instruction throughout the grade levels.

3) Language functions are presented systematically throughout the lessons, units, and levels. See the following representative examples in Grade 4, Unit 1 TE:

Instructional Language Examples:

Objectives, p. 152: Describe the overall structure and Review the key details

Reading Analysis, p. 104: Summarize the events in a text

Monitor Progress, p. 105: Describe the events in the text in proper sequence

Benchmark Vocabulary Examples in Module A and B: Refer, Identify, Affect, and Depict