



# PRIME V2<sup>TM</sup>

Protocol for Review of  
Instructional Materials for ELLs V2

---

**WIDA PRIME V2 CORRELATION**



# PRIME V2™

## 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](mailto: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): Summit Learning

Publisher: Summit Learning

Materials/Program to be Reviewed:

Sampling of Grades 4-12 Standards Based Summit Program and the Summit Platform including the on-Line Accessibility Resources Bank and Summit Learning *Considerations for English Language Development (ELD) in Summit Learning Brief*

Tools of Instruction included in this review:

Summit Learning Base Curriculum (Standards based projects/units for Grades 4-12 on the Summit Learning Platform) and the Teacher Resources in the Accessibility Resource Bank

Intended Teacher Audiences:

Summit Learning schools provide a personalized approach to teaching and learning. Summit Learning is a free program that provides educators across the United States with tools, resources, and training needed to implement the instruction approach in a way that meets each community's individual needs, values and vision.

Intended Student Audiences:

Summit Learning grade-level content provides students with an individualized learning pathway

Language domains addressed in material:

Listening, Reading, Writing and Speaking integrated into grade-level project-based learning.

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).

WIDA Standard 1: Social-Instructional Language

WIDA Standard 2: Language of Language Arts

WIDA Standard 3: Language of Mathematics

WIDA Standard 4: Language of Science

WIDA Standard 5: Language of Social Studies

WIDA Language Proficiency Levels included:

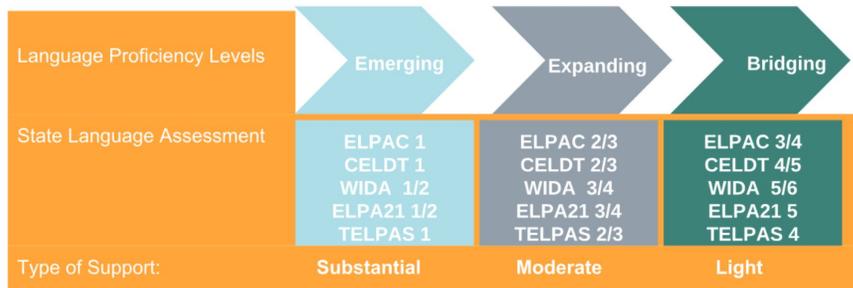
Summit Learning Grades 4-12 English, History, Math, Science and World Language (Grades 9-12 Spanish) does not specifically address WIDA English Language Proficiency levels. The Summit Learning Considerations for English Language Development resource provides language-based support considerations within each Summit project-based module. Summit learning indicates specific differentiation strategies for the Emergent level of English Proficiency, the Expanding level of English Proficiency, and the Bridging Level of English Proficiency. Additionally, Summit Learning provides an accessibility resource bank; *a curated selection of research-based resources that teachers can use to increase access to classroom content for all learners--especially those with Foundations needs.*

### Supporting English Learners along the Path to Biliteracy

Summit Learning's approach to meeting the Foundations needs of our students as they are learning English manifests in three ways: through support on the Platform, through intervention and through Mentoring.



### Proficiency Level Definitions



Most Recently Published Edition or Website: <https://www.summitlearning.org/>

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

*Summit Learning establishes a learning environment which recognizes language learners' native languages and cultures as assets they bring to their education and to their learning community.* Summit learning program provides schools across the United States with the tools, resources, and trainings they need to implement the instruction approach in a way that meets each community's individual needs, values and vision. Summit Learning program is free to schools. Summit Learning provides resources and tools to help schools implement programming suited for the unique community. Access to Summit Learning Program includes access to the following; professional development, ongoing support, and the Base Curriculum with in the Summit Learning platform. The internet based Summit Learning Base Curriculum includes a Project/Unit Overview (inclusive of activities, resources, checkpoints, final products), project calendar, cognitive skills and standards covered by the project. The Summit Learning

Program helps educators by providing a cohesive community employing personalized learning with their students.

## 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)

The Summit Learning program considers student assets and contributions by providing many opportunities for students to connect personally to content. The program surrounds each project overview with essential questions and enduring understandings that promote student connection to the materials through individualized projects, extension activities and opportunities for collaboration. Each project overview provides the following components; *Essential Questions, Enduring Understanding, a Description, cognitive skills addressed with an accompanying rubric, focus areas, pacing information, standards, support materials for the teacher, and a section on adaptations and Modifications.* Embedded into each project and individualized lesson there is a reflection activity that encourages students to write reflections, work collaboratively in the classroom with peers. In addition to embedded checkpoints for understanding and learning, there are support tools for students to write and peer-edit. The Summit Learning program provides each *student life skills that they can apply to real-world situations.*

2)

**Student assets and contributions are systematically considered throughout the program. The following examples are representative of features found in each project overview and unit of Summit Learning. All examples in this correlation will be taken from the grade 6 program. Summit Learning provides project units for grades 4-12 in the following content areas; English, History, Math, Integrated Science and Spanish (9-12).**

**View the following examples from 2019 English 6, Stories and Storyboards**

At the beginning of each project the feature *what is this project about?* Explores essential questions, enduring understanding, scope and sequence, pacing, resources and foundations supports that increase accessibility.

## What is this project about?

### Essential Question

How do stories teach people about life?

### Enduring Understanding

- Fiction authors connect to readers by offering hidden meanings in their stories and by sharing themes about life and the world.
- The themes and deeper meanings develop little by little throughout a story and within the characters, events, and ideas.
- When you analyze the themes of a text, you can convince others to agree with you by selecting relevant evidence.
- You can make yourself more clear and show the strength of your analysis by explaining your evidence, breaking down meanings, and giving your reasoning.

### Description

Have you ever thought about what it would be like to work behind the scenes, writing a television show? In this project, you find out! You work for the writing team at a famous animation company that creates cartoon television shows. Your team has decided to create a new TV show based on the novel *Holes* by Louis Sachar. Your director loves this idea, but she wants to be sure that the show meets her goal for the company: to make educational TV that teaches people important life lessons. Here is the big question for you: How do stories teach people about life? It is your job to figure it out, finding the lessons in the novel and expressing them in your cartoon. You do that by studying the novel carefully, using a number of reading strategies, and documenting all that you find. Once you are done with the book, you work with your team to break the novel into parts and plan each TV episode. Then, you create a STORYBOARD. Your storyboard is for one episode of your cartoon, and it includes captions and quotations from the novel. At the end of the project, you need to convince your director that you got the job done. You do this by writing an explanation of how your episode reveals an important message (a theme) to viewers. So, are you ready? Lights, camera, action!

[↗ Read less](#)

### Cognitive Skills [View Rubric](#)

Theme/Central Idea

Selection of Evidence

Explanation of Evidence

Conventions

### Focus Areas - Power

Reading Strategies 6

Plot

Punctuation 6

Mechanics 6

## (2019) Stories and Storyboards Standards

Search
CCSS.ELA-LITERACY.RL.6.1 ✓ ?
CCSS.ELA-LITERACY.RL.6.10 ✓ ?
CCSS.ELA-LITERACY.RL.6.2 ✓ ?
CCSS.ELA-LITERACY.RL.6.3 ✓ ?
CCSS.ELA-LITERACY.RL.6.5 ✓ ?
CCSS.ELA-LITERACY.SL.6.1 ✓ ?
CCSS.ELA-LITERACY.SL.6.1.A ✓ ?
CCSS.ELA-LITERACY.SL.6.1.C ✓ ?
CCSS.ELA-LITERACY.SL.6.1.D ✓ ?
CCSS.ELA-LITERACY.SL.6.6 ✓ ?

## 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 Yes No

## identified proficiency levels?

2) **Are the language features at the discourse dimension addressed systematically 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)

Summit Learning consistently includes language features at the discourse level in speaking, listening, and writing activities for the *emergent* English Language Proficiency level with *substantial support* structures, the *expanding* English Language Proficiency level with *moderate support* and the *bridging* English Language Proficiency level with *light support*. The Summit Learning project-based learning is designed to include individual, partner, small and large group discussions within the learning. Discussion and writing routines are supported with instructional scaffolds including *lexile or reading levels, decoding and fluency support, collaborative approaches to comprehension, strategies for building background knowledge, word banks, guided questions, sentence frames, and content-language differentiation*.

See example from Grade 6, English Project Stories and Storyboards and the Checkpoint 3

### Checkpoint 3

Plans [Day 7](#) [Day 8](#) [Day 9](#) [Day 10](#) [Day 11](#)



#### Team Plan

Use this tool to plan the plot and theme for each episode of your team's TV show. Make sure that each team member is in charge of ONE episode. Then, brainstorm and share ideas, discussing each episode. When you are finished, write a theme and explanation about your episode.

**What is the focus of this checkpoint?** [View Rubric](#)

#### Theme/Central Idea

Students identify events, characters, and details that shape a theme in a group discussion and then on their own.

Resources from; Four Stage Rocket- Designing Groupwork

Think about it...

What are some of your strengths when having a discussion? What do you need to improve?



- Stage 4: Include Everyone**  
No person may make a second comment until everyone has contributed once.
- Stage 3: Reflecting**  
Each person must state back the last person's comment before offering a new comment.
- Stage 2: Listening**  
Each person must pause for 3 seconds between each spoken comment.
- Stage 1: Conciseness**  
All comments must be made in 15 seconds or less. The timekeeper makes sure.

### Four Stage Rocket

Stage 1: **Conciseness** is getting quickly to the point.

- Keep on discussing for five minutes.
- The timekeeper makes sure that each person *talks for only fifteen seconds* at a time

### Four Stage Rocket

Stage 3: **Reflecting** is repeating out loud to the group something that the person before has said.

- Choose a new timekeeper
- Keep on discussing for five minutes, making sure each person talks for only fifteen seconds, waits three seconds after the person before has spoken.
- This time, *everyone who speaks must begin by repeating* to the group something that was said by the person who spoke immediately before.

Additional discourse support is found through language differentiation, resources and the Accessibility Resource Bank and guidance for assignment of targeted scaffolding outline in each project guide.

The screenshot shows a digital resource page with a blue sidebar on the left containing navigation icons. The main content area is titled "Conversation Support" and includes a description: "Initiate and perpetuate academic discourse, including verbal and nonverbal communication, by using placemats, posters, and/or a conversation wheel." Below this is a section titled "What Is Conversation Support?" with a sub-header "What Is Conversation Support?". The text explains that the resource provides tools for explicit instruction on academic conversation features and scaffolding. A list of conversation support features includes: explicitly teaching features with symbols and hand motions, modeling prompts, offering applicable prompts and responses, and supporting development of non-verbal communication. On the right side, there are sections for "Learn Through Videos" and "Resources", each listing several related materials like "Explicitly Teach Features Of Conversations" and "Conversation Wheel". A "Help" button is visible in the bottom right corner.

**When To Use Conversation Support?**

When students developing Language Foundations are participating in academic dialogue, consider using these resources to scaffold oral participation and increase understanding of conversation features.

These resources are appropriate for:

Whole Group Experiences	Partial Group Experiences	Paired Learning Experiences
		

**Why do we need Conversation Support?**

Effective conversations provide students with lots of language input and output, this can provide a larger cognitive lift to students developing language foundations than students with established language skills. Teachers are very interested in using talk to learn strategies to develop advanced speaking and conversation skills as well as to encourage the internalization of content. Offering scaffolding to students who require it is crucial to the effectiveness of this strategy. Communication-based teaching requires: engaging purposes, information gaps, attention to language, and content to talk about. There are many missed opportunities in content area lessons to develop academic language and literacy. Encouraging supported conversation to occur can allow students opportunities to put their ideas into multi-sentence responses during school lessons, engage in building and communicating ideas, and have productive back and forth conversations with their peers. (JeffZwiers.org/research)

**How to use conversation support resources?**

Explore the following resources. You may choose to print them as hard-copy reference for an activity or workshop, or in some cases you may elect to add them to your project/unit for targeted assignment.

**Academic Conversations Placemat with Prompts and Responses**

This resource based on the work of Jeff Zwiers can be printed and used to support a variety of academic conversation settings. You may want to add it as a resource in a Project/Unit for targeted assignment to certain students. You may also decide to print this and use it along with the Features of Conversations Workshop.

**Constructive Conversation Skills Poster**

This poster found in the Tools section of JeffZwiers.org can be posted as an anchor chart and referenced for various types of conversations. This poster could also serve as the content of a workshop preceding participation in a conversation where a student will be expected to pose an idea, evaluate, support and/or evaluate and compare.

**Conversation Wheel**

The San Diego County Office of Education created this conversation wheel that can be used to encourage dialogue in whole group, small group or partner format. When you anticipate student conversations will need nudging to progress beyond single phrases into more academic, multi-sentence discussions, hand out Conversation Wheels.

**Explicitly Teach Features of Conversations**

Explicitly teach features of conversations with symbols and hand motions during Whole group activities, and during workshops. This teacher resource suggests, hand motions, prompts for using the feature and prompts for responding to six features of conversations.

**Explicitly Teach and Model Pragmatic Language**

Explicitly teach the verbal and nonverbal elements of pragmatic language. Pragmatic language includes the ability to initiate and sustain common types of exchanges such as asking questions, introductions, requests. It also includes appropriately modulating communication based on context of the listener and engaging in expected non-verbal conventions of communication such as turn taking, eye contact, and physical space. Visuals can be particularly helpful for all age levels to use as a reference as they do not present a further language barrier (e.g. images, comic strips, or model/role play). The included checklist includes some items to help students consider when preparing for conversation.

**Observation and Analysis Tools**

Use a template to evaluate the quality of conversations. You can also suggest that a peer or coach use one of these resources when they come to observe your classroom: the **Conversation Observation and Analysis Tool** or the **Communicativeness Design and Observation Tool for Lesson Activities**.

**2)**

Language features at the discourse level are presented systematically across the curriculum throughout the Summit Learning project-based program. Each unit of study begins with an overview of the project, essential questions, enduring understandings, support resources for discussions that encourage prior knowledge connections and build background knowledge. Each project-based unit of study includes group and peer discussion (Speaking), collaborative learning opportunities (Listening/ Reading) and to provide additional opportunities to practice discourse level academic conversations.

Grade 6 Examples below from Projects and Storyboards unit highlight an example of student work reflecting on the discussion theme: *Things are not always as they first appear to be. The Bremen Town Musicians.*

**"The Bremen Town Musicians" Episode: The Resolution**  
 Theme: *Things are not always as they first appear to be.*



The Bremen Town Musicians see a warm house, and a group of robbers are inside eating delicious foods. The animals need a place to live, so they make a plan to disguise themselves and scare the robbers away.



The animals climb on top of each other, so they are tall and will be scary in the dark. They plan to surprise the robbers by running in the house and braying, barking, meowing, and crowing.

**MY EPISODE BEAT SHEET**

**Title:** "The Bremen Town Musicians" by the Brothers Grimm  
**Part of the Plot:** the denouement (the ending)  
**Theme:** Sometimes things in life are not actually what they appear to be.

Characters	Events	Details
<ul style="list-style-type: none"> <li>The donkey</li> <li>The rooster</li> <li>The cat</li> <li>The dog</li> <li>The robbers</li> </ul>	<ul style="list-style-type: none"> <li>The animals see a house where the robbers live.</li> <li>The animals make a plan to "disguise themselves" and scare the robbers.</li> <li>The animals barge into the house and the robbers are terrified.</li> <li>The robbers run away.</li> <li>The robbers send one back to investigate.</li> <li>The robber who goes back "gets bitten and attacked by each of the animals."</li> <li>He "tells the robbers and they decide they can never go back to their house."</li> <li>The Bremen Musicians live happily in the robber's home for the rest of their lives.</li> </ul>	<ul style="list-style-type: none"> <li>The house is warm and filled with delicious foods to eat.</li> <li><b>"The animals climb on top of each other so that each animal so they are tall and will be scary in the dark."</b></li> <li><b>"The robbers believe that the animals are a ghost."</b></li> <li><b>"When the robber goes back, he that the animals are actually a witch, a monster, a man with a knife, and a judge in the house."</b></li> </ul>

**Quotations that Reveal the Theme**  
 Include the page number!

# 1 "The robbers jumped up at the terrible bellowing, thinking that a ghost was coming in, and fled in great fear out into the woods."	# 2 "He mistook the cat's glowing, fiery eyes for live coals, and held a sulfur match next to them, so that it would catch fire. But the cat didn't think this was funny and jumped into his face, spitting, and scratching."	# 3 "Oh, there is a horrible witch sitting in the house, she blew at me and scratched my face with her long fingers. And there is a man with a knife standing in front of the door, and he stabbed me in the leg."
--	---	--

**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 of the identified proficiency levels? Yes No

2) Are the language features at the sentence Yes No

**dimension appropriate for the identified proficiency levels?**

**3) Are the language features at the sentence dimension addressed systematically 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)**

Summit Learning project-based program addresses language features at the sentence-level for the *emergent, expanding and bridging levels*. Each individualized project begins with exploration and discussion that activate prior knowledge of the topic. Cooperative learning strategies include peer discussion to support specific academic conversations. English Language Development resources in the provided to educators in the Summit resource bank are highlighted below;

Entrance and Exit criteria for an English Language Development program is defined by your school's state regulations. A state's Language Proficiency testing determines the English Proficiency Level of English language Learners and this information is used to provide data-driven instruction with an appropriate level of support. Due to the variety of proficiency-level descriptors used in assessments and standards across the nation, Summit Learning refers to three general categories of proficiency for the purpose of common language among our partner schools.



**Emergent Level of English Proficiency:** English learners enter the Emerging level having limited receptive and productive English skills. As they progress through the Emerging Level they start to respond to more varied communication tasks using learned words and phrases with increasing ease. Upon exit from the Emerging level, students have basic English communication skills in social and academic context.

*Requires Substantial Support*



**Expanding Level of English Proficiency:** As learners progress through the Expanding level they move from being able to refashion learned phrases in English to meet their immediate communication and learning needs toward being able to increasingly engage in using the English language in more complex, cognitively demanding situations. Upon exit from the expanding level students can use English to learn and communicate about a range of topics and academic content areas.

*Requires Moderate Support*



**Bridging Level of English Proficiency:** As English learners progress through the Bridging level they move from being able to communicate in ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. Over time, learners move towards being able to refine and enhance their English language competencies in a broader range of settings. Upon exit from the Bridging level, students can communicate effectively with various audiences on a wide range of familiar and new topics to meet academic demands in a variety of disciplines.  
*Requires Light Support*

2)

Sentence dimension language features are grade level appropriate and supported with scaffolds and supports for the *emergent, expanding, and bridging* language proficiency levels. Language instruction includes the following scaffolds; content specific word-banks, graphic organizational tools, mind-maps, sentence frames, guided questions, leveled activities, opportunities for collaborative grouping and learning in addition to interactive sensory and graphic supports. Summit Learning advises that emerging level students receive additional language development beyond what is provided in the base curriculum through strategic interventions.

**This is an example of how language routines can be incorporated daily in Summit Math courses. This screen shot shows a Math lesson overview including instructional routines, and specifically a Math Language Routine, that will be used during that particular lesson. When teachers click on the MLR7: Compare and Connect, they can see a description that serves as a reminder for what that routine’s purpose is and what it looks like in class.**

**Math 8 Unit: Rigid Transformations Lesson 1**

**WARM-UP: 10 minutes**  
**1.1: Which One Doesn't Belong: Diagrams**

Instructional Routines	<ul style="list-style-type: none"> <li>Which One Doesn't Belong?</li> <li>Think, Pair, Share</li> <li>MLR7: Compare and Connect</li> </ul>
CCSS Standards: Building on	<ul style="list-style-type: none"> <li>4.MD.C.5</li> </ul>

This warm-up prompts students to compare four images. It encourages students to hold mathematical conversations. It gives you the opportunity to hear how students describe characteristics of the images in comparison to one another. To allow all students to participate, make sure each image has one obvious reason it does not belong. Encourage students to find unique properties (e.g., Figure B is the only right angle). During the discussion, list properties that will be helpful in upcoming work of the unit. The activity also gives students a chance to use tools in their geometry toolkit.

Before students begin, consider establishing a small, discreet hand signal so students can have an answer they can support with reasoning. This signal could be a thumb up or down, a number of fingers that indicate the number of responses they have for the problem, or a hand held up if students have had enough time to think about the problem and keeps the hands being raised around the class.

**MLR7: Compare and Connect**  
 To foster students' meta-awareness as they identify, compare, and contrast different mathematical approaches, representations, and language. Teachers should demonstrate thinking out loud (e.g., "I'm exploring why we one might do or say it this way, questioning an idea, wondering how an idea compares or connects to other ideas or language), and students should be prompted to reflect and respond. This routine supports meta-cognitive and meta-linguistic awareness, and also supports mathematical conversation.

3)

Summit Learning incorporates listening, speaking, reading and writing level features throughout each project plan. Each grade level project provides some of the following support structures within a project. Projects and Concept Units, Self-Directed Learning, and support structures provide opportunities for the *Emerging Level English Proficiency*, the *Expanding Level English Proficiency*, and the *Bridging Level English Proficiency*. Additionally, each project unit provides English Language Development support through Mentoring. Mentoring is described as a *critical space for English Learners to develop their Habits of Success, particularly in the areas of growth Mindset, Sense of belonging, and Self Efficacy*. The visual captured below highlights how the *emergent level* benefits from the support structures built through mentoring;

English Language Development Support through Mentoring	
Mentoring is a critical space for English Learners to develop their Habits of Success, particularly in the areas of Growth Mindset, Sense of Belonging, and Self Efficacy.	
<b>Emerging English Proficiency</b> Students build relationships in heterogenous mentor groups where their emerging biliteracy is recognized as an asset and they experience an environment in which they feel safe and encouraged to speak.	
<b>Expanding English Proficiency</b> Guidance for goal setting around earning recognition for their Biliteracy and relationship building cultivates positive mindsets and builds habits of success.	
<b>Bridging Proficiency</b> A relationship with a mentor and peers fosters a sense of academic belonging. The mentor helps cultivate Self Efficacy as the student learns to identify as having the skills of Biliteracy. Upon graduation the student is awarded recognition for their Biliteracy.	

**C. Word/Phrase Dimension (multiple meanings of words, general, specific, and technical language<sup>1</sup>)**

- 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**      Yes    No

**appropriate for the targeted proficiency levels?**

**4) Is the general, specific, and technical<sup>2</sup> language systematically presented 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)**

Summit Learning Project-based content consistently address language features at the word/phrase level. Each project begins with a unit overview, essential questions, enduring understanding, description, key academic vocabulary or terms to activate prior knowledge. Students engage with content-specific academic vocabulary with each unit of student. Academic vocabulary and terminology are presented in context with real-world examples. Word study instruction includes the use of cognates, root words, and multiple meaning words. Each unit of study provides a variety of digital, adaptive and engaging resources including gaming, videos, peer-modeling and possible L1 translation.

See Examples from Grade 6 English Units.

Below is an overview of the unit of study and elements covered;

---

<sup>2</sup>General 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.

## Focus Area Details

### Overview

By the time you finish this playlist, you should be able to use affixes and roots as clues to the meaning of a word, as well as being able to use a dictionary and other reference materials. You will also deepen your knowledge of words by recognizing relationships between words, for example cause/effect and part/whole. You will consider the meanings of words by learning about connotations and denotations, and finally, you will use context clues to identify meanings in words.

### Score Needed To Pass

**8 out of 10** correct.

### Key Terms

cause/effect, part/whole, item/category, connotation, denotation, roots, affixes, prefixes, suffixes, common roots: ben/bene, bio, dem, dic/dict, graph, man, spect, port, phon, scrib/script analogies, context clues,

Below is an example objective in which students explore key academic vocabulary to create inferences and better understand the terminology

Objective 3  
Use the relationship between particular words (cause/effect, part/whole, item/category) to better understand each of the words.

---

Questions

 Which of the following two words indicate a cause and effect? Diagnostic Question

[Show Answers](#)

---

Resources

-  Working with Analogies
- Word Relationships
- Word Relationships
- Analogies

2)

The following examples are representative of features found in each project overview and unit of Summit Learning. All examples in this correlation will be taken from the grade 6 program. Summit Learning provides project units for grades 4-12 in the following content areas; English, History, Math,

## Integrated Science and Spanish (9-12).

Words, expressions, and phrases are presented in context throughout the Summit Learning platform and then explored in individual, peer, and whole group discussions and collaborative learning activities. For example, projects begin with the *essential question, enduring understanding, cognitive skills, and specific focus areas, cognitive skills*. See Example below of the cognitive skill rubric used for the Grade 6, Module *Stories and Storyboards*

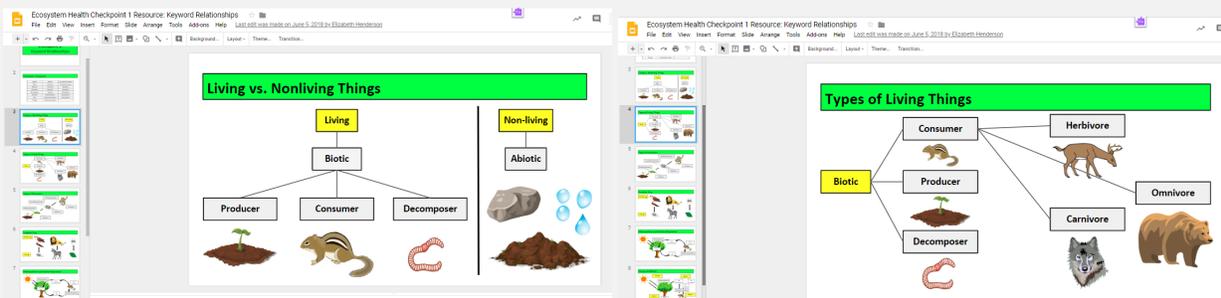
Cognitive Skills		Projects	
Domains	Dimensions	Count	(2019) Stories and Storyboards
	Number of Times Assessed	28	4
Analysis & Synthesis	Identifying Patterns and Relationships	0	<input type="text"/>
	Comparing/ Contrasting	0	<input type="text"/>
	Modelling	0	<input type="text"/>
	Interpreting Data/Info	0	<input type="text"/>
	Making Connections & Inferences	0	<input type="text"/>
	Critiquing the Reasoning of Others	0	<input type="text"/>
	Justifying / Constructing an Explanation	0	<input type="text"/>

Domains	Dimensions	Count	(2019) Stories and Storyboards
Composing / Writing	Argumentative Claim	2	<input type="text"/>
	Informational / Explanatory Thesis	0	<input type="text"/>
	Narrative	1	<input type="text"/>
	Counterclaims	0	<input type="text"/>
	Selection of Evidence	4	<input checked="" type="checkbox"/>
	Explanation of Evidence	3	<input checked="" type="checkbox"/>
	Integration of Evidence	0	<input type="text"/>
	Organization (Transitions, Cohesion, Structure)	3	<input type="text"/>
	Introduction and Conclusion	0	<input type="text"/>

Domains	Dimensions	Count	(2019) Stories and Storyboards
Inquiry	Asking Questions	0	<input type="text"/>
	Predicting/ Hypothesizing	0	<input type="text"/>
	Designing Processes and Procedures	0	<input type="text"/>
Products & Presentations	Style and Language (Tone, Academic Language, Syntax)	0	<input type="text"/>
	Oral Presentation	1	<input type="text"/>
	Multimedia in Written Production	0	<input type="text"/>
	Multimedia in Oral Presentation	1	<input type="text"/>
	Conventions	4	<input checked="" type="checkbox"/>
	Precision	0	<input type="text"/>

Domains	Dimensions	Count	(2019) Stories and Storyboards
Speaking & Listening	Discussion / Contribution	0	<input type="text"/>
	Preparation	0	<input type="text"/>
	Norms / Active Listening	0	<input type="text"/>
Textual Analysis (Close Reading)	Theme/Central Idea	4	<input checked="" type="checkbox"/>
	Point of View/Purpose	2	<input type="text"/>
	Development	1	<input type="text"/>
	Structure	0	<input type="text"/>
	Word Choice	1	<input type="text"/>
Using Sources	Selecting Relevant Sources	1	<input type="text"/>
	Contextualizing Sources	0	<input type="text"/>

This is an additional example of how key terms are introduced visually in a 9<sup>th</sup> grade Science Project called Ecosystem Health. The following examples are two slides in a student facing key word relationships slide deck:



Students use the slides to complete an entry in their Scientist Notebook

**Directions: In your Scientist Notebook...**



1. List a new entry in your **Table of Contents**.
2. Scroll down to the next **free** entry space.
3. **Copy** (ctrl+c) and **Paste** (ctrl+v) the below table into your Scientist Notebook so you're ready to keep track of important vocabulary and their definitions as we complete **Checkpoint 1** activities and related **Focus Areas**.

Vocabulary or Concept	My Definition	Example	Image/Drawing that Represents this Word
Abiotic			
Biotic			
Producer			
Consumer			

3)

General, specific, and technical language is always appropriate in the Summit Learning project-based learning platform. Specific and technical cross curricular language is introduced and practiced throughout a learning project with specific academic vocabulary lessons. All projects include and cultural connections with specific opportunities for students to individualize practice and explore real-world connections. To help differentiate content for the *emergent, expanding, and bridging* English language proficiency levels teachers are provided a large pool of resources in the *Accessibility Resource Bank*. The following is a variety of reading resources;

### Reading Resources

**Reading Guides**

Provide Students Text-Specific Reading Guides As Roadmaps For Comprehension During Reading.

**Lexiles/Reading Levels**

Match Texts To Student Need And To Specific Grades Using Lexiles Or Other Measures Of Text And Student Reading Level.

**Decoding & Fluency Support**

Use Online And Offline Tools And Strategies To Support Students Who Struggle With Decoding And Reading Fluency.

**Strategies for Building Background Knowledge**

Set Students Up For Successful Comprehension By Previewing Important Background Knowledge Essential For Textual Understanding.

**Guided Reading Lessons**

Use A Lesson Planning Template To Plan Guided Reading Workshops With Multiple Support Strategies Before, During, And After Reading.

**Collaborative Approaches to Comprehension**

Help Students Process Text In A Collaborative Fashion Using Structured Student And Teacher-Led Approaches.

4)

20 | Page

General, specific and technical language are presented in a consistent and systematic manner throughout the Summit Learning platform. Specific and technical language is presented in the projects/units with a specific focus on both academic content-specific vocabulary and usage. General language is practiced throughout the project through individualized multiple exposures, with a peer and with whole class discussions and collaborative learning opportunities that practice new content language alongside new content learning.

### 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

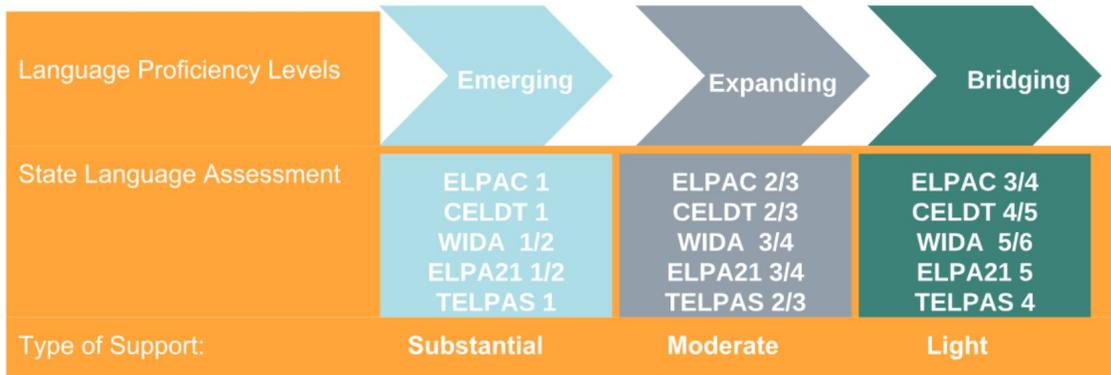
- |   |            |           |
|---|------------|-----------|
| <b>1) Do the materials differentiate between the language proficiency levels?</b>   | Yes        | <u>No</u> |
| <b>2) Is differentiation of language proficiency developmentally and linguistically appropriate for the designated language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

Summit Learning supports the multilingual student in three specific ways; through support within the platform, through teacher-initiated intervention and through mentoring. The support structures embedded in the Summit Learning platform include a teacher facing accessibility resource bank, student-facing assistive technology included in the project-based unit of study and differentiated resources for a targeted assignment. The Summit Learning Platform provides specific language-based differentiation for the *emerging, expanding and bridging* English proficiency level.

## Proficiency Level Definitions



## 2)

Differentiation is linguistically appropriate for grade-level (grades 4-12) students working both above and below level. Access to the curriculum is increased by using instructional strategies, tools and resources found throughout the Summit Accessibility Resource Bank. The Resources support the following teacher-based strategies and scaffolds including; *multi-modal materials with an emphasis on visual content, discussion participation techniques enhanced by L1 translation and sentence templates, Tier 1-3 academic vocabulary emphasis, assistive technology, sentence frames, outline guides, graphic organizers and some lower lexile reading resources.*

Throughout the Summit Learning Platform teacher-based resources and the accessibility resource bank there is a virtual filing cabinet of instructional resources, providing immediate access to detailed lesson plans, resources and digital tutorials for students performing, below grade level.

### Reading Resources

Reading Guides	Lexiles/Reading Levels	Decoding & Fluency Support	Collaborative Approaches to Comprehension	Strategies for Building Background Knowledge	Guided Reading Lessons
Provide students text-specific reading guides as roadmaps for comprehension during reading.	Match texts to student need and to specific grades using Lexiles or other measures of text and student reading level.	Use online and offline tools and strategies to support students who struggle with decoding and reading fluency.	Help students process text in a collaborative fashion using structured student and teacher-led approaches.	Set students up for successful comprehension by previewing important background knowledge essential for textual understanding.	Use a lesson planning template to plan guided reading workshops with multiple support strategies before, during, and after reading.

Language Resources

Conversation Support	Sentence Frames	Vocabulary Acquisition	Auditory Processing Strategies	Equity of Voice	Assistive Technology for Language
Initiate and perpetuate academic discourse, including verbal and nonverbal communication, by using placemats, posters, and/or a conversation wheel	Reference these task aligned sentence frames and utilize protocols to achieve maximum participation & rigor.	Encourage engagement with visual and interactive vocabulary sets and offer vocabulary workshops.	Provide structured time to process auditory inputs, and facilitate opportunities to write or speak before sharing with a larger audience.	Encourage equitable oral participation by employing participation tracking, role assignment, discussion structures, and turn-taking strategies.	Promote biliteracy and develop language skills by enabling a translation extension, using captioned media, and encouraging voice recording.

Writing Resources

Planning & Organization Tools	Support for Writing a Draft	Strategies for Revising Content	Strategies for Editing Conventions	Guided Writing Lessons	Strategies for Composing Through Alternative Media
Help students prepare to write by providing pre-writing tools for planning and text organization.	Employ assistive technology, sentence frames, and other methods to help students produce a coherent draft.	Provide students with post-writing strategies to clarify ideas and improve organization.	Provide students with post-writing strategies for editing conventions of spelling, grammar, capitalization, and punctuation.	Use the guided writing template to plan workshops that teach strategies for use at each stage of the writing process.	Offer alternatives when a skill can be assessed without writing; options include expression through speech or visual representation.

Mathematics Resources

Calculation Aids	Manipulatives & Visual Aids	Numeracy Supports	Literacy Strategies in Mathematics	Assistive Technology for Math	Mathematical Mindsets
Provide calculation tools to students developing numeracy and fluency	Deepen abstract, conceptual understanding by equipping students with concrete and pictorial aids.	Strengthen learners' ability to flexibly work with and understand numbers by deepening numeracy and number sense.	Utilize literacy supports and problem-solving techniques to help students comprehend word problems and academic vocabulary.	Leverage technology, such as Desmos, EquatIO or virtual math apps, to assist in the development of mathematics concepts.	Transform a student's productive math disposition by creating a mathematics environment that values and instills a growth mindset.

Self Directed Learning Resources

Tools for Self-Monitoring and Attention	Planning and Time Management	Emotional Regulation Supports	Strategies for Peer Interaction	Mindsets	Self -Directed Learning Routines
Support students in maintaining focus while navigating a task, activity, or routine.	Provide structures that help students complete a task within a predetermined timeline, create steps to reach a time-bound goal, and decide what to prioritize.	Aid student engagement, production, and goal attainment with strategies and tools to reduce and manage emotional triggers.	Help students understand, relate to and engage with peers during learning activities.	Set students up to persist through challenging work and respond to setbacks.	Utilize structures and practices to promote productive Self-Directed Learning.

3)

Differentiation is built in Summit Learning systematically throughout each grade level, Grade 4-Grade

12. The Summit Learning program provides each student a *caring mentor, habits of success that can apply to real-world situation, and the ability to use self-direction to develop self-confidence by understanding their strengths and weaknesses and prepare them for life beyond graduation.*

## B. Representation of Language Domains

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

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

Summit Learning presents the language domain of listening, speaking, reading, and writing with consistent Read, Write, Think, Discuss and collaborative organizational features addressed in each project/unit of study. Each project and unit of study includes opportunities for students to learn individually and cooperatively through discussion and project-based collaboration that develop communications skills through both listening and speaking. Reading is represented throughout each project of study with supported with either lexile leveled or scaffolded resources for differentiation, digital resources, graphics, illustrations, and models. Writing lessons are incorporated into each project-based unit of study. The writing activities provide opportunities to explore both language construct and creation. The Summit learning base curriculum provides a range of differentiated resources to support various groups of learners over a course of a project. Educators can individually assign their students specific skill-based supports and resources in addition to creating strategic skill-based groups.

Here is a screen shot from the Accessibility Resource Bank that gives an overview of writing supports available for differentiated support:

**Writing Resources**

- Planning & Organization Tools**  
Help Students Prepare To Write By Providing Pre-Writing Tools For Planning And Text Organization.
- Support Writing a Draft**  
Employ Assistive Technology, Sentence Frames, And Other Methods To Help Students Produce A Coherent Draft.
- Strategies for Revising Content**  
Provide Students With Post-Writing Strategies To Clarify Ideas And Improve Organization.
- Strategies for Editing Conventions**  
Provide Students With Post-Writing Strategies For Editing Conventions Of Spelling, Grammar, Capitalization, And Punctuation.
- Guided Writing Lessons**  
Use The Guided Writing Template To Plan Workshops That Teach Strategies For Use At Each Stage Of The Writing Process.
- Strategies for Composing Through Alternative Media**  
Offer Alternatives When A Skill Can Be Assessed Without Writing; Options Include Expression Through Speech Or Visual Representation.

2)

Language domain activities are supported with instructional scaffolds and differentiated instruction to make content accessible for the *emergent, expanding, and bridging* English Language proficiency levels.

**Supporting English Learners along the Path to Biliteracy**  
Summit Learning's approach to meeting the Foundations needs of our students as they are learning English manifests in three ways: through support on the Platform, through intervention and through Mentoring.

- Mentoring
- Support on the Platform
- Interventions Programming
- Check-ins related to the Path to Biliteracy & Habits of Success
- Teacher-Facing Accessibility Resource Bank in Platform
- Student-Facing Assistive Technology in Platform
- Differentiated Resources for targeted assignment
- English Language Development for Language Learners

**Proficiency Level Definitions**

Language Proficiency Levels	Emerging	Expanding	Bridging
State Language Assessment	ELPAC 1 CELD 1 WIDA 1/2 ELPA21 1/2 TELPAS 1	ELPAC 2/3 CELD 2/3 WIDA 3/4 ELPA21 3/4 TELPAS 2/3	ELPAC 3/4 CELD 4/5 WIDA 5/6 ELPA21 5 TELPAS 4
Type of Support:	Substantial	Moderate	Light

3)

Reading, Writing, Listening, and Speaking are systematically presented in each lesson. Students discuss, collaborate, read and answer real-life problems, and use writing activities to brainstorm and reflect. View examples from the Grade 6 content to see how domain instruction is presented throughout each module of study;



### Goals for Today

Today we will focus on:

Explanation of Evidence

Students will be able to:

- define and apply storyboarding.
- describe the premise and major expectations of their new project.
- read and comprehend a grade-level text.

Reading/ Writing; Example from a differentiated reading activity for students with the target text, Holes. Students are to explore the text through a shared-reading, watching a movie, and respond with predictions and other journal entries. All videos in the Summit Learning Base Curriculum provide captions and the google translate extension can be used to translate captions and all other text on the Platform.

**Holes Launch Activity (Mild)**

Directions: Welcome to our first book project! We will be reading *Holes* by Louis Sachar. To find out more about this book and the author, you'll be watching the trailer for *Holes* the movie and exploring an interactive website. Complete the following activities!

Mild requirements: Write at least 2 sentences per answer.

Click here -- [Part 1: Making predictions](#)  
 Click here -- [Part 2: Explain the premise](#)  
 Click here -- [Part 3: Web Quest](#)  
 Click here -- [Part 4: Extra Challenge](#)

**Part 1: Making Predictions**

Now that you've heard the first chapter, write what happens next...

In the next chapter, I think...

After that...

**MECHANICS TASK CARD**

Complete this task card if you have not started the work for the Mechanics 6 Focus Area yet.

1. Go to the "Mechanics" focus area in the Platform
2. Read the objectives, key terms, and take the diagnostic assessment
  - a. Write your score on the diagnostic here: \_\_\_\_\_
3. Set a goal around your completion of the focus area and begin work!
  - a. Write your goal here: \_\_\_\_\_
4. COMPLETE THIS STEP AT THE END OF THE ACTIVITY: Did you accomplish your goal today? Explain why or why not!
  - a. Write your answer here: \_\_\_\_\_
5. COMPLETE THIS STEP AT THE END OF THE ACTIVITY.
  - a. In each of the sentences below, correct any errors with **capitalization**.
    - i. If you want to talk to me, I will be in the library.
    - ii. I rode my bicycle all the way down grand avenue.
    - iii. Her brother lives in the broox.
    - iv. Hello, mom, how are you?
    - v. They grew up in the north but now they live on the west.
    - vi. Tia is trilingual: she can speak spanish, french, and portuguese.

**Free Write Notebook**



**DIRECTIONS:** In the spaces provided below, think about each question and answer it with whatever comes to mind. In Free Writing, we are just trying to get our ideas on paper, and we do not worry too much about grammar or spelling. Write at least 4 sentences for each Free Write. Your teacher will review your responses throughout the project.

Day 1

The main character in *Holes* thinks he is just plain unlucky and comes from an unlucky family. Have you ever felt unlucky? Why or why not? Describe a time when something happened to you that seemed unlucky. Do you believe in luck?

### Listening/ Speaking

Example of a Book Chat, Book Storm. This shared discussion and active listening activity highlights how the Summit Learning Base Curriculum infuses these receptive and productive domains into each and student project and daily activity.

**THE BOOK-STORM**




On this page, list as many books as you can think of in the time provided. They could be books you've read, books you know about, books based on movies you've seen, picture books, comic books--any book at all! When we are done, we will count up how many books our whole class thought up!



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Additionally, the Math Curriculum has been designed with a framework that takes into account the needs of multilingual learners.

## Grade 8 Course Guide

Course Information and Scope and Sequence  
About These Materials  
Design Principles  
How to Use These Materials  
Supporting English Language Learners  
Supporting Students with Disabilities  
Contributors  
Corrections

## Framework

This framework includes four design principles for promoting mathematical language use and development in curriculum and instruction. The design principles and related routines work to make language development an integral part of planning and delivering instruction while guiding teachers to amplify the most important language that students are expected to bring to bear on the central mathematical ideas of each unit. The design principles, elaborated below, are:

Design Principle 1: Support sense-making

Design Principle 2: Optimize output

Design Principle 3: Cultivate conversation

Design Principle 4: Maximize linguistic and cognitive meta-awareness

These four principles are intended as guides for curriculum development and planning and execution of instruction, including the structure and organization of interactive opportunities for students, and the observation, analysis, and reflection on student language and learning. The design principles motivate the use of mathematical language routines, described in detail below, with examples. The eight routines included in this document are:

MLR1: Stronger and Clearer Each Time

MLR2: Collect and Display

MLR3: Critique, Correct, and Clarify

MLR4: Information Gap

MLR5: Co-Craft Questions and Problems

MLR6: Three Reads

MLR7: Compare and Connect

MLR8: Discussion Supports

### ELL Design

Understanding Language/SLIFE  
Stanford EDUCATION

## 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

- |   |            |    |
|---|------------|----|
| <b>1) Do the materials connect the language development standards to the state academic content standards?</b>            | <u>Yes</u> | No |
| <b>2) Are the academic content standards systematically represented throughout the materials?</b>                         | <u>Yes</u> | No |
| <b>3) Are social and instructional language and one or more of the remaining WIDA Standards present in the materials?</b> | <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 Summit Learning Base Curriculum was designed to align to the CCSS Standards and can be correlated to the following State language assessments; ELPAC, CELDT, WIDA, ELPA21 and TELPAS. The Summit learning project-based content focuses on building both language and conceptual and understanding as demanded by CCSS. Summit learning students develop the language of reasoning

through lessons and projects that use real-world problem solving and by providing ongoing opportunities for rigorous higher-order thinking, collaborative learning and discourse. The embedded checkpoints and assessments throughout each project provide opportunities for both self-assessment and teacher-directed remediation.

## 2)

Academic standards-aligned content is presented systematically throughout the project-based materials. The standards that correlate to each content activity are listed at the beginning of each unit of study and embedded with specific activities. View examples from Grade 6 English,

### (2019) Stories and Storyboards Standards

Search
CCSS.ELA-LITERACY.RL.6.1 ✓ ⓘ
CCSS.ELA-LITERACY.RL.6.10 ✓ ⓘ
CCSS.ELA-LITERACY.RL.6.2 ✓ ⓘ
CCSS.ELA-LITERACY.RL.6.3 ✓ ⓘ
CCSS.ELA-LITERACY.RL.6.5 ✓ ⓘ
CCSS.ELA-LITERACY.SL.6.1 ✓ ⓘ
CCSS.ELA-LITERACY.SL.6.1.A ✓ ⓘ
CCSS.ELA-LITERACY.SL.6.1.C ✓ ⓘ
CCSS.ELA-LITERACY.SL.6.1.D ✓ ⓘ
CCSS.ELA-LITERACY.SL.6.6 ✓ ⓘ

### View examples from Grade 6 Math

#### (2019) Math 6 Standards

Search
CCSS.MATH.CONTENT.5.NBT.B.5 ✓ ⓘ Focus areas: (2019) Math 5 Review
CCSS.MATH.CONTENT.5.NF.A.1 ✓ ⓘ Focus areas: (2019) Math 5 Review
CCSS.MATH.CONTENT.5.NF.B.4 ✓ ⓘ Focus areas: (2019) Math 5 Review
CCSS.MATH.CONTENT.6.EE.A.1 ✓ ⓘ

## Grade 6, Social Studies- Ancient Civilization Standards

(2019) Ancient Civilizations Standards

Other Standards (56) Other Standards (34)

Search

**CAHIS.6.1**

Projects: (2019) Is History the Same to Everyone?

**CAHIS.6.1.1**

Projects: (2019) History Without Writing, (2019) Is History the Same to Everyone?  
Focus areas: How did Paleolithic and Prehistoric People Live?

**CAHIS.6.1.2**

Projects: (2019) Agriculture & Human Development, (2019) Is History the Same to Everyone?  
Focus areas: How did Paleolithic and Prehistoric People Live?

**CAHIS.6.1.3**

Projects: (2019) Agriculture & Human Development, (2019) Is History the Same to Everyone?  
Focus areas: How did Paleolithic and Prehistoric People Live?, (2019) What Makes Something a Civilization?

### 3)

The Summit Learning platform systematically integrates social and instruction language with the language of language arts, the language of mathematics, the language of social studies, and the language of science. Social and instructional language is used in the practice and application of all academic language, academic skills addressed in each project through both individual exploration and cooperative learning and discourse. Examples below highlight the application of social and instructional language through content area exploration;

Checkpoint 7 Plans Day 4 Day 5 Day 6

**Life Event Research**

After you select a life event you want to learn more about, you engage in the research process and compile sources and information about how that life event is practiced in the different religions you studied.

**What is the focus of this checkpoint?** [View Rubric](#)

**Selecting Relevant Sources**

Students select sources for their research and add notes on why these sources are trustworthy. They also compile notes that show their relevance to the topic they are researching.

**Resources For Everyone**

- What is a Life Event?   
[Learn about life events and how they play a part in the rest of the project.](#)
- Life Event Research Task Card   
Start brainstorming which life event you want to research, which religions you want to research it in, and start to engage with the research process!

## 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**

Yes No

taxonomy) regardless of their language level?

2) Are opportunities for engaging in higher order thinking systematically addressed in 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)

Summit Learning project-based curriculum provides opportunities for English language learners to engage in higher order thinking at the *emergent, expanding and bridging academic English language proficiency levels*. Students practice identifying, understanding and comparing, and applying new content, as well as complete activities that require evaluation, organization, prediction, synthesis. The project-based activities are presented across all four language domains and differentiate content for all levels. Throughout each of the individualized course work, students engage in depth of knowledge discussion and reflections individually and with a classmate.

2)

Students in the Summit Learning Program are provided daily opportunities to engage in higher order thinking. Each individualized Self-Directed learning time provides additional opportunities for Summit students to extend and deepen content understanding through guided questioning and self-reflection exercises. View examples of rubrics used throughout each English Project associated with the Stories and Storyboard module;

Cognitive Skills			
Cognitive Skills		Projects	
Domains	Dimensions	Count	(2019) Stories and Storyboards
	Number of Times Assessed	28	4
Analysis & Synthesis	Identifying Patterns and Relationships	0	<input type="text"/>
	Comparing/ Contrasting	0	<input type="text"/>
	Modeling	0	<input type="text"/>
	Interpreting Data/Info	0	<input type="text"/>
	Making Connections & Inferences	0	<input type="text"/>
	Critiquing the Reasoning of Others	0	<input type="text"/>
	Justifying / Constructing an Explanation	0	<input type="text"/>

Cognitive Skills			
Domains	Dimensions	Count	(2019) Stories and Storyboards
Composing / Writing	Argumentative Claim	2	<input type="text"/>
	Informational / Explanatory Thesis	0	<input type="text"/>
	Narrative	1	<input type="text"/>
	Counterclaims	0	<input type="text"/>
	Selection of Evidence	4	<input checked="" type="checkbox"/>
	Explanation of Evidence	3	<input checked="" type="checkbox"/>
	Integration of Evidence	0	<input type="text"/>
	Organization (Transitions, Cohesion, Structure)	3	<input type="text"/>
	Introduction and Conclusion	0	<input type="text"/>

The Summit Learning student completes each project by showing master in the following

four domains as illustrated in the Summit Learning white paper, *The Science of Summit*.

## Measuring Student Outcomes

To put our beliefs into practice, we must clearly define desired student outcomes. Students and their families want to understand the long-term outcomes of a Summit Learning education. A set of achievable goals actualizes our beliefs about human potential and helps measure our progress along the way.

After a careful review of the most prominent competency and curriculum frameworks, four student learning outcomes have emerged. **A Summit graduate will leave our doors only after demonstrating mastery in the following four domains:**



### C. Supports for Various Levels of Language Proficiency

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

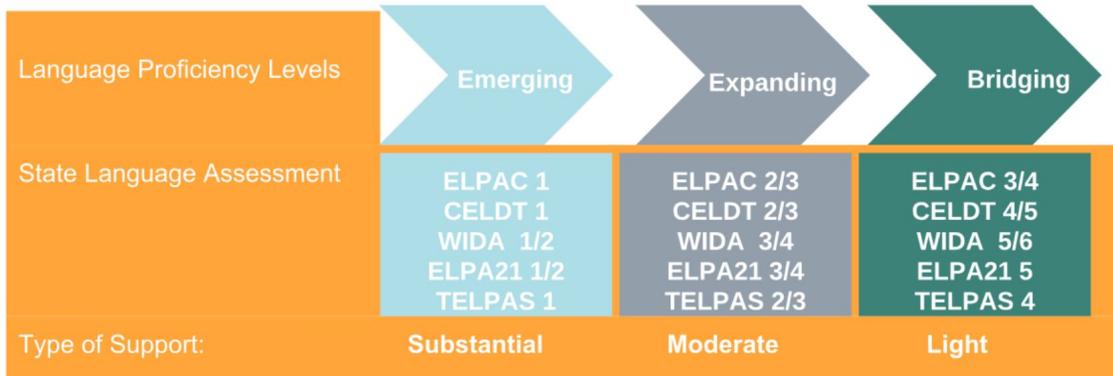
*Justification: Provide examples from materials as evidence to support each "yes" response for this section. Provide descriptions, not just page numbers.*

**1)**

The Summit Learning Platform provides scaffolded support to the following Language Proficiency Levels; *Emerging, Expanding and Bridging*. The Summit Platform highlighted below demonstrates how the Summit Learning approach to meeting the unique needs of the multilingual student through embedded supports on the platform, through timely intervention and through Mentoring. The Summit Learning Program defines the emerging levels as equivalent to the WIDA ELP Level 1 and 2, the expanding level as equivalent to the EIDAL ELP 2 and 3, and finally the bridging level as equivalent to the WIDA ELP 5 and 6. Through the Summit Learning Platform Emerging English Learners have access to targeted grade-level

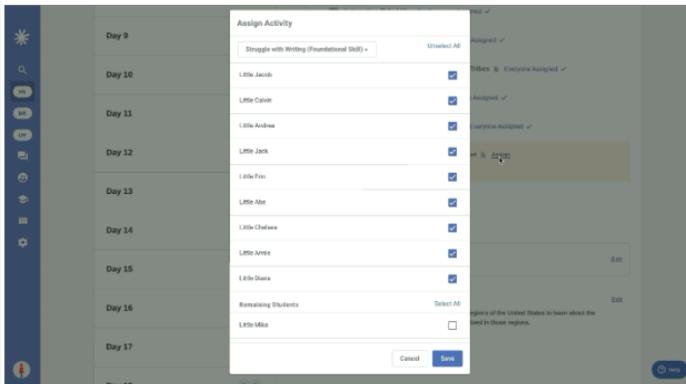
assignments through Projects, Units and Focus area work, and have access to assistive technology scaffolds including translation, text to speech, and speech to text. Emergent level students also receive additional language development interventions beyond what is included in the Base Curriculum. The expanding English learner needs can be met through the *learners' page* that can facilitate assignment of differentiated resources and scaffolds beyond the supports available in the base curriculum and Teachers employ strategies and scaffolds found in the Accessibility Resource Bank. Teachers can also assign and create additional resources specifically adapted to the individual student need. Finally, the bridging English learners receive the *light support they require* as teachers make use of existing personalized supports and scaffolds available in the Summit Learning Base Curriculum.

### Proficiency Level Definitions



**The Learners' Tab allows teachers to group students by need and the Project Plans Tab allows teachers to assign differentiated resources based upon individual or group needs**

To assign an Activity or Resource to a group of students:



1. Navigate to the Project's **Plans** tab
2. Activities and Resources with tags will have a hand symbol 🖐️
3. Click **Assign** to the right of the Activity or Resource title
4. If a Learner's group exists for the tag, those students will be assigned by default. You can customize the assignment by checking the boxes next to student names

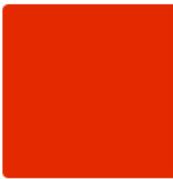
2)

The embedded scaffolded supports in the Summit Learning Curriculum and the comprehensive accessibility resource bank assist student progression from one English language proficiency level to the next. The overall of grade-level content complexity in English Language Arts, Math, Social Studies and the Sciences, facilitate progress in foundational grade-level skills, academic content-specific vocabulary, and language development that further deepens content comprehension. The Summit Learning platform provides systematic checkpoints for both student self-reflection and as a progress monitoring tool for teachers throughout a unit of study.

3)

Scaffolding supports are presented systematically throughout the Summit Learning Platform. Scaffolds available in the Summit Accessibility Resource bank can be integrated within each content area throughout the curriculum;

The screenshot displays a user interface for the Accessibility Resource Bank. On the left is a vertical blue navigation bar with icons for home, search, documents, accessibility, education, grid, settings, and user profile. The main content area has a title "What is the Accessibility Resource Bank?" and a red square icon. Below the title is a sub-header "What is the Accessibility Resource Bank?" with a description: "Understand the purpose of this bank, who it is for, and how the resources are organized". A tabbed interface shows "What" selected, with "When", "How", and "Why" as other options. The main text under the "What" tab reads: "The Summit Teacher Accessibility Resource Bank is a curated selection of resources teachers can reference as they consider methods for increasing access to classroom content for all students, particularly students developing foundational skills in a variety of domains including Reading, Writing, Language (Speaking & Listening), Mathematics, and Self Directed Learning." A red location pin icon is visible on the right side of the content area.



## How To Choose A Resource From The Bank

Internalize the scaffold decision-making process to choose an appropriate resource

What When How Why

### What Is The Scaffold Decision Making Process?

The Scaffold Decision-Making Template is a document that you can complete in order to guide the choice and utilization of a scaffold with a student or group of students. Use the template to conduct a learner-task analysis that ensures your choice of scaffold—from the Resource Bank or elsewhere—matches both student need and the classroom task the student is required to complete. The template also prompts you to consider where and how this scaffold will be utilized, and if and when gradual removal will be appropriate.



What When How Why

### When Can The Scaffold Decision Making Process Be Used?

When students developing Reading, Writing, Language, Mathematics or Self Directed Learning Foundations require support beyond what is available for differentiated and targeted assignment in the Base Curriculum teachers will use the Scaffold Decision Making Process to decide which tool(s) may be necessary to meet a need.

Data may indicate that students are developing foundational knowledge in one or more of these domains: Reading, Writing, Language (Speaking & Listening), Mathematics, and/or Self Directed Learning.

Due to the combination of a particular task type and the presence of a student's Foundations need, the scaffold decision making process may lead to a support being chosen for any of the following types of Summit Learning experiences.

Whole Group Experiences	Partial Group Experiences	Paired Learning Experiences	Individual Learning Experiences

What When How Why

### Why Is The Scaffold Decision Making Process Effective?

Scaffolds boost student achievement (Fisher & Frey, 2010), and the use of scaffolds helps ensure that students with Foundations needs are able to access the exact same classroom tasks and practice the exact same Cognitive Skills, Math Concepts, and disciplinary content as all students. For students with more severe disabilities who have modified curricular plans, such scaffolds provide maximal access to the core curriculum—a major tenant of inclusive education practice (McLeskey et. al., 2018). Efficacy is dependent on the choice of appropriate scaffolds. The decision-making process is effective because it helps educators choose scaffolds that accurately match the requirements of classroom tasks and students' needs, and which are within a student's *zone of proximal development (ZPD)*, where they are most likely to be effective (Vygotsky, 1987).

#### Citations

- Fisher, D., & Frey, N. (2010). *Guided instruction: How to develop confident and successful learners*. Alexandria, VA: ASCD.
- McLeskey, J., Rosenberg, M. S., & Westling, D. L. (2018). *Inclusion: Effective practices for all students*. NY, NY: Pearson.
- Vygotsky, L. S. (1987). Thinking and speech. In L. S. Vygotsky, *Collected works* (vol. 1, pp. 39–285) (R. Rieber & A. Carton, Eds; N. Minick, Trans.). New York: Plenum. (Original works published in 1934, 1960).

What When **How** Why

**How Can The Scaffold Decision Making Process Be Used?**

**Step 1: Task Analysis**  
Internalize a project or unit, then as you examine a specific task, ask, what does the task necessitate?

- Reading
- Writing
- Math
- Language (Listening/speaking)
- Self-direction

**Step 2: Learner Analysis**  
Ask, what student learning difficulties will impact this outcome? What data shows the student needs a scaffold for this task? Data sources may include:

- Base curriculum data
- Data from IEP referral testing, state language testing, or universal screening assessment
- Informal classroom observation

**Step 3: Scaffold Decision**  
Choose a scaffold/strategy that is aligned to both the specific task and the learner's needs. Consider tools within the [Summit Accessibility Resource Bank](#).

After implementing your Accessibility Resource and determining its effectiveness, you'll want to consider using it again in another Checkpoint or Project, sharing it with colleagues--and then ultimately making a plan to remove it over time, if possible.

**Step 4: Repetition**  
Ask, how can I use this again?

- Are there other checkpoints or projects to which it may apply?
- Would it be helpful to share this with the students' mentor?
- Is this worth discussing with my grade level team for use across the curriculum for this student and potentially other students with similar needs?

**Step 5: Gradual Removal**  
Ask, what will the student need to demonstrate to show that the scaffold is no longer necessary?

- Is there an intermediary step that could be taken in order to partially remove the scaffold?
- At what point will you do another learner analysis (step 2) to determine if the student's Zone of Proximal Development (ZPD) has changed

## D. Accessibility to Grade Level Content

- |   |            |    |
|---|------------|----|
| <b>1) Is linguistically and developmentally appropriate grade-level content present in the materials?</b> | <u>Yes</u> | No |
| <b>2) Is grade-level content accessible for the targeted levels of language proficiency?</b>              | <u>Yes</u> | No |
| <b>3) Is the grade-level content systematically presented throughout the materials?</b>                   | <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 Summit Learning curriculum grade 4-grade 12 is organized and correlates to a multitude of state content standards and state language proficiency frameworks including ELPAC, CELDT, WIDA, ELPA21 and TELPAS. Each grade standards-aligned customizable project provides connections to English Language Arts, Mathematics, Social Studies, Science, and the Arts. Each customizable Summit Learning platform was created by teachers for teachers. Reading, writing, listening, and speaking language domains are systematically practiced throughout each project unit of study encouraging both individualized exploration and collaborative learning opportunities.

2)

Grade-level content is made accessible to the targeted proficiency levels; *emergent, expanding and bridging* through embedded differentiated instruction, instructional support structures highlighted throughout the *accessibility resource bank*, and finally through strategic mentorship. Instructional supports available to students in the Summit Learning platform including the following but not exhaustive list; L1 first language support and translation, individualized and targeted assignments during a student’s individual learning time, text to speech support, speech to text support, interactive, graphic and sensory scaffolds including cooperative learning structures, manipulatives and interactive digital resources, graphic organizational tools, illustrations and supported academic vocabulary development. Differentiated instruction for language is leveled (emergent, expanding, and bridging language development levels) is systematically provided in every lesson. See a highlight of the Summit Learning 16 Habits of Success embedded throughout the project-based learning modules;

**The Habits of Success include:**

 <p><b>Self Direction</b> <i>I drive forward the actions needed to achieve my goals, with or without help.</i></p>	 <p><b>Curiosity</b> <i>I am interested in lots of things and want to understand more, even if that is challenging.</i></p>	 <p><b>Purpose</b> <i>I am charting a course for my life that is meaningful and will have an impact on the world.</i></p>	 <p><b>Resilience</b> <i>I can bounce back and deal with challenging or harmful situations.</i></p>
---	--	--	--

 <p><b>Agency</b> <i>I can make my own decisions and act on them.</i></p>	 <p><b>Academic Tenacity</b> <i>I can overcome distractions and persevere towards longer term goals.</i></p>	 <p><b>Growth Mindset</b> <i>I believe that I can grow my intelligence, that I'm not just born with a fixed amount of it.</i></p>	 <p><b>Self Efficacy</b> <i>I believe that I can do something successfully.</i></p>
--	---	--	--

 <p><b>Sense of Belonging</b> <i>I feel like I really belong in my school community.</i></p>	 <p><b>Relevance of School</b> <i>I believe that school is valuable and the things I learn are interesting.</i></p>	 <p><b>Self Awareness</b> <i>I'm aware of what I think, feel, and do and why, of my strengths and limitations, and of the impact I have on other people.</i></p>	 <p><b>Empathy</b> <i>I 'try on' how others might feel, and I have the skills to maintain strong relationships with people.</i></p>
 <p><b>Executive Functions</b> <i>I can concentrate, stay organized, juggle lots of things happening at once, and plan for the future.</i></p>	 <p><b>Attachment</b> <i>I have a strong bond with an adult who cares about me.</i></p>	 <p><b>Stress Management</b> <i>When situations get stressful, I can figure out how to become calm and balanced.</i></p>	 <p><b>Self Regulation</b> <i>I can direct and maintain my attention and emotions.</i></p>



**3)**

Grade-level and standards-aligned content is presented systematically throughout the Summit Learning platform. Before each project-based unit of study, the students and educators are aware of the project theme, essential project question, enduring

understandings, standards address, and cognitive skills considered.

## E. Strands of Model Performance Indicators

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

Summit Learning project-based learning scope and sequence include the WIDA-defined language functions throughout projects/units of study. Language functions like *identify, illustrate, label, demonstrate, show, explain, describe, compare, contrast, highlight, reflect, discuss, solve, explain, model, process, infer, predict, create and apply* are just some of the instructional high-leverage language functions modeled throughout projects/units of study with appropriate language-based scaffolded language supports to support rich academic content-specific conversations. Resources in the Vocabulary Acquisition and Conversation Support sections of the Accessibility Resource Bank support teacher implementation.

**Language Resources**

- Conversation Support**  
Initiate And Perpetuate Academic Discourse, Including Verbal And Nonverbal Communication, By Using Placemats, Posters, And/Or A Conversation Wheel.
- Sentence Frames**  
Reference These Task Aligned Sentence Frames And Utilize Protocols To Achieve Maximum Participation & Rigor.
- Equity of Voice**  
Encourage Equitable Oral Participation By Employing Participation Tracking, Role Assignment, Discussion Structures, And Turn-Taking Strategies.
- Assistive Technology for Language**  
Promote Biliteracy And Develop Language Skills By Enabling A Translation Extension, Using Captioned Media, And Encouraging Voice Recording.
- Auditory/Verbal Processing Strategies**  
Provide Structured Time To Process Auditory Inputs, And Facilitate Opportunities To Write Or Speak Before Sharing With A Larger Audience.
- Vocabulary Acquisition**  
Encourage Engagement With Visual And Interactive Vocabulary Sets And Offer Vocabulary Workshops.

2)

Language functions are always attached to a context and used to guide instruction through units of study. They are used to define the action involved in each project-based activity and highlighted throughout the student-centric instruction to define both the lesson goal and how it is connected to the essential project question and enduring understandings.

3)

Language functions support the Summit Learning defined progression of language development for the *emergent, developing, and bridging* language proficiency levels. As presented earlier the *emergent* language level learner would be exposed to tasks requiring modeled words and phrases to engage in communication tasks. Whereas the *expanding and bridging* learner would be provided scaffolded supports to encourage a discourse-level response through description, explanation and creation.