



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): Read 180 Universal

Publisher: Houghton Mifflin Harcourt

Materials/Program to be Reviewed: Read 180 Universal © 2016

Tools of Instruction included in this review: Read 180 Online Program, Teacher and Student Editions: The Real Book, Offline Teacher's Guides

Intended Teacher Audiences: Educators of Tier II students in grades 4–12+ who are reading 1.5–2 years below grade level

Intended Student Audiences: Tier II students in grades 4–12+ who are reading 1.5–2 years below grade level; Tier III, SPED and ELL students

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

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). Language of Language Arts, Language of Science, Language of Social Studies, Language of Social and Instructional

WIDA Language Proficiency Levels included: The materials do not differentiate between WIDA Language Proficiency Levels. However, Read 180 Universal does systematically differentiate across literacy levels.

Most Recently Published Edition or Website: Read 180 Universal © 2016

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

Read 180 Universal is a blended reading intervention program that helps students improve fluency, comprehension, academic vocabulary, and writing skills. The digital platform allows students to read content-focused stories and articles with varying levels of scaffolding and supportive tools. The program guides students through unique age-appropriate content while utilizing curriculum, instruction, assessment, and professional development to improve reading achievement for struggling students in grades 4–12

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 *Read 180 Universal* program offers consistent considerations for student assets in both the digital and print materials. When students first create user profiles for the digital suite, they are allowed to select three main genres of content. This process allows students to read texts focused on topics that they have either background knowledge or interest in. The Teacher’s Edition provides lesson plans that incorporate methods of engaging the students’ interests or background knowledge. In the lesson plan below for a poem about names and culture, for example, the support materials ask students to discuss their feelings on names. The “Socio-emotional” portion of this lesson plan demonstrates a possible method of utilizing student assets in understanding literature. This enables students to connect personal stories or ideas on the topic that will help them integrate unique information into a text. (See below: Stage A: Workshop 3 – Lesson 3.14 Offline Lesson Plan: “Heads Up” section)

Background knowledge—Provide support for reading this poem by explaining the difference between prose and verse. Prose is the ordinary written or spoken language used in texts like short stories and essays. Verse is writing that uses features such as rhyme, rhythm, and figurative language. Verse texts also may be structured differently. Prose is usually organized into sentences and paragraphs. Verse is organized into stanzas, and sentences may be broken into several lines to emphasize an idea.

Engage—Invite students to discuss the stories behind their own names. Students may wish to share who in their family they are named after, or share a humorous or interesting story about how they got their name.

Socio-emotional—Some students may dislike their own names and have feelings of resentment about the process of naming a child something unusual or different. Invite those students to share their feelings.

- 2) The learning materials offer regular opportunities for students to engage through personal connections throughout the program. The online reading features allow for personal content

selections from introductory to advanced reading proficiency levels. Most lesson plans provide opportunities for students to recall or incorporate their unique ideas, beliefs, or experiences. One lesson plan in each unit, for instance, asks students to interview family members for information regarding a theme or story. Family engagement is one of the many regular tasks presented in the print materials that bridges content with student assets. (See below: Stage A: Workshop 4 – Lesson 4.15 Offline Lesson Plan: “Family Engagement” section)

FAMILY ENGAGEMENT

Have students ask family members and caregivers (or post on the class website, email list, or social media feed while following school and district rules for online sharing): *Would you want to live in the American West of the 1800s? Why or Why not?*

Encourage family members and caregivers to share their opinions with you and the class through the class website, email list, social media, or messaging app. Compare the opinions and reasons families and caregivers have shared to the opinions and reasons students have stated in their essays for this Workshop.

2. Academic Language

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

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

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

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

- 1) The reading program allows for differentiated texts that effectively address multiple proficiency levels. All of the anchor texts offer five different versions of an article or story that address each proficiency level within the discourse dimension. In a Level 1 version, the sentence structure, word complexity, and overall amount of words are much simpler. In the passage below for a Level 1 text on art, the sentences are very simple and follow a standard subject-verb structure. (See below: Stage A: Anchor Text, Level 1: In Your Face)

In Your Face

A mural is a huge wall painting. Murals are bold and beautiful. They tell stories through pictures. The city of Los Angeles has more than 2,000 murals!

Judy Baca painted many of the murals in Los Angeles. Judy painted her first mural for the city in 1970. It is a portrait of her grandmother. The mural is called *Mi Abuelita*. Since then, Judy has painted many other murals that tell the stories of other ordinary people.

At higher levels, such as Level 4 or Level 5, the sentence structure becomes more complex including prepositional phrases, varying punctuation, and different tones. In the Level 4 version of the same text, the author now includes exclamatory statements and the use of a dash for dramatic effect. While the articles offer different readings across proficiency levels,

the program effectively alters the style and complexity of the text without impacting the content. (See below: Stage A: Anchor Text, Level 4: In Your Face)

In Your Face

With more than 2,000 murals, Los Angeles just might be the mural capital of the world! Many of the murals were painted by one woman—Judy Baca. [11] [24] [27]

In 1970, Judy painted her first mural for Los Angeles. It is a portrait of her grandmother. Since her first mural, Judy has featured farm workers, immigrants, and other ordinary people in her murals. [41] [52] [61]

In regard to writing, the program also provides effective differentiation between learners. At lower levels, students are offered graphic organizers as tools to help organize their ideas. The graphic organizers provide an effective framework that scaffolds each main or supporting claim with prompts and fill-in-the-blank sections. At both lower and higher reading levels, students complete longer free-form prompts that let them input their own ideas without a framework. This allows students to write at a level that might not align with their reading level. A student might easily read a text but opt to use the simple framework of a graphic organizer. The Teacher’s Guide also incorporates methods for adjusting classwork for students with different proficiency levels. Teachers are tasked to scaffold the question to students at lower levels by giving them prompts or context clues to what possible answers they could use. (See below: Stage B: Independent Reading, Graphic Organizer: All in a Day’s Work)

All in a Day’s Work and Other Stories



Draw Conclusions

As you read, use information from the text to draw conclusions about the characters. The first one is done for you.

"All in a Day's Work"

(Pages 4–9)

Why does Luisa take another job wearing a clown suit?

My Conclusion She probably doesn't mind the suit anymore.

Why I Think This She liked being a clown because she was good at it.

"The Alien"

(Pages 10–14)

Why does Abe send an email saying, "They're not ready"?

My Conclusion _____

Why I Think This _____

2) The language features at the discourse dimension are addressed effectively throughout the

Read 180 Universal program. Each student’s reading catalogue is organized by multiple indicators for teachers and students: word count, Lexile® measurement, guided reading level, and qualitative measure. These measurements allow a teacher to control the reading level of a student from multiple perspectives. The teacher is able to select a text, for instance, that is longer than 500 words but doesn’t require guided reading over a certain level. Within each text, the online program allows for differentiation in the form of reading supports such as audio narration, word assistance, and comprehension checks. Students may use as many or as few of the reading supports as necessary. In this fashion, all texts can be selected to fall within or near a student’s proficiency range. Additionally, each text may be read with any number of reading supports to provide even more precise modifications for an individual. All of the program’s materials are differentiated to a reader’s level and provide digital reading guides that support a student’s visual and verbal reading of the text. Even from a writing perspective, students can extract their own ideas from a text with varying amounts of support from different writing tasks. The large number of different measurements allow for discourse to effectively address every individual. (See Stage A: Workshop 6 – Lesson 6.3 Offline Lesson Plan, “Heads Up” feature.)

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 dimension appropriate for the identified proficiency levels? | Yes | No |
| 3) Are the language features at the sentence dimension addressed systematically throughout the materials? | Yes | No |

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

- 1) The language features of the sentence dimension are addressed across materials using both oral and written activities. The online component of the program enables students to record their own reading of a passage to assess fluency. Various in-class activities, such as group discussions, also provide different opportunities for students to work on the sentence dimension. This gives students of all skill levels oral practice in using diverse sentence structure and expressions that are within their proficiency level. All materials offer various forms of scaffolding that allow for support when constructing written responses. The

graphic organizers range from blank frames to partially completed models, allowing students to receive the appropriate level of support for their proficiency level.

- 2) The language features are appropriate for the identified proficiency levels. All digital reading materials are adjusted to meet the language needs of each individual. A Level 1 reading, for instance, utilizes more simplistic sentence structures and expressions. The Level 5 texts use a more complex title, advanced grammar such as hyphenated phrases, and details in the form of data. The language features offer scaffolding for each student, but the content material remains the same. (For example: See the Stage C anchor text “B-Girl.” The title changes at Level 6 to “The Founding Father of Hip-Hop” and discusses secondary individuals related to the main content focus.)
- 3) Language features at the sentence dimension are presented consistently throughout *Read 180 Universal* for all identified proficiency levels. Many aspects of both the digital and print materials address this dimension effectively:
 - Digital Narration: The “Read Aloud” support function within the online platform allows students to create or listen to audio narrations of a text. This enables students to practice hearing and speaking various sentences or phrases at their intended proficiency level. This function is available on all texts through the online version. (See the Support tab at the bottom of the online text, “Escape from the Ice: Shackleton and the Endurance.”)
 - Fluency Reports: The recordable narration provides feedback on a student’s fluency while reading aloud, and fluency rubrics are available in offline formats for teachers as well. (See “Oral Fluency Practice Rubric,” available for all levels of the online student application in teacher’s resources.)
 - Differentiated Assessments: The lesson plans available to teachers offer scaffolds for each activity and learning goal. The use of multiple types of assessments allows students to maximize their language proficiencies faster. (See Stage A: Workshop 3 – Lesson 3.19 Offline Lesson Plan: “Formative Assessment” section.)

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

- | | | |
|--|-----|----|
| 1) Do the materials address language features at the word/phrase dimension in a consistent manner for all identified proficiency levels? | Yes | No |
| 2) Are words, expressions, and phrases represented in context? | Yes | No |
| 3) Is the general, specific, and technical language appropriate for the targeted proficiency levels? | Yes | No |
| 4) Is the general, specific, and technical ² 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) Vocabulary usage throughout the program addresses the appropriate proficiency levels for each reader. *Read 180 Universal* provides many different methods for students to practice speaking, identifying, and using new vocabulary words. Power Words, for example, are central vocabulary words that are used in a given story or thematic unit. The words are used across every proficiency level to ensure that all students are developing the same words. Higher levels of proficiency provide additional words or different methods of learning the new vocabulary. There are multiple vocabulary builders for the Power Words that address all proficiency levels, such as simple word matching for lower levels and sentence analysis for correct word usage at higher levels. Students also have the ability to use reading supports, such as vocal narrations of certain words or clickable definitions for most words. This gives students another level of self-differentiation that helps scaffold items such as fluency. (See below: Stage A: Anchor Video, Segment 19: Go for the Gold)

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.

► Power Words

Students are exposed to these high-utility academic and content-area words in the Anchor Video and Anchor Texts, and study them in the Language Zone.

Power Words in the Anchor Video:

All students are introduced to these words in the Anchor Video and study them in the Language Zone. Each Anchor Text includes 4–6 of these words.

Levels 1–5		
discovery	filter	fortunes
immigrant	journey	migrated

Additional Power Words in Anchor Texts:

Anchor Texts in Levels 4 and 5 have up to two additional Power Words. Students encounter these words in the Anchor Texts and study them in the Language Zone.

Level 4	grueling	
Level 5	eventually	realized

- 2) As mentioned above, the program provides instant support for students regarding the majority of words in any text. More complex or unknown words are presented at the start of a lesson. Rigorous additional materials, such as graphic organizers or matching assessments, allow students to develop an understanding of the words in the unit texts. The graphic organizer below demonstrates the multiple levels of proficiency identified for each individual. Students build from reading a definition to creating their own meaning to finally completing a sentence. This process helps provide different forms of context for students to understand various words contained within, prior to reading the initial text. (See below: Content-Area Vocabulary Exercise – Stage B: *The Real Book*, p. 53)

Content-Area Vocabulary

Rate your word knowledge. Then complete the meaning, finish each sentence, and discuss word meanings and examples.

Rating Scale

- 1 = I don't know the word.
- 2 = I've seen or heard it before.
- 3 = I think I know the word.
- 4 = I know it and use it.

Word Rate your word knowledge.	Meaning Complete the meaning.	Example Finish each sentence.
<p>charity char-i-ty (noun)</p> <p>1 2 3 4</p>	<p>an <u>organization</u></p> <p>that works to provide <u>money,</u></p> <p><u>medicine, or other aid</u> to benefit</p> <p><u>people in need</u></p>	<p>The charity wanted to raise money in order to</p> <p><u>fix people's homes</u></p> <p>after the devastating</p> <p><u>hurricane/earthquake.</u></p> 
<p>donor do-nor (noun)</p> <p>1 2 3 4</p>	<p>a person or group who <u>helps</u></p> <p>by <u>giving money, supplies, or other</u></p> <p><u>aid to a person or group that needs it.</u></p>	<p>Donors gave money to <u>scientists</u></p> <p>because they want to <u>cure more</u></p> <p><u>diseases./develop new technologies.</u></p>

- 3) The vocabulary levels are appropriate for the intended proficiency levels. The majority of the words are easily decodable within the context of the passage, if not already predefined prior to the lesson. Along with the ability to identify most words within a text, most passages only try to utilize a small number of new or adapted words. In a Level 5 text on the Underground Railroad, for example, most of the content-specific words and phrases are the same as the Level 1 text. Words such as “stationmaster” and “devoted” can be defined either through context clues or the program’s definitions. While all students are presented the same content material, the vocabulary effectively fits in each proficiency level. (See below: Stage A: Anchor Text, Level 5: The Conductor)

Thomas Garrett was a stationmaster on the Underground Railroad. [223]
 Unlike Tubman and Burris, Garrett was white. When he was a child, [235]
 Garrett’s family hid runaway slaves. He devoted his life to helping [246]
 slaves escape. In all, Garrett helped more than 2,700 slaves escape. [257]

Before slavery ended in 1865, people like Tubman, Burris, and Garrett [268]
 had helped an estimated 100,000 slaves escape to the North—and [279]
 freedom. ■ [280]

Use for fluency practice.

- 4) Every unit begins with the introduction of new vocabulary words that will appear multiple times throughout the upcoming lessons. Each lesson uses different tasks or group activities that help students master these key words. “Words in Context” asks students to determine the best sentence implementing a core vocabulary word. *Read 180 Universal* incorporates these vocabulary words effectively within all proficiency ranges to ensure the same content for all students. The program continues this process across each unit and proficiency level. (See below for an example of vocabulary exercises available online)



Words in Context

- Students are presented with four sentences that contain the word from the word card; students can hear each sentence read aloud
- Some sentences represent semantically correct uses of the word from the Word Card; the remaining sentences represent semantically incorrect uses of the word
- Students must select the sentence (or sentences) that uses the word correctly
- After completing the activity, the correct sentence(s) appears on the Word Card

- Provide opportunities to apply word meanings by identifying correct usage within the context of sentences

3. Performance Definitions

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

A. Representation of Levels of Language Proficiency

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

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

- 1) The *Read 180 Universal* materials do not differentiate between language proficiency levels, however the program utilizes several measurement options that allow educators to track different aspects of a student's development. The reading portions provide students with five different variations that gradually increase in length, complexity, and formatting. Students can also differentiate based on technical knowledge of a text, Lexile® levels, and word count. Following is an example of the information available in the Teacher's Edition, and it shows how each text is evaluated from multiple reading perspectives. (See below: Reading Preview for Teacher's Edition: Stage B: *The Real Book*, p. T196)

LESSON 4.4 DIGEST

Teacher Central » Workshop 4 » Lesson 4.4

PREVIEW

Get students talking about and summarizing the important details of *Chasing Lincoln's Killer*, a page-turning narrative that describes Lincoln's assassination in bloody detail.

TEXT COMPLEXITY RUBRIC
from *Chasing Lincoln's Killer*

QUANTITATIVE MEASURE
Lexile: 700L

QUALITATIVE MEASURES
Levels of Meaning/Purpose
two purposes (to narrate and to explain) not explicitly stated

Structure
chronological structure implicit

Language Use and Clarity
some complex syntax and domain-specific language

Knowledge Demands
Civil War background knowledge not explained

SCAFFOLDING TRACKER: Summarize

TEACH	PRACTICE	APPLY
1.90 1.94	4.4 4.17	6.6

You are here

Making Meaning

Academic Vocabulary 2

familiar
fuh-mee-ah-lee-ah
Paragraph 2

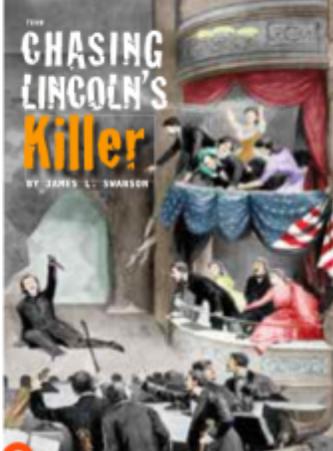
Meaning
when known or understood

Example
What is one familiar sound that you hear every day?
One familiar sound that I hear every day is the backdraft outside.
My teacher's voice surprised

intend
in-tend
Paragraph 3

Meaning
to plan to do something or complete a goal

Example
What do you intend to do after school today?
I intend to finish complete my homework and then watch the basketball game with my cousin.



3

On April 14, 1865, President and Mrs. Lincoln were watching a play at Ford's Theatre when John Wilkes Booth snuck up behind the president and shot him.

The Real Book, pp. 196–197

The program also offers varying written tasks and assessments that effectively differentiate to accommodate all learners. The comprehension questions, which are generally multiple choice, offer both complex and simple questions that use the same content. The program also provides a framework to develop lengthy essays. The program scaffolds each step for lower proficiency levels, whereas higher levels are able to determine their own main ideas, supporting claims, etc. (See below: Academic Vocabulary Workshop 2, Part 1: Stage A: *The Real Book*, p. 229. Other examples include: Workshop 5, Part 2: Stage B: *The Real Book*, p. 262, and Workshop 3, Part 1: Stage C: *The Real Book*, p. 138.)

Academic Vocabulary

identify
i-den-ih-ly (verb)
Paragraph 4

Meaning
to recognize

something or discover exactly what it is

Example
How can you identify the lyrics of your favorite song?
I can identify the lyrics of my favorite song by looking them up on the internet.



by DANNY

- 1 **H**ave you ever wished you could fly like a cheetah? Run as fast as a cheetah? Swim like a shark? Climb like a gecko? Soon, you might be able to!
- 2 Animals have been adapting for millions of years. Over time, they have become amazing flyers, runners, swimmers, and climbers. Adaptations help animals survive. They also inspire new inventions.
- 3 Scientists, inventors, and engineers study animals. They copy, or mimic, animal adaptations. The sc

B. Representation of Language Domains

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

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

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

- 1)** All language domains are effectively addressed throughout *Read 180 Universal’s* digital and instruction-based lessons. Prior to reading a text online, students speak and write key vocabulary words and thematic ideas through assigned tasks. Students might also participate in group activities, practicing speaking and listening exercises, and learning new concepts. Next, during each reading of a text, students complete a close read and an oral recording of the passage. This helps to improve fluency for both the reading and speaking domains. Following the reading, students complete comprehension questions that assess listening and writing skills. (Examples include all whole or small-group instruction lesson plans: Stage A: Workshop 1 – Lesson 3, Stage A: Workshop 1 – Lesson 18, and Stage B: Workshop 3 – Lesson 5.)
- 2)** Each language domain is presented effectively within each proficiency level. It is also important to note that students might have varying proficiency levels across each language domain. For instance, a student might be at the highest proficiency level for reading and listening; however, he or she might need more supports and scaffolding for writing and speaking tasks. The program can accommodate these specific scenarios, as each lesson allows for differentiation within all language domains. The digital fluency recordings, for example, can assess skills such as speed and decoding at all proficiency levels. (See Anchor Texts student recording assessments for texts such as: Stage A: Earthquake Proof, Stage B: Asteroid Hunters, and Stage C: In the Line of Fire.)
- 3)** The language domains are well integrated across the catalogue of texts and lesson plans offered by *Read 180 Universal*. Both instructional lessons and digital reading guides offer all four language domains. While the digital lessons might excel in reading and speaking tasks, the instructional lessons utilize more writing and listening skills. Written exercises within the student text include planning, drafting, organizing, and writing an essay in every unit. (See several examples in *The Real Book* Student Editions: Stage A: Workshop 5, Part

1: Informative Essay, pp. 248–253; Stage B: Interim Performance Task: Research Paper, pp. 178–187; and Stage 3: Workshop 1, Part 1: Informative Paragraph, pp. 38–39.)

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

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

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

- 1) Multiple content areas are covered across *Read 180 Universal*’s materials. There are lessons for social studies, science, and language arts on a consistent basis. Additionally, all of these content areas offer both informational and literary texts. All Teacher’s Edition lessons and online reading guides are effectively developed in the framework of the

Common Core State Standards for English Language Arts & Literacy in History/Social Studies and Science. The offline lesson plans for group instruction, for instance, clearly display all standards targeted in each guide. (See below: Stage A: Workshop 4 – Lesson 23: Group Instruction Lesson Plan. Other examples include: Stage B: Workshop 3 – Lesson 19: Group Instruction Lesson Plan and Stage C: Workshop 2 Additional Text Lesson Plan.)

HMH Teacher Central Lesson Plan
for Whole- and Small-Group Instruction

Instructor: _____ Date: _____ Class: _____

American Folk Song: *Home on the Range* (Day 1)
Workshop 4 Lesson 23

STANDARDS
CCSS.ELA-LITERACY: RL.1.10, RL.1.2, RL.1.6, RL.2.10, RL.2.2, RL.2.6, RL.3.10, RL.3.2, RL.3.6, RL.4.10, RL.4.2, RL.4.6, RL.5.10, RL.5.2, RL.5.6, RF.1.4A, RF.1.4B, RF.1.4C, RF.2.4A, RF.2.4B, RF.2.4C, RF.3.4A, RF.3.4B, RF.3.4C, RF.4.4A, RF.4.4B, RF.4.4C, RF.5.4A, RF.5.4B, RF.5.4C, L.1.6, L.2.6, L.3.6, L.4.6, L.5.6

- 2) *Read 180 Universal* effectively focuses on state academic standards across all content areas and proficiency levels in a consistent fashion. History and science selections, for example, still focus on the same literacy skills found throughout other content areas. The following lesson preview demonstrates how lessons connect standards across multiple content areas such as fictional texts, diverse media formats, and historical documents. The teacher guides and lesson plans provide academic standards that incorporate consistent learning across all materials. The standards cover lessons ranging from text analysis to grammar and conventions. (See below: Stage C: Workshop 6: Digital Media Lesson. Other examples include: Stage A: Grammar and Conventions Lesson Plan and Stage B: Reading Comprehension Lesson Plan.)

Compare Text Across Media: *A Raisin in the Sun Revisited*

STRATEGY: COMPARE TEXT ACROSS MEDIA

TEACH/PRACTICE

REVIEW/RETEACH

Student Objectives

- Determine key points of a text presented in diverse media.
- Compare and contrast the structure of an interview, movie clip, historical documents and photographs, and a poem.
- Integrate information from various sources to contribute to meaning.
- Evaluate information presented in diverse media and formats.

Teach

Tell students that they are going to view a video about *A Raisin in the Sun* and its author Lorraine Hansberry. The video has many different kinds of information in it, all of which will help them develop a better understanding of the play's meaning. The different kinds of information sources are mixed together in the video. They include:

- Lorraine Hansberry talking about herself and her work, directly to the camera or on a TV talk show.
- Clips from the film version of *A Raisin in the Sun* starring Sidney Poitier. There are two scenes from the excerpt they read in the *Real Book*, as well as another important scene.
- Historical information about Chicago in the 1950s, which is the time and place of the play. The history is shown in documentary films and in historical photographs; other people in the video also talk about the times and what

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3) There are many aspects of *Read 180 Universal* that address social and instructional language. The fictional stories offered as both anchor texts and independent reading feature diverse characters and settings. Students are able to find more characters, experiences, and stories to which they are able to relate. Another interesting feature of *Read 180 Universal* is the instructional and social connections to other languages. Many of the regular “Power Words” provide Spanish cognates or translations for students to parallel as they learn new words. This provides a unique bridge, not only to background information about a word, but amongst peers. Instructional language is also manageable due to the fact that nearly every word in digital readings are decodable with definition links and assisted narration. This provides immediate support for students to utilize prior to approaching their instructor. (See below: “Power Words” Vocabulary for Teacher’s Edition: Stage B: *The Real Book*)

Smart Words

Words are defined on page 2 of the student book. Page number of first appearance is listed below.

- **protect***, p. 3
- **toxic***, p. 3
- **vicious***, p. 3

*Spanish Cognates
(search for System 44 Library Introduction in the Resources tab)

routine to sort words by consonant sounds.

Option 2: Academic Vocabulary

Informal Assessment

Ask students to read a sentence from the book that contains a Smart Word. Have students define the Smart Word and identify text evidence that helped them determine the meaning. Review definitions on page 2 as needed. Repeat this procedure with other Smart Words. If students demonstrate proficiency, proceed to targeted instruction.

Targeted Instruction

The Smart Word *protect* is the base of the words *protected*, *protection*, *protector*, and *unprotected*. Use the **Extending Meaning** vocabulary routine (search Independent Reading Routines in the Resources tab) to build student familiarity with morphological word families.

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

- 1) Do materials present an opportunity for language learners to engage in various cognitive functions (higher order thinking skills from Bloom’s taxonomy) regardless of their language level? **Yes** No
- 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) The digital reading platform of *Read 180 Universal* is designed to scaffold reading fluency and complexity to students naturally over time. When a student starts the program, for example, they are assessed by the digital software as well as by their instructor. During each subsequent reading task, the student has multiple opportunities to gradually move from one proficiency level to the next. The assisted narration, for instance, is a tool that a student might choose to use initially when reading science texts. Perhaps they only need the audio assistance for technical word pronunciation. The image below shows how the program is able to highlight both the sentence and the exact word being spoken. By using or omitting these tools, students have control within each proficiency level to move into higher levels of cognitive function. In regard to writing, the students are able to choose from several different tasks, ranging from simple multiple choice to full paragraph responses. The program engages students to move forward into higher levels of thinking in all language domains. (See below for an example of reading assistance program in the support tab for Stage B: Independent Reading: Saving the Great White Monster. The reading assistance tool is available for all digital texts.)

Saving the Great White Monster

The great white shark is among the most feared animals in the world. But it's also one of the most important to our oceans.

By Lauren Tarshis

- 2) All materials provide opportunities for higher-order thinking throughout the program. The differentiation tools mentioned in the previous question are available throughout all the

materials in the *Read 180 Universal* catalogue. In all of the Teacher’s Guides, there are varied levels of directions. In the selection below, for example, there are directions for groups that are “Nearly There” and “Not Yet” at the bottom of the Teacher’s Guide. The level of assistance varies based on the needs of the students in every lesson. This systematic process is also available during the reading portions as students can control the pacing of narrators. Students are able to go back and highlight words or phrases they found to be troubling to pronounce or understand. These tools help students move from a current understanding of a skill or concept into a higher level of thinking. (Teacher’s Edition: Stage B: *The Real Book*, p. 192. Other examples include: Teacher’s Edition: Stage B: *The Real Book*, pp. 198 and 202.)

WHOLE GROUP		TEACH	ENGAGE AND DISPLAY
<p>DO NOW: Show You Know</p> <ul style="list-style-type: none"> (assassin) An assassin is someone who murders a(n) _____ person. Why would people organize a manhunt to catch an assassin? 		<p>LITERACY GOAL</p> <ul style="list-style-type: none"> Use vocabulary about a topic and think deeply about concepts to come up with related examples. <p>LANGUAGE GOAL</p> <ul style="list-style-type: none"> Participate in an academic discussion, sharing and comparing ideas, and building on others’ ideas. 	
<p>1 SHARE TODAY’S GOALS</p> <p><i>Today we’re going to think deeply about the powerful concept of conflict. We’ll also build content-area vocabulary to equip us for understanding texts in this Workshop.</i></p>		<p>TEACHING MOVES: Make It Relevant</p> <p>Point out how we all experience conflicts in our daily lives. Common conflicts might be disagreements with friends or family over responsibilities (e.g., whose turn it is to wash the dishes), daily plans and activities (e.g., whether to go to the action or the romance movie), and how events are interpreted (e.g., whether an action was intended to hurt someone’s feelings).</p>	
<p>2 MAP CONCEPTS</p> <p>Use the ACADEMIC DISCUSSION routine as students collaborate to develop the concept map.</p> <ul style="list-style-type: none"> Model making connections using the LANGUAGE TO MAKE CONNECTIONS frames. <p><i>The word battle comes to mind. I connect the word conflict to battle, because when two countries have a conflict, they sometimes go into battle.</i></p> <ul style="list-style-type: none"> Guide students to share ideas about the word conflict. <p><i>What do you connect with conflict? Record at least one idea in your concept map.</i></p> <ul style="list-style-type: none"> Use the LANGUAGE TO COMPARE frames to have students reflect on one another’s contributions. 		<p>Formative Assessment: LANGUAGE GOAL</p> <p>IF Nearly There/THEN: Guide students to elaborate on ideas. <i>You said the word angry comes to mind when you think about conflict. Why might conflict cause people to get angry? What is an example of a conflict that causes anger?</i></p> <p>IF Not Yet/THEN: Correct and redirect vague or inaccurate ideas. Help students activate prior knowledge by asking guiding questions and providing synonyms. <i>For example: Conflict usually involves a disagreement between people or groups. Can you think of a disagreement two friends might have?</i></p>	

C. Supports for Various Levels of Language Proficiency

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

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

- 1) The digital reading guides for *Read 180 Universal* offer several different tools for students to move from one proficiency level to the next. Assisted narration helps students understand words that they may not know how to pronounce. The program provides supportive tools but also challenges students when the assessments provide data to move into a new proficiency level. As for teacher’s materials, every lesson plan includes multiple assessments to track students. (All digital texts have clickable word assistance tools. The example below is an independent reading selection: “Alive! The True Story of Three People Who Fought Death—and Won.”)

The image shows a digital reading interface. At the top, a dark red horizontal bar spans the width. Below it, a white box contains the text: **Tara Funk had no idea she was living with a deadly heart condition.** A dark grey pop-up box with white text defines the word 'heart': *noun* The muscular organ that pumps blood throughout the system of blood vessels in the body. In humans and other animals that have backbones, the heart has four chambers and is located in the chest. Below this, the text reads: CHAPTER **1** | **Living With a Broken Heart**. At the bottom, it says: Tara Funk was a children’s book editor, commuting each day from her home in the

- 2) The scaffolding tools are available for students to use in order to move from one proficiency level to the next. When students can record oral readings with effective fluency, the program allows them to attempt the next highest level. The online guide works

with the student to assess their oral recording. The teacher is able to collaborate with the program’s data to identify areas that students can address for improvements. Over time, students require less assistance from the program, such as fluency corrections or pronunciations. The system works to move students from one level to the next at every proficiency level effectively. (The teacher’s resources for each stage offer offline reading fluency assessments. The example below is the Oral Fluency Practice Rubric: Stage A.)

Oral Fluency Practice Rubric

Use this rubric to rate your students' final recordings in the Success Zone.

Rating	Prosody	Accuracy	Description
1. Beginning Fluency	Word-by-word	Rate is less than 65 correct words per minute. Pace is slow and laborious.	Reads without attention to phrasing or punctuation. Frequent repetitions, sound-outs, and multiple attempts at words disrupt the flow of reading.
2. Emerging Fluency	Word-by-word with some two- or three-word phrases	Rate is 65 to 90 correct words per minute. Pace is slow.	Reads with little or no expression. Repetitions and deviations from text often disrupt the flow of reading.
3. Developing Fluency	Primarily two-word phrases	Rate is 90 to 125 correct words per minute. Pace is moderately slow.	Reads with little intonation to mark ends of sentences or clauses. Word groupings are choppy and unrelated to context of sentence.
4. Approaching Fluency	Primarily three- or four- word phrases with some expression	Rate is 125 to 160 correct words per minute. Pace is beginning to be conversational but may sometimes be too slow or fast.	Primarily natural phrasing with some attention to expression. Few repetitions or deviations from text.
5. Proficient Fluency	Reads in meaningful phrases with attention to expression	Rate is 160 or more correct words per minute. Pace is almost always conversational.	Reads in large meaningful phrases with only occasional breaks caused by difficulties with specific words.
6. Exemplary Fluency	Reads fluently with expression	Rate is 160 or more correct words per minute. Pace is consistently conversational.	Rate is 160 or more correct words per minute. Pace is consistently conversational.

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9800_A_SA_Misc_OralFluencyRubric

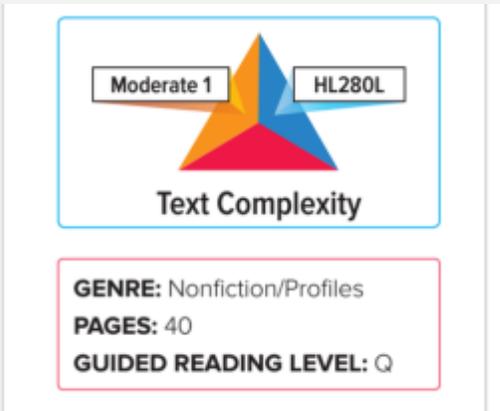
- 3) The scaffolding supports remain consistent across all of the *Read 180 Universal* materials. While students eventually progress into advanced text complexity and content, the scaffolding methods of the program are repeated in each unit. This ensures that students learn processes to more effectively master new language functions. Instructional materials follow the same process of introducing new information and identifying these ideas in differentiated texts. The majority of new vocabulary words and key details are introduced through graphic organizers in the Academic Vocabulary and Close Reading sections. (Examples include: Stage A: Workshop 3, Part 1: *The Real Book*, pp. 122–123, Stage B: Workshop 6, Part 1: *The Real Book*, pp. 294–295, and Stage C Workshop 3, Part 2: *The Real Book*, pp. 146–147)

D. Accessibility to Grade Level Content

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

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

- 1) The materials present content that is appropriate for each grade level that the program accommodates. Every Lexile® range offers diverse content written for multiple purposes, such as information or story formats. The topics being covered in each text relate to larger concepts and issues that connect to grade-level content. Content is available for ages ranging from middle school to high school in all content areas. Students are able to find anchor texts and independent reading that fits their proficiency levels as well as specific content demands depending on the grade level. (All independent reading texts have informational guides that show various proficiency levels. This example is from Stage B: “Against The Odds.”)



- 2) A primary benefit of the program is the ability to modify all anchor texts to fit the reading proficiency of each student. A high school student reading at a lower proficiency level, for example, can still read content with his or her peers. Similarly, a grade school student reading above his peers can choose to read a more complex version of the same story. Students are able to tailor reading selections to fit their individual proficiency needs on a regular basis. This enables students to remain consistent with scaffolding and language levels while still being exposed to diverse and engaging content. (All anchor texts can be modified between five proficiency levels. Anchor text examples include: Stage A: Washed Ashore, Stage B: Right to Fight, and Stage C Anchor Text: Striking Distance.)

- 3) Grade-level materials are systematically presented throughout the program. Each unit is designed to include several texts that cover similar topics from different perspectives. A long unit on Abraham Lincoln, for instance, might use poems or fictional characters to help students understand the main concepts. This also helps students that prefer different genre of content to engage in a larger unit. The diverse catalogue of each unit helps students improve proficiencies across consistent content. (The unit on Lincoln includes historical stories, poetry, and personal accounts of the same incident. Examples include Stage B: Workshop 4, Parts 1–2: *The Real Book*, pp. 196–199, 204–207, and 220–221.)

E. Strands of Model Performance Indicators

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

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

- 1) *Read 180 Universal* uses consistent performance tasks to assess, practice, and improve a student’s language proficiencies. Every lesson starts with a vocabulary activity called “Do Now!” that prompts students to use specific words in sentences and scenarios. Students are given opportunities to use their knowledge of language to answer simple questions, provide explanations, and collaborate. The digital reading guides present students with comprehension questions that assess their understanding of key words or ideas related to language. The questions might ask the reader to describe a character’s feelings or select words from a list that connect with the passage. Opportunities to use language functions are offered across all lessons and content areas. (See below: Stage A: Workshop 1 – Lesson 1.1: “Do Now!” section. Additional examples include: Stage B: Workshop 1 – Lesson 7, and Stage C: Workshop 1 – Lesson 1.6.)

DO NOW!

Show You Know

Use the **Do Now** routine.

Display the Do Now and assign the task.

- *(mindset)* It helps to have a confident **mindset** when you are trying to _____. (e.g., solve a problem; complete a difficult task; win a competition)

Prompt partners to share their responses and restate their partners' ideas using the frames.

- So your idea is _____.
- Yes, that's correct.
- No, what I meant was _____.

Ask two preselected students to share with the class and guide students to score their own responses.

- 2) The materials provide informal and formative learning goals for language function tasks on a consistent basis. Many of the initial exercises are meant to introduce students to new words or concepts. These tasks are completed in large or small groups and meant to enable experimentation with new information. Through these group discussions students defend opinions, interpret others, and answer questions. The Teacher's Edition provides formative assessments that gauge and differentiate learning goals for students. The language functions occur online in comprehension questions, informally during group discussions, and formally with graphic organizers and written essays. (In the example below, the guide provides simple sentences for students to practice, and modifications for students below the intended goals. Teacher's Edition: Stage B: *The Real Book*, p. 193)

REVIEW VOCABULARY

Read each frame and have students choose the correct target word to complete it.

Use Additional Examples to Review

- Lincoln was murdered by an **assassin**.
- One cause of the Civil War was **slavery**.
- Some Union soldiers want to **avenge** the death of Lincoln.
- Strong athletes can make quick **defensive** moves.
- If one side gives up fighting, they **surrender**.
- Some individuals considered Lincoln to be an unfair **tyrant**.

Formative Assessment: LITERACY GOAL

IF Nearly There/THEN: *You are on the right track! Now let's reread the sentence together to check the form of the word. Explain the form of the word. For example: The word surrender needs to be in the past tense because the action already happened. Add an -ed to the end of the word.*

IF Not Yet/THEN: *Correct and redirect when students use a word incorrectly. For example: You wrote that a tyrant is a leader. A tyrant is a type of a leader that acts in a certain way. Imagine a president who is a bully. What would that kind of leader do?*

IDENTIFY WORD FAMILIES

If time permits, have students use a print or digital dictionary to identify different forms of the content words.

assassin: assassinate, assassination

slavery: enslave, slave, slaves

avenge: avenger, vengeance, vengeful

defensive: defend, defendant, defense

tyrant: tyrants, tyrannical

surrender: surrendered, surrendering, surrenders

WRAP UP

Reflect

- What visual image from a book or video made a strong impression on you today?
- The visual image that made a strong impression on me today was ____, I remember this image because ____.

3) The language function tasks and assessments support student progression and development based on each individual's needs. Each lesson follows a systematic process that allows consistent improvements within each language domain. All lessons consistently engage students to summarize, give examples, and reflect on their answers. The online texts develop reading language functions such as drawing conclusions, following instructions, and recognizing key vocabulary words. The benefit of this program is that it allows for students to progress in one language function while still receiving scaffolding or support in other areas. By utilizing similar language functions on a regular basis, students are able to improve these skills in different texts and content areas. In this fashion, progression can be tracked in different situations for more accurate data.

Discussions include:

- presenting an answer to the class, teacher, or partner
- providing reasons for an opinion
- responding to leading or additional questions

Writing portions include:

- summarizing passages by identifying main ideas
- listing supporting details for clarity
- labeling key vocabulary for better comprehension

Reading skills include:

- recognize new or complex vocabulary
- inferring meaning from unknown words
- associate prior knowledge to understand new content material

Listening skills include:

- following directions when working in groups or completing activities
- connect vocabulary from lessons to reading activities