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

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<td>E. Strands of Model Performance Indicators</td>
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**PRIME Part 1: Provide Information about Materials**

Provide information about each title being correlated.

**Publication Title(s):** Benchmark *Advance ALL* ©2017

**Publisher:** Benchmark Education Company, LLC

**Materials/Program to be Reviewed:** Core

**Tools of Instruction included in this review:** Leveled Student Books, Teacher’s Guides, Text Evidence Question Cards, Home-School

**Intended Teacher Audiences:** Grades 2–6 teachers of ELs and ELD

**Intended Student Audiences:** Grades 2–6 ELs of varied proficiency

**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), Social and Instructional Language Standard 1, Language of Language Arts Standard 2, Language of Science Standard 4, Language of Social Studies Standard 5

WIDA Language Proficiency Levels included:
Although the WIDA ELP levels are not explicitly addressed in the materials, activities employ strategic scaffolding methods to provide support to students at varied proficiency levels.

**Most Recently Published Edition or Website:** ©2017

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

Benchmark *Advance ALL* accelerates learning for English Learners in Grades 2 through 6. The program is comprised of 170 leveled readers that encourage striving readers to achieve reading success at higher levels. The *Advance ALL* student books and support materials can be integrated into instruction of any core reading program or used as a supplementary asset. *Advance ALL* helps students build literacy skills, topical knowledge, and reading strategies. The program is appropriate for students and ELs of all ages who are preliterate or proficient at an Emergent to Early/Fluent level. *Advance ALL* is also an appropriate tool for SLIFE students, long-term ELs, Special Education students, and adult English Learners.
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) Student assets and contributions are considered in the *Advance ALL* materials. The Teacher’s Guide for many reading selections contains activities that encourage students to share their individual assets and knowledge before, during, and after reading. Activities provide sensory, visual, and interactive support to aid comprehension and practice. Teachers are able to choose tasks depending on time and support level needed. See the following from *Advance ALL* Overview, English Learners' Assets, pp. 38–39:

<table>
<thead>
<tr>
<th>BEFORE READING</th>
<th>Task</th>
<th>Student Assets</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Vocabulary Partner Work</td>
<td>Linguistic Cultural Experiential Social Emotional</td>
<td>After introducing a Content Vocabulary word, have partners tell what they know about the word and describe any experiences related to it—something they have seen, experienced, or heard of. Encourage them to find a picture in the text that is helpful in their explanation. Have them also say the name of the word in another language if they know it. Afterward, have partners tell something interesting their partner said.</td>
<td></td>
</tr>
<tr>
<td>Spanish Cognates Partner Work</td>
<td>Linguistic Cultural Experiential Social Emotional</td>
<td>Display the list of cognates in the Teacher’s Guide and read the words aloud together. Put students in pairs. Partner 1 says the English word. Partner 2 says the Spanish cognate. Encourage students to picture the words in their mind each time. To work on pronunciation, practice saying each English word while clapping on each syllable, clapping loudest on the stressed syllable.</td>
<td></td>
</tr>
<tr>
<td>Make Associations</td>
<td>Linguistic Cultural Experiential Social Emotional</td>
<td>Have students say a key word and close their eyes. Ask: What picture do you see in your mind? What sounds do you hear? How do you feel when you say the word? Is it a positive feeling or a negative feeling? If you know the word in your language, say it and make it the picture, sounds, or feelings change. Can you connect the word to a person or event? Have students in groups share their ideas.</td>
<td></td>
</tr>
</tbody>
</table>
### DURING READING

<table>
<thead>
<tr>
<th>Task</th>
<th>Student Assets</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finger Tracing</td>
<td>Linguistic Cultural</td>
<td>During Word Work, as students say each word that makes the target sound, have them finger trace the target letter(s) on their desks or in the air. If appropriate, have students continue the activity with other words they know that fit the pattern.</td>
</tr>
<tr>
<td>Analyze Grammar</td>
<td>Linguistic</td>
<td>Point out a sentence with a grammar point that may cause confusion; check their understanding of the point, and then explain it through the context of the text. Example: Call students’ attention to a sentence that contains both the past tense and past perfect tense. Have them notice the difference in tenses—the past perfect consists of had + past participle form of the verb. Ask them to tell which action in the sentence came first. Explain that writers use tense to make it clear to the reader which action happened or started before another past action.</td>
</tr>
<tr>
<td>Discuss Idioms (that relate to important details)</td>
<td>Linguistic Cultural Experiential Emotional</td>
<td>Point out an idiom that describes a key detail in the text. Explain its meaning. Then discuss its meaning within the context of the text. Have students share an expression that has a similar meaning in another language and give an example.</td>
</tr>
</tbody>
</table>

### AFTER READING

<table>
<thead>
<tr>
<th>Task</th>
<th>Student Assets</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make Connections</td>
<td>Cultural Social Emotional</td>
<td>Have partners take turns making a connection between ideas in the text and ideas in another text they have read, or an experience they have had, using sentence frames such as: _____ reminds me of _____ because ____. Afterward, ask partners to retell what their partner told them to a second student pair and respond to something they said, using sentence frames such as: My partner said that the tag character/idea reminds him/her of _____ because ____. When my partner said _____, I thought of _____</td>
</tr>
<tr>
<td>Discuss Idioms</td>
<td>Linguistic Cultural Experiential Social Emotional</td>
<td>Decide why the author chose the idioms. Ask: What does it show us about the character or the situation that regular words could not show? Then have students share expressions in other languages that have a similar meaning and explain them through examples.</td>
</tr>
<tr>
<td>Expand on Word Work</td>
<td>Linguistic Cultural</td>
<td>Call students’ attention to the Word Work pattern. Co-create a list of words that have that spelling pattern. Then have student pairs add at least two more words to the list and explain any connections they can make to the words.</td>
</tr>
<tr>
<td>Stronger, Clearer Partner Work</td>
<td>Social Emotional</td>
<td>Tell partners they will take turns answering questions and then make their ideas stronger and clearer with their partner’s help. Encourage partners to help each other expand and clarify their ideas through questions such as: Why do you say that _____? What do you mean by _____? What about _____? Then have pairs exchange partners. Tell them to answer the question again and be clearer and stronger in their ideas. Repeat a third time. Afterward, have students reflect on how much stronger and clearer their ideas became as a result of the activity.</td>
</tr>
</tbody>
</table>
2) Student assets and contributions are not systematically considered throughout the materials.

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 instructional materials address language features at the discourse dimension in a consistent manner for all identified proficiency levels. Students respond to discussion prompts and engage in discussions before, during, and after each Guided Reading selection. These Guided Reading activities offer support, such as sentence frames and discussion prompts, for English Learners of varied proficiency to engage in discourse. See the following example from Teacher's Guide, Grade 4:
### Before Reading
- Build vocabulary and concepts.
- Provide or scaffold students in setting a purpose for reading and learning.

### During Reading
- Observe students’ reading. Use suggested meaning, word work, and fluency to scaffold students during the reading process. Select prompts based on each student’s reading needs.
- Use specific praise to reinforce the reading process for all students.

<table>
<thead>
<tr>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>To that again and think what could make sense here.</td>
</tr>
<tr>
<td>What words or phrases let you know what a bottle is?</td>
</tr>
<tr>
<td>Why do horses wear special gear? What words or phrases help you?</td>
</tr>
<tr>
<td>Word Work</td>
</tr>
<tr>
<td>Does it look right?</td>
</tr>
<tr>
<td>Do you know a word that has that letter?</td>
</tr>
<tr>
<td>Fluency</td>
</tr>
<tr>
<td>This sentence has a lot of information. Chase the words in phrases as you read.</td>
</tr>
<tr>
<td>Read this part to make sure it sounds right.</td>
</tr>
</tbody>
</table>

### After Reading
- Stimulate a rich discussion that inspires deeper encounters with the text and expands their understanding of the concept.
- Provide an opportunity for students to express an understanding of the topic through writing.

<table>
<thead>
<tr>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Display and say aloud the word gear. Explain that it is a multiple-meaning word that means the tools or equipment you need to do something. Demonstrate how linking both: in your room are a part of your teaching gear.</td>
</tr>
<tr>
<td>Ask students to restate the key details of “My Horse Farm” and how students respond using the sentence frame: I need the horse to be __________.</td>
</tr>
<tr>
<td>If necessary, allow students to use the picture word cards in their discussions.</td>
</tr>
</tbody>
</table>

### Vocabulary
- Word Work: Point to the word “bottle.” Explain that when a word ends in “le,” the final syllable is pronounced with an /le/ sound. Give examples of other 6- or 7-letter words in the text (people, salad). |

### Fluency
- Read the fourth paragraph. Ask: What words did you have trouble with? Practice reading those words with students a few times. Then have students read the paragraph with you.

*For a more comprehensive list of suggested guided reading prompts, including probe prompts, see the Advance ALL Overview.*
2) The Benchmark Advance ALL instructional materials address language features at the discourse dimension in a consistent manner for all identified proficiency levels. As illustrated above, students engage in guided discussions and respond to prompts at each phase of the Guided Reading. Given the simple organization of the program instruction, exercises in discourse arise repetitively and systematically throughout the materials and across grade levels. See another example from Grade 3:
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) Benchmark Advance ALL addresses language at the sentence dimension in a consistent manner for all identified proficiency levels. Both the on-level and Read to Advance selections provide students opportunities to engage in a variety of sentence-focused exercises, whether studying construction of different sentence types, using sentence frames to complete simple declarative sentences, practicing end punctuation, or connecting words and phrases to create complex sentences. See the following examples from the Teacher’s Guide:

   "The Elephant"

   Before Reading
   • Build vocabulary and concepts.
   • Provide or select students in setting a purpose for reading and learning.

   Guided Reading
   1. Distribute copies of The Elephant. Read aloud the title. Explain that a rhinoceros is an animal with horns.
   2. Read aloud the story. Students understand that this is a fictional story.
   3. The clothing of the characters, and the architecture and plant life, show that this story is set in another country.

   Language Support
   1. Display the picture card for elephant. Sound out the word slowly and point out that the "ph" has an /f/ sound.
   2. Use sentence frames to help students answer the question: The pictures show me ___ I think that ___
   3. Display and read aloud the terms that refer to the way a character sees and reacts to the actions of a story. Let students know that as they read, they should pay attention to the way different characters see and respond to the story events.
**During Reading**
- Observe student reading. Use suggested reading, word work, and fluency prompts to scaffold students during the reading process. Select prompts based on each student's reading needs.
- Use specific praise to reinforce the reading process for all students.

**Meaning**
- What words or phrases help you know who the characters are in the book?
- What words tell you what the elephant feels like?
- How do the words and pictures convey what the characters are thinking?

**Word Work**
- What is a word that ends with a silent e?
- Say the word slowly. What can you hear?

**Fluency**
- Read this part to make sure it sounds right.
- Try changing your voice to match the punctuation in the sentence.

**After Reading**
- Ask: What does each blind man think about the elephant? Use information from the text and pictures to describe what they do. Share your answers with the group.
- Have students write an answer to the question: Why do the different characters have different points of view about the elephant?
- You may wish to use the running record in the Advance ALL Overview to help you assess an individual student's reading progress.

**Fluency**
- Read page 12. Which words did you have trouble with? Practice reading words such as put, pets, and together with students.

*For a more comprehensive list of suggested guided reading prompts, including praise prompts, see the Advance ALL Overview.*

(Grade 2, Unit 4)
Lastly, each Read to Advance book in level J–M provides students a How Language Works feature, along with the key vocabulary. This feature gives students opportunities to comprehend complex texts through guided analysis of challenging sentences. The Teacher's Guide provides lessons and Blackline Masters for additional practice with sentences that share the sentence structure. See the following sample materials from Grade 5, Unit 3:
How Language Works

**Analyze Sentence Structure** Read the complex sentence below and notice how you can divide it into its meaningful parts.

When an apple seed is planted in the ground, it grows into a small plant called a seedling.

**Explain Vocabulary** Explain and give examples of the following vocabulary in your own words:

- planted
- grows
- plant
- seedling

**Check Your Understanding** Find the complex sentence that is shown above on page 5. The sentence contains two different forms of the word plant. How are the functions of the forms different? What other words can you think of that can function in two different ways?

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**Model**

**Analyze Sentence Structure**
- Draw students’ attention to “How Language Works” on the inside back cover. Explain that you will model how to break up a complex sentence into smaller meaningful parts in order to understand its meaning.
- Read aloud the complex sentence and model using think-alouds like the samples provided below.

<table>
<thead>
<tr>
<th>SENTENCE PART</th>
<th>THINK-ALOUD</th>
</tr>
</thead>
<tbody>
<tr>
<td>When an apple seed is planted in the ground.</td>
<td>This phrase tells me what is happening. An apple seed is planted. It also tells me where it is happening. We know that something will happen to the apple seed. The phrase “in the ground” lets me know where the seed is planted.</td>
</tr>
<tr>
<td>It grows.</td>
<td>Grows is a verb; or action word, of the sentence. It tells me what happens. Now we know that when the apple seed is planted in the ground it grows.</td>
</tr>
<tr>
<td>Into a small plant called a seedling.</td>
<td>This clause tells me what the apple seed grows into. The apple seed grows into a small plant. That small plant is called a seedling.</td>
</tr>
</tbody>
</table>

- Ask students to paraphrase the sentence to demonstrate their understanding. For example: Apple seeds grow in the ground. They become seedlings.

**Explain Vocabulary**
- Read aloud the words with students. Explain the meaning of each word. Invite students to help you generate examples of each.

**Check Your Understanding**
- Read aloud the question on the inside back cover. Model how you find the sentence in the text (page 5) and answer the question. (Answer: The word “plant” is a verb and means plant in the ground or it can grow. The word “plant” is used as a noun here and means a living thing that grows in the ground. Other examples include: milk, fish, seed, drink, dough, crop, bat, bow, tie.)
Guided Practice

Analyze Sentence Structure
Distribute BLM 1 and read the complex sentence with students. Prompt them to segment the sentence into meaningful parts and provide support as needed. Sample prompts and think-alouds are provided.

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<tr>
<th>PROMPT</th>
<th>SENTENCE</th>
<th>THINK-ALoud</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What do you think the cause/effect word is? Here is the first word in the sentence.</td>
<td>When</td>
<td>Look at the beginning of the sentence. The cause/effect word is when. This shows that the event in the first clause causes the event in the second clause.</td>
</tr>
<tr>
<td>2. What is the subject in the first part of the sentence? What happens to them? Where?</td>
<td>apples arrive at the grocery store</td>
<td>Look at the words before the comma. The subject is apples, and the verb is arrive. Where do they arrive? Look for the prepositional phrase. They arrive at the grocery store.</td>
</tr>
<tr>
<td>3. What is the subject in the second part of the sentence? What do they do? For whom?</td>
<td>store workers staffing them for the customers</td>
<td>Look at the words after the comma. The subject is store workers. What do they do? They staff them. What do they staff? The apples. For whom? For the customers.</td>
</tr>
</tbody>
</table>

Explain Vocabulary
Have students work in pairs to define and give examples of each word or phrase as it is used in the text. Observe and support as needed.

Check Your Understanding
Ask a student to read aloud the test question on BLM 1. Ask them what information they need to answer the question. Then have partners reread the text on page 14 and formulate their answer and evidence.

Partner/Independent Practice
Based on your observations of students during modeling and guided practice, have them work independently or with a partner to complete BLM 2. Use their work to evaluate their English language development and to make future instructional decisions.
2) The language features at the sentence dimension are appropriate for the identified proficiency levels. Each Guided Reading selection offers differentiated language instruction to support and ensure access for all ELs. The Benchmark Advance ALL program allows students to engage in a variety of sentence-reading and sentence-building exercises, whether using frames to complete sentences related to the text or using sentences to show comprehension of new vocabulary. See the following example from Teacher's Guide, Grade 6, Unit 2:

![Example from Teacher's Guide](image-url)
3) The language features at the sentence dimension are addressed systematically throughout the Benchmark *Advance ALL* program. Every Guided Reading activity in the Teacher’s Guide offers varied sentence-specific instruction and practice before, during, and after reading. And, as shown above, each Read to Advance book in level J–M provides students the How Language Works feature for further practice with sentence structures. Students engage in a variety of exercises, gaining and building upon knowledge in each successive lesson and grade level.

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

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 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) Benchmark *Advance ALL* addresses language features at the word/phrase dimension in a consistent manner for all proficiency levels. Each on-level Guided Reading nonfiction selection features bold text to show students vocabulary terms that are important to the text. See the following examples from Grade 2, Unit 8:

   A flowing river *erodes* the land.
   It moves dirt from place to place.
Likewise, each fiction and nonfiction Read to Advance selection provides a Words to Know or Glossary feature, highlighting the same academic vocabulary students addressed in the on-level selection. These features are accompanied by a Matching or Complete the Sentence activity. These audio-supported, interactive digital exercises provide students opportunities to use the new vocabulary to play word-matching games or to complete sentence frames. Students can check their responses to the Complete the Sentence items and try again when they make errors. See the following examples from the Student Book:
Complete the Sentence:

1. People use ________ to take pictures of plants and animals in the ocean.

2. Explorers use machines called ________ to explore the ocean.

3. Different parts of the sea have different _________. Some parts are warm. Other parts are cold.

**Words to Know**

- **cooking** (KOOK-ing) verb making food to eat
  
  *The spider is cooking.*

- **eating** (EAT-ing) verb chewing and swallowing food
  
  *The spider is eating.*

- **pointing** (POIN-ing) verb showing the direction of something or someone by reaching out a finger
  
  *The spider is pointing.*

- **roaring** (ROAR-ing) verb making loud angry sounds
  
  *The lion is roaring.*
Lastly, each Teacher’s Guide selection contains a set of Picture Word Cards. Before reading, students analyze the cards and participate in any of a variety of shared activities based on the words and related images. After reading, teachers use the cards again for different activity, such as writing sentences about the selection using the words from the Picture Word Cards. See the following:

**Using the Picture Word Cards**

*Before Reading:* Have partners take turns describing what they see in each of the cards.

*After Reading:* Ask students to pick a card and write a sentence that shares something they learned from the text. Have students read what they wrote to a partner.

- For assessment opportunities, please see the *Advance ALL Overview.*
can, cannot, he, she, vote, we

(Grade 3, Unit 1)
Using the Picture Word Cards

**Before Reading:** Use the cards to preview vocabulary. Display the cards and have students select words that look familiar. Point to the picture and read the word. Have a volunteer use the word in a sentence. For the more challenging words, help students sound out the syllables.

**After Reading:** Place cards facedown. Have volunteers select cards, flip them over, and read them. Have students select one of the cards and write a sentence using the word.

For assessment opportunities, please see the Advance ALL Overview.

(Grade 5, Unit 8)
2) Words, expressions, and phrases are addressed in context. As illustrated above, each on-level Guided Reading nonfiction selection places key vocabulary in boldface to help facilitate exploration of academic vocabulary. Additionally, each fiction and nonfiction Read to Advance selection provides a Words to Know or Glossary feature, highlighting the same academic vocabulary students addressed in the on-level selection. These features are accompanied by the Matching or Complete the Sentence activity to further explore the words in context. Students learn to understand the function of words and phrases in the context of the selection and then use them in their own sentences to show comprehension.

3) The general, specific, and technical language is appropriate for the targeted proficiency levels. Each Advance ALL Student Book and Teacher’s Guide provides the appropriate reading and Lexile® levels for both the on-level and Read to Advance selections. The Teacher’s Guide provides activities that focus on elements of vocabulary and word study and offer suggestions for differentiation to reach learners of varied skill levels. As shown previously, the Read to Advance selections provide accelerated practice in reading and language comprehension by encouraging English Learners to read at a higher level. Nonfiction selections provide practice with content-specific language. The program and its components systematically provide opportunities for students to master language at their level and then build toward higher reading levels in an appropriate fashion. See the following:

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**Read to Advance: “The Polynesian Islands” pp. 16–19**

**Lexile: 895L**

**Language Support**

- Have students summarize what happens in “Who is Malolo?”
- Remind students that informational text is nonfiction writing that gives facts and information. Have students preview the maps and photographs.
- Ask: How do the maps in “The Polynesian Islands” let you know that it is an informational text?
- Help students summarize by reminding them to use key events.
- Display and say out loud the word Polynesia. Point to the map on page 17 and explain that Polynesia is made up of over 1,000 islands scattered over the central and southern Pacific Ocean. These islands include Híkiau, Easter Island, and New Zealand.
- Use these sentence frames to help students answer the questions: The map show ___ I think this is an informational text because ___.
**During Reading**

- Observe students’ reading. Use meaning, word work, and fluency prompts to scaffold students during the reading process. Select prompts based on each student’s reading needs.
- Use specific praise to reinforce the reading process for all students. (See the Advance ALL Overview for a list of praise prompts.)

**Meaning**

- What is it? Can it? Courage?
- What does Hejstiat live in? How do the people on this island make a living?
- What is the meaning of the phrase “diverse geography” on page 19? How is New Zealand an example of diverse geography?

**Word Work**

- Look at the word “flightless.” Is there a part of this word you know?
- Say the word slowly. What sounds can you hear?

**Fluency**

- Look at the periods. Make your voice go down at the end of each sentence.
- Reread this part to make sure it sounds right.

**Meaning**

- Have students read the first paragraph on page 17 and help them understand that Malata is the name of the main character from the book Call of Courage.
- To help students answer the questions, point them to the first paragraph on page 18.
- Help students figure out the meaning of diverse using context clues on page 19.

**Word Work**

- Display and say aloud the word “flightless.” Point out that it has the suffix -ess, which means “without.” Ask: What is the meaning of “flightless?”

**Fluency**

- Say: Read the last paragraph on page 19. Which words did you have trouble with? Practice reading those words with students. Then have them practice reading the words in sentences aloud with you.

**After Reading**

- Stimulate a rich discussion that inspires deeper encounters with the text and expands students’ understanding of the concept.
- Provide an opportunity for students to express an understanding of the topic through writing.

**Words to Know**

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>barn (BARN)</td>
<td>noun a building on a farm to store grain and hay and to keep farm animals</td>
<td>My farm has a barn.</td>
</tr>
<tr>
<td>farm (FARM)</td>
<td>noun a piece of land for growing crops or raising animals</td>
<td>My farm has a horse.</td>
</tr>
<tr>
<td>horse (HORS)</td>
<td>noun a large animal that people can ride or use for carrying things</td>
<td>My farm has a horse.</td>
</tr>
<tr>
<td>shed (SHED)</td>
<td>noun a small building used to store things</td>
<td>My farm has a shed.</td>
</tr>
<tr>
<td>stable (STAY-hull)</td>
<td>noun a building where horses are kept, fed, and cared for</td>
<td>My farm has a stable.</td>
</tr>
</tbody>
</table>
4) The general, specific, and technical language is systematically presented throughout the materials. Again, each Benchmark Advance ALL Guided Reading selection provides a variety of means for students to explore key vocabulary. Students engage in this systemic practice as they work through successive reading levels, gaining and building upon knowledge at each grade level. See the following:

(Grade 2 Teacher’s Guide, Smoke Jumpers)
**firefighter** (FIRE-ty-ter) noun
a person who works to put out fires
The firefighter helps people.

**helps** (HELPS) verb
does something that makes it easier for someone to deal with a problem
The police officer helps people.

**judge** (JUJ) noun a person who makes decisions on court cases
The judge helps people.

**police officer** (pul-LEES AU-fih-ser) noun a person who works to make sure laws are followed
The police officer helps people.

**president** (PREH-zih-dent) noun the head of government in the United States
The president helps people.

**rescue worker** (RES-kyoo WER-ker) noun a person who works to save others
The rescue worker helps people, too.

**soldier** (SOLE-jer) noun a person in the army
The soldier helps people.
Read to Advance: “Jane Goodall”

Before Reading
- Build vocabulary and concepts.
- Provide or scaffold students in setting a purpose for reading and learning.

* In “How to Live: Animal Naturalists” we learned that a biography is the story of someone’s life and it is told by someone else. We also learned about the life of Jane Goodall and how she began animal studies. Ask students to react to their experiences of reading a biography. What is a biography? What is a biographical story? What is a true story? What is true to say about animals? Ask the students to recount their experiences of “How to Live: Animal Naturalists.”

During Reading*
- Observe student’s reading. Use suggested meaning words, and fluency prompts to scaffold students during the reading process.
- Select prompts based on each student’s reading needs.
- Use specific praise to reinforce the reading process for all students.

 Meaning
- Which words or phrases explain who Jane Goodall is?
- What words or phrases do you know in the article?
- What words or phrases do you know about animal naturalists?

 Word Work
- Have students identify the first word in the last paragraph.
- Ask students to identify the meaning of “animal naturalists” in the context of the text.
- Ask students to describe the meaning of “animal naturalists” using the context of the text.

 Fluency
- Read aloud the text.
- Encourage students to read the text silently.
- Have students read the text aloud with proper intonation.

 After Reading*
- Stimulate a rich discussion that explores deeper encounters with the text and expands their understanding of the concept.
- Provide an opportunity for students to express an understanding of the text through writing.

* For a more comprehensive list of suggested guided reading prompts, including prase prompts, see the Advance-KIL Overview.

(Grade 6 Teacher’s Guide, Jane Goodall)
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 materials do not differentiate between the language proficiency levels.

2) Differentiation of language proficiency is not developmentally and linguistically appropriate for the designated language levels.

3) Differentiation of language is not systematically addressed throughout the materials.

---

**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 four language domains are targeted in the Benchmark Advance ALL materials. Every on-level and Read to Advance text in the Teacher’s Guide provides varied opportunities for students to practice reading, writing, speaking, and listening skills related to the selection. In the following example, students read a biographical text and use sentence frames to discuss the selection. After completing the Guided Reading, students are tasked with writing answers to text-related questions.

(Grade 2, Unit 5)
In this Guided Reading from Grade 5, students read the realistic fiction selection and talk about it using sentence frames to facilitate discussion. During reading, students discuss the characters and plot, as well as vocabulary and language concepts with which they may be experiencing difficulty. Prompts for scaffolding and differentiation aid comprehension. After reading, students write answers to text-related questions. This pattern of instruction is also used as students explore the Read to Advance selection.
Lastly, the How Language Works features give students a deeper dive into sentence structure and vocabulary. Together with the Student Books, these activities address the domains of reading, writing, speaking, and listening.
Guided Practice

Analyze Sentence Structure
Distribute BLM 5 and read the complex sentence with students. Prompt them to segment the sentence into meaningful parts and provide support as needed. Sample prompts and think-alouds are provided.

<table>
<thead>
<tr>
<th>PROMPT</th>
<th>SENTENCE</th>
<th>THINK-ALOUD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What is the dependent clause in this sentence? What does it tell you?</td>
<td>Since people first traveled to the moon,</td>
<td>This dependent clause starts with since. It tells me the action in the dependent clause — have studied the moon — started in the past. It means the sentence started in the 1960s — that’s a long time ago!</td>
</tr>
<tr>
<td>2. What is the independent clause that can be a whole sentence? What is the subject and verb?</td>
<td>Scientists have studied the atmosphere and its structure</td>
<td>Scientists is the subject. Have studied is the present perfect tense. That means they are still studying the atmosphere and its structure.</td>
</tr>
</tbody>
</table>

Explain Vocabulary
Have students work in pairs to define and give examples of each word or phrase as it is used in the text. Observe and support as needed.

Check Your Understanding
Ask a student to read aloud the test evidence question on BLM 1. Ask them what information they need to answer the question. Then have partners reread the text on page 10 and formulate their answer and evidence.

Partner/Independent Practice
Based on your observations of students during modeling and guided practice, have them work independently or with a partner to complete BLM 2. Use their work to evaluate their English language development and to make future instructional decisions.

(Grade 6, Unit 10)
2) The targeted language domains are not addressed within the context of language proficiency levels.

3) The targeted language domains are systematically integrated throughout the materials in the Benchmark *Advance ALL* program. As shown above, students are provided opportunities to practice listening, speaking, reading, and writing skills in every on-level Guided Reading and Read to Advance selection. Opportunities for reading, writing, speaking, and listening are embedded in the guided instruction at every grade level. As students progress to higher reading levels, they learn and review skills and systematically build a broader skill set based upon prior experience with the program.

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) The materials do not connect the language development standards to state academic content standards.

2) The academic content standards are not systematically represented throughout the materials.

3) Social and instructional language standards and one or more of the remaining WIDA Standards are present in the materials. As addressed above, the Language of Language Arts Standard, as well as the language of instruction for social studies and science, are addressed throughout the Benchmark Advance ALL materials. These skills are practiced and applied in various exercises across the on-level Guided Reading and Read to Advance activities. Throughout each selection and at each grade level, ELs learn and use academic language in a variety of activities involving reading, speaking, listening, and writing. Science and social studies topics and associated academic language are explored and applied to writing and discussions. See the following titles specific to social studies and the sciences:

   - Animals With Stripes
   - The Camel of the Desert
   - Predator or Prey?
   - Alexander Graham Bell
   - Talking Machines
   - Life on the Farm
   - From the Farm to the City
   - My Life in San Diego
   - Hurricane!
   - Earth's Climate Zones
   - Monsoon Season

(Grade 3)
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 Benchmark Advance ALL materials do not present an opportunity for language learners to engage in various cognitive functions regardless of language level.

2) Opportunities for engaging in higher order thinking are not systematically addressed in the materials.

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 Benchmark *Advance ALL* materials provide scaffolding supports for students to advance within a proficiency level. Scaffolding and differentiation are present in the Teacher’s Guide for all on-level Guided Reading and Read to Advance selections. During reading, suggested meaning, word work, and fluency prompts are provided to scaffold instruction. Teachers may select prompts based on the individual student’s reading needs. The four primary types of prompts are meaning, word work, fluency, and specific praise prompts. As students gain mastery of language skills, they are able to progress naturally within their own proficiency level. See the following examples:

**During Reading**
- Observe students’ reading. Use suggested meaning, word work, and fluency prompts to scaffold students during the reading process. Select prompts based on each student’s reading needs.
- Use specific praise to reinforce the reading process for all students.

<table>
<thead>
<tr>
<th>Meaning</th>
<th>Word Work</th>
<th>Fluency</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>During Reading</strong></td>
<td><strong>Word Work</strong></td>
<td><strong>Fluency</strong></td>
</tr>
<tr>
<td>By ___ Would that make sense?</td>
<td>Say the word slowly. What sounds can you hear?</td>
<td>Look at the exclamation mark. Make your voice louder.</td>
</tr>
<tr>
<td>What words did you hear the singer say?</td>
<td>What is another letter that looks like this?</td>
<td>Read this sentence quickly.</td>
</tr>
<tr>
<td>What words did you know Cinderella does?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Meaning**
- Point out that the words “Cinderella makes...” tells readers that Cinderella does what she is told.

**Word Work**
- Point to the word Cinderella. Explain that the letter “c” represents the “k” sound before the letters “e” or “y,” otherwise it represents the “ah” sound. Give examples from the text. (b, aw, j, ice)

**Fluency**
- Read page 8. Which words did you have trouble with? Practice reading those words with students. Then have students read the sentences with you.

(Grade 3, Unit 4)
2) The materials provide scaffolding supports for students to progress from one proficiency level to the next. As students progress through the reading levels, the scaffolding supports help them gain mastery of concepts and skills and build upon what they have learned. Teachers use suggested introductions from the guided reading lesson plans for each text. These can be adjusted in order to scaffold students and meet the needs of students of varied proficiency. Suggested prompts then allow teachers to scaffold students during reading. As students' overall comprehension and capability become greater, students are gradually able to progress to higher levels of proficiency.
### Before Reading

<table>
<thead>
<tr>
<th>Task</th>
<th>Student Assets</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Vocabulary Partner Work</td>
<td>Linguistic Cultural Experimental Social Emotional</td>
<td>After introducing a Content Vocabulary word, have partners tell what they know about the word and describe any experiences related to it—something they have seen, experienced, or heard of. Encourage them to find a picture in the text that is helpful in their explanation. Have them also say the name of the word in another language if they know it. Afterward, have partners tell something interesting their partner said.</td>
</tr>
<tr>
<td>Spanish Cognates Partner Work</td>
<td>Linguistic Cultural Experimental Social Emotional</td>
<td>Display the list of cognates in the Teacher's Guide and read the words aloud together. Pair students in pairs. Partner 1 says the English word. Partner 2 says the Spanish cognate. Encourage students to picture the words in their mind each time. To work on pronunciation, practice saying each English word while clapping on each syllable, clapping loudest on the stressed syllable.</td>
</tr>
<tr>
<td>Make Associations</td>
<td>Linguistic Cultural Experimental Social Emotional</td>
<td>Have students say a key word and close their eyes. Ask, What picture do you see in your mind? What sounds do you hear? How do you feel when you say the word? Is it a positive feeling or a negative feeling? If you know the word in your language, say it and notice if the picture, sounds, or feelings change. Can you connect the word to a person or event? Have students in groups share their ideas.</td>
</tr>
</tbody>
</table>

### During Reading

<table>
<thead>
<tr>
<th>Task</th>
<th>Student Assets</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finger Tracing</td>
<td>Linguistic Cultural</td>
<td>During Word Work, as students say each word that makes the target sound, have them finger trace the target letter(s) on their desks or in the air. If appropriate, have students continue the activity with other words they know that fit the pattern.</td>
</tr>
<tr>
<td>Analyze Grammar</td>
<td>Linguistic</td>
<td>Point out a sentence with a grammar point that may cause confusion, check their understanding of the point, and then explain it through the context of the text. Example: Call students' attention to a sentence that contains both the past tense and past perfect tense. Have them notice the difference in tenses—the past perfect consists of had + past participle form of the verb. Ask them to tell which action in the sentence came first. Explain that writers use tense to make it clear to the reader which action happened or started before another past action.</td>
</tr>
<tr>
<td>Discuss Idioms (that relate to important details)</td>
<td>Linguistic Cultural Emotional</td>
<td>Point out an idiom that describes a key detail in the text. Explain its meaning. Then discuss its meaning within the context of the text. Have students share an expression that has a similar meaning in another language and give an example.</td>
</tr>
</tbody>
</table>
3) The scaffolding supports are presented systematically throughout the Benchmark Advance ALL program. As shown above, each instructional text gives various types of scaffolding prompts to support ELs and to help them extend their skills. These supports are present for every on-level Guided Reading and Read to Advance selection in the Teacher’s Guide.

D. Accessibility to Grade Level Content

1) Is linguistically and developmentally appropriate grade-level content present in the materials?  

   Yes  No

2) Is grade-level content accessible for the targeted levels of language proficiency?  

   Yes  No

3) Is the grade-level content systematically presented throughout the materials?  

   Yes  No

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

1) Linguistically and developmentally appropriate grade-level content is present in the Benchmark Advance ALL materials. Students read and analyze and grade-appropriate fiction and nonfiction texts in the Student Book. Nonfiction leveled readers include biographies and informational texts on concepts related to the sciences and social studies. Each Student Book is comprised of two Guided Reading selections. The first is an on-level text that contains key vocabulary and a response activity. The second is a Read to Advance text, written two reading levels higher, and containing the same key vocabulary but in a different context. See the following:
### Text Complexity Analysis

**Changing Matter**

- **Lexile® TK Level:**
- **Total QM:** 6

<table>
<thead>
<tr>
<th>Purpose and Levels of Meaning</th>
<th>Structure</th>
<th>Language Conventionality and Clarity</th>
<th>Knowledge Demands</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text meaning is more involved, with a broader focus.</td>
<td>Connections between events or ideas are explicit and clear.</td>
<td>Simple and compound sentences with some more-complex constructions are included.</td>
<td>The text conveys simple, concrete ideas.</td>
</tr>
</tbody>
</table>

**Three States of Matter**

- **Total QM:** 8

| Purpose of the text involves conveying a range of more detailed information. | Connections between events or ideas are sometimes implicit or subtle. | Text includes simple and compound sentences with some more-complex constructions. | The text topic is familiar, with some details new to reader. |

Text complexity dimensions are scored on the following scale: LOW MIDDLE LOW MIDDLE HIGH HIGH

*(Student Book, Grade 2, Unit 10)*

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### Text Complexity Analysis

**Who Is Huck Finn?**

- **Lexile® 610L Level:**
- **Total QM:** 7

<table>
<thead>
<tr>
<th>Purpose and Levels of Meaning</th>
<th>Structure</th>
<th>Language Conventionality and Clarity</th>
<th>Knowledge Demands</th>
</tr>
</thead>
<tbody>
<tr>
<td>The story dramatizes the interactions of multiple characters with complex relationships.</td>
<td>The text has a consistent descriptive structure and includes detailed information about Huck Finn.</td>
<td>Vocabulary is simple and meaning is conveyed through direct picture support.</td>
<td>This simple story about Huck Finn requires little background knowledge.</td>
</tr>
</tbody>
</table>

**Adventure on Jackson’s Island**

- **Total QM:** 9

<table>
<thead>
<tr>
<th>Purpose and Levels of Meaning</th>
<th>Structure</th>
<th>Language Conventionality and Clarity</th>
<th>Knowledge Demands</th>
</tr>
</thead>
<tbody>
<tr>
<td>Readers who are not familiar with the story of Huck Finn will need to draw inferences about the plot.</td>
<td>The story is narrative with a simple chronology, but connections between events and ideas are sometimes implicit or subtle.</td>
<td>The text includes dialogue that contains some colloquial language.</td>
<td>The background knowledge necessary to contextualize the text is provided to the reader.</td>
</tr>
</tbody>
</table>

Text complexity dimensions are scored on the following scale: LOW MIDDLE LOW MIDDLE HIGH HIGH

*(Student Book, Grade 5, Unit 2)*
PRINT AND DIGITAL COMPONENTS

**ADVANCE ALL**
Accelerating Literacy & Language

**Print and Digital Components**

**GRADE 2**
- 30 Leveled Student Books (Levels A–G)
  - Unit 1
  - Unit 2
  - Unit 3
  - Unit 4
  - Unit 5
  - Unit 6
  - Unit 7
  - Unit 8
  - Unit 9
  - Unit 10

**GRADE 3**
- 30 Leveled Student Books (Levels A–G)
  - Unit 1
  - Unit 2
  - Unit 3
  - Unit 4
  - Unit 5
  - Unit 6
  - Unit 7
  - Unit 8
  - Unit 9
  - Unit 10

**GRADE 4**
- 30 Leveled Student Books (Levels A–G)
  - Unit 1
  - Unit 2
  - Unit 3
  - Unit 4
  - Unit 5
  - Unit 6
  - Unit 7
  - Unit 8
  - Unit 9
  - Unit 10

Home-School Connection
Teacher's Guide for each book
Test Evidence Question Card for each book
Parent Support (digital only)
(Teacher’s Guide, Advance ALL Overview, pp. 6–7)
2) Benchmark *Advance ALL* does not provide targeted levels of language proficiency.

3) Grade-level content is systematically presented in the Benchmark *Advance ALL* materials. As illustrated above, students read and analyze and grade-appropriate fiction and nonfiction, and science and social studies texts in the Student Book. Every Student Book contains an on-level and an above-level Guided Reading selection. The system provides ample opportunity for ELs to progress through the reading levels with scaffolded guidance, as well as challenges to accelerate their proficiency.

---

**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) The materials include a range of language functions. Each Overview in the Teacher’s Guide lists the selections’ Language Objectives. The Language Support feature lets students practice and develop a range of language functions as they explore each on-level Guided Reading and Read to Advance selection. As students discuss concepts and vocabulary related to the selection, they practice and apply language functions. Suggestions for scaffolding and support allow ELs greater opportunity to function with confidence in the shared learning environment. See the following:
**“George Washington, Government Leader”**

**Before Reading**
- Build vocabulary and concepts.
- Provide or scaffold students in setting a purpose for reading and learning.

**During Reading**
- Observe students reading. Use suggested meaning, word work, and fluency prompts to scaffold students during the reading process. Select prompts based on each student’s reading needs.
- Use specific praise to reinforce the reading process for all students.

**After Reading**
- Stimulate a rich discussion that invites deeper encounters with the text.
- Provide an opportunity for students to express an understanding of the topic through writing.

---

**Guided Reading**

<table>
<thead>
<tr>
<th>Before Reading</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Distribute copies of “George Washington, Government Leader” to students in the group. Explain that a biography tells what happened in a person’s life and explains why this person is important. Have students preview the text.</td>
<td></td>
</tr>
<tr>
<td>Ask: What clues can you find that tell you this is a biography? Where will it all be about, and what will you think it will tell us about him?</td>
<td></td>
</tr>
<tr>
<td>Build the concept that the title and the pictures focus on Washington and his importance as a leader in the Revolutionary Era.</td>
<td></td>
</tr>
<tr>
<td>Use these sentence frames to help students answer the questions in the pictures.</td>
<td>I see Washington. I think this is a biography because.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>During Reading</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Meaning</td>
<td></td>
</tr>
<tr>
<td>Check the picture on page 6. What are the solutions in the picture doing?</td>
<td></td>
</tr>
<tr>
<td>What would tell you what Washington did during the war?</td>
<td></td>
</tr>
<tr>
<td>What word do you think Washington was a great leader?</td>
<td></td>
</tr>
<tr>
<td>Word Work</td>
<td></td>
</tr>
<tr>
<td>Say the word loudly. What sounds do you hear?</td>
<td></td>
</tr>
<tr>
<td>Guess or something about the word. Can you help you?</td>
<td></td>
</tr>
<tr>
<td>Fluency</td>
<td></td>
</tr>
<tr>
<td>Come to a complete stop at a period.</td>
<td></td>
</tr>
<tr>
<td>Look at the period. Make your voice go down at the end of the sentence.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>After Reading</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask: What are the reasons George Washington was a great leader? Use information from the text and pictures to help you.</td>
<td></td>
</tr>
<tr>
<td>Have students write and answer the question: What is the main idea of this text? What evidence supports this topic?</td>
<td></td>
</tr>
<tr>
<td>You may wish to use the running record in the Advance ALL Overview to help you assess an individual student’s reading progress.</td>
<td></td>
</tr>
</tbody>
</table>

**Language Support**

<table>
<thead>
<tr>
<th>Before Reading</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask students to define the word leader. Use sentence frames to help students share their definitions. The word leader means. The word leader can also mean.</td>
<td></td>
</tr>
<tr>
<td>Help students understand that a leader is a person who is in charge and tells other people what to do. People accepted Washington’s leadership because they trusted him to look out for them and do the right thing.</td>
<td></td>
</tr>
<tr>
<td>Display and say aloud the text main topic. Explain that the main topic of a biography is the most important lesson the author wants the reader to learn. Explain to students that the main topic of an biography by thinking about what it’s facts and details show the reader about the subject’s life.</td>
<td></td>
</tr>
</tbody>
</table>

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*For a more comprehensive list of suggested guided reading prompts, including anchor prompts, see the Advance ALL Overview.*
Read to Advance: “Getting a Message to George Washington”

**Guided Reading**

**Before Reading**
- Build vocabulary and concepts.
- Provide or scaffold students in setting a purpose for reading and learning.

**In George Washington, Government Leader,** we learned that George Washington was a great leader. We also learned how to identify the main idea of a biography. In “Getting a Message to George Washington,” we will learn more about George Washington’s life as a leader.

Ask students to recount key details of “George Washington, Government Leader.” Have partners share what they learned about Washington as a leader from this text.

**During Reading**
- Observe students’ reading. Use suggested meaning, word work, and fluency prompts to scaffold students during the reading process. Search prompts based on each student’s reading needs.
- Use specific praise to reinforce the reading process for all students.

**Meaning**
- What would you do if you were a member of the Revolution? What do you think about the Revolution? What do you think about the role of leaders in the Revolution?
- What do you think about the role of leaders in the Revolution?
- What do you think about the role of leaders in the Revolution?

**Word Work**
- Do you know something about the word that can help you?
- Do you know something about the word that can help you?
- Do you know something about the word that can help you?

**Fluency**
- Can you read this quickly?
- Can you read this quickly?
- Can you read this quickly?

**After Reading**
- Stimulate a rich discussion that inspires deeper encounters with the text and expands their understanding of the concept.
- Provide an opportunity for students to express an understanding of the topic through writing.

**Language Support**

**Ask students to review what they have learned about the terms Revolutionary War and colonies.**
**Remind students that for many years, the original thirteen states of the United States were colonies of an under the control of the country of Great Britain. Starting in 1775, the colonies, or the people living in the colonies, fought the Revolutionary War to win their freedom from Great Britain. Point out that like George Washington, Ben Franklin was a leader in the Revolutionary War.**

Provide sentence frames to help students rethink “George Washington, Government Leader.”

- The main topic of “George Washington, Government Leader” is __________.
- Another detail that supports this main topic is __________.

**Meaning**
- Look for the word defiant. What words come after it that are what defiant means? Have students use the following sentence frame to help them answer: If a word, soldiers were to __________, the money.

**Word Work**
- Display the word know. Explain that the e is a silent e. Give other examples of the silent e: kneel, bright, knife.

**Fluency**
- Read the last paragraph on page 15. What words did you have trouble with? Practice reading those words with students a few times. Then have students read the sentence with the word with you.

**Have partners use sentence frames like these to discuss their answers to the question: George Washington was a great war leader because __________.**
**George Washington planned __________ against the British. Ben Franklin did not know if __________.**

**Have partners use sentence frames like these to discuss their answers to the question: I think George Washington is an important leader because __________.**
The How Language Works feature provides additional practice. As shown previously, in level J–M Student Books, the How Language Works feature builds students’ abilities to process complex texts through guided analysis of challenging sentences. Guided instruction and tasks give students opportunities to deconstruct sentences and analyze their parts.

- **Model**
  
  **Analyze Sentence Structure**

  - **THINK-ALoud**
    
    Although there was no evidence, the United States government worried that some Japanese Americans might be spies.

  - **EXPLAIN VOCABULARY**
    
    *Although* is the conjunction, or a word that connects two smaller sentences to create a larger sentence. The conjunction *although* signals a contrast—it lets the reader know that the second part of the sentence will express an idea or situation that is opposite of the idea or situation in the first part. So, the next part of the sentence will describe something that happened even though there was no evidence for it.

    The United States government tells who. The United States government is the subject of the sentence. The word *worried* is a verb; it tells us what the government was doing, or the action of the sentence. The government worried about something. This part tells us what the United States government worried about. It worried that some Japanese Americans might be spies. But we know from the first part of the sentence that there was no evidence for this.

- **Check Your Understanding**
  
  Read the sentence on the inside back cover. Model how you find the sentence in the text (p. 6) and answer the question. (Answer: The government worried about some Japanese Americans, but they might be more loyal to Japan than to the United States.)
Guided Practice

Analyze Sentence Structure
Distribute BL.M.2 and read the complete sentence with students. Prompt them to segment the sentence into meaningful parts, and provide support as needed. Sample prompts and think alouds are provided.

<table>
<thead>
<tr>
<th>PROMPT</th>
<th>SENTENCE</th>
<th>THINK-ALOUD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What conjunction shows a contrast? What does it contrast?</td>
<td>Even though</td>
<td>The conjunction that shows a contrast even though is at the beginning of the sentence. It contrasts the idea in the first part of the sentence (before the comma) with the idea in the second part of the sentence (after the comma).</td>
</tr>
<tr>
<td>2. Who is the subject in the first part of the sentence? What had they not done?</td>
<td>they (the Japanese Americans) had broken no laws</td>
<td>Look at the information before the comma. The subject is they. Who does they refer to? Japanese Americans. What had they not done? They had not broken any laws.</td>
</tr>
<tr>
<td>3. Who is the subject in the second part of the sentence? What happened to them?</td>
<td>they (the Japanese Americans) were treated like prisoners</td>
<td>Look at the information after the comma. The subject is they, meaning Japanese Americans. What happened to them? They were treated like prisoners.</td>
</tr>
</tbody>
</table>

Explain Vocabulary
Have students work in pairs to define and give examples of each word or phrase as it is used in the text. Observe and support as needed.

Check Your Understanding
Ask a student to read aloud the text evidence question on BL.M.2. Ask them what information they need to answer the question. Then have partners reread the text on page 2 and formulate their answer and evidence.

Partner/Independent Practice
Based on your observations of students during modeling and guided practice, have them work independently or with a partner to complete BL.M.2. Use their work to evaluate their English language development and to make future instructional decisions.
2) The Benchmark Advance ALL language functions are incorporated into communicative goals and activities. Each selection overview states the Language Objectives for the Guided Reading. As illustrated above, the Language Support and How Language Works features are comprised of communicative activities and allow students practice and develop a range of language functions as they explore the on-level Guided Reading and Read to Advance selections. BLMs are provided in the Teacher’s Guide. See the following examples from Teacher’s Guide, Grade 5, Unit 10:

**Language Objectives**
- Explain the relationship between individuals, concepts, and events in a text using sentence frames.
- Identify how the coordinating conjunction *but* shows contrast.

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**Before Reading**
- Build vocabulary and concepts.
- Provide or scaffold students in setting a purpose for reading and learning.

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**“Marie Curie” pp. 2–7**

**Guided Reading**
- Distribute copies of Marie Curie and read aloud the title. Explain that a biography describes what happened in a person’s life, and is written by someone else. Have students preview the photos in the text.
- Ask: What do the pictures tell you about when the events of this biography take place? What do the pictures tell you about when the events of this biography take place? How do you know this is a biography? What do the pictures tell you about when the events of this biography take place?
- Build the concept that the pictures show that this is a biography that takes place in the past.
- Use the Table of Contents. Ask students to predict what they will be learning about.

**Language Support**
- Display and point to the title and explain that Marie Curie is a Polish immigrant. She changed her first name when she came to France and her last name when she got married.
- Explain that Marie Curie attended what was known as the U.S. University in Warsaw, Poland. It was called because the classes were spread throughout Warsaw, often changed locations so keep them secret.

Use these sentence frames to help students answer the questions. In the picture, I see ..., I think this is a biography because ...
### During Reading*

- Observe students reading the meaning word work, and fluency prompts to scaffold students during the reading process. Select prompts based on each student’s reading needs.
- Use specific praise to reinforce the reading process for all students.

### Meaning

- Which words tell you why Marie (Lise) had to go to school in secret?
- Why did Marie (Lise) leave Pitzoud and move to France?
- How did Marie meet Pierre Curie?

### Word Work

- What part of the word could you use to help yourself?
- What’s wrong right here?

### Fluency

- Were you okay with that? Try that again.
- Can you find the problem?

### After Reading

- Stimulate a rich discussion that inspires deeper encounters with the text and expands students’ understanding of the concept.

#### Ask
- Think about what happened when Marie moved to Paris. How did this change her life? Use information from the photos and text to support your answer.

#### You may wish to use the running record in the Advance ALL Overview to help you assess an individual student’s reading progress.

#### Have partners use sentence frames like the following to discuss their answers to the question.

When Marie moved to Paris, one thing in her life that changed was ___. Another thing was ___. In Paris, Marie was able to ___.

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*For a more comprehensive list of suggested guided reading prompts, including praise prompts, see the Advance ALL Overview.
How Language Works: Guided Practice

Analyze Sentence Structure: Work with your teacher. Read the complex sentence from page 9. Divide it into meaningful parts.

The Curies did not know radiation could be harmful, but this invisible energy was slowly making them sick.

1. Who (subject)?

2. What (first sentence part)?

3. Contrasting word:

4. What (second sentence part)

Explain Vocabulary: Define these words and phrases. Give examples.

radiation ____________________________

harmful ____________________________

invisible energy ____________________________

slowly making ____________________________

Check Your Understanding: Find the complex sentence above on page 9 in the text. Reread the paragraph in which it appears. Answer this question: How was radiation making Pierre and Marie Curie sick?

______________________________________

______________________________________

______________________________________

______________________________________

______________________________________
How Language Works: Partner/Independent Practice

Analyze Sentence Structure: Read the complex sentence from page 11. Divide it into meaningful parts.

Marie was devastated by Pierre's death, but she was determined to continue their research.

1. Who (subject)? ____________________________
2. What (first sentence part)? ____________________________
3. Contrasting word: ____________________________
4. What (second sentence part)? ____________________________

Explain Vocabulary: Define these words and phrases. Give examples.

devastated by Pierre’s death ____________________________
determined ____________________________
continue ____________________________
research ____________________________

Check Your Understanding: Find the complex sentence above on page 11 in the text. Reread the paragraph in which it appears. Answer this question: How did Marie Curie’s actions after her husband’s death contribute to her winning another Nobel prize? What kind of work did she continue to do? What part of the text tells you this?

______________________________
______________________________
______________________________
______________________________
______________________________
______________________________
3) The language functions support the progression of language development. Advance ALL supports ELs by integrating scaffolding support into Guided Reading instruction. While students explore content at their reading level, they are concurrently challenged to explore a related text, the Read to Advance selection, at two levels above, encouraging them to accelerate their progress and advancement to higher reading levels. Each Text Complexity Analysis illustrates where the second selection is advanced. See the following example from Grade 3:

![Image of Text Complexity Analysis]

This accelerated system of learning and instruction provides ELs with the tools necessary to progress confidently through the reading levels and from one grade to the next.