Protocol for Review of Instructional Materials for ELLs V2
Introduction to PRIME

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

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

Those who complete WIDA PRIME Correlator Trainings receive PRIME Correlator Certification. This may be renewed annually. Contact WCEPS for pricing details at store@wceps.org 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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PRIME Part 1: Provide Information about Materials

Provide information about each title being correlated.

Publication Title(s): Benchmark *Advancing Language Learning* ©2019

Publisher: Benchmark Education

Materials/Program to be Reviewed: Core

Tools of Instruction included in this review: *English Language Development Teacher Resource System* (ELD), *Guide to Apply and Transfer*, *Texts for English Language Development* (Student Book), *Texts for Close Reading* (Grade Level Texts), *Advancing Foundational Skills for English Language Learners*

Intended Teacher Audiences: Grades K–6 teachers of ELLs and ELD

Intended Student Audiences: Grades K–6 ELLs 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 Substantial, Moderate, and Light support to students at varied proficiency levels.

Most Recently Published Edition or Website: ©2019

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

Benchmark *Advancing Language Learning* accelerates learning while giving teachers scaffolds to meet the needs of students at varied levels of proficiency. The program meets WIDA, ELPA21, TESOL, and state English Language standards to provide time and activities devoted specifically to EL instruction. The program employs a system of building language skills, applying to grade text, and transferring learning to additional tasks and assessment. Instruction is integrated to accelerate learning and application in context, while Mini Lessons incorporate differentiation and formative assessments monitor individual language development.
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 Advancing Language Learning materials. Each unit begins with a Build Background and Vocabulary activity in which students access prior knowledge and experience to explore the Essential Question. See the following example from *English Language Development Teacher Resource System (ELD)*, Grade 4, Introduce Unit 1:

![Introduce Unit 1: Government in Action](image)
In addition, numerous Mini Lessons in each unit also launch with a Build Background activity in which students are provided opportunities to connect their own experience to the unit’s Essential Question. See the following examples:

1. **Read “The Gnat and the Lion”**

   **Build Background and Vocabulary**
   Display the images from the Unit Presentation and explain their importance in the story. Then explain key words and ideas from the text. If students have already read the story, ask them to tell what they remember. Invite students to share their cultural experience and knowledge of stories that teach a lesson.

   **Read Aloud the Text**
   Read the story aloud, section by section. To support comprehension, ask students to point to images in the picture that match words in the text. Reinforce the words head and nose by asking them to point to those body parts. Check for understanding. Ask: What does the lion eat? Why? What does the gnat get? Why? Then refer to the Essential Question: Ask: How does the gnat reveal himself to the lion? Say: The gnat shows us his pride by his actions. He flew away to tell the world what he did.

   **Think-Speak-Listen:** Use the following sentence frame or the Think-Speak-Listen Flip Book to guide discussion. One key event in the story is.

   (ELD Grade 4, Unit 2, Lesson 1)

2. **Read “Postcards from Alex”**

   **Build Background and Vocabulary**
   Display the text panel images and explain key ideas and details. If students have read the story, ask them to tell what they remember about Alex’s adventures. Invite students to share their cultural experience and knowledge of what animals need to survive.

   **Read Aloud the Text**
   Read panel 1. To support comprehension, ask students to point to the rain and the plants in the rain forest. Ask: Why do you think he is looking at the map? Read panels 2-4. Ask: These postcards describe where Alex went and who he met. What animal gave him a ride? Why are the mountains a better home for the name than for Alex? Continue reading the remaining panels. Ask: Why is the problem with the city? What happens in the desert? Refer to the Essential Question and say: We read about penguins before. How are the needs of the animals in this story the same? What are some things that all living things need, no matter where they live?

   (ELD Grade 2, Unit 3, Lesson 4)
Opportunities for students to share and apply individual assets also appear in the Advancing Foundational Skills for English Language Learners component. Students share prior knowledge at the lesson outset and connect their own experience to the concept at hand. Lessons in this text are selected by the teacher based on a number of criteria, including individual levels of proficiency and student background and assets. See the following examples from the Word Study lessons:

### Grade 2, Lesson 12

**Common Latin Roots**

**Introduce the Lesson**
Say: Today we will learn about roots. A root is the basic element of a word upon which the meaning of a word is built. Many words in the English language have a Greek or Latin root. Recognizing common Greek and Latin roots helps us understand the meaning of new words.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Root</th>
<th>Suffix</th>
</tr>
</thead>
<tbody>
<tr>
<td>trans</td>
<td>forma</td>
<td>tion</td>
</tr>
</tbody>
</table>

**Elicit Prior Knowledge**
Display the Lesson 12 Practice Page. Prompt students to think about their primary language as you work together to complete section 1.

Ask: In your home language, what letters or symbols appear at the beginning, middle or end of a word that change or modify its meaning? What words in your home language come from other languages?

### Grade 2, Lesson 4

**Irregular Plural Nouns**

**Introduce the Lesson**
Say: Today we will learn that some words that have irregular plural forms.

**Recognize Irregular Plural Forms**
Say: Nouns are words that name people, places, things and animals. Singular means one, plural means more than one. In English there are words that have irregular plural forms. These words do not follow the usual grammatical rules for making a singular noun plural by adding inflectional endings: -s, -es, or -ies.

Ask: What does singular mean? (Singular means one.)

Ask: What does plural mean? (Plural means more than one.)

Say: Today we will look at words with irregular plurals. We learn these by remembering them.

**Elicit Prior Knowledge**
Display and/or distribute the Practice Page and complete section 1 with students.

Ask: Most languages have rules that help people learn and remember how to speak or write in that language. However, in most languages there are exceptions to the rules. This means a word that does not follow the usual language rule. Are there any exceptions to a language rule in your home language?
2) Student assets and contributions are systematically considered throughout the materials. As mentioned above, the Build Background and Vocabulary activities in each unit introduction and throughout the Mini Lessons provide English Language Learners opportunities to connect their own experience to the unit’s Essential Question. The criterion is addressed throughout each grade level of the Advancing Language Learning program and Grades 2–6 of Advancing Foundational Skills for English Language Learners text, allowing students to bring their individual knowledge and assets to the shared learning experience.

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 answer questions about texts and respond to discussion prompts in each lesson of the Advancing Language Learning program. Each unit introduction activity provides opportunities for students to discuss the Essential Question, share background knowledge, and engage in discussions related to the selection concepts. This feature is differentiated to account for the varied proficiency of learners in the shared language activity. See the following examples:
Introduce Unit 2: Characters’ Actions and Reactions

Build Background and Vocabulary

Draw students’ attention to the pictures and questions on the page. Say: The topic of this unit is “Character’s Actions and Reactions.” An action is something that a character does. A reaction is another character’s response to the first character’s action. For example, When I tell a joke, that’s an action. When you laugh, that’s a reaction.

Create a two-column chart. Ask volunteers to look at the photos on pp. 24–25 as you label the chart. Say: These pictures introduce the characters that we will read about. What actions do you see? What reactions do you see? Have students brainstorm vocabulary that they see. Encourage a discussion and fill in the chart below.

<table>
<thead>
<tr>
<th>Actions</th>
<th>Reactions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dorothy oils the Tin Man’s rusted mouth.</td>
<td>The Tin Man can move his mouth.</td>
</tr>
<tr>
<td>Peter moves.</td>
<td>Peter’s shadow moves.</td>
</tr>
<tr>
<td>the hunter’s hands are in his pockets.</td>
<td>the boar faces away from the hunter.</td>
</tr>
</tbody>
</table>

Ask: How do these pictures help you understand characters’ actions and reactions? Help students answer and encourage students to share their cultural knowledge and experiences about the topic.

Differentiated Instruction
Explain the Essential Question

Read aloud the Essential Question: How do we reveal ourselves to others? Review key words, their definitions, and examples: ourselves, reveal, others. Ask: What does the verb reveal mean? Can you think of other verbs that mean the same thing, or almost the same thing?

Review the two-column chart. Encourage a discussion about Dorothy, the Tin Man, and the Scarecrow. Ask: What action is Dorothy doing? What is the Tin Man’s reaction? What does Dorothy’s action reveal about her? What does the Tin Man’s reaction reveal about him? Elicit the idea that a character’s actions and reactions reveal things about her or him.

Use the Differentiated Instruction to help students at all levels understand the Essential Question.

Display or invite students to access the Advance Unit 2 video. After the video, ask: How do these pictures and the video help you answer the Essential Question?

Then proceed to Lesson 1.
Differentiated Instruction

Explain the Essential Question

Substantial Support

Read the Essential Question aloud and then have students read it back to you. Discuss the verb reveal. Ask: What does reveal mean? What are some other verbs that mean almost the same thing? (show, tell, let out, uncover, exhibit) Discuss what the phrase reveal ourselves means. Ask: How do I reveal myself to you? To what I say? In what I do? Help students understand that what people—or characters—say and do are their actions, that people reveal themselves through their actions. People—and characters—also reveal themselves through their reactions, or what they do in the face of someone else’s action.

Invite students to give examples from their school time or daily life of their actions and other people’s reactions, or vice versa. Discuss what these actions and reactions reveal about themselves and others.

Say: In this unit, we will learn how we reveal ourselves to others.

Moderate Support

Read the Essential Question aloud and then have students read it back to you. Discuss the verb reveal. Ask: What are some other verbs that mean almost the same thing? (show, tell, let out, uncover, exhibit) Discuss what the phrase reveal ourselves means. Ask: How do you reveal yourself? Is it what you do? Is it what you say.

Discuss the idea that people reveal themselves through their actions and through their reactions. Invite students to use their own experiences as examples.

Say: In this unit, we will learn how we reveal ourselves to others. Ask: How do we understand people through their actions and reactions?

Light Support

Read the Essential Question aloud and then have students read it back to you. Discuss what the phrase reveal ourselves means. Ask: How do you reveal yourself? Is it what you do? Is it what you say.

Discuss the idea that people reveal themselves through their actions and through their reactions. Invite students to use their own experiences as examples.

Say: In this unit, we will learn how we reveal ourselves to others. Ask: How do we understand a character through his or her actions? How do we understand a character through his or her reactions?

Formative Assessment

<table>
<thead>
<tr>
<th>Substantial Support</th>
<th>• Can students, with help, show understanding of keywords such as character, action, reaction, and reveal?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moderate Support</td>
<td>• Can students show understanding of key words such as character, action, reaction, and reveal?</td>
</tr>
<tr>
<td>Light Support</td>
<td>• Can students give examples of key words such as character, action, reaction, and reveal?</td>
</tr>
</tbody>
</table>

(ELD Grade 4, Unit 2, Essential Question)
2) As stated above, the Benchmark Advancing Language Learning instructional materials address language features at the discourse dimension in a consistent manner for all identified proficiency levels. Given the organization of the program components and the program’s instructional process, exercises in discourse arise repetitively and systematically across the program. Language and literacy skills are introduced and practiced in each Mini Lesson in the ELD. Materials for all ELLs at different levels of proficiency are addressed consistently, allowing students time to master fundamental skills and build upon their knowledge with each successive unit.
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 Advancing Language Learning addresses language at the sentence dimension in a consistent manner for all identified proficiency levels. The program provides 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. Mini Lesson instruction at the sentence dimension is differentiated for learners of varied proficiency. See the following examples:

### Build Language: Use Simple Sentences

Point out the sentences in the poem. Explain that a sentence is a group of words that tell a whole thought. Point out that the first line expresses the thought: “Kind hearts are gardens.” Work with students to find simple sentences in panels 2–4. Respond to the poem with sentence of your own (like this poem). Then ask students to say other simple sentences about the poem.

### Use Oral and Written Language: Talk About Images in a Poem

Task: Work with a group to create hearts for a garden. Draw a heart to add to the garden. In the heart, draw yourself doing something kind. Present your garden to the class and use simple sentences to tell what you know about kind hearts.

Sample sentence frames:

1. I have a kind heart. I ______.
2. I have kind thoughts about other people. I think about ______.
3. I do kind deeds. Kind deeds are kind actions. I ______.

### Wrap Up

Say: Today we learned to use simple sentences. What can a sentence describe?

Turn and Talk: Share a simple sentence about a kind heart with your partner.
**Differentiated Instruction**

**Read Aloud the Text**

**Substantial Support**

Model: Read the poem and have students echo each line. Draw students' attention to panel 1. Say: The poet says “Kind hearts are gardens.” The poet means that gardens are like kind hearts. They both grow. Plants grow in a garden. Kind words and actions grow in a kind heart.

Practice: Point to the image in panel 1. Ask: What grows in a garden? (vegetables, fruits, flowers) Gesture hands to your chest. Ask: What grows in a heart? (love, kind words, and actions) Help students to fill in these sentences: I have a kind heart; I help you. I do kind deeds. I help my friends.

Extend: Have pairs use the sentence frame: I have a kind heart. I help you.

Challenge: Ask: What kind actions do you do?

**Moderate Support**

Model: Read the poem and have student echo each line. Point to panel 1. Say: The poet says that kind hearts are like gardens. They both grow and make the world a better place. The picture shows plants growing in a garden. Let’s look at what grows in a kind heart.

Practice: Read the text in panel 1. Ask students to tell you what grows in a garden. Help students answer. Point to panel 4. Ask: What kind words can we say? Suggest answers such as “I will help you” or “I’m sorry.” Point to panel 4. Explain that kind deeds are nice things we do. Ask: What is a kind deed? (helping people)

Extend: Have pairs use the following sentence frame: When I say kind words, I say ______.

Challenge: Ask: What does it mean to be kind?

**Light Support**

Model: Read the poem and have student echo each line. Point to panel 1 and read the text aloud. Say: In this sentence, the poet compares kind hearts to gardens. The picture shows plants growing in a garden. What do you think grows in a kind heart?

Practice: Point to panel 2. Say: The poet compares kind thoughts to a plant’s roots. Why are roots important to a plant? Why are kind thoughts important? Help students answer. Point to panel 4 and have students help you name examples of kind words. Then point to panel 4 and discuss some kind deeds.

Extend: Have students work in pairs. Have them name kind deeds that they do using this sentence frame: I do kind deeds. I ______ and ______.

Challenge: Ask: How do people feel when other people are kind to them?

**Formative Assessment**

<table>
<thead>
<tr>
<th>Substantial Support</th>
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<tbody>
<tr>
<td>Can students talk about the poem, using words such as hearts, thoughts, roots, and deeds?</td>
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<table>
<thead>
<tr>
<th>Moderate Support</th>
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</thead>
<tbody>
<tr>
<td>Can students use sentences to talk about the poem, using words such as hearts, thoughts, roots, and deeds?</td>
</tr>
<tr>
<td>Can students complete simple sentences about the poem using a sentence frame?</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Light Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can students produce simple sentences about the poem, using words such as hearts, thoughts, roots, and deeds?</td>
</tr>
</tbody>
</table>
Combine Sentences to Connect Ideas

Engage Thinking
Write these sentences on the board and read them aloud: Thurgood Marshall told some stories. Thurgood Marshall spoke against racism. Thurgood Marshall told some stories and spoke against racism. Explain that you have combined sentences and ideas using and.

Read and View Closely: Recognize Opportunities to Combine Sentences
Write these sentences on the board and read them aloud: I want to share a few stories. The stories are about people who understand freedom. Ask: How are these sentences related? Click answers. Say: Both sentences are about stories. It is possible to combine these sentences into one sentence that shows both ideas. Write and read aloud the new sentence: I want to share a few stories about people who understand freedom. Point out the repetition of the subject in boxes 1 and 3 and the repetition of the verb in box 2. Explain that we can combine sentences that use the same subject or verb to connect ideas. This allows us to write with less repetition.

Differentiated Instruction
Build Language: Combine Sentences to Connect Ideas
Point to the text: Racism separates. It never liberates. Say: The sentences describe two effects of racism. They can be combined to connect these two ideas. Read aloud the combined sentence: Racism separates, but it never liberates. Use the Differentiated Instruction to practice combining sentences to connect ideas in a way that best matches the levels of your students.

Think-Speak-Listen: Use the following sentence frame or the Think-Speak-Listen Flip Book to guide discussion: A writer might choose to combine clauses in order to ______.

Use Oral and Written Language: Make a Movie Strip
Task: In your group make a movie strip about what you’ve learned about the Civil Rights Movement. Choose pictures from “Liberty Medal Acceptance Speech” and write captions for your movie strip. Combine sentences and ideas.

Thurgood Marshall was an ______ and a ______ on the United States Supreme court.

Heuman Sweatt was an ______ man who had ______.

In his speech, Thurgood Marshall shares ______ as well as ______ about civil rights.

Wrap Up
Today we learned how to speak and write by combining sentences to connect ideas. Why do you think speakers like Thurgood Marshall do this?

Turn and Talk: What parts of Marshall’s speech were the most memorable to you? Can you combine the ideas into one sentence?
Differentiated Instruction
Build Language: Combine Sentences to Connect Ideas

Substantial Support

Model: Say: Remember that we can combine sentences and ideas. I can use the word and to combine them. Write the sentences on the board: People took risks for liberty. People showed courage for liberty. Say: I see that people took risks and people showed courage. They did these things for liberty. I can put these ideas together using and. Write this sentence on the board: People took risks and displayed courage for liberty.

Practice: Distribute BLM 1. Help students combine the sentences using and.

Extend: Have students work with a partner to continue the activity on the BLM.

Challenge: If students are ready, have them combine the following sentences using but. We can run from each other. We cannot escape each other. Guide students to forming the sentence. We can run from each other but we cannot escape each other.

Moderate Support

Model: Write these sentences on the board: Herman Sweatt wanted to go to law school. Herman Sweatt was not admitted to law school because of the color of his skin. Say: The second sentence tells me why Herman Sweatt didn’t go to law school right away. At first, he was not admitted. Write this sentence on the board: Herman Sweatt wanted to go to law school, but he was not admitted because of the color of his skin. Say: By using the connecting word but, I can show the relationship between the sentences.

Practice: Distribute BLM 2. Help students combine the sentences using and/or but.

Extend: Have students work with a partner to continue combining sentences using and/or but.

Challenge: If they are ready, ask them to complete the Practice activity in the Light Support section.

Light Support

Use the text on pp. 22-29 in the Texts for Close Reading to complete the following activities.

Practice: Say: Writers often combine sentences to make their writing clearer and stronger. One way to do this is to use connecting words to avoid repeating words. Encourage partners to combine the following sentences using but 1. Herman Sweatt tried to get into law school. Herman Sweatt was kept out of law school because of his race. 2. We can run from each other. We cannot escape each other.

Extend: Have students work with a partner to write 3 sentences summarizing Marshall’s speech by combining sentences and ideas.

Challenge: If students are ready, have them articulate in their own words the reasons for combining sentences and ideas to improve their reading and writing skills.

Formative Assessment

Substantial Support
- Do students understand that ideas can be connected by combining sentences?
- Can students use connecting words such as and to produce compound sentences?

Moderate Support
- Can students identify relationships between two ideas in separate sentences?
- Can students combine related ideas in compound sentences using and and but?

Light Support
- Can students explain relationships between two or more ideas in sentences?
- Can students combine ideas to write their own original compound sentences?

(ELD Grade 5, Unit 1, Lesson 13)
2) The language features at the sentence dimension are appropriate for the identified proficiency levels. Activities in the ELD offer differentiated language instruction to support and ensure access for all ELLs. Throughout the Benchmark *Advancing Language Learning* program, students engage in a variety of sentence-reading and sentence-building exercises, whether using sentence frames to complete simple declarative sentences or connecting words and phrases to create complex sentences. Teacher materials provide prompts for Substantial, Moderate, and Light Support. See the following examples:

(Student Book, Grade 5, Unit 1, Lesson 13)
**GRADE 2 UNIT 1 WEEK 1**

Guide to Apply and Transfer

**Introduce Unit 1: Government at Work**

Focus on the Essential Question

Have students interpret the information depicted in the illustrations and write about how the pictures and video help them answer the Essential Question. Provide sentence frames, as needed.

- **Substantial Support:** The picture shows ____. It tells me ____.
- **Moderate Support:** The picture of the ____ tells me ____.
- **Light Support:** The pictures help me understand ____. For example, the ____ tells me that _____. I know that _____.

**(Guide to Apply and Transfer, Grade 2, Unit 1, Week 1)**

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**Use the Conjunction “And” to Connect Ideas**

**Engage Thinking**

SAY: The conjunction “and” shows the connection of events, actions, or ideas. Have students tell you the conjunction they remember. SAY: Write down what you remember, so we can talk about it later.

**Read and View Closely: Use Context Clues**

Read aloud the first sentence with students. Check that students understand words such as glass and glassy. Ask students to check their understanding. Tell students that glass is one type of material. Glass is a substance that does not change. Glass is a solid material. Glass can be used to make objects. Glass can be used to make containers. Glass can be used to make mirrors. Glass can be used to make windows. Glass can be used to make windows in buildings.

Think aloud: Use the following sentence frames in the Think and Speak Listener book to guide discussion: ____. and ____.

**Differentiated Instruction: Use Conjunction “And” to Connect Ideas**

SAY: Think about the sentence. In the sentence, the words “and” show the connection of events, actions, or ideas. Think about the sentence. The words “and” show the connection of events, actions, or ideas. Think about the sentence. The words “and” show the connection of events, actions, or ideas.

**Use Oral and Written Language: Write an Ad**

Think aloud: Think about the sentence. The words “and” show the connection of events, actions, or ideas. Think about the sentence. The words “and” show the connection of events, actions, or ideas. Think about the sentence. The words “and” show the connection of events, actions, or ideas.

**(ELD Grade 2, Unit 10, Lesson 9)**
6 Form Complete Sentences

Engage Thinking
Write these two equations on the board: 2+2=4. The dog runs. Ask: How are these things similar? Guide students to see that they are both complete sentences. Say: When you add a subject and verb together with other parts of the sentence, the answer is a complete sentence. What is the subject? (dog). What is the verb? (runs).

Turn and Talk: How do pictures help you understand a complete sentence?

Read and View Closely: Recognize Subjects and Verbs in a Sentence
Read aloud the first sentence in the first chart. Tell students that this is a complete sentence because it has a subject and a verb. Say: The subject is the person, place, or thing that is doing the action or state of being. The verb tells the action or state of being. The words in bold in the chart are the subject and verb. Read both charts with students and ask them to identify the subject and verb in each sentence.

Think-Speak-Listen: Use the following sentence frame or the Think-Speak-Listen Flip Book to guide discussion: In addition to discovering electricity, Ben Franklin also ________.

Differentiated Instruction
Build Language: Form Complete Sentences
Point out the headings of the chart. Say: The headings show the words like a math sentence. Point to the “Complete Sentence” section of row 1. Ask: What did Franklin want? Say: The sentence tells us. Franklin wanted to show that lightning was a type of electric current. Continue asking about the other three sentences in the chart. Use the Differentiated Instruction to practice forming complete sentences in a way that best matches the levels of your students.

☑️ Use Oral and Written Language: Describe Benjamin Franklin in a Report
Talk: Discuss “Benjamin Franklin: The Dawn of Electrical Technology” with a partner and write a report in complete sentences. Share your report with the group.

S Benjamin Franklin was _____. Ben Franklin learned that _____.

M Benjamin Franklin was _____ and ____. He learned about electricity by _____.

L Benjamin Franklin experimented with ____. He hoped to prove that _____. He _____.

Wrap Up
Say: Today we learned about forming complete sentences. Why are complete sentences important?

Turn and Talk: Use complete sentences to tell your partner about a book you have read recently.
**Differentiated Instruction**

**Build Language: Form Complete Sentences**

**Substantial Support**

Model: Point to the first row of the second chart. Ask: What is the subject? What is the verb? Say: I see the subject Franklin, and the verb tied. The complete thought tells what Franklin did. He tied a metal key to a kite. This is a complete thought with a subject and verb. It is a complete sentence.

Practice: Distribute BLM 1. Work with students to complete the Practice activity.

Extend: Ask students to work in pairs to complete the Extend section of the BLM.

Challenge: If students are ready, work with them to write one complete sentence about Franklin.

**Moderate Support**

Model: Say: In order to know if a sentence is complete, I look for the subject and verb. Then I make sure the idea is complete. Point to the second row of the chart. Say: Look at the complete sentence. Which word is the subject? (Get students) Add: Which word is the verb? (learned) Add: Is the idea complete? (yes)

Practice: Distribute BLM 2. Guide students to complete the Practice activity.

Extend: Ask students to work in pairs to continue the activity in the Extend section.

Challenge: If students are ready, have them practice writing complete sentences with Franklin as the subject.

**Light Support**

Practice: Have partners read paragraphs 1–3 of "Benjamin Franklin: The Dawn of Electrical Technology" on page 6 in Texts for Close Reading. Ask one student in each pair to choose a sentence to read to their partner. The partner should read the sentence and then identify the subject or the verb. The partner should identify what is missing from the sentence and explain why it is not a complete sentence. Then partners should switch roles and repeat the activity.

Extend: Have students write their own sentence fragments. Then ask partners to switch papers and correct each other's sentences so they are complete sentences.

Challenge: If students are ready, ask them to discuss why it is important to use complete sentences in writing.

<table>
<thead>
<tr>
<th>Formative Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Substantial Support</strong></td>
</tr>
<tr>
<td>- Can students identify complete sentences?</td>
</tr>
<tr>
<td>- Can students identify the parts of a complete sentence?</td>
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<tr>
<td><strong>Moderate Support</strong></td>
</tr>
<tr>
<td>- Can students identify and form complete sentences?</td>
</tr>
<tr>
<td>- Can students identify the parts of a complete sentence?</td>
</tr>
<tr>
<td><strong>Light Support</strong></td>
</tr>
<tr>
<td>- Can students form complete sentences?</td>
</tr>
<tr>
<td>- Can students identify the parts of a complete sentence?</td>
</tr>
<tr>
<td>- Can students explain what is missing from incomplete sentences?</td>
</tr>
</tbody>
</table>

(ELD Grade 4, Unit 10, Lesson 6)
3) As stated above, the language features at the sentence dimension are addressed systematically throughout the Benchmark *Advancing Language Learning* program. Activities in the ELD offer differentiated language instruction to support and ensure access for all ELLs. Throughout the program, students engage in a variety of sentence-reading and sentence-building 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 *Advancing Language Learning* addresses language features at the word/phrase dimension in a consistent manner for all proficiency levels. The English Language Development instructional text provides both written and oral activities for ELLs to learn, practice, and integrate new vocabulary skills at the word/phrase dimension. The lessons feature prompts for Differentiated Instruction, offering Substantial, Moderate, and Light Support for students of differing proficiency. See the following examples:
7 Read “Queen Elizabeth I of England”

Build Background and Vocabulary
Show the text panel images and explain key words and ideas from the text. If students have read the article, invite them to share what they remember. Also invite students to share their cultural experiences or any knowledge of Queen Elizabeth I.

Read Aloud the Text
Read panel 1. Ask students to match images and text. Ask: What was the time and place? What was about to happen? Repeat with panels 2-6. Ask: Why was Queen Elizabeth I unusual or unique? Invite students to share their ideas, using the sentence frame: “Elizabeth I was unusual because _______. Then refer to the Essential Question: Ask: What kind of government did Queen Elizabeth I lead? Discuss the words monarchy. How do you know the text is a biography? Ask: What happened? Say: The text tells about a real person, place, time, and events.

Think-Speak-Listen. Use the following sentence frame or the Think-Speak-Listen My Book to guide discussions: “I know that ______ but I believed that _______.”

Differentiated Instruction
Build Language: Use Adverbial Phrases to Show Chronological Order
Read aloud the first sentence of the text. Explain that the exact date indicates that text will be told in a chronological order. Point out in panel 2, the “After she passed by” is an adverbial phrase that shows chronology. Use the Differentiated Instruction to practice using adverbial phrases in a way that best matches the levels of your students.

Use Oral and Written Language: Report a Sequence of Historical Events
Talk: In your group, choose one person to read the first event in the text to another person. The second person retells the event to a third, adding the next event in sequence. Each person in line can take notes, or write words to help remember the order of events. Continue until the last person retells all of the events in sequence. The group then decides if the final report matches what people said.

1. In _______ to the year ______ people ________
2. The people reacted ______
3. After she passed by ______

Wrap Up
Say: Today we learned about using adverbial phrases to show the chronological order or sequence of events. How do these phrases help readers understand what happened?

Think and Talk: Tell your partner about an event you saw in person or on television. Describe what happened, using adverbial phrases to show sequence.

Differentiated Instruction
Build Language: Use Adverbial Phrases to Show Chronological Order

Substantial Support
Model Read panel 2 aloud with students. Say: When I read the text, I saw the phrase “after she passed by.” I know that answers the question “What happened after she passed by, but we cannot see it in the story.”

Practice Distribute BLM 1. Have students complete the Practice activity.

Extension Have partners complete the Related Activity on BLM 1. Have them identify the adverbial phrases in the sentences to determine the correct order of events.

Challenges If students are ready, suggest that they work with a partner to do the Practice activity on BLM 2.

Moderate Support
Model: Read the passage of the main text and how they can be used to tell what actually happened. Say: “An adverbial phrase answers the question. What happened after she passed by, but we cannot see it in the story.”

Practice Distribute BLM 2. Have students complete the Practice activity to create adverbial phrases.

Extension Have partners complete the Related Activity. Provide support as needed.

Challenges: If students are ready, model identifying adverbial phrases in paragraph 2 on page 12 of their Learn to Read Chart.

Light Support
Use the next two, 12.1.3 in the Text for Closer Reading to complete the following activities.

Practice Have students to review paragraphs 3, 4 and 5 on page 1. Work with them to identify and list adverbial phrases that tell when.

Extension Have partners analyze paragraph 1 or page 12 to identify adverbial phrases that tell when. Monitor student work.

Challenges: If students are ready, have partners work together to write a paragraph that describes the event of the coronation procession in their own words, using adverbial phrases to show the chronological order. Ask and lead them to chart their paragraphs with the group.

Formative Assessment

Substantial Support
With support, can students identify adverbial phrases in text?
With support, can students determine chronological order using adverbial phrases?

Moderate Support
With support, can students identify adverbial phrases in text?
With support, can students determine chronological order using adverbial phrases?

Light Support
Can students identify adverbial phrases in text?
Can students use adverbial phrases to determine the chronological order of events?
Can students use adverbial phrases to construct sentences about historical events?

(ELD Grade 6, Unit 1, Lesson 7)
2 Use Prepositions and Prepositional Phrases

Engage Thinking
Display the text and image for panel 3 of "The Coldest Place on Earth." Ask: Where do the fathers put the eggs? Read the text with students: the fathers put the eggs onto their feet and under their bellies, say. The words onto and under are prepositions. They tell us the placement of the eggs.

Turn and Talk: Describe where you are in your classroom. What are you sitting on? Who are you sitting next to?

Read and View Closely: Recognize Language
Read the first sentence in the chart aloud with students and make sure they understand it. Ask: What does the text refer to? Why do you think the emperor penguin is amazing? Point out the prepositional phrase and give a second example. All of the penguins are swimming. Continue in this way with the other sentences.

Differentiated Instruction
Build Language: Use Prepositions and Prepositional Phrases
Explain that prepositions are important words because they explain the relationship between words, say. To really understand the text, you should pay close attention to the prepositions because they give details that might not be mentioned anywhere else. Use the differentiated instruction to practice identifying prepositional phrases in a way that best matches the levels of your students.

Think/Сейк Listen: Use the following sentence frame or the Think/Сейк Listen Flip Book to guide discussion: Penguins____

Use Oral and Written Language: Describe Actions
Task: Work with a small group. Take turns acting out what penguins do—how they move, where they go, and how they care for their eggs. Use these sentence frames: Say one more sentence about each action.

The penguins swim _____ The mothers waddle _____ The fathers put the eggs _____

The penguins swim ____. They _____ The mothers waddle _____ They _____ The fathers put _____ They _____

The penguins swim ___. They _____ and they ___. The mothers waddle ___. They _____ and _____ The fathers put _____ They _____ because _____

Wrap Up
Say: Today we learned about prepositional phrases. Why are prepositional phrases important in a text or story?

Turn and Talk: Use one of the prepositions that you learned today to describe an animal that you know.

Differentiated Instruction
Build Language: Use Prepositions and Prepositional Phrases

Substantial Support
Model: Read the text in Panel 3. Ask: Where do the fathers put the eggs? How many times did we say eggs? Read the text aloud and explain that eggs are a prepositional phrase. We used "under their bellies" as a prepositional phrase. It tells us exactly where the babies keep the eggs. You wrote under is another preposition. Let's read the prepositional phrase under their bellies. What preposition gives us more information about where the eggs are.

Practice Dictate: Write. Work with students in finding the answers to the questions in the text.

Explain: Have students write in pairs. Read the questions aloud (R: B 12). Ask: How many times did you write under their bellies? Now look at the text. What prepositions did you write down in this sentence?

Challenge: Help students write sentences about things they do outside with prepositions.

Moderate Support
Model: Say: These three sentences have prepositions that give us important information about where the penguins go when it's time to lay eggs. I find a prepositional phrase in the second sentence that tells us where the penguins go. Go to the next page. Let's find the preposition in the second sentence that tells us where they go after they lay eggs.

Practice: Brainstorm (G 12). Have pairs of students write the word that tells us where the penguins go. Explain: Here are two more ways to practice by underlining the prepositional phrase.

Explain: Help students write under their bellies and answer the questions.

Challenge: Help students use the prepositions to talk about another animal that they know about.

Light Support
Use the text on pages 9–10 in the Text for Clear Reading to complete the following activities.

Practice: Write the following question and help students answer them in full sentences. Where do penguins hunt? Where do penguins find their food? Why do the fathers waddle the eggs onto their feet?

Explain: Have students write in pairs and work on sentences combining clauses and penguins using the prepositions across, under, to, and onto. Hand out these sentence frames. Penguins _____ _____ ______. Penguins _____ across ______. Penguins _____ across ______. But penguins _____ across ______. Penguins _____ and ______. Penguins _____ and ______. Penguins _____ and ______. Penguins _____ and ______.

Challenge: Have pairs of students partner with a teacher to describe twelve different animals that live in other harsh climates, use prepositions and prepositional phrases to describe locations.

Formative Assessment
Substantial Support
- Can students recognize prepositions?
- Can students understand the meaning of prepositional phrase with help?

Moderate Support
- Can students recognize prepositions?
- Can students understand the meaning of prepositions?
- Can students write sentences using prepositional phrases?

Light Support
- Can students understand the meaning of prepositions?
- Can students write sentences using prepositional phrases?

(ELD Grade 2, Unit 3, Lesson 2)
2) Words, expressions, and phrases are addressed in context. Students are given opportunities to explore words and phrases in a variety of contexts, including their use in the text at hand. As illustrated above, students read a selection from the Student Book or Grade Level Texts and explore language concepts related to the reading. Teachers use the ELD and differentiated supports to guide activities. The Guide to Apply and Transfer helps guide discussions of reading selections with a focus on word study and vocabulary found within the selection. They may use context as a clue to the meaning of a word or phrase, to explore appropriate uses of new vocabulary or figurative language, or to complete sentence frames using new vocabulary words. Key Vocabulary terms are outlined in the sidebar. See the following selections:

**Lesson 10 Read-Aloud: “Sand Becomes Glass!”**

**Focus on Word Study and Vocabulary**

Use the strategies below to complete a read-aloud of “Sand Becomes Glass!”

- Read aloud the title. Ask partners to predict how sand can become glass.
- Read aloud paragraph 1 and review the meaning of the word lightning. 
  Ask: What happens to water when it gets cold? What happens to ice when it gets hot? What can happen to sand when it gets very hot?
- Read aloud paragraph 2. Ask students to underline key words, such as recycled, reuse, factory and ingredients, and discuss their meanings with a partner.
  Ask: What materials did the man use to make a glass bowl?
- Read paragraph 3. Challenge students to define the word mixture.
- Review the meanings of the prefixes re- and un-. Have partners work together to circle an example of a word with each prefix in the text and discuss its meaning.
- After reading, have partners reference the text to answer the following question: 
  How does sand become glass?

(Grade 2, Unit 10, Week 2)
Lesson 5 Read-Aloud: “The Origin of Earth”

Focus on Word Study and Vocabulary

Use the strategies below to complete a read-aloud of “The Origin of Earth.”

- Read the title. Explain that this is a Native American legend about how land was formed on Earth.

- Read paragraph 1. Point out the expression many moons ago. Have students turn to a partner and use context to define the expression. Ask: Why do some birds want to create land? Have partners reference the text to find the answer.

- Read paragraph 2. Have partners underline appointed, careful deliberation, and flying hither and yon and then use context or a dictionary to find their meanings. Ask: What did Eagle decide?

- Read paragraph 3. Have students turn to a partner and paraphrase the main events in the paragraph.

- Read paragraph 4, pausing to explain difficult words and phrases. Ask: What happened over time? Why? Have students turn to a partner and discuss.

- Review that a synonym is a word that has the same or almost the same meaning as another word. Have partners circle find. Elicit or explain that a synonym is discover. Have students circle existed, create, and difficult and then work with a partner to identify a synonym for each word.

- Have partners reference the text to retell the legend.

Lesson 2 Build Language: Understand Prepositional Phrases

Focus on Language

Use the strategies below to complete a read-aloud of “The Blind Men and the Elephant.”

- Tell students you will focus on prepositional phrases as you read the story. Have students turn to their partner and share what prepositional phrases are.

- Have students follow along and point to each word as you read each sentence. Then, have them circle the prepositional phrases. You may want to model finding prepositional phrases in the first few sentences, and then have students work with a partner to find the rest.

- After reading, have partners review the story to see if there are any prepositional phrases they missed. Then, review as a group. Have volunteers share any prepositional phrases they found.
The Language Mini Lessons provide opportunities for students to explore words in context in each unit of the ELD instruction. Again, ELLs study and practice concepts and skills at the word/phrase dimension as they relate to a reading selection. Lessons are differentiated to support students of varied proficiency. See the following examples:

**Language Mini Lessons**

**Student Objectives**

**Lesson Topic**

1. Form an opinion on a topic.
2. Use appropriate vocabulary.

**How ELLs practice**

- Students read and discuss a variety of texts.
- They practice their language skills in context.

**Additional Materials**

- Flip Book
- Study guides
- Text cards
- Examples

**Language Transfer Support**

- Spanish and ELLs use the same words and phrases.
- ELLs practice using the same words and phrases in different contexts.

---

**Use Multiple-Meaning Words**

**Engage Thinking**

Say, "What does the word ‘tall’ mean? What else might you say to describe a person who is tall?"

*Turn and Talk*: What do you think the word ‘tall’ means?

**Read and View Closely: Use Context Clues to Understand Multiple-Meaning Words**

Read aloud the first sentence with students. Check if students understand the context clues and determine the meaning of the word ‘tall’.

*Turn and Talk*: What does ‘tall’ mean in this context?

**Differentiated Instruction**

**Build Language: Use Multiple-Meaning Words**

Read aloud the first sentence with students. Have students identify the word ‘tall’ and its context.

*Turn and Talk*: What does ‘tall’ mean in this context?

**Use Oral and Written Language: Make an Illustrated List**

**Engage Thinking**

Say, "What does the word ‘tall’ mean? What else might you say to describe a person who is tall?"

*Talk and Talk*: What do you think the word ‘tall’ means?

**Wrap Up**

Say, "Now that we have reviewed different contexts, how can we understand multiple-meaning words? How are multiple-meaning words useful?"

---

**Use Oral and Written Language: Explain Types of Government**

**Engage Thinking**

Say, "What are the different types of government? What do you think they might look like?"

*Talk and Talk*: What do you think the different types of government might look like?

**Differentiated Instruction**

**Build Language: Explain Abstract Nouns**

Read aloud the first sentence with students. Have students identify the abstract noun and explain its meaning.

*Turn and Talk*: What do you think the abstract noun means?

**Use Oral and Written Language: Explain Types of Government**

Say, "What are the different types of government? What do you think they might look like?"

*Talk and Talk*: What do you think the different types of government might look like?
**Differentiated Instruction**

**Build Language: Explain Abstract Nouns**

**Substantial Support**

Model: Say: An abstract noun is a thing that we cannot see, taste, hear, smell, or touch. A noun phrase includes a noun and the adjectives that describe it. Display the chart. Point to tyranny. Say: I see that tyranny is “crude use of power.” Ask: What kind of word is power? Why is the word power important? We can’t see, hear, touch, smell, or taste power, but it is a thing, so it’s a noun.

Practice: Say: The abstract noun phrase helps you understand the meaning of the abstract noun in a sentence. Distribute BLM 1. Work with the students to match the words and pictures.

Extend: Have partners work together to complete the definitions. Then check their work.

Challenge: If students are ready, have them explain the abstract nouns tyranny, diplomacy, and democracy in their own words.

**Moderate Support**

Model: Read aloud the dictionary definition of tyranny from the chart on page 6, and Aristotle’s explanation of tyranny. Say: Tyranny is an abstract noun. It names an idea, not a person, place, or concrete object or item. Point out that the dictionary and explanation both contain abstract noun phrases: “crude use of power” and “the interest of the monarch.” Say: Because abstract nouns name ideas or concepts, to explain them we often need to use simpler ideas or concepts that include abstract nouns or noun phrases. A noun phrase is a noun and all the words and phrases that describe it.

Practice: Distribute BLM 2. Help students complete the sentences with the noun phrases in the box.

Extend: Have partners discuss the questions and work together to write the answers.

Challenge: If students are ready, encourage them to explain the three forms of government in their own words.

**Light Support**

Use the text on pp. 6-7 in the Text for Close Reading to complete the following activities.

Practice: Remind students that an abstract noun names an idea. Point to the phrases “use of power” and “the interest of the monarch.” Say: These phrases help explain the form of government called tyranny. They are abstract noun phrases. Abstract nouns are explained using abstract noun phrases.

Work with the students to write an explanation of the abstract nouns/noun phrases on p. 6. Remind them to use a dictionary if needed.

Paragraph 1: democracy, liberty, equality, monarchy

Paragraph 2: opportunity, common good

Extend: Have partners explain these abstract nouns/noun phrases. Then have them use each abstract noun in a sentence.

Challenge: Ask students to choose one abstract noun/noun phrase from the quotation below the chart. Have each pair define the noun/noun phrase and explain why it is abstract.

**Formative Assessment**

<table>
<thead>
<tr>
<th>Substantial Support</th>
<th>Moderate Support</th>
<th>Light Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can students use definitions and explanations in the text to explain abstract nouns naming forms of government?</td>
<td>Can students identify abstract nouns and find and write explanations?</td>
<td>Can students generate sentences to explain abstract nouns using abstract noun phrases?</td>
</tr>
<tr>
<td>Can students find and write dictionary definitions of abstract nouns?</td>
<td>Can students rephrase sentences by replacing abstract nouns with explanations and/or abstract noun phrases?</td>
<td>Can students identify abstract nouns, explain what abstract nouns are, and explain why abstract nouns are important?</td>
</tr>
<tr>
<td>Can students use a frame and the dictionary to explain abstract noun phrases?</td>
<td>Can students generate original sentences with abstract nouns?</td>
<td>Can students generate original sentences using abstract noun phrases?</td>
</tr>
</tbody>
</table>
3) The general, specific, and technical language is appropriate for the targeted proficiency levels. Each Benchmark Advancing Language Learning lesson provides activities that focus on elements of vocabulary and word study and is differentiated to reach learners of varied skill levels. The program and its components systematically provide opportunities for students to master skills and build upon their knowledge in successive lessons and activities. See the following examples:

(Student Book, Grade K, Unit 6)
Oregon Trail Diary
Dear Diary,

In early September, we crossed the Blue Mountains of Oregon, which proved to be the most difficult part of our journey thus far!

The mountains were very steep... There was snow in some places, making the crossing even harder...

When the rope broke on the Smiths' wagon, we were terrified! We watched in horror as the wagon tumbled down the side of the mountain, but there was nothing we could do but continue walking. For two straight days it rained, and everyone was wet and cold. Finally, we made it to the other side.

Next week, we'll cross the Columbia River, and if all goes well, we should reach Oregon City in a few weeks. Our plans to buy 250 acres of land, and then we'll build our new home. I'm eager to live in a house again and sleep in a real bed! And I can start school again... I can't wait!

Your friend Sally
September 17, 1843

Expand Sentences with Adverbs

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Adverb</th>
<th>Adjective Modified</th>
</tr>
</thead>
<tbody>
<tr>
<td>...which proved to be the most difficult part of our journey...</td>
<td>most difficult</td>
<td></td>
</tr>
<tr>
<td>The mountains were very steep.</td>
<td>very</td>
<td>steep</td>
</tr>
</tbody>
</table>

Before leaving 2,300 kilometers (1,200 miles), the Smiths' family reached their new home in December 1846.

I'm eager to live in a house again and sleep in a real bed!

ThinkSpeakListen
What would it have been like to travel on the Oregon Trail in the 1800s?

1 Read “Aristotle and Democracy”

Build Background and Vocabulary
Show the text panel images and explain key words and ideas from the text. If students have already read the text, ask them what they remember. Invite students to share their cultural experiences and knowledge on voting, for example, to frame class discussion.

Read Aloud the Text
Read panel 1. To support comprehension, have students describe the photograph. Ask: What are the people doing? (Repeat with the remaining panels and teach key vocabulary: democracy, government, philosopher, etc.) Then refer to the Essential Question: Ask: What type of government did Aristotle propose? (Invite students to respond.) Say: This is an informational text about social studies. It explores facts and ideas about democracy, and gives us information.

ThinkSpeakListen Use the following sentence frame or the ThinkSpeakListen Flip Book to guide discussion: Aristotle thought democracy was important because______.

Differentiated Instruction
Build Language: Use Compound Verbs
Read panel 2. Write: Democracy arose from men’s thinking. Democracy promised equality; I read the sentence aloud and have students repeat it. Say: A sentence has a subject and a verb. The subject is democracy in both sentences. The verbs are arise and promised. Write: Democracy arose from men’s thinking and promised equality. Say: The subject is democracy. The compound verb is arises and promised. Ask: How is this sentence more concise than the two sentences? Use the Differentiated Instruction to practice using compound verbs in a way that best matches the level of your students.

Use Oral and Written Language: Explain Democracy
Task: Explain what you learned about Aristotle and democracy. Use text evidence to support your explanation. Include compound verbs in your sentences.

I learned that in a democracy people______ and ______. The text on page______ states that______.

As stated on page______ of the text, Aristotle believed that______ and______.

As stated on page______ of the text, Aristotle______ and______.

Wrap Up
Say: Today we learned how to use compound verbs to describe two or more actions of one subject. How do compound verbs make your writing better?

Turn and Talk: Describe actions you take as a citizen that help people, animals, or the environment. Use compound verbs to describe your actions.

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Differentiated Instruction
Build Language: Use Compound Verbs

**Substantial Support**
Model: Read panel 1 and have students repeat. Say: The first sentence explains a system of government. The text states two rights of citizens in a democracy: vote and rule. Ask: What is the subject? (citizens) Ask: Say: Two verbs joined by and make up a compound verb.

Practice: Write the sentence frame on the board. Work with the students to place the verbs to create a compound verb.

Verb: rule, vote in a democracy, citizens _____ and _____

Extend: Have partners rewrite the following sentence in the sentence frame. Aristotle wrote about democracy. Aristotle spoke about democracy.

Aristotle _____ and _____ about democracy.

Challenge: If students are ready, help them combine these sentences in the following sentence frame.

A true citizen helps create laws. A true citizen serves on a jury.

A true citizen _____ and _____.

**Moderate Support**
Model: Say. Democracy is a system of government. In a democracy, citizens, or legal residents, have rights and freedoms. I see the text explains two rights: to vote and to rule. These verbs tell the two actions citizens take. Both verbs go with one subject. Ask: What is the subject? Say: Citizens. Two verbs are joined by and to make up a compound verb. A compound verb expresses two or more actions performed by one subject.

Practice: Explain that without compound verbs, text could be repetitive. Work with students to combine these sentences in the sentence frame.

A true citizen helps create laws.
A true citizen serves on a jury.
A true citizen _____ and _____

Distribute BLM 1. Help students complete the Practice activity. Then help them write sentences about Aristotle using the verbs wrote and spoke as a compound verb.

Aristotle _____.

Extend: Have pairs complete the Extend section on the BLM.

Challenge: If students are ready, model completing the Challenge section on the BLM. Say: The text suggests citizens take part in administration and hold offices. We use that to help complete the sentence.

**Light Support**
Use the text on pp. 4-5 in the Texts for Close Reading to complete the following activities.

Practice: Review that all clauses have a subject and verb. Say: Two verbs joined by and or or create a compound verb. A compound verb expresses two or more actions performed by one subject. The verbs may include objects and modifiers. Display the sentence. People vote at the voting booths and rule wisely through their choices. Say: If both verbs have the same subject, they are a compound verb. Distribute BLM 2. Work with the students to complete the Practice section.

Extend: Say: One way to be concise is to use two or more compound verbs in a single sentence. When there are three verbs, commas separate the verbs. Have partners combine these sentences using a compound verb.

Democracy focuses on the poor. Democracy places government in the hands of the indentured.

Democracy _____.

Have pairs complete Extend and Challenge on the BLM.

**Formative Assessment**

**Substantial Support**
- Can students use a sentence frame to complete a sentence with a compound verb?
- Can students combine two sentences using a compound verb?

**Moderate Support**
- Can students use a sentence frame to complete a sentence with a compound verb?
- Can students combine two sentences using a compound verb?
- Can students generate original sentences using a compound verb?

**Light Support**
- Can students identify compound verbs and their subjects in text?
- Can students combine sentences using a compound verb?
- Can students generate original sentences using a compound verb?

(ELD Grade 6, Unit 1, Lesson 1)
4) The general, specific, and technical language is systematically presented throughout the materials. Each Benchmark *Advancing Language Learning* unit provides activities that focus on elements of vocabulary and word study, including the Build Language, Build Background and Vocabulary, and Focus on Word Study and Vocabulary exercises. As shown above, lessons in the ELD target the language systematically and are differentiated to reach learners of different skill levels.

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) Benchmark *Advancing Language Learning* materials differentiate between language proficiency levels throughout each grade level of the program. Each lesson in the *English Language Development* instructional text provides Differentiated Instruction prompts to give students Substantial, Moderate, or Light Support as they explore concepts related to reading, writing, and foundational skills. See the following examples:
Read “Lessons from Mama Bear”

Build Background and Vocabulary
Display the panel and read the title aloud. Ask students what they know about bear cubs. Point to each panel and ask students to tell you what they see. Model and teach key words (cubs, cozy, den, etc.). Invite students to share their cultural experiences and knowledge on plants and animals.

Differentiated Instruction

Read Aloud the Text
Display the first panel and read the sentence aloud. Have students repeat. *Say: / see cubs. *Cubs* are baby bears. The *den* is a cub’s cozy, warm home. *Den* means “hole”.

Ask: What word describes the den? *Cozy* means “warm and safe.”

Ask: How does Mama Bear teach the cubs? *Cubs* learn __________.

Ask: Why do living things have different needs? *Needs* means “things they need to live.”

Think-Speak-Listen Bookmarks to guide a discussion.

Use the Differentiated instruction to continue building comprehension and language in a way that best matches the levels of your students.

Differentiated Instruction

Read Aloud the Text

Substantial Support
Model: Display panel 1. *Say: / see cubs. *Cubs* are baby bears. *Den* is a cub’s home. *Cozy* means “warm and safe.”

Practice: Display panel 2. Read the text. Ask: How does Mama Bear teach the cubs? *Cubs* learn __________.

Extend: Read aloud panel 3. Put students into pairs. Have them describe what happens to the cubs using the sentence frames: The cubs get ________. The cubs learn to catch _________.

Challenge: Ask: What does Mama Bear teach the cubs? *Cubs* learn __________.

Moderate Support
Model: Display panel 2 and read it aloud. *Say: / see cubs in their den. *Mama Bear keeps them there. *They* are warm and safe.

Practice: Read Panel 3 aloud. Invite students to describe what they see. Help them as necessary. Ask: How do you think the bear catches the fish? Discuss as a class.

Extend: In pairs, have students describe what Mama Bear teaches and what the cubs learn using the sentence frames:

Mama Bear teaches the cub: __________.

The cubs learn: __________.

Challenge: Ask: How does Mama Bear help the cubs survive?

Light Support
Model: Point to panel 3 and read the text aloud. *Say: Mama Bear teaches the cubs to survive. Survive means “to live and grow.” Mama Bear teaches them how to find and what they need to know.

Practice: Help students describe the two things that bear cubs do not know how to do.

Extend: With a partner, have pairs describe how mama bears are important in helping bear cubs survive.

Challenge: Ask: Why is the title of the text a good one?

Formative Assessment

Substantial Support
- Can students identify key words from the text such as cubs, cozy, and den?
- Can students use sentence frames to say what happens when the cubs get bigger?

Moderate Support
- Can students understand key words from the text such as bigger, survive, and catch?
- Can students use sentence frames to describe what the cubs learn and what Mama Bear teaches?

Light Support
- Can students use key words from the text such as big, bigger, and survive?
- Can students use sentence frames to describe why cubs need Mama Bear to survive?

(ELD Grade K, Unit 3, Lesson 1)
Use Pronouns to Identify Point of View

Engage Thinking
Ask: When you tell a story, what pronouns do you use to talk about yourself? Say: Paying attention to pronouns as we read helps us notice which character is talking the story.

Read and View Closely: Recognize Personal Pronouns
Read aloud the first paragraph. Point out the first-person pronouns. Remind students that a pronoun replaces a noun. Pause as you read each pronoun and ask: When does this pronoun refer to? Explain that first-person pronouns (I, me, my) remind the reader the narrator is telling the story. The reader learns the narrator Cinderella's thoughts and feelings. Continue in this way with the second example.

Think-Speak-Listen: Have students share describing the day and asking each other questions using their Think-Speak-Listen languaging.

Differentiated Instruction
Build Language: Use Pronouns to Identify Point of View
Say: We talked about how first-person pronouns let us know the narrator tells the story from his/her point of view. Use the Differentiated Instruction to guide students in using personal pronouns to identify point of view.

Differentiated Instruction
Build Language: Use Pronouns to Identify Point of View

Substantial Support
Model: Say: When we tell or write about our own experiences, we describe them from our own point of view. We use pronouns such as I, me, we, us, my, and our. Read aloud the first paragraph. Say: I will pretend to be Cinderella as I read this paragraph. Each time you read a personal pronoun, point to yourself. Remind students that being able to recognize pronoun agreement will help them identify point of view but will also help them connect events and ideas in a story.
Practice: Distribute BLM 1. Work together as a class to complete the sentences.
Extend: Have pairs complete the activity in BLM 1.
Challenge: Have the students identify one point the characters could change in their story. Check their use of pronouns.

Moderate Support
Model: Say: When we tell or write about our own experiences, we describe them from our own point of view. We use pronouns such as I, me, we, us, my, and our. Write these pronouns when one of the characters is speaking in a story. We call this first-person point of view.
Practice: Distribute BLM 2. Work together to complete the sentences.
Extend: Have partners complete the activity in BLM 2.
Challenge: Have students think of another story and retell an event as if they were one of the characters. Check their use of pronouns.

Light Support
Use the Text for Close Reading for the activities below.
Practice: Have partners turn to “Cinderella, Too Much for Words” Source 2 page 8. Have students read the first six lines of dialogue. Then pause. Have them tell who each pronoun refers to.
Extend: Have partners continue reading the rest of the story and explaining which nouns the pronouns refer to.
Challenge: Have students retell a part of the “Cinderella, Too Much for Words” story from the father’s point of view. Check their use of pronouns.

Formative Assessment

<table>
<thead>
<tr>
<th>Substantial Support</th>
<th>Moderate Support</th>
<th>Light Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can students identify pronouns with help?</td>
<td>Can students identify and use pronouns in first-person point of view?</td>
<td>Can students identify pronouns used in first-person point of view?</td>
</tr>
<tr>
<td>Can use first-person pronouns to tell a story with help?</td>
<td>Can students identify pronouns in first-person point of view?</td>
<td>Can students identify the nouns that pronouns refer to?</td>
</tr>
<tr>
<td></td>
<td>Can students use first-person pronouns to tell a story?</td>
<td>Can students use first-person pronouns to tell a story?</td>
</tr>
</tbody>
</table>

(ELD Grade 3, Unit 4, Lesson 6)
### Writing to Sources: Narrative Journal Entry

#### Engage Thinking
Tell students that they will analyze a narrative journal entry so that they can recognize its parts. Read aloud the writing prompt.

> You are the character of the lion in "Hercules and the Lion." Read and write a journal entry describing your thoughts and feelings during the events described in the story. Make sure to incorporate specific story events and details from "Hercules and the Lion" in your writing.

Say, "Let’s ask questions to make sure we understand the prompt. For example, what type of writing is it? Model or ask the following questions from students: What character will the writer write as? What will the writer write about? Where will the writer get some of the details?"

#### Differentiated Instruction: Read and View Closely: Analyze a Narrative Journal Entry

**Substantial Support**
- Model: Distribute BLM 1. Say: Let’s read and analyze another narrative journal entry that answers the prompt. Read the first three paragraphs and pause. Ask: Which words show the point of view? Model answering the question.
- Practice: Continue reading the journal entry and ask the same questions that you asked about the mentor narrative journal entry in their books. Invite students to answer.
- Extend: Have students in pairs complete the activity on BLM 1.
- Challenge: Guide students to identify the character’s thoughts and feelings by asking yes/no questions. Examples: Does the lion feel angry or afraid when he first sees the deer? How does the lion feel when he first sees the deer?
- Guide students to answer in complete sentences. Model a response and have the class repeat.

**Moderate Support**
- Model: Create the chart below with only the headings and text examples. Think aloud as you identify which of the four features the first text example represents.

<table>
<thead>
<tr>
<th>Example from the Text</th>
<th>Journal Entry</th>
</tr>
</thead>
<tbody>
<tr>
<td>I thought: “I am going to die.”</td>
<td>Includes the character’s thoughts and feelings.</td>
</tr>
<tr>
<td>I was so scared.</td>
<td>Uses first-person point of view.</td>
</tr>
<tr>
<td>He looked ready to run away from me when he realized me.</td>
<td>Uses description to restate what happened.</td>
</tr>
<tr>
<td>&quot;Thank you, sir.&quot;</td>
<td>Includes dialogue.</td>
</tr>
</tbody>
</table>

Practice: Have pairs work together to complete the chart with the remaining features.
- Extend: Have pairs use the chart to discuss the text. Encourage them to make statements using the examples listed and then to elaborate on their partners’ answers, sharing relevant information. For example: “Thank you, sir.” is an example of dialogue. How do you know it is dialogue? Why do you think it’s in quotation marks?
- Challenge: Have partners take turns reading a sentence from the story. Their partner identifies which of the features of a narrative journal entry the sentence fulfills. Encourage partners to build on their responses and elaborate on their answers.

**Light Support**
- Practice: Distribute BLM 2. Say: This is the narrative journal entry Mentor Text that you read in class on Day 1. We will look more closely at how writers answer the prompt and use the features of a narrative journal entry. Read the entry with students.
- Extend: Have student pairs complete the activity in BLM 2.
- Challenge: Have pairs of students take turns re-creating the second paragraph of the journal entry as if they were the character of the man. Remind them to speak in the first-person and include thoughts and feelings, description, and dialogue. Invite some students to share their re-creating with the class. For example, I ran out of the forest, I saw a lion I... or I ran from the lion. Afterwards, have them discuss how the story changes.

#### Formative Assessment

<table>
<thead>
<tr>
<th>Substantial Support</th>
<th>Moderate Support</th>
<th>Light Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do students recognize the criteria for a narrative journal entry in the Mentor Narrative Journal Entry?</td>
<td>Do students recognize the ways in which the Mentor Narrative Journal Entry meets the criteria for a narrative journal entry?</td>
<td>Do students recognize criteria and analyze how the Mentor Text meets the criteria for a narrative journal entry?</td>
</tr>
<tr>
<td>Do students recognize the features of a narrative journal entry in their own work?</td>
<td>Can students describe the features of a narrative journal entry in their own work?</td>
<td>Can students describe in their own words how the writer meets the criteria for a narrative journal entry?</td>
</tr>
</tbody>
</table>

(ELD Grade 5, Unit 6, Lesson 3)
2) Differentiation of language proficiency is developmentally and linguistically appropriate for the designated language levels. As stated above, differentiation is present in each lesson in the *English Language Development* instructional text. Students learn and apply age-appropriate skills as related to a reading selection and/or writing exercise. Substantial, Moderate, and Light Supports aid teachers in providing the appropriate guidance to ELLs of varied backgrounds and levels of language proficiency. Differentiated Instruction employs a wide variety of methods and activities, including modeling, discussion, writing and organizing information, group and partner exercises, and many more. See the examples above from Grades K, 3, and 5.

3) Differentiation of language is systematically addressed throughout the Benchmark *Advancing Language Learning* program. Again, differentiation is present in each lesson in the *English Language Development* instructional text. Students are given Substantial, Moderate, and Light Support as they engage with each Mini Lesson. See the examples above for the standard format of Differentiated Instruction as presented in the Mini Lessons.

### B. Representation of Language Domains

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

1) **Are the language domains (listening, speaking, reading, and writing) targeted in the materials?**  
   - Yes  
   - No

2) **Are the targeted language domains presented within the context of language proficiency levels?**  
   - Yes  
   - No

3) **Are the targeted language domains systematically integrated throughout the materials?**  
   - Yes  
   - No
1) All four language domains are targeted in the Benchmark *Advancing Language Learning* materials. To facilitate acceleration of language learning, students are provided opportunities at each grade level of the program to practice listening, speaking, reading, and writing skills.

At each grade level, the program incorporates the Think-Speak-Listen Bookmarks and/or Flip Book. These tools support English Learners as they interact with peers in collaborative conversation. Sentence frames prompt students to ask questions, express ideas, and support their thoughts with reasons and evidence from reading selections. Each Reading, Language, and Word Study Mini Lesson incorporates the Think-Speak-Listen tools as students explore topics and discuss reading selections.

(Think-Speak-Listen Bookmarks)
Students are provided myriad opportunities to practice speaking and listening skills. Throughout the ELD units and *Guide to Apply and Transfer*, students engage in Shared Reads, Read-Alouds, question/answer prompts, and collaborative discussions. The Turn and Talk activities encourage students to share ideas with classmates both orally and in writing.
Each ELD lesson provides ample opportunities for students to practice skills in listening, speaking, reading, and writing. For example, Grade 2, Unit 5, Lesson 1 is based on the reading selection “A Woman with Vision.” The Short Read is accompanied in the ELD by a Mini Lesson and supplemented with the Guide to Apply and Transfer text. Students begin by building background. They then read the text, answer text-related questions, and incorporate ancillary materials, such as the Think-Speak-Listen tools, to help facilitate deeper comprehension and discussion. Students talk and write about their ideas based on the reading selection.
Next, students engage in the Use Adjectives activities. Like the Short Read, each individual section of the Student Book is accompanied by a Mini Lesson in the ELD. Again, students explore and apply the concepts using listening, speaking, reading, and writing skills.
Each unit features a focused writing lesson, such as a Writing to Sources Mini Lesson or an Academic Writing Instruction lesson. These lessons are based on a reading selection and provide students opportunities to practice writing skills and strategies in a variety of genres. Students in Grades 2–6 analyze mentor texts and learn language structures and study word choices. These writing lessons, in tandem with the Guide to Apply and Transfer texts, also provide teachers with prompts for Differentiated Instruction.

### 3 Read and View Closely: Analyze a Fable

#### Engage Thinking
Tell students that they will read and analyze a fable so that they can identify its features. Read aloud the prompt.

Write a fable that teaches a lesson you think is important. Include the four features of a fable and use dialogue and details to develop the events of the story to convey your moral.

Say: Let’s ask questions to make sure we understand the prompt. Ask: What type of writing is it? What will the writer write about? What will the writer include in her fable?

#### Differentiated Instruction
**Read and View Closely: Analyze a Fable**

Say: As I read aloud the fable, I will stop so that we can analyze each of the four features. Say: In a fable, the main characters are usually animals. Listen for the animals as I read. Read aloud the first paragraph and the beginning of the second paragraph. Then say: Turn to a partner. Who are the main characters? Check that students can identify the two main characters.

Next say: Fables can include dialogue. Check that students can identify dialogue in a text (as indicated by double quotation marks). Say: As I read, look for the dialogue. Read aloud the rest of the fable. Check that students can identify the dialogue.

Then say: Characters in fables can have positive or negative character traits. In this fable, both characters have a positive character trait, that is, something that is good about them. The lion seemed scary at first, but he was kind not to eat the mouse. He also said, “I showed kindness to you,” to the mouse. Then say: Turn to your partner. How do you know the mouse is kind? What did he do? Check that students can identify how the mouse was kind to the lion.

Finally, say: A fable includes a moral at the end. A moral is a lesson. In this fable, the positive character traits of kindness help us to understand the moral. Check that students can identify the moral.

Then continue the lesson using Differentiated Instruction that best fits the needs of your students.

#### Share Your Understanding
Bring the students back together and ask: What did we learn about the four features of a personal letter? Review the structure as needed.

#### Final Writing Assignment
Use the English Language Development Assessment to assess students' writing for their ELA writing assignment.

(ELD Grade 3, Unit 2, Lesson 3)
Extended and Supported Academic Language for Writing

Analyze the Mentor Text: Language Purpose and Structure

**Introduction**

- **Materials List**
  - Mentor Text: BMK X, Light Support
  - Writing Frames Teacher Page BMK Y
  - Writing Frames Student Page BMK Z

- Have a copy of BMK X to refer to during the lesson.
- Distribute BMK Y and Z to each student.
- Read aloud the writing prompt on BMK X. Explain that students will read and analyze the language the writer used to respond to the prompt.
- Have students reference the mentor text they read aloud as paragraph 1 of “Jane Goodall: Devoted to Helping Animals.”
- Point out that Jane Goodall is a scientist and environmentalist who wrote to help animals and the environment and used the words that indicate the writing frame in bold. Ask: Why did the author use this language? What is its purpose? Help students understand that the author uses the structure...to...to add details to the text.
- Have students write this frame into the “Hold Details/Facts” row of their Writing Frames worksheet (BMK Z). Tell students this is one writing frame they use in their writing to add detail to the text.
- Analyze other bolded phrases in paragraph 1. Explain their purpose and help students add the writing frames to BMK Z.
- Follow these steps as you read additional paragraphs.
- Read aloud the writing prompt on BMK Z. Work with students to generate additional writing frames they could use as they write a response to this prompt. Refer to BMK Y for examples.

**Light Support**

- **Materials List**
  - Mentor Text: BMK X, Light Support
  - Writing Frames Teacher Page BMK Y
  - Writing Frames Student Page BMK Z

Students will need their copies of BMK X and Z from the initial lesson. Refer to the chart below and your copy of BMK Z during the lesson.

- Explain that students will read “Jane Goodall: Devoted to Helping Animals” to analyze more phrases and sentences that the writer used.
- Read the text with students one paragraph at a time.
- Ask individuals or partners to find and underline each phrase in the chart below, read the sentence it appears in, and try to determine the sentence’s purpose in the text.
- Provide exploration as necessary, then have students add the writing frames to the “Other Phrases and Sentences” column of BMK Z.
- Encourage students to generate related writing frames and add them to their chart.

**LIGHT SUPPORT**

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Phrases/Sentences (paragraph)</th>
<th>Frame</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic</td>
<td>She always had a love for animals. (para 2)</td>
<td>(The) she always had a ___ for ___</td>
</tr>
<tr>
<td>Add</td>
<td>She even had a stuffed animal that looked like a monkey, which was named Patches. (para 2)</td>
<td>(She) even had a ___ that ___ (The) ___</td>
</tr>
<tr>
<td>Conclude</td>
<td>Finally, in 1960, she began to observe chimps. (para 4)</td>
<td>(She) finally ___ in ___ (The) ___</td>
</tr>
<tr>
<td>Location</td>
<td>Finally, in 1960, she began to observe chimps. (para 4)</td>
<td>(She) finally ___ in ___ (The) ___</td>
</tr>
<tr>
<td>Add</td>
<td>She has also been the recipient of numerous awards including the 1955... (para 5)</td>
<td>(She) has also ___ including ___</td>
</tr>
</tbody>
</table>

(ELD Grade 6, Unit 3, Academic Writing Instruction)
### Moderate Support

**Materials List**
- Mentor Text B (SLM A: Moderate Support)
- Writing Frames Teacher Page (SLM Y)
- Writing Frames Student Page (SLM Z)

Use the mentor text (SLM A) and the phrases and sentences appropriate for the support level you are targeting.
- Distribute SLM A. Students will read their copy of SLM Z.
- Read aloud SLM A as students follow along.
- Then read the text one paragraph at a time, stopping after each paragraph to focus on the1 topic and the transitions phrases and sentences. While with students to understand the purpose of each phrase within the text. Have students write the corresponding writing frame in the “Other Phrases and Sentences” column of SLM Z.
- Have partners practice using one or more of these writing frames to extend an idea in the essay they are writing. Have students share their examples with other members of the group.

#### Moderate Support

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Phrase/Sentence (Paragraph)</th>
<th>Frame</th>
</tr>
</thead>
<tbody>
<tr>
<td>Add Details/Facts</td>
<td>Jane was born in London, England in 1934. (para 1)</td>
<td>[Person] was born in [place]. (para 1)</td>
</tr>
<tr>
<td>Time/Duration</td>
<td>She began to work with a scientist named... (para 3)</td>
<td>[He/She] began to ___ with ___. (para 3)</td>
</tr>
<tr>
<td>Explore</td>
<td>She identified chimps and their families. (para 4)</td>
<td>[He/She] identified ___. (para 4)</td>
</tr>
<tr>
<td>Conclude</td>
<td>In conclusion, Jane Goodall’s work helps animals and the environment everywhere. (para 4)</td>
<td>In conclusion, [person] helps ___. (para 4)</td>
</tr>
<tr>
<td>Location</td>
<td>She is an excellent role model for people all over the world. (para 6)</td>
<td>___ is ___ all over the world.</td>
</tr>
</tbody>
</table>

### Substantial Support

**Materials List**
- Mentor Text B (SLM B: Substantial Support)
- Writing Frames Teacher Page (SLM Y)
- Writing Frames Student Page (SLM Z)

Students will need their copy of SLM F from the initial lesson.
- Distribute SLM B.
- Follow the procedure explained in the Moderate Support lesson.

#### Substantial Support

<table>
<thead>
<tr>
<th>Person</th>
<th>Phrase/Sentence (Paragraph)</th>
<th>Frame</th>
</tr>
</thead>
<tbody>
<tr>
<td>Add Details/Facts</td>
<td>Jane Goodall is a scientist who helps animals. (para 1)</td>
<td>[Person] is a ___ who ___</td>
</tr>
<tr>
<td>Location</td>
<td>She wanted to watch animals in Africa. (para 2)</td>
<td>[She/He] ___ in [place].</td>
</tr>
<tr>
<td>Time/Duration</td>
<td>Later, in 1963, Jane went to Africa. (para 5)</td>
<td>Later, in [year] ___</td>
</tr>
<tr>
<td>Add Details/Facts</td>
<td>Jane discovered new facts about chimps. (para 4)</td>
<td>[She/He] discovered ___ about ___</td>
</tr>
<tr>
<td>Conclude</td>
<td>In conclusion, Jane Goodall’s work helps animals. (para 6)</td>
<td>In conclusion, [person] helps ___.</td>
</tr>
<tr>
<td>Location</td>
<td>She is an excellent role model for people all over the world. (para 6)</td>
<td>___ is ___ all over the world.</td>
</tr>
</tbody>
</table>

(ELD Grade 6, Unit 3, Academic Writing Instruction)
2) Benchmark *Advancing Language Learning* differentiates instruction in the four domains based on language proficiency levels. As illustrated above, each ELD lesson integrates opportunities to strengthen listening, speaking, reading, and writing skills and provides Differentiated Instruction at the three stated levels of support. See ELD Grade 3, Unit 2, Lesson 10 for an example:

### Read “Theseus and the Minotaur”

**Build Background and Vocabulary**

Show the Minotaur in Row 1. Ask, What is it? Underline monster and body of a man and the head of a bull in the text in Row 2. Say, This is a Minotaur. It is half human. It has a man’s body and a bull’s head. Write students to share their cultural experiences and knowledge on make believe.

Turn and Talk: What do the pictures tell us? What do you think the story is about?

**Read Aloud the Text**

Present the text and art for “Theseus and the Minotaur.” Read the story, stopping to ask wh-questions to check that students understand each row. Explain that the pictures in Rows 1, 3-4 are close-up, but the picture of the maze in Row 2 is from a far distance. This shows us how big and difficult the maze is. Then refer to the Essential Question: How do our actions influence our lives? Point out that Theseus followed the thread from Minos’s daughter. This action affected him. It saved his life.

Think-Speak-Listen: Help students use adjectives and similes to describe “Theseus and the Minotaur.”

**Differentiated Instruction**

**Build Language: Use Context Clues and Graphic Features to Build Vocabulary**

Show Row 1. Say, I saw an animal. The text tells me, “a monster called the Minotaur... had the body of a man and the head of a bull.” The graphic feature and the context clues in the text help me understand what a Minotaur is. Use the Differentiated Instruction to practice context clues and graphic features to build vocabulary in a way that best matches the levels of your students.

**Use Oral and Written Language: Recount a story**

Task: In your own words recount the main events of “Theseus and the Minotaur.” Write in complete sentences a beginning, middle, and end.

- King Minos kept the Minotaur. It lived in a . His daughter gave Theseus a sword and a . She helped .
- King Minos kept the in a . gave Theseus . helped .
- King Minos kept the in a . Theseus and the King's daughter . gave him . Theseus found the and . By following .

**Wrap Up**

Say, Images and context clues help us understand text and vocabulary. Why is it important to use these things?

Turn and Talk: What is one strategy you can use to understand unknown words in a science text?
The targeted language domains are systematically integrated throughout the materials in the Benchmark Advancing Language Learning program. As shown above, students are provided opportunities to practice listening, speaking, reading, and writing skills in every lesson. The materials are organized to target the four language domains and scaffold instruction for students of varied proficiency levels. As students progress throughout each module, they learn and review skills and systematically build a broader skill set based upon what they have already learned. This progressive model continues throughout subsequent grade levels.
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. However, each unit addresses grade-level content related to science, social studies, or language arts/literature concepts. As illustrated previously, Reading lessons in the ELD are based on a particular reading selection. These selections may represent any of a variety of genres. Each grade level reading library contains nonfiction selections directly related to topics in social studies or science. The Short Read is accompanied in the ELD by a Mini Lesson and is supplemented with the *Guide to Apply and Transfer* text. Students begin by building background. They then read the text, answer text-related questions, study topic-specific vocabulary, and
incorporate ancillary materials, such as the Think-Speak-Listen tools, to help facilitate deeper comprehension and discussion. See the following example of a social studies text lesson from Grade 4:

(ELD Grade 4, Unit 7, Lesson 1)

(Student Book, Unit 7, pp. 136–137)
The academic content standards are not systematically represented throughout the materials. However, each unit explores the Essential Question by integrating close reading of prose, poetry, and drama selections as well as texts relative to topics in the areas of science and social studies. Lessons expand on the unit theme with the appropriate grade-level content. See the variety of genres and themes addressed in the online Grade Level Text menus for Grades K, 2, 4, and 6, respectively:
Unit 1 Government...  Unit 2 Characters F...  Unit 3 Plants and An...  Unit 4 Many Charact...  Unit 5 Solving Probli...

Unit 6 Tales to Live ...  Unit 7 Investigating ...  Unit 8 Wind and Wat...  Unit 9 Buyers and S...  Unit 10 States of Ma...

Unit 1 Government i...  Unit 2 Character’s A...  Unit 3 Observing Na...  Unit 4 Understandin...  Unit 5 Technology fo...

Unit 6 Confronting C...  Unit 7 Developing a ...  Unit 8 Earth Change...  Unit 9 Resources an...  Unit 10 The Power o...

Unit 1 Beyond Dem...  Unit 2 Characters at...  Unit 3 Relationships...  Unit 4 The Reader’s ...  Unit 5 Technology in...

Unit 6 Legendary Jo...  Unit 7 Achievement...  Unit 8 Exploring Ear...  Unit 9 Economic Ex...  Unit 10 Understandi...
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 Advancing Language Learning materials. These skills are practiced and applied in various exercises and real-world scenarios. Throughout each unit and at each grade level, English Language Learners discuss 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.

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 Advancing Language Learning materials effectively challenge students to achieve higher order thinking. Each unit and lesson in the program provide opportunities for ELLs to engage in a variety of cognitive functions, such as those represented by Bloom’s taxonomy. Bloom’s taxonomy verbs, such as use, identify, tell, and analyze, are embedded in the learning objectives and instructional language for each Mini Lesson in the ELD, applying to all students, irrespective of proficiency level. See the following examples:
Student Objectives

**LANGUAGE**
Purpose:  
- I can analyze a news report.
Form:  
- I can identify the parts of a news report.
**CONTENT**
- I can recognize a news report.

(ELD Grade 4, Unit 7, Lesson 3)

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1. **Read “Rough-Face Girl”**

Build Background and Vocabulary
Show the text panel images and explain key words and ideas from the text. If students have already read the story, ask them to tell what they remember, invite students to share their cultural experiences and knowledge about a time they faced a problem.

**Read Aloud the Text**
Read panel 1. To support comprehension, ask students to find images that match words in the text (warrior, woman). Ask wh-questions, such as Who is this man? What does invisible mean? Explain to students that the picture is of the man and his eldest daughter. Repeat with panels 2-4. After reading, ask: How did Invisible One’s sister know Rough-Face Girl could see her brother? Model thinking through the answer: Say: Rough-Face Girl said Invisible One had a bow made of rainbows. She would not know that unless she could see Invisible One. Ask: Does this story seem real? Elicit answers. Say: This story is not real. We call this type of story a fairy tale. Then refer to the Essential Question and ask: What can we learn when we face problems? Invite students to respond. Say: Good things can happen when we face problems.

Think-Speak-Listen: Use the following sentence frame or the Think-Speak-Listen Flip Book to guide discussion: Rough-Face Girl is _____.

2. **Differentiated Instruction**

Build Language: Use Pronouns to Recount
Display panel 1. Write: There lived a brave warrior. He was called the Invisible One. Display the Pronouns Chart. Help students to identify the pronoun he. Point to the first sentence and ask: Who does he refer to? Elicit answers. Say: Writers don’t always repeat names, sometimes they use pronouns instead. Pronouns help make the story easier to read. Use the Differentiated Instruction to practice how to use pronouns to recount events in a way that best matches the levels of your students.

3. **Use Oral and Written Language: Recount a Fairy Tale**

Task: Take turns with a partner. Pretend you are Rough-Face Girl and recount the story to a friend. Use pronouns to tell what happened. Use this opportunity to assess students using the rubric in English Language Development Assessment.

* Invisible One wants to marry someone who can see _____.
* I met Invisible One; he wants to marry _____.
* I met _____; he wants to _____.

Wrap Up
Say: Today we learned how to use pronouns to recount a story. Why is it important to use pronouns?

Turn and Talk: Use pronouns to recount another fairy tale you have read.

(ELD Grade 2, Unit 2, Lesson 1)
Bloom’s taxonomy verbs are also embedded in the Lesson Objectives and instructional language throughout the *Advancing Foundational Skills* texts. See the following examples:

**Student Objectives**

**LANGUAGE**

*Purpose:*
- I can describe characters in a story with adjectives.

*Form:*
- I can identify nouns and adjectives.

**CONTENT**
- I can describe characters in a fairy tale.

(ELD Grade 2, Unit 2, Lesson 2)

**Lesson Objectives**

- Recognize and form singular and plural nouns.
- Generalize the meaning of inflectional endings.
- Apply rule for forming plurals for nouns by changing f to v and adding -es.

(Word Study Lesson 3)

**Lesson Objectives**

- Recognize compound words
- Identify root words in compound words

(Phonological Awareness Lesson 3)
2) Opportunities for engaging in higher order thinking are systematically addressed in the materials. As mentioned above, the Bloom’s taxonomy verbs are embedded not only in the lesson learning objectives, but also throughout the general instructions in each unit and lesson in both the ELD text and the Advancing Foundational Skills texts. Higher order thinking skills are practiced consistently throughout each grade level.

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 Advancing Language Learning materials provide scaffolding supports for students to advance within a proficiency level. As stated previously, teachers can access resources to aid struggling readers, while ELLs of higher proficiency gain support and engage challenges from a variety of differentiated resources. The ELD and Guide to Apply and Transfer provide teachers with strategic scaffolding methods to provide Substantial, Moderate, and Light Support to different English Language Learners. Used in tandem, these texts include prompts for differentiated instruction to aid students not only in reading comprehension, but also in writing, speaking, and listening. As students gain mastery of language skills, they are able to progress naturally within their own proficiency level. See the following examples:
Introduce Unit 6: Tales to Live By

Use the short lesson below to introduce the topic of the unit and help students understand the Essential Question.

Build Background and Vocabulary

Draw students’ attention to the pictures. Say: The topic of this unit is “Tales to Live By.” These pictures introduce fairytale stories. Ask: Do you know any of the stories? Write the titles on the board and read them aloud: Pinochio, The Boy Who Cried Wolf, The Ugly Duckling. Explain that Pinochio is about a puppet whose nose grows when he lies. The Boy Who Cried Wolf is about a boy who is punished for fooling trusting people. The Ugly Duckling is about an ugly duckling who becomes a beautiful swan. Tell students they will read other fun stories in the unit.

Differentiated Instruction

Explain the Essential Question

Display or invite students to access the unit opener video for Unit 6 and discuss what they have learned. Read aloud the Essential Question: What can different cultures teach us? After the video, ask: How do the pictures and the video help you answer the Essential Question?

Explain the word culture and provide examples and context. Say: Different cultures have different ways of life and ideas. For example, in America we celebrate the Fourth of July. In Mexico they celebrate Independence Day on September 16. Have students talk about celebrations from different cultures they know about or have experienced.

Use the Differentiated Instruction to help students at all levels understand the Essential Question.

Then proceed to Lesson 1.

Differentiated Instruction

Explain the Essential Question

Substantial Support

Direct students to look at the pictures for the story on pages 6-9 and compare them to the pictures in the story on pages 10-13. Explain that the two stories are from different cultures. Then say: People from different cultures have different ways of living and thinking. Explain that beyond the physical differences that students can see in the pictures, people from different cultures also have different ideas, customs, manners, and values. Have small groups talk about different cultures.

Ask: What can we learn from stories? Have each small group answer.

Say: In this unit we will learn what different cultures can teach us.

Moderate Support

Direct students to compare the story pictures on pages 6-9 to the story pictures on pages 10-13. Explain that the two stories are from different cultures. Then say: People from different cultures act and behave in different ways. Ask: What differences do you see in the story pictures? Say: People in the first story wear round hats and wear colorful clothes. People in the second story wear togas. The buildings look different. Explain that beyond the physical differences that students can see in the pictures, people from different cultures also have different ideas, customs, manners, and values. Have small groups talk about different cultural traditions and ways of life.

Ask: What can we learn from these stories? Have each small group answer.

Say: In this unit we will learn what different cultures can teach us.

Light Support

Use the text on pages 6-13 in the Text to Close Reading to complete the activities.

Direct students to compare the story pictures on pages 6-9 with the story pictures on pages 10-13. Ask: What differences do you see? Pretend to put on a hat. Say: People in one story wear hats and colorful clothes. Pretend to slip on a toga over your shoulder. Say: People in the other story wear togas. Buildings look different. Ask: Why are these different? Explain that the stories come from different cultures. The stories reflect the different clothes, food, and ideas specific to the cultures. Have small groups talk about different cultures.

Ask: What can we learn from these stories? Do different cultures have different stories? Have each small group answer.

Say: In this unit we will learn what different cultures can teach us.

Formative Assessment

Substantial Support

- Can students understand what a culture is with support?
- Can students give an example of what a story can teach us with support?

Moderate Support

- Can students understand what a culture is with little support?
- Can students give an example of what a story can teach us with little support?

Light Support

- Can students understand what a culture is?
- Can students give an example of what a story can teach us?
Introduce Unit 6: Tales to Live By

Focus on the Essential Question

Have students interpret the information depicted in the illustrations and write about how the pictures and video helped them answer the Essential Question. Provide sentence frames, as needed:

- **Substantial Support:** The picture shows ___ in my culture, ___.
- **Moderate Support:** The picture of ___ shows ___. This story teaches ___.
- **Light Support:** The pictures help me understand ___. For example, the story of ___ teaches ___. Different cultures teach us different ____. For example, in my culture ___.

(Guide to Apply and Transfer Grade 2, Unit 6, Week 1)

Introduce Unit 8: Water: Fact and Fiction

Use the short lesson below to introduce the topic of the unit and help students understand the Essential Question.

**Build Background and Vocabulary**

Draw students’ attention to the pictures.

**Say:** The topic of this unit is “Water: Fact and Fiction.” These pictures introduce the ideas that we will read about.

Create a two-column chart as shown below.

**Say:** A fact is something that is proven to be true. Let’s think of facts that give facts.

Fill in the chart with student responses.

**Say:** Fiction is a made-up story from the author’s imagination. An author may include facts but characters and events are made up. Let’s think of ways that are fictional.

Fill in the chart with student responses.

<table>
<thead>
<tr>
<th>Fact: Can Be Proven</th>
<th>Fiction: From an Author’s Imagination</th>
</tr>
</thead>
<tbody>
<tr>
<td>encyclopedia</td>
<td>stories</td>
</tr>
<tr>
<td>reference book</td>
<td>myths</td>
</tr>
<tr>
<td>newspapers</td>
<td>tall tales</td>
</tr>
<tr>
<td>atlas, maps</td>
<td>fairy tales</td>
</tr>
</tbody>
</table>

**Differentiated Instruction**

Read aloud the Essential Question: What does water mean to people and the societies they live in?

Explain key words by definition and examples: community, landscape, fishing, river, lake. Encourage students to describe the pictures. Explain that there is water in a dry landscape, but living things in that place have adapted by conserving water.

Use the Differentiated Instruction to help students at all levels understand the Essential Question.

Display or invite students to access the Unit 8 video. After the video, ask: How do these pictures and the video help you to answer the Essential Question?

Then proceed to Lesson 1.
**Differentiated Instruction**

**Explain the Essential Question**

**Substantial Support**

Explain the word conserve means “to save and protect.” Point to the first two pictures.

Say: These two places have lots of water. The trees are very green. There are boats on the water. People swim in the water. They fish in the water.

Explain as needed. Have students repeat the sentences. Contrast these pictures with the dry landscape in last picture. Explain that plants and animals that live in this dry climate conserve water because there isn’t much of a water supply.

Ask: Why is it important to conserve water in all communities? Why?

Help students answer.

Say: In this unit we will learn all about the relationship between communities and water.

**Moderate Support**

Explain the word conserve means “to save and protect.” Point to the first two pictures.

Say: These two places have lots of water. The trees are very green. There are boats on the water. People swim in the water. They fish in the water.

Ask questions as needed. Have students respond. Contrast these pictures with the dry landscape in last picture. Explain that plants and animals that live in this dry climate conserve water because there isn’t much of a water supply.

Ask: Why is it important to conserve water in all communities? Why?

Help students answer using this frame: It is important to conserve water because ___.

Say: In this unit we will learn all about the relationship between communities and water.

**Light Support**

Explain the word conserve means “to save and protect.” Point to the first two pictures. Say: These two places have lots of water. The trees are very green. There are boats on the water. People swim in the water. They fish in the water.

Ask questions as needed. Have students respond. Contrast these pictures with the dry landscape in last picture. Explain that plants and animals that live in this dry climate conserve water because there isn’t much of a water supply. Ask: In which community would you like to live? Why?

Provide students with the sentence frames:

I would like to live in the ___ because ___.

Ask: Why is it important to conserve water in all communities?

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(Introduce Unit 8: Water: Fact and Fiction)

**Focus on the Essential Question**

Have students interpret the information depicted in the images and write about how the pictures and video help them answer the Essential Question. Provide sentence frames, as needed:

- **Substantial Support:** I see ___, it tells me ___.
  Water is important because ___.

- **Moderate Support:** The picture of ___, it tells me ___. This shows that ___. Water means ___ to different societies. For example, ___.

- **Light Support:** The pictures show ___, which helps me understand ___.
  For example, ___, Water is important to societies because ___.
2) The materials provide scaffolding supports for students to progress from one proficiency level to the next. As students progress through the units, the scaffolding supports help them gain mastery of concepts and skills and build upon what they have learned. As students’ overall comprehension and capability become greater, students are gradually able to progress to higher levels of proficiency. Again, the ELD and Guide to Apply and Transfer provide teachers with a wealth of targeted support strategies aiding students’ progress both within a proficiency level and from one level to the next.

3) The scaffolding supports are presented systematically throughout the Benchmark Advancing Language Learning materials. As shown above, the instructional texts and support features in each lesson use Substantial, Moderate, and Light Supports, such as sentence frames, modeling, and proficiency-specific questions and responses, to support ELLs at their individual proficiency levels and to help them extend their skills. Lesson activities and prompts provide students with extra support as they learn to comprehend and master particular skills and strategies. Students gain better understanding of skills and concepts by exploring them in a consistent fashion requiring increasingly complex higher order thinking.

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 Advancing Language Learning materials. Students read and analyze authentic, complex, and grade-appropriate texts of a variety of genres in the Student Books (Texts for English Language Development) and Grade Level Texts (Texts for Close Reading). Short Reads, Extended Reads, and Word Study selections expose ELLs to a host of reading levels, topics, and genres. See the following examples:
Extended Read 2

Thurgood Marshall’s Liberty Medal Acceptance Speech

Thurgood Marshall (1908–1993) was the first African American to serve as a justice on the United States Supreme Court (1937–1991). He gave the following speech at Independence Hall in Philadelphia on July 4, 1992:

“What I’d like to say is that I was a young public school teacher who had an extraordinary dream.”

“...I learned that no one but the black people who have the vision to see the American dream are the ones who will make it happen.”

“...and I think that for all the dreams of us as a nation, we have a long way to go.”

(Grade Level Text Grade 5, Unit 1, pp. 6–7)

Short Read 2

President Lyndon B. Johnson’s Voting Rights Act Address

Nearly 100 years after the Fifteenth Amendment to the Constitution gave African Americans the right to vote, they still had to endure unfair treatment. In 1965, President Lyndon B. Johnson gave a speech where he declared that voting rights are a fundamental right, and that the federal government must enforce them.

“I knew that we could use the power of the federal government to help solve this problem.”

“The Fifteenth Amendment was signed into law on March 23, 1870, giving African Americans the right to vote. This was a great step forward, but we still had a long way to go.”

(Grade Level Text Grade 5, Unit 1, pp. 6–7)
Grandpa’s Treasure Chest

Last week I went to my grandpa’s house. Dad and I went into the attic to look around. Dad said we might find some old toys. Instead we found something better—Grandpa’s old chest. It was filled with lots of stuff from his life.

First, we found a stack of photos. They weren’t in color. They were in black and white. In one photo, Grandpa was running around his farm. He had lots of animals to take care of. Dad told me a story about a time Grandpa was making butter from cow’s milk. He spilled all the milk! In another photo, Grandpa was riding to towns on a horse. Dad said they didn’t have cars when Grandpa was young. Grandpa loved taking horseback rides. Back then, they had no TV, no computers, no video games. They rode horses for fun. I think I would have liked riding horses, too.

Then we found an old uniform and some medals. Grandpa fought in a big war. He won medals for being brave. I am planning to ask him about that. I learned so much about Grandpa from looking at the things from his past.

(Grade Level Text Grade 2, Unit 7, pp. 22–23)
Teachers integrate questions and prompts in the Guide to Apply and Transfer to aid discussion and comprehension of grade-appropriate texts. For example, the following activities supplement the Word Study feature shown above, “Grandpa’s Treasure Chest.” Students and partners continue exploring language and vocabulary concepts directly related to the reading selection at hand:

(Grade 2, Unit 7, Week 2)

2) Grade-level content is accessible for the targeted levels of language proficiency. As illustrated above, the English Language Learners read and explore a variety of grade- and level-appropriate selections using the Student Books and Grade Level Texts. Meanwhile, teachers are provided scaffolded supports in the ELD instructional materials. Thus, students of varied levels of proficiency are given the targeted support they need to be successful. See the following examples of support features for the selection cited above, “Grandpa’s Treasure Chest”:

Lesson 10 Read-Aloud:
“Grandpa’s Treasure Chest”

Focus on Word Study and Vocabulary

Use the strategies below to complete a read-aloud of “Grandpa’s Treasure Chest.”

- Read aloud the title. Ask: What is a treasure chest? Have partners discuss.
- Read paragraph 1. Discuss the word attic. Have partners paraphrase the paragraph.
- Read paragraph 2. Discuss difficult words, such as horseback. Paraphrase difficult ideas, and describe the different pictures that were in the chest. Ask: How was life different when Grandpa was young?
- Have partners reread paragraph 2 and circle any technology words in the paragraph. If necessary, share examples, such as computers and video games.
- Read paragraph 3. Explain the words uniform and medals. Ask: What did this person learn about his or her grandpa?
- Have students reference the text to answer the following question: Why is it important to learn about your family’s past?
10 Read “Grandpa’s Treasure Chest”

Build Background and Vocabulary
Display the images. If students have read the text, ask them what they remember. Invite students to share their cultural experiences and knowledge on the technology of the past and present. Ask: How was your morning? How was breakfast fixed? How do you get to school? Did you use technology?

Read Aloud the Text
Read aloud the text “Grandpa’s Treasure Chest.” Discuss the pictures. Explain that long ago people didn’t have microwaves, computers, or cell phones. People used big manual cameras to take pictures. Now people can use cell phones. Then say: Life is different from Grandpa’s time. Ask: How did Grandpa get to school? Refer to the Essential Question and ask: How does understanding the past shape the future? Say: Life was more difficult in some ways the past. The past helps us appreciate the present. Invite students to respond.

Think-Speak-Listen: Use the following sentence frame or the Think-Speak-Listen Flip Book to guide discussion: Life in Grandpa’s time was ____ because ____.

Diff erenti ated Instruction
Build Language: Use Technology Nouns
Remind students that new words are being created all the time. Point to the picture of the computer. Say: This is a computer. It is important to know the names of the technology you use. Use the Differentiated Instruction to practice using technology words in a way that best matches the levels of your students.

Use Oral and Written Language: Put on a Skit
Task: Have partners write and put on a skit about life in the past. Use the sentence frames for dialogue. Characters: Grandpa, Ted

1. Grandpa: I grew up on a ____. Ted: How did you get to ____? Grandpa: I rode a ____.

2. Grandpa: I grew up on a ____. Ted: How did you get to ____? Grandpa: I rode a ____. Ted: Did you ____ TV? Grandpa: We didn’t have ____.

3. Grandpa: I grew up on a ____. Ted: How did you get to ____? Grandpa: I rode a ____. Ted: Did you ____ TV? Grandpa: We didn’t have ____. I couldn’t play ____.

Wrap Up
Say: Why do you think there are so many new technology words today?

Turn and Talk: Think about how you use contractions when you are playing a game in gym class. What contractions would you use when playing a game?

(ELD Grade 2, Unit 7, Lesson 10)
Differentiated Instruction
Build Language: Use Technology Nouns

Substantial Support
Model: Display the images. Discuss each picture. Guide students to understand because of new technology there are many new words. Say: We have many technology words. This is because of computers. Think of words like "cell phone," "password," "e-mail," and "Internet." Can you think of other technology nouns? List their responses on the board. Work with students to define the words and describe how they are useful to people. Have students read each of the technology nouns. After each, discuss how this technology is useful to people. Ask: How do you use technology at school? How do you use technology at home?

Practice: Distribute BLM 1. Ask students to help you write a sentence about life long ago.

Extend: Have partners work together to write a sentence about their favorite technology.

Challenge: Ask those students, who are able, to describe the most important technology.

Moderate Support
Model: Display the pictures. Point out what life was like before technology. Explain that technology has changed lives. Technology is used to make things easier or better for people. Say: How is life different today? There were no computers long ago. Ask: What did people do for fun? Ask students to list examples of other ways life was different. List their responses on the board.

Practice: Distribute BLM 2. Ask students to help you compare life long ago with life today. Ask: Before technology what was life like? What is life like now?

Extend: Have students work with a partner. Ask partners to say what the most important technology is. Have students write a sentence about it.

Challenge: Ask students to explain how e-mail works. Have them use technology nouns in their explanation.

Light Support
Use the text on p. 22 in the Texts for Close Reading to complete the following activities.

Practice: Display the pictures. Help students describe life in grandpa's day. Ask: How is life different today? Point out how things are different today. Explain that technology makes things easier or better for people. Make a list of technology nouns from the text. Ask: What do people do for fun now? Ask students to list examples of other types of technology they know of or use. List their responses on the board.

Extend: Ask partners to explain how e-mail works. Have them use technology nouns in their explanation.

Challenge: Have students describe farm life long ago. Have them explain what chores children did. Then ask them to describe how children had fun.

Formative Assessment

Substantial Support • Can students identify technology nouns? • Can students write a sentence using technology vocabulary?

Moderate Support • Can students identify technology nouns? • Can students write a sentence using technology vocabulary? • Can students list technology nouns?

Light Support • Can students identify technology nouns? • Can students write a sentence using technology vocabulary? • Can students list technology nouns?
3) As previously shown, grade-level content is systematically presented in the Benchmark Advancing Language Learning materials. Students read and analyze authentic, complex, and grade-appropriate texts of a variety of genres in the Student Books (Texts for English Language Development) and Grade Level Texts (Texts for Close Reading). Short Reads, Extended Reads, and Word Study selections at each grade level provide opportunities for students to explore a wide variety of themes and genres. The scaffolded instructional system is continuous throughout each grade level, as concepts and materials become more challenging, and higher DOK levels are integrated.

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) Students practice and develop a range of language functions in every module of the Benchmark Advancing Language Learning program. As students progress through each reading selection, they learn and practice language functions and apply them to analysis and discussion. Students receive scaffolded support to use language functions to compare and contrast, ask and answer questions, analyze cause and effect relationships, summarize and paraphrase, and other text-related activities. Moreover, each Advancing Language Learning unit provides instruction and practice in writing, grammar, spelling, and vocabulary with the Build Language activities. See the following Reading Mini Lesson in the ELD:
Build Language: Verb Tenses

Point to examples of present tense verbs in the panels and say: Present tense verbs tell us an action that is happening now or is routine. Point to the picture of the robot in panel 2. Say: Some robots work in hospitals. Explain that work is a present tense verb. Repeat with other verbs from the text. Invite students to name more present tense verbs.

Think-Speak-Listen Use the following sentence or Think-Speak-Listen Bookmark for discussion. Tell about a job a robot can do.

Use Oral and Written Language: Describe Actions

Task: Work with a partner. Draw a picture of a robot and write verbs for what it does. Then describe your robot to another pair.

Sample sentence frames:

This is my robot. My robot can ________

This is my _____ and ______

Wrap Up

Say: Today we learned that present tense verbs describe actions that happen now and routinely. What are some present tense verbs you remember using?

Turn and Talk: Tell your partner two things you do after school.

(ELD Grade 1, Unit 5, Lesson 1)

Language Mini Lessons provide deeper exploration and application of language arts skills. These lessons are intertwined with the Reading lessons to ensure that language functions are taught and applied in a variety of ways in every lesson. See the following:

(ELD Grade 1, Unit 5, Lesson 3)
The *Guide to Apply and Transfer* provides an additional resource for teachers. As students explore the language functions in the Mini Lessons, the *Guide to Apply and Transfer* helps teachers reinforce the focal concept. See the example Language Mini Lesson above from Grade 1, Unit 5, Lesson 3. The target concept is technology-related vocabulary. The *Guide to Apply and Transfer* gives the teacher prompts for highlighting the concept and related skills as students explore the reading selection:

**Lesson 3 Build Language: Technology Words**

**Focus on Language**

Use the strategies below to complete a read-aloud of “Robots at Work” on pages 40–43 of the Mentor Read-Alouds Volume 1.

- Tell students you will focus on technology words as you reread the text. Have partners share technology words that they know.

- Read the first two sentences to students, and ask what technology words they hear. Elicit robot and computers. Ask: What can you do with a computer? What can you do with a robot?

- Continue in a similar way with the rest of the text. Have students raise their hands when they hear a word that is related to technology, for example, recharged and programmed. Have students use context and their dictionaries to figure out the meanings.

- After reading, have the group share names of technology devices they know, and compile a list on the board. For each word, ask students if they use the device and how it helps them.

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Each Mini Lesson also provides the Language Transfer feature. This feature gives teachers of ELLs tips and background information that may aid instruction of language functions with specific focus on students transferring native language literacy skills to their comprehension of English language skills. See the following:
Additionally, the Advancing Foundational Skills for English Language Learners text provides further support to teachers of Grades 2–6. This supplementary text is designed for ELLs who possess some skills with English language functions, as well as some proficiency in foundational literacy in their native language or English. The text lessons address concepts of print and skills in phonological awareness, phonics, word study, and fluency. Instruction of each lesson concept is adapted based on proficiency level, grade level, individual assets, and native language. See the following example lessons:

**Language Transfer Support**

Students whose first language is Spanish may be familiar with the following cognates of words found in the text: *computadora* (computer), *teléfono* (phone), and radio (radio). Encourage students to look for other words that are similar to words in their first language.

(ELD Grade 1, Unit 5, Lesson 3)

**Language Transfer Support**

Hmong and Vietnamese native speakers may use several verbs together without separating them with conjunctions or punctuation. Model a sentence that uses two or more verbs, connecting the action words with commas, when necessary, and the conjunction *and*.

(ELD Grade 6, Unit 1, Lesson 1)
Recognize Onsets and Rimes

Introduction to the Lesson
Say: Today we will learn what a word family is, and how knowing a word family can help you learn many words. We will also learn how to identify the onset and rime that form the words in a word family. We will recognize onset and rime word families and read text that includes these words. Knowing these patterns will help you recognize approximately 50% of the most common high frequency words in English.

Phonemic Awareness
Write the letter /c/ and /ap/ on the board.

Say: This is the word, “clap.”

Say: Listen to the word clap. What is the first letter in the word? /c/

Say: Listen to the word clap again. What are the last sounds that you hear? /ap/

Say: If I take away the letter c, what word do you hear? lap

Say: The c is the onset, and lap is the rime. The lap word family has many different words, each with a different onset, but the same rime, lap.

<table>
<thead>
<tr>
<th>Word</th>
<th>Onset</th>
<th>Rime</th>
</tr>
</thead>
<tbody>
<tr>
<td>clap</td>
<td>c</td>
<td>ap</td>
</tr>
</tbody>
</table>

Repeat using /a/ and /ake then /a/ and /ake onset and rime.

Elicit Prior Knowledge
Display and/or distribute the Practice Page and complete section 1 with students.

Ask: Are there letters or symbols in your home language that combine to make a pattern that can be applied to create and read a group of words?

Model: Onset and Rimes
Refer to section 2 of Practice Page 1 with students.

Say: We will now look at some words and their onsets and rimes.

<table>
<thead>
<tr>
<th>Word</th>
<th>Onset</th>
<th>Rime</th>
</tr>
</thead>
<tbody>
<tr>
<td>train</td>
<td>tr</td>
<td>-ain</td>
</tr>
<tr>
<td>than</td>
<td>th</td>
<td>-an</td>
</tr>
<tr>
<td>grain</td>
<td>gr</td>
<td>-ain</td>
</tr>
<tr>
<td>mail</td>
<td>m</td>
<td>-ail</td>
</tr>
<tr>
<td>heat</td>
<td>h</td>
<td>-eat</td>
</tr>
<tr>
<td>mail</td>
<td>m</td>
<td>-eal</td>
</tr>
</tbody>
</table>

Practice: Recognize Onsets and Rimes
Read aloud section 3 of the Practice Page in a fluent voice emphasizing intonation and pronunciation of words. Invite students to echo read or chime on cue. Discuss content of text by asking test dependent questions to ensure comprehension. Ask students to recognize and call out cognates.
Ask: What words do you see that are a part of one or a word family with different onsets but the same rimes? Underline the words. Work with your partner to identify the words with different onsets but the same rimes.

**Practice:** Recognize Words with Onsets and Rimes in Context
Complete section 3 of Practice Page 1 with students.
Say: We will now categorize the words that you found in the text, above, with different onsets but the same rimes. Look at the list of rimes below, and write the word under the rime that you found in the word.

<table>
<thead>
<tr>
<th>-ain</th>
<th>-eat</th>
<th>-ay</th>
<th>-ice</th>
</tr>
</thead>
<tbody>
<tr>
<td>train</td>
<td>beat</td>
<td>may</td>
<td>nice</td>
</tr>
<tr>
<td>grain</td>
<td>heat</td>
<td>day</td>
<td>price</td>
</tr>
<tr>
<td>rest</td>
<td>lost</td>
<td>think</td>
<td>book</td>
</tr>
</tbody>
</table>

**Extend Language Knowledge: Using Words in Context**
Complete section 4 of Practice Page 1 with students.
Say: We will now look at the words made from onsets and rimes that we have studied and use them in context. Read and complete each sentence with the word from the word bank that makes most sense. Take turns reading the completed sentences to your partner:

1. The limping dog was lame.
2. We heard a quack and found a duck and chicken!
3. The mail will be delivered through snow, sleigh, and bail.
4. He tripped over the chain.
5. She wanted to bake a cake.
6. During the earthquake, the ground began to shake.

**Spelling/Writing**
Say: Now we can practice writing compound words. I will pronounce each word and you will write it down.

Pronounce one word at a time, stretching each sound.

Sample words: pay, play, game, sail, jail

Sample sentence: You have to pay to play the game the same. I think it is the same price as the drink.

Say: Check your spelling with your partner. Verify the correct spelling and re-write as needed.

**Reflect and Review**
Ask: What did you learn today? Discuss with your partner.

Provide sentence frames: One thing I learned was _________. It reminds me of ________. It will help me with ________.

---

**Word Bank**

<table>
<thead>
<tr>
<th>Word</th>
<th>Onset</th>
<th>Rime</th>
</tr>
</thead>
<tbody>
<tr>
<td>clap</td>
<td>c</td>
<td>lap</td>
</tr>
<tr>
<td>flap</td>
<td>f</td>
<td>ap</td>
</tr>
<tr>
<td>pluck</td>
<td>p</td>
<td>-uck</td>
</tr>
<tr>
<td>blue</td>
<td>b</td>
<td>ale</td>
</tr>
<tr>
<td>scale</td>
<td>sc</td>
<td>ale</td>
</tr>
<tr>
<td>whole</td>
<td>wh</td>
<td>ale</td>
</tr>
<tr>
<td>brain</td>
<td>br</td>
<td>ale</td>
</tr>
<tr>
<td>chain</td>
<td>ch</td>
<td>ale</td>
</tr>
<tr>
<td>grain</td>
<td>gr</td>
<td>ale</td>
</tr>
<tr>
<td>treat</td>
<td>tr</td>
<td>ale</td>
</tr>
</tbody>
</table>

**Rime Bank**

<table>
<thead>
<tr>
<th>Rime</th>
<th>Rime</th>
<th>Rime</th>
<th>Rime</th>
<th>Rime</th>
<th>Rime</th>
</tr>
</thead>
<tbody>
<tr>
<td>-ack</td>
<td>en</td>
<td>-ck</td>
<td>-eg</td>
<td>-op</td>
<td>-up</td>
</tr>
<tr>
<td>-all</td>
<td>-ank</td>
<td>-ay</td>
<td>-ate</td>
<td>-ant</td>
<td>-ar</td>
</tr>
<tr>
<td>-en</td>
<td>-ep</td>
<td>-et</td>
<td>-gut</td>
<td>-ep</td>
<td>-ar</td>
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<tr>
<td>-ale</td>
<td>-all</td>
<td>-el</td>
<td>-at</td>
<td>-all</td>
<td>-ar</td>
</tr>
<tr>
<td>-ine</td>
<td>-ine</td>
<td>-ice</td>
<td>-ine</td>
<td>-ine</td>
<td>-ine</td>
</tr>
</tbody>
</table>

**Formative Assessment**

If the student completes each task correctly, proceed to the next skill in the sequence.

**Did the student…?**

- Identify the beginning sound or letter in words? Provide several examples of word groups with the same beginning sound with word cards, then ask student to identify one of the examples that does not start with the same sound or letter.
- Discuss rime when onset is deleted from a spoken word? Use picture cards and dictionary lists and have students practice removing the first onset starting with simple words.

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Phonological Awareness, Lesson 1, pp. 42–43
8 Common Latin Suffixes -al,-ial,-able,-ible,-tion

Introduce the Lesson
Say: Today we will form new words by adding common Latin suffixes to the end of root words. These are called derivations, meaning words that derive their basic meaning from the root word.

Recognize Common Latin Suffixes
Say: A suffix is a word ending which changes, or modifies, the meaning of the word. Most suffixes in the English language came from Latin or Greek languages. Today we will learn the meaning of some common Latin suffixes. We use our knowledge of suffixes to learn the meaning of new words.

Elicit Prior Knowledge
Display the Lesson 8 Practice Page. Prompt students to think about their primary language as you work together to complete section 1. Remind students that a derivation is a word that is derived from another, such as nation and national.

Ask: How do you say the word nation in your home language? How do you say national?

Model: Recognize Latin Suffixes -al,-ial,-able,-ible,-tion
Direct students’ attention to section 2 of the Practice Page.
Say: Read the word with me: nation. Say the suffix with me: -al. The suffix -al means “relating to.” So national means “relating to the nation.”

Repeat with examples below.

<table>
<thead>
<tr>
<th>Root Word</th>
<th>Suffix</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>nation</td>
<td>-al</td>
<td>Relating to</td>
<td>National flags are meaningful.</td>
</tr>
<tr>
<td>response</td>
<td>-able</td>
<td>Able to, can do</td>
<td>I am responsible.</td>
</tr>
<tr>
<td>educate</td>
<td>-ible</td>
<td>The process of</td>
<td>I am getting an education.</td>
</tr>
</tbody>
</table>

Practice: Latin Suffixes
Read aloud section 3 of the Practice Page in a fluent voice emphasizing intonation and pronunciation of words and infinitival endings. Invite students to echo read or chime on cue. Ensure comprehension by asking text dependent questions. Ask students to recognize and call out cognates.

Practice: Recognize Latin Suffixes
Complete section 4 of the Practice Page with students.
Say: Look at words that you have identified. We will recognize the root word by segmenting it from the root word. Think how the suffix modifies the root word and creates a new word that derives its meaning from the root word.

Transfer Notes:
Latin suffixes transfer into Spanish and usually create cognates. English Learners from other than Romance languages will need more practice internalizing the meaning of each suffix.
Extend Language Knowledge

Practice: Make Meaning

Complete section 5 of the Practice Page with students.

Say: Let’s read each clue together. Then work with a partner to find an answer from the word bank. Write the answer on the line.

1. The process of educating education
2. The giving or receiving of knowledge or intelligence information
3. The characteristic of someone who meets their obligations responsible
4. Someone you can rely on reliable
5. Someone who knows two languages bilingual

Say: Practice writing the words you hear me say. I will pronounce the word, use it in a sentence and repeat it one more time.

Pronounce one word at a time from the Word List below, stretching each sound. Use the word in a sentence, and repeat it again after the sentence. For example, say the word educate. Then say: The teacher’s job is to educate her students. Repeat the word educate after the sentence.

Sample words: form, formal, response, responsible, educate, education, person, personable

Have students confirm their spelling with a partner, making corrections as needed.

Reflect and Review

Ask: What did you learn today? Discuss with your partner.

Have students work with their partners to complete the sentence frames at the end of the Lesson 8 Practice Page, as needed.

Word Bank

<table>
<thead>
<tr>
<th>-al</th>
<th>-able</th>
<th>-ible</th>
<th>-ible</th>
</tr>
</thead>
<tbody>
<tr>
<td>critical</td>
<td>available</td>
<td>collectible</td>
<td>estimation</td>
</tr>
<tr>
<td>cultural</td>
<td>accountable</td>
<td>predictable</td>
<td>competition</td>
</tr>
<tr>
<td>dimensional</td>
<td>consumable</td>
<td>comprehensible</td>
<td>multiplication</td>
</tr>
<tr>
<td>emotional</td>
<td>degradable</td>
<td>consumible</td>
<td>reaction</td>
</tr>
<tr>
<td>institutional</td>
<td>likable</td>
<td>determinable</td>
<td>translation</td>
</tr>
<tr>
<td>magical</td>
<td>accountable</td>
<td>inflammable</td>
<td>prevention</td>
</tr>
</tbody>
</table>

Formative Assessment

<table>
<thead>
<tr>
<th>Did the student...</th>
<th>Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pronounce -al, -able, -ible in isolation or in words</td>
<td>Use a mirror to show movement of mouth, tongue, and teeth as the sound is produced. Use hand over mouth to explore movement of air as the sound is produced.</td>
</tr>
<tr>
<td>Understand the academic terms root word, derivative, modify</td>
<td>Review terms by looking them up in dictionary. Derivative means to derive, to come from, modify means to change slightly, to change a little. Root word is the word that provides the basic meaning.</td>
</tr>
<tr>
<td>Recognize meaning of words in context</td>
<td>Explain meaning of words before reading the text and discuss after reading text. Model using context clues. Sketch briefly and label. Use bilingual dictionaries to negotiate meaning.</td>
</tr>
</tbody>
</table>

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2) The Benchmark Advancing Language Learning language functions are incorporated into communicative goals and activities. As stated above, students practice and develop a range of language functions in every Mini Lesson of the Advancing Language Learning program. As students progress through each reading selection, they analyze genre and apply foundational skills to talk and write about the concepts at hand and are provided Differentiated Instruction to aid comprehension and application. The Build Language feature, Language Mini Lessons, Guide to Apply and Transfer, and Advancing Foundational Skills for English Language Learners text provide crucial instruction in phonics, fluency, vocabulary, and word study. Concept study culminates in each lesson with an activity, such as the Use Oral and Written Language activities and the Wrap Up. In these communicative activities, students apply their new skills to discussions, speeches, completing sentence frames, and various other means of demonstrating comprehension. See the following examples:

![Image](image1.png)

(ELD Grade 6, Unit 1, Lesson 11, Give a Speech)
Lesson 3 Build Language: Technology Words

Focus on Language

Use the strategies below to complete a read-aloud of “Robots at Work” on pages 40–43 of the Mentor Read-Alouds Volume 1.

• Tell students you will focus on technology words as you reread the text. Have partners share technology words that they know.

• Read the first two sentences to students, and ask what technology words they hear. Elicit robot and computers. Ask: What can you do with a computer? What can you do with a robot?

• Continue in a similar way with the rest of the text. Have students raise their hands when they hear a word that is related to technology, for example, recharged and programmed. Have students use context and their dictionaries to figure out the meanings.

• After reading, have the group share names of technology devices they know, and compile a list on the board. For each word, ask students if they use the device and how it helps them.

Differtiated Instruction

Build Language: Nouns

Read the title “Nouns.” Say: Nouns name people, places, and things. Ask: What kind of nouns do you see (things)? Say: They are nouns that name things. The computer is a noun. It names a thing. Have students name the different technology words and describe the nouns. Use the sentence frames: The ______ is a ______. A thing is a ______. You may wish to use the Think-Speak-Listen Bookmark to guide a discussion.

Use the Differentiated Instruction to continue building comprehension and language in a way that best matches the levels of your students.

Use Oral and Written Language: Illustrate Technology

Task: Work with a partner. Draw an illustration of technology you have used. Label your drawing. Sound out as many letters as you can. Then, write a sentence telling what you like to do with the technology. I will give you the sentences. Add a technology word to each sentence.

Sample sentences:

5 This is a ______ I like to use the ______.

6 This is a ______ I like to use the ______ I can ______ on my ______.

L This is a ______ I like to use the ______ I can ______ on my ______ I use the ______ every day.

Wrap Up

Say: Today we learned about nouns that name technology words. What do these nouns name?

Turn and Talk: Think about the technology nouns you use at school. In what classes do you technology? Tell your partner.

(Guideto Apply and Transfer Grade 1, Unit 5, Lesson 3)

(ELD Grade K, Unit 5, Lesson 8)
3) The language functions support the progression of language development. *Advancing Language Learning* supports ELLs by integrating complex core texts with additional graphic elements to support comprehension and progression. Each unit begins by introducing and exploring the Essential Question. Every Mini Lesson is based on grade-level content from the *Texts for English Language Development*. Students then learn to apply new language and literacy skills for a variety of functions, aided by strategic scaffolding and integration of the teacher resources previously addressed. From the initial unit launch and throughout the Mini Lessons, English Language Learners progressively gain strength in applying foundational skills to language functions, systematically helping them to advance through the *Advancing Language Learning* program and from one level of proficiency to the next. Each year, English Language Learners progress in fluency, interact with literature of increasing depth and complexity, and progress toward mastery of language and literacy skills.