Protocol for Review of Instructional Materials for ELLs V2

WIDA PRIME V2 CORRELATION
**Introduction to PRIME**

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

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

Those who complete WIDA PRIME Correlator Trainings receive PRIME Correlator Certification. This may be renewed annually. Contact WCEPS for pricing details at [store@wceps.org](mailto:store@wceps.org) or 877-272-5593.

**New in This Edition**

PRIME has been expanded to include
- Correlation to the WIDA Standards Framework
- Connections to English and Spanish Language Development Standards
- Relevance for both U.S. domestic and international audiences

**Primary Purposes**

- To assist educators in making informed decisions about selecting instructional materials for language education programs
- To inform publishers and correlators on the various components of the WIDA Standards Framework and of their applicability to the development of instructional materials

**Primary Audience**

- Publishers and correlators responsible for ensuring their instructional materials address language development as defined by the WIDA English and Spanish Language Development Standards
- District administrators, instructional coaches, and teacher educators responsible for selecting instructional materials inclusive of or targeted to language learners

At WIDA, we have a unique perspective on how to conceptualize and use language development standards. We welcome the opportunity to work with both publishers and educators. We hope that in using this inventory, publishers and educators will gain a keener insight into the facets involved in the language development of language learners, both in the U.S. and internationally, as they pertain to products.
Overview of the PRIME Process

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

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

PRIME at a Glance

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PRIME Part 1: Provide Information about Materials

Provide information about each title being correlated.

Publication Title(s): Escalate English

Publisher: Houghton Mifflin Harcourt

Materials/Program to be Reviewed: Escalate English

Tools of Instruction included in this review: Teacher eBook, Teacher Resources, Student eBook, Student Resources, Program Assessments, FYI Site, myNotebook

Intended Teacher Audiences: Teachers of ELD and ELLs, Grades 4–8

Intended Student Audiences: Grades 4–8 ELD and ELLs

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

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

☐ WIDA Spanish Language Development Standards

X 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:
The materials do not specifically reference WIDA Language Proficiency Levels.

Most Recently Published Edition or Website: © 2017

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

Escalate English is an online platform that provides multiple learning approaches to diverse content and literacy skills. Each unit offers numerous texts for students to engage with essential questions and core themes. The program utilizes graphic, written, and audio supports to connect students with effective learning opportunities. The program presents materials that are easily accessible to all individuals along language proficiency scales. Escalate English blends effective learning methods across unique texts, incorporating different learning styles throughout every lesson, activity, and assessment.
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 are effectively connected to various texts and assessments throughout the program. Escalate English utilizes collaborative activities to engage background knowledge from different aspects. Students recall experiences ranging from social media to cultural heritage. Each unit begins by connecting student opinions, information, and emotions to the upcoming overall theme. The example below demonstrates how the text also encourages students to integrate diverse sources in their responses. (Example: Student eBook, Grade 4, Unit 4, The Language of Spirit, p. 145)

   (Additional examples: Student eBook, Grade 6, Unit 4, The Language of Expression, p. 143; Grade 7, Unit 2, The Language of Perception, p. 51)

   Performance Task
   Think of someone who has shown spirit. It might be someone you know. It could be someone you’ve heard or read about, or even someone you’ve seen in a movie or on TV. What makes you think this person has spirit? Use the information on these pages or in Browse magazine to help you organize your thoughts. Write a short speech about why you think this person has spirit. Don’t forget to use your Activity Book, too.

2) Opportunities to address student contributions occur consistently across both student and teacher materials. Teaching materials provide regular Teacher Feature sections that offer added consideration for language activities and discussions. These excerpts enhance considerations for specific language learners across all lessons. Every Language of section introduces an opportunity for student assets to be included into learning goals. This section gauges student background knowledge on particular themes or topics. Additional resources, such as Family Letters, help connect learning to diverse home environments. These are written in other languages to incorporate diverse student assets outside of the classroom as well.
SINGULAR AND PLURAL NOUNS

TEACHER FEATURE: Grammar Transfer Issues
Students who speak Haitian Creole, Cantonese, Hmong, Khmer, Korean, Tagalog, or Vietnamese may omit the plural marker s because nouns do not change form to show the plural in the primary language.

致家长的信

尊敬的家长：

在接下来的六周里，我们将阅读反映“故事的寓意”单元主题的故事和文章。此外，我们还将收听一个播客并观看一个小视频。这两个多媒体部分也将围绕单元主题展开。期待课堂上有活跃的讨论！

希望您找机会与您的孩子讨论单元主题。在讨论中，您可以使用下列问题：

1. 文学课学到哪个单元了？
2. “故事的寓意”说的什么？
3. 你对这一单元哪里感兴趣？
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 discourse dimension is addressed across multiple proficiency levels throughout all lessons and units. Scaffolding supports aid teachers for inclusive discussions before and after readings. Lessons provide teachers with discussion frames to help differentiate language features in the discourse dimension. Each progression requires responses that range in complexity, length, and written support. Teachers can thus adapt broader text to different audiences for each unit. (Example: Teacher eBook, Grade 4, Unit 1, Lesson 10, p. 43)

<table>
<thead>
<tr>
<th>Substantial Support</th>
<th>Have students read the article paragraph by paragraph. After they read each one, pause and ask each student to tell something he or she learned from that paragraph. For example, after the first paragraph on page 17, ask, Why does the author want you to hold your fingers like this? [Demonstrate.] (so I can imagine a map of San Francisco)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moderate Support</td>
<td>Have students read in small groups or in pairs. After each paragraph, have them pause and each share something they learned or ask a question about a fact they do not understand.</td>
</tr>
<tr>
<td>Light Support</td>
<td>Have students read on their own. They can note fascinating details and write questions about facts that confuse them.</td>
</tr>
</tbody>
</table>
2) The discourse dimension is addressed consistently over the course of the program. Each reading exercise contains several opportunities for differentiated reading. The longer, denser reading portions support both reading fluency and comprehension. Teachers are given question frames that assist students in probing the text from simple identification to evidentiary reasoning. The materials allow students to effectively interact with complex passages at multiple proficiency levels. The example below illustrates how texts can be approached using several levels of language skills. Question frames appear in every lesson and sometimes provide up to six options of varying difficulty. (Example: Teacher eBook, Grade 4, Unit 1, Lesson 10, p. 43)

<table>
<thead>
<tr>
<th>Prompt</th>
<th>Possible Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 What does the map show?</td>
<td>the geography of the San Francisco Bay Area; the place where the Golden Gate Bridge is</td>
</tr>
<tr>
<td>2 What do the photos show?</td>
<td>the Golden Gate Bridge at different times and from different angles</td>
</tr>
<tr>
<td>3 What facts do you think you will learn from the article?</td>
<td>when and where the bridge was built; how long and how tall it is; why people decided to build it; how much it cost to build; facts about workers that were hurt while building the bridge</td>
</tr>
</tbody>
</table>

(Additional examples: Teacher eBook, Grade 7, Unit 4, Lesson 6, p. 465; Grade 8, Unit 2, Lesson 20, p. 235)
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) Throughout Escalate English, materials address language features within the sentence dimension. Supplemental activities are available for every lesson, providing differentiated practice of language skills and critical thinking. The assessments task students to complete various writing exercises that scale in difficulty across proficiency levels. In the selected activity below, students work to identify correct grammatical constructions of prepositional phrases. Students start by simple association, eventually composing unique sentences. (Example: Teacher’s Resources, Grade 4, Unit 5, Activity Lesson 14.4, p. 226)

```
3. The people with crowbars destroyed the eastern wall.
   a. subject b. object c. both subject and object d. subject complement
4. Ramesh threw rocks at the angry dog.
   a. subject b. object c. both subject and object d. subject complement

   with in across about

B. Use a preposition from the box and words of your choice to complete each sentence. The first one has been done for you.
1. The animal ______ with fins ______ across the river ________.
2. The woman ______ studies chemistry.
3. Dr. Billings works at the factory ______.
4. The factory ______ makes phones.
5. I found this book ______ here ______.

C. Choose one topic and write four sentences. At least one sentence should include two prepositional phrases, and at least one sentence should include a prepositional phrase that modifies a subject complement. Possible topics:
   - identifying
   - taking something
   - someone’s
   - somebody
   - big apart
   - job

1. __________
2. __________
```

2) All materials are appropriate for the identified proficiency levels. Every unit provides varying support for different language features. Many lessons cover advanced language expressions, such as idioms or puns, and provide leading questions to gain
understanding. Each exercise implements scaffolding that effectively transmits information to all intended proficiency audiences. The online materials present a question frame, Show•It Visual supports, and real-world textual examples. By providing students with multiple sources along with tiered variations, the sentence dimension is appropriately addressed throughout the program. Every unit includes one blog post that pertains to the unit theme. These recreated forums provide unique expressions and language and produce differentiation for even conversational texts. As evidenced in the prompts below, the supports generate differentiated questions for all texts at appropriate proficiency levels. (Example: Teacher eBook, Grade 4, Unit 2, Lesson 4, p. 159)

<table>
<thead>
<tr>
<th>Prompt</th>
<th>Possible Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 In the first sentence, doing her thing is an example of slang. What’s another way of saying “doing her thing”?</td>
<td>“doing what she likes to do”</td>
</tr>
<tr>
<td>3 Why does using slang make sense here?</td>
<td>Bloggers use informal language, the kind of language people use when they talk with friends or people they know.</td>
</tr>
<tr>
<td>4 Look at the second sentence. What does the blogger mean by “from the heart”?</td>
<td>The blogger means that the speaker should say the words honestly and truthfully.</td>
</tr>
<tr>
<td>5 How did you figure this out?</td>
<td>from the context: the blogger has been talking about how impressed she is by the honesty of the performers.</td>
</tr>
<tr>
<td>6 Supposed the blogger had said the poems were spoken “by heart” What would that mean?</td>
<td>from memory</td>
</tr>
</tbody>
</table>

(Additional example: Teacher eBook, Grade 7, Unit 1, Lesson 3, p. 13)

3) The sentence dimension is systematically covered across all learning materials, assessments, and class discussions. Every core text is analyzed from several grammatical standpoints, typically focusing on one or two specific rules. Selected sentences are dissected, word by word, to help walk students through various elements of effective writing. This process allows for students of varying proficiencies the chance to progress continually throughout the program. By repetitiously breaking down sentences throughout the lessons, students are provided generous opportunities to improve personal language skills. (Example: Teacher eBook, Grade 6, Unit 5, Lesson 1, p. 579)
INTRODUCTION TO PHRASES

**TEACHER FEATURE: Grammar Transfer Issues**
Students who speak Cantonese may omit prepositions, because Cantonese does not have exact equivalents of English prepositions.

**Oral Language** Explain to students: A group of words often acts together to express meaning. This group of words, called a phrase, can do many jobs in a sentence.

Today’s lesson focuses on identifying phrases. A phrase is a group of words that work together, but do not contain a verb and its subject.

Use the following set of questions to model a strategy that will help students identify phrases.

Display Show-it Visual 1.4 and explain to students: Today, you will find phrases by first identifying the subject, verb, and object. Once you have identified these parts of the sentence, you will be able to name the phrase.

<table>
<thead>
<tr>
<th>Read to students: <strong>Kim studies American history after dinner.</strong></th>
<th>Prompt</th>
<th>Possible Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>What is the verb in the sentence?</td>
<td>studies</td>
</tr>
<tr>
<td>2</td>
<td>Who or what studies? Name the simple subject only.</td>
<td>Kim</td>
</tr>
<tr>
<td>3</td>
<td><strong>Kim studies</strong> what? Name the direct object.</td>
<td>history</td>
</tr>
<tr>
<td>4</td>
<td>What words have you not named? They work together as the phrase.</td>
<td>after dinner</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Read to students: <strong>The senators will cast their votes in Washington, DC.</strong></th>
<th>Prompt</th>
<th>Possible Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>What is the verb in the sentence?</td>
<td>will cast</td>
</tr>
<tr>
<td>6</td>
<td>Who or what will cast? Name the simple subject only.</td>
<td>senators</td>
</tr>
<tr>
<td>7</td>
<td><strong>The senators will cast</strong> what? Name the direct object.</td>
<td>votes</td>
</tr>
<tr>
<td>8</td>
<td>What pronoun gives you more information about the vote?</td>
<td>their</td>
</tr>
<tr>
<td>9</td>
<td>What words have you not named? They work together as the phrase.</td>
<td>in Washington, DC</td>
</tr>
</tbody>
</table>

(Additional examples: Teacher eBook, Grade 5, Unit 3, Lesson 9, p. 333; Teacher eBook, Grade 8, Unit 4, Lesson 4, p. 452)
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) The supports present throughout Escalate English incorporate language features at the word/phrase levels consistently for multiple proficiency levels. All lessons provide distinct differentiations to incorporate the word/phrase dimension for students with varying proficiency levels. Escalate English uses oral cues, graphic organizers, visual aids, and leading questions to introduce language features. The example below depicts multiple approaches to connect students with each lesson. Each section provides unique methodology to reach students with different learning strategies. (Example: Teacher eBook, Grade 4, Unit 3, Lesson 1, p. 297)

   **TEACHER FEATURE: Grammar Transfer Issues**
   Students who speak Cantonese, Haitian Creole, Hmong, Khmer, Korean, Tagalog, or Vietnamese may omit /s/ in present tense third person agreement, because there is no subject-verb agreement in the primary language.

   **Oral Language** Display Show-it Visual 1.4a throughout the lesson. Explain to students: Verbs in the present tense show action or the way that somebody is or feels now or continuously. Look at the chart for the present tense. For subject/verb agreement, explain to students: Verbs must also agree with their subjects in number. A singular subject will have a singular verb. A plural subject will have a plural verb. Use the following set of questions to model a strategy that will help students correctly use the present tense of a verb.

   **Display Show-it Visual 1.4b.**

<table>
<thead>
<tr>
<th>Prompt</th>
<th>Possible Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the verb in the sentence?</td>
<td>hunts</td>
</tr>
<tr>
<td>Who hunts?</td>
<td>bear</td>
</tr>
<tr>
<td>Is the word bear singular or plural?</td>
<td>singular</td>
</tr>
<tr>
<td>Because bear is singular, what verb do you use?</td>
<td>Use the singular form of the verb.</td>
</tr>
<tr>
<td>The verb tells us the tense of the sentence. When does the bear hunt?</td>
<td>in the present</td>
</tr>
<tr>
<td>A present tense verb expresses action or helps make a statement about something happening now, at the present time. How do you know the tense of the verb?</td>
<td>The verb uses the present tense form. The event probably takes place now, or it continuously happens.</td>
</tr>
</tbody>
</table>

   (Additional example: Teacher eBook, Grade 8, Unit 4, Lesson 6, p. 461)

2) Complex words or phrases are effectively represented in context throughout all the
texts within Escalate English. Prior to each reading, most words are typically explained through sentences, visuals, or discussions. This helps the student to interact with new phrases or expressions prior to an independent reading. During readings, each text provides inserts that either define unknown words or provide clarity for complex literary phrases. The examples below show how the text offers support to help students understand new terminology in context. (Example: Student Text, Grade 4, Unit 3, Informational Text: The Gold Rush, p. 113)

30 another section of rock. This movement caused it to bend, crumple, and **heave** upward. When the seawater drained away, this land became the Sierra Nevada Mountains.

The mountains took tens of millions of years to form. Over tens of millions of years beyond that, wind and rain washed tiny pieces of rock away. Because of this weathering and **erosion**, some of the gold was washed into rivers and streams in flakes and small grains. Gold is very dense, so it settled onto the bottom of the stream. Because it doesn’t **corrode**, it was cleaned to a bright shine by the water.

This kind of gold deposit, as loose sediment in a stream, is called a **placer deposit**. It was the discovery of this kind of

(Example: Student Text, Grade 4, Unit 3, Novel Excerpt: *Mama Goose and Jonathan*, p. 120)

The suffix **-ed** is added to make a verb into an adjective.

“**Owl**” he said, releasing her and grabbing the **offended** ear. “That wasn’t very nice.”

But nice or not, Mama Goose rose on her stubby legs, shook her feathers back into alignment, then climbed off his lap. As she **waddled** away, her tail feathers twitched with each step.

Jonathan smiled at the picture her rear end made — Mama Goose always made him smile — and scrambled to his feet. Though he had managed to avoid sitting in a patch of snow, his own rear was cold and more than a little damp.

3) The materials provide highly controlled vocabulary that is introduced through scaffolding and visuals across all units. Every lesson provides multiple **Show•It Visual** inserts that help explain new language comprehension. Supports such as these address readily comprehensible concepts ideas that are presented with limited information. The example demonstrates how information is transmitted to proficiency levels of language learners. Each **Show•It Visual** offers students complex ideas through simplified graphics, using only necessary information to convey a new skill. This still allows for multiple levels of understanding but ensures that students are not overwhelmed by unknown words or phrases. (Example: **Show•It Visual**, Grade 4, Unit 1, Lesson Resource 6.3)
4) Every unit systematically addresses multiple types of language in the content. All units offer diverse texts ranging from stories to blog posts to informational biographies. The rich catalogue of unique texts offers consistent access and interaction with general, specific, and technical language. Additionally, many texts include combinations of language, such as classical fiction, that discuss historical places or events. The Challenges section in each text showcases the multiple types of language inherent in the program texts. (Example: Text X-Ray: Escaping Earth, Grade 8, Unit 3, p. 288m)

**CHALLENGES**

**Structure**

**The Use of Pronouns**

Ask students whether they are familiar with the so-called “royal we.” Explain that this is the name given to the plural pronoun *we* when it is used instead of the first person singular *I*. Tell students that this use of the plural pronoun helps confer authority to a text. Then help students observe a different use of the first person plural (*we*) in the selection. Reread the first paragraph for the students. Ask them if it is true that “we even have the freedom to escape Earth itself and travel through the universe.” Ask them who makes up this “we”—all humans, all Americans, all scientists? Discuss how the pronoun is used in the selection, and its effect on the readers.

**Language**

**The Vocabulary of Size and Distance**

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>farther</td>
<td>long (distances)</td>
</tr>
<tr>
<td>great</td>
<td>an enormous amount</td>
</tr>
<tr>
<td>outermost</td>
<td>beyond</td>
</tr>
<tr>
<td>smaller</td>
<td>so (distant)</td>
</tr>
</tbody>
</table>

- Clarifying Meaning

Students may not be familiar with some words in the selection. The following chart includes words some students may not understand, along with their definitions.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition as Used in the Selection</th>
</tr>
</thead>
<tbody>
<tr>
<td>dust</td>
<td>fine, powdery substance</td>
</tr>
<tr>
<td>manmade</td>
<td>made by a human being</td>
</tr>
<tr>
<td>thrusters</td>
<td>small rocket engines, especially the ones used to correct the altitude or course of a spacecraft</td>
</tr>
<tr>
<td>kinetic</td>
<td>related to or caused by motion</td>
</tr>
</tbody>
</table>
3. Performance Definitions
The WIDA Performance Definitions define the WIDA levels of language proficiency in terms of the three dimensions of academic language described above (discourse, sentence, word/phrase) and across six levels of language development.

A. Representation of Levels of Language Proficiency

1) Do the materials differentiate between the language proficiency levels? Yes  No

2) Is differentiation of language proficiency developmentally and linguistically appropriate for the designated language levels? Yes  No

3) Is differentiation of language systematically addressed throughout the materials? Yes  No

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

1) The materials differentiate between the language proficiency levels. Each lesson provides opportunities for teachers to differentiate instruction to support students at different language levels. The Just-Right Scaffolding features provide Substantial, Moderate, and Light Support prompts, allowing teachers to adjust and instruct the same curriculum using varied methods and supports. Scaffolds may include sentence frames, model responses, and suggestions for eliciting more information from students. More substantial scaffolding is provided for students at the Light and Moderate levels, while students at the Substantial level are supported in moving toward independence through Light scaffolding. See the following example from the Teacher eBook, Grade 4, Unit 4, Lesson 15, p. 505.

(Additional examples: Teacher eBook, Grade 5, Unit 5, Lesson 11, p. 638; Grade 7, Unit 1, Lesson 19, p. 89; Grade 8, Unit, 5, Lesson 10, p. 623)

2) The differentiations throughout Escalate English are linguistically and developmentally
appropriate for the intended language levels. The learning supports throughout the program adjust the language demands according to the audience and task. In the example below, question prompts scale in difficulty even for a complex topic such as figurative language in poetry. While the last question requires students to explain personal opinions based on text evidence, the initial prompt merely engages the student to identify broad imagery. In this manner, the differentiations work to engage all proficiency levels within the same content but at different complexities. As with the example in the previous section, the differentiations provide the appropriate language when adjusting materials to meet diverse language levels. (Example: Teacher eBook, Grade 4, Unit 4, Lesson 16, p. 514)

<table>
<thead>
<tr>
<th>Prompt</th>
<th>Possible Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>A writer who uses personification gives human qualities to things that are not human. In this quotation, to which things does the author give human qualities?</td>
<td>the water and the wind</td>
</tr>
<tr>
<td>Which words make the water sound human?</td>
<td>“was still pushing its way around”</td>
</tr>
<tr>
<td>Which word makes the wind sound human?</td>
<td>“vicious”</td>
</tr>
<tr>
<td>Do the water and wind seem like good or bad things? Explain.</td>
<td>Bad—they seem to be trying to destroy the house on purpose.</td>
</tr>
</tbody>
</table>

(Additional example: Teacher eBook, Grade 8, Unit 2, Lesson 6, p. 171)

3) Differentiations are available regularly within all lessons. Each support follows consistent methodology as to how the exercises or assessments are adjusted to meet student learning demands. At the Substantial Support level, students are provided in-depth prompting to explain ideas or simplistic questions that generally have single words or phrases as answers. Next, at the moderate level, students are expected to read and think critically but still with help from a group or from light evidence. Lastly, students who require little to no support are expected to read and analyze texts independently without much assistance. These learning-strategy considerations arise systematically and incorporate unique support on each occasion. (Additional example: Teacher eBook, Grade 4, Unit 6, Lesson 2, p. 735)
Just-Right Scaffolding

<table>
<thead>
<tr>
<th>Substantial Support</th>
<th>Encourage students to respond even if it is only with a yes or no.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moderate Support</td>
<td>Encourage students to acknowledge what a partner says, before they contribute themselves. For example, if someone says that when you practice something a lot you can do it well model by saying, if someone practices something over and over again, will that person begin to do that thing very well?</td>
</tr>
<tr>
<td>Light Support</td>
<td>Have students paraphrase the key ideas presented by stating in their own words what a partner says, before adding their own ideas. For example, Look before you leap. That means that you should think before you act.</td>
</tr>
</tbody>
</table>

(Additional example: Teacher eBook, Grade 6, Unit 4, Lesson 8, p. 468)

<table>
<thead>
<tr>
<th>Prompt</th>
<th>Possible Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 What opinion is stated at the beginning of the review?</td>
<td>Seema is courageous.</td>
</tr>
<tr>
<td>2 What details from the text support this opinion?</td>
<td>Seema wants to work out her own problems.</td>
</tr>
<tr>
<td>3 What does Seema decide that shows she has courage?</td>
<td>to stand up to Carrie and give her speech</td>
</tr>
<tr>
<td>4 What text evidence supports the opinion that Seema felt courageous?</td>
<td>“Courage was with me.”</td>
</tr>
</tbody>
</table>

Just-Right Scaffolding

<table>
<thead>
<tr>
<th>Substantial Support</th>
<th>Ask students yes/no questions to help trigger discussion. Then have them elaborate on their responses. For example: Is an opinion a personal view of something?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moderate Support</td>
<td>Help students’ discussion by asking how details support an opinion. What text evidence shows that Seema is courageous?</td>
</tr>
<tr>
<td>Light Support</td>
<td>If students are able to state an opinion and support it with details, ask them if they have any other questions.</td>
</tr>
</tbody>
</table>
B. Representation of Language Domains

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

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

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

3) Are the targeted language domains systematically integrated throughout the materials?  
   Yes  No

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

1) Learning materials in Escalate English effectively target all four language domains. The program uses both formal and informal methods from each domain. All units follow the same format of introducing themes, previewing texts, and discussing reactions through written and oral assessments. Each core text begins with a “Download” section that provides background information for upcoming texts. In this preview, students read pertinent information and discuss predictions based on the unit’s theme. Students listen to narrations as they read along with the text. (Example: Student eBook, Grade 4, Unit 1, Blog: Clarinet and Cupcakes, p. 6)

The “Upload” section engages students to discuss the text in groups and develop written responses to thematic questions. (Example: Student eBook, Grade 4, Unit 1, Blog: Clarinet and Cupcakes, p. 8)

Toward the end of each unit, students exercise listening and speaking skills during
group discussion to plan and review formal written assessments. Students brainstorm, edit, and revise formal responses to essential unit questions. All four language domains are effectively targeted within each unit.

2) Proficiency adaptations for all four language domains emerge throughout the Escalate English program. While proficiency levels are not explicitly stated for each language domain, adequate opportunities are available for varying proficiencies to given modified activities within each domain. In the example below, students are provided with different tasks based on their writing proficiencies. Students have the option to speak their ideas if stronger at responding orally. This process helps address language domains while still creating specific proficiency adaptations for diverse learners. (Example: Teacher eBook, Grade 4, Unit 3, Lesson 27, p. 425)

<table>
<thead>
<tr>
<th>Just Right Scaffolding</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Substantial Support</strong></td>
</tr>
<tr>
<td><strong>Moderate Support</strong></td>
</tr>
<tr>
<td><strong>Light Support</strong></td>
</tr>
</tbody>
</table>

(Additional example: Teacher eBook, Grade 7, Unit 3, Lesson 14, p. 359)

3) All language domains are regularly included throughout all materials. Each core text starts with a Download section that provides background information for upcoming texts. The Upload section, following close or independent reads of the text, uses oral discussions and written response to analyze the text. This system allows for consistent and planned usage of all four domains throughout each unit. All language domains are targeted consistently in both formal and informal materials. Many formal assessments also contain opportunities to practice skills from each language domain. These assessments occur regularly within each unit, and the skills addressed varies across all four domains. (Example: Performance Task, Grade 7, Unit 6, p. 296)
**Performance Task**

**Speaking Activity: Oral Argument**
In this unit, you have read about people who were guided by causes important to them. Many of these people had to use their voices and words to persuade others to stand behind, and act in support of, their causes. Now your task is to compose a speech to argue in favor of a cause important to you using evidence to support your ideas.

**Planning and Prewriting**

**Connect to the Theme**
You've read about people who were motivated to call for human rights, equality, and fair treatment of workers, as well as others who were moved to action by honor. Because causes are personal, and often influenced by individual experiences and beliefs, people don't always agree about whether a cause is right or worthy. There can be arguments for and arguments against particular causes. Even if there is agreement on a cause, there can be differences in opinions about how best to further a cause.

**Note Possible Claims**
In this activity, you’ll be making a speech in which you take a position on a cause and support it with evidence. Consider the causes you have read about in this unit, or think of other causes you care about. Write down possible claims and counterclaims that you could make about the cause. Choose one you’ll present an oral argument about. Here are some causes and accompanying claims that can be made about them:

<table>
<thead>
<tr>
<th>Cause</th>
<th>Claim</th>
<th>Counterclaim</th>
</tr>
</thead>
<tbody>
<tr>
<td>Animal rights</td>
<td>Scientific testing on animals is cruel.</td>
<td>Scientific testing on animals is necessary.</td>
</tr>
<tr>
<td>Quest for knowledge</td>
<td>The space program is worth its expense.</td>
<td>There are better uses for government money than the space program.</td>
</tr>
<tr>
<td>Health</td>
<td>All children should be vaccinated.</td>
<td>Whether children are vaccinated should be up to parents.</td>
</tr>
<tr>
<td>Saving the planet</td>
<td>Bottled water is fine.</td>
<td>Water should not be bottled and sold.</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do the materials connect the language development standards to the state academic content standards?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Are the academic content standards systematically represented throughout the materials?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Are social and instructional language and one or more of the remaining WIDA Standards present in the materials?</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

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

1) While the core texts throughout Escalate English effectively target diverse content, the materials do not explicitly state any connections to learning standards. Each unit effectively covers diverse content ranging from science to socials studies to biographies. However, there is no direct indication of any learning standards being targeted over the course of each lesson or activity.

2) Teacher resources provide scope and sequence overviews for the Escalate English program that detail ELD skills. However, there are no academic content standards addressed throughout any learning materials. The scope and sequence charts provide an effective map for locating useful materials to engage students in various literacy skills. Still, while these skills are embedded within effective content, the materials provide no mention of academic learning standards.

3) Social and instructional languages are effectively covered within multiple learning
activities available in each unit. The Language Cams provide students with videos of student conversations discussing projects, assignments, or interviews with interesting people. These videos model useful social language skills that students can implement during group discussions or assignments. Each video uses realistic conversations and scenarios to help encourage students to participate in situations that might challenge language learners. (Example: Language Cam Transcript, Grade 4, Unit 6)

GRADE 6 • UNIT 1 • LANGUAGE CAM VIDEO TRANSCRIPT

Facing Fear — Trapped!

[Outside an office building.]

Boy 1
Hey guys, what time does the movie start?

Paige
At 5:30, but I have to stop by my mom's office first to get some money.

Mark
Sure, and then you can treat us all, right?

Paige
Well, we'll see about that.

Emma
I hope her office isn't too far. I've been walking all day and my feet hurt.

Boy 2
What's the alternative? Walk up fifteen floors? You want to fly up there?

Mark
Yes. Who's with me?

Paige
Oh, stop whining. You'll be fine.

Mark
Oh no, someone else is coming.

Woman
Excuse us.

[The elevator door closes and a loud alarm is heard.]

Paige

Instructional language is also carefully presented to students throughout the Escalate English materials. Every activity provides teachers with multiple questions, steps, and considerations to follow when teaching each lesson. This helps to break down main themes or literacy skills into multiple perspectives that diverse learners can approach. In the example below, educators have supports that explain the text, ask probing questions, and provide differentiation for multiple reading proficiency levels in just one page. Regularly, teaching materials encourage educators to “think aloud” as they ask questions and model skills to the class. (Example: Teacher eBook, Grade 7, Unit 4, Lesson 6, p. 465)
Other WIDA standards—such as the languages of technology, engineering, and health and physical education—are regular content focuses of texts across all grades. While each unit has a central theme, the program effectively connects multiple subjects and content to essential questions.
B. Cognitive Challenge for All Learners at All Levels of Language Proficiency

1) Do materials present an opportunity for language learners to engage in various cognitive functions (higher order thinking skills from Bloom’s taxonomy) regardless of their language level?  
   - Yes  
   - No

2) Are opportunities for engaging in higher order thinking systematically addressed in the materials?  
   - Yes  
   - No

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

1) The digital platform provides many opportunities for higher-order thinking for language learners at various proficiency levels. Cognitive functions, such as analyzing cause and effect, come supported by multiple prompts with varying difficulty. Teachers can then pose guiding questions that engage students on diverse proficiency levels. In the example below, students might use evidence from the text to identify a cause/effect relationship, infer the long-term outcomes of these processes, or develop their own unique cause/effect scenarios in the real world. By adjusting each question, students can analyze cause-and-effect relationships from multiple proficiencies. (Example: Teacher eBook, Grade 5, Unit 4, Lesson 8, p. 479)

<table>
<thead>
<tr>
<th>Prompt</th>
<th>Possible Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>What was the effect of the Colorado River rushing over the rocks that formed the Grand Canyon? Where did you find your answer?</td>
<td>The river eroded, or wore down, the rock to form the Grand Canyon. This was the cause of the formation of the canyon. (Lines 51–53)</td>
</tr>
<tr>
<td>The river continues to erode the rocks. What will that process cause in another million years? Where will you find your answer?</td>
<td>The effect of this continuing process will be to make the canyon even deeper than it is now. (Line 54)</td>
</tr>
<tr>
<td>Cause and effect can be found in our own daily lives. For example, let’s say you forgot your umbrella, it rained, and you got wet. What’s the cause and what’s the effect in this example?</td>
<td>The cause is that you forgot your umbrella. The effect is that you got wet.</td>
</tr>
<tr>
<td>Can you think of other cause-and-effect relationships in real life?</td>
<td>You study hard; you do well on the test; you take the leash off your dog; your dog runs away; you park your car in a no-parking zone; you get a ticket; you leave your bike outside all winter; your bike rusts.</td>
</tr>
</tbody>
</table>

In an additional example, students are tasked to read a group of quotations from famous individuals. Whereas students on lower proficiencies are asked to understand the meaning of each quote, students without support are encouraged to evaluate and critique each entry. Each activity has a potential for students to scale within each level of higher-order thinking as well as progressing from one level to the next. (Example: Teacher eBook, Grade 8, Unit 3, Lesson 12, p. 342)
Opportunities for higher-order thinking occur consistently across all learning materials in the Escalate English program. The teaching supports in every lesson provide multiple tiers of varied higher-order thinking. These learning bridges cover everything from critical thinking skills to grammatical structure. Additional tools, such as the student notes and writing assignments, can be tailored to target specific critical higher-order thinking skills. When using the myWriteSmart function, teachers can adjust writing assessments to challenge each student based on individual language levels. Students, similarly, can be tasked to take notes and annotate texts at varying proficiencies. These tools, along with teacher prompts and resources, are present in all grades. (Example: Student eBook, myWriteSmart, Grade 7, Unit 6, p. 259)
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 learning materials provide consistent supports for students to improve within an intended learning proficiency. The digital platform offers a number of tools that can either help or challenge students in a given proficiency level. Text narration, for example, helps students with fluency. Narration assists students in comprehending texts as they move into new proficiency levels. Another tool that provides differentiation is the annotation system. Students can use this highlighting and notetaking system to actively read. Again, this could be used to help individuals who need words defined or questions answered; while, on the other hand, advancing students could create unique thoughts or opinions that respond to the text. The digital Notebook tool also provides an advanced system for collecting evidence and ideas throughout each unit. Students can log useful evidence they discover in certain texts or connect secondary sources through hyperlinks and video clips. All of these tools help students to progress within proficiency levels. (Example: Annotation System via Student eBook)

2) Many of the activities throughout each unit utilize similar patterns for scaffolding information along proficiency levels. Vocabulary builders, for instance, follow a set pattern throughout every grade. Students are first asked to define key words, demonstrating an overall understanding of each term. Next, individuals place these words in appropriate sentences. The sentence frames provide context for students.
to easily connect definitions. Lastly, students develop unique sentences that show clear command of the vocabulary definition, placement, and sentence structure. The activity enables students to work their way across multiple proficiencies within one exercise. (Example: Teacher Resources, Grade 5, Unit 5, Lesson 3.3, p. 205)

B. Choose a word from the box to complete each sentence.

| prairie | meadows | cattle | constantly | staff | equestrian |

1. Cowboys are called cowboys because their main job is to take care of ____________.
2. The farmer plowed the flat ________________, making it into fields for crops.
3. Several horses from an ________________ school performed in the sandy arena.
4. On a guest ranch, the housekeeping ________________ cleans and prepares the bedrooms for the guests.

C. Choose three words from the box in Part B. Use each word in a sentence.

1. __________________________
2. __________________________

3) The scaffolding materials are consistent and present throughout all units and grades of the Escalate English program. Each lesson offers question-based adaptations, differentiated written activities, and proficiency modifications for readings. The digital program tools, such as annotation and narration, are available for all texts, and each tool can be used for varying purposes at any time. Browse Magazine also serves as a differentiation tool for students. These supplemental texts offer short secondary sources that target students with varied learning styles and interests. Browse Magazine texts parallel the theme of each unit but offer alternate and unique narratives. Escalate English uses numerous tools to differentiate materials systematically across all grades. (Example: Browse Magazine Table of Contents, Grade 7, Unit 1)
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) The program utilizes appropriate grade-level content throughout all core texts. The concept, readability, and technical phrases scale across each grade and provide increasingly complex ideas along similar themes. The style of a fifth-grade text, for example, bears considerable differences from that of an eighth-grade text on similar topics. In the examples below, the fifth-grade text provides a simple paragraph format that isolates each section to ensure discussion of only one type of animal. Each paragraph follows the same pattern of introducing an animal and describing each peculiar adaptation. (Example: Student eBook, Grade 5, Unit 1, Informational Text: Extreme Adaptations, p. 30)

The fennec fox lives in the Sahara desert. The secret to its success is its enormous ears. The fennec fox uses its ears to listen for the sound of prey moving underground. Like other desert animals, the fennec fox has to avoid getting too hot. Its ears help solve that problem, too. Their great surface area allows the fennec fox’s body heat to be released through its ears.  
prey: an animal that is hunted for food

The eighth-grade text, on the other hand, discusses genetic differences in twins. This text provides more information at a faster pace. Paragraphs build into one another, and facts are spread throughout an additional narrative about twins. Both texts, though dealing with similar scientific themes, exhibit very different structure based on grade level. Each text provides appropriate language and developmental characteristics for its respective-grade audience. (Example: Student eBook, Grade 8, Unit 1, Informational Text: Small Cultures, p. 31)
Each unit offers six unique texts, one social language video, and one podcast. All of these texts cover each unit’s overall theme and essential question. By doing this, Escalate English provides multiple options for students that read at diverse proficiency levels. Each Classical Fiction text, for instance, provides a visual story similar to that of a graphic novel. An individual could use the visual text, blog entry, and podcast to effectively participate in discussions with peers that might read more complex texts. The wide range of text type within each unit provides opportunities for science, history, biography, and fiction to address different proficiency needs. And, as mentioned previously, tools such as narration and annotation can be added or removed from texts to address proficiency levels. (Example: Student eBook, Grade 5, Unit 1, Classical Fiction: Around the World in 80 Days, p. 42)
Each grade level offers supplemental texts that run parallel in complexity and theme to core texts. At the start of each unit, Text X-Ray previews the upcoming complexity of each text. These scales help ensure that texts are appropriate for individuals based on reading skills and proficiency levels. Text complexity indicators are available for every text. (Example right: Text Complexity, Grade 5, Unit 4, Text X-Ray, p. 442)

The site HMH FYI links students with alternative texts that deal with similar themes to that of the core text. This provides additional resources that closely align with grade-level content. (Example below: Grade 5, HMH FYI Texts)

**Under Western Skies**

**The Captain’s Dog**
by Roland Smith
Discover the story of Seaman the dog’s history-making journey across the country with Captains Lewis and Clark. Seaman tells of exciting events he witnessed on the expedition: bears, mosquitos, Indians, and crossing difficult land. All the events add up to one great adventure for Seaman! HISTORICAL FICTION

**Locomotive**
by Brian Floca
Have you ever thought about not being able to travel further than you could walk? This book tells about how two simple rails allowed people to cross an entire country for the very first time. INFORMATIONAL TEXT
E. Strands of Model Performance Indicators

1) **Do materials include a range of language functions?**

   - Yes
   - No

2) **Are the language functions incorporated into a communicative goal or activity?**

   - Yes
   - No

3) **Do the language functions support the progression of language development?**

   - Yes
   - No

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

1) The Escalate English program incorporates a wide variety of language functions throughout all materials. Students are routinely tasked to identify, explain, describe, analyze, predict, preview, create, discuss, and listen. These and other skills are used in all lessons, activities, and assessments across all grades. (Example: Teacher eBook, Grade 4, Unit 3, Lesson 10, p. 337)

   **MAIN IDEA AND DETAILS: Describe a Spinosaurs**
   
   Talk about the information given in the graphic organizer on page 109 of the Student Book. Show students that the text in the circle gives the main idea of the podcast. The five squares each give details that support the main idea.
   
   Use the following prompts to stimulate discussion:

<table>
<thead>
<tr>
<th>Prompt</th>
<th>Possible Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>How was Spinosaurs like a giant crocodile?</td>
<td>Lived mainly in water; a predator, meaning an animal that hunts other animals; nostrils up near eyes so it could breathe while swimming; long jaw; small legs</td>
</tr>
<tr>
<td>Which details support the idea that Spinosaurs was large?</td>
<td>Fifty feet long; longer than a school bus</td>
</tr>
<tr>
<td>Which details support the idea that Spinosaurs was aquatic, meaning it lived mainly in water?</td>
<td>Lived in area with swamps and rivers; teeth perfect for catching fish; nostrils up near eyes so it could breathe while swimming</td>
</tr>
</tbody>
</table>

   (Additional examples: Teacher eBook, Infer Meaning, Grade 6, Unit 6, Lesson 19, p. 809; Connect Word and Theme, Grade 7, Unit 3, Lesson 1, p. 297)

2) Goals and objectives are laid out for all other skills such as vocabulary, speaking, and listening. Each unit states the intended objectives for each lesson. (Example: Teacher eBook, Grade 7, Unit 3, Lesson 25, p. 418)
Each activity provides an intended goal for the intended language functions being utilized. (Example: Teacher eBook, Grade 6, Unit 5, Lesson 14, p. 639)

**Examine Text Structure for Genre**

Explain to students that when we describe a reading selection, we use the word *genre* to tell what kind of writing it is. Two main genres of writing are fiction and nonfiction.

<table>
<thead>
<tr>
<th>Prompt</th>
<th>Possible Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What is the difference between fiction and nonfiction?</td>
<td>Fiction is made up; it comes from the imagination. Nonfiction is based on facts; it includes factual information.</td>
</tr>
<tr>
<td>2. Let’s think about the last two selections you read: “Revolutionary Rope” and “Looking for Me.” Which was fiction, and which was nonfiction? Explain.</td>
<td>“Looking for Me” was fiction. The narrative was made up. “Revolutionary Rope” was nonfiction. It included many facts about how the Brooklyn Bridge was designed and built.</td>
</tr>
</tbody>
</table>

3) Language functions are used to help students progressively develop formal writing and speaking assessments toward the end of each unit. Students regularly complete activities steeped in language functions that provide evidence or clarification integrated into final projects. This process produces consistent assessment data for teachers to identify students within proficiency levels. The program effectively uses language functions to improve and progress literacy development across all grades. (Example: Teacher eBook, Grade 7, Unit 3, Lesson 18 p. 377)

**DECONSTRUCT A SENTENCE**

Display the *Show-It Visual* and explain to students that this sentence comes from the selection, “Alfred Wegener’s Wild Idea,” on page 123 of the *Student Book*.

Deconstruct the sentence with students, focusing on structure and meaning. Go step-by-step with students through the chart below.

<table>
<thead>
<tr>
<th>Sentence: What are the two clauses in the sentence?</th>
<th>Analysis: What kind of clause is it and how do I know?</th>
<th>Meaning: What does it mean?</th>
</tr>
</thead>
</table>
| Ever since the first accurate maps of the continents were drawn, | Dependent (subordinate) clause  
It starts with *Ever since*, so it can’t stand on its own. It *depends* on the other clause. | The clause says that a certain event (the drawing of accurate maps of the continents) marks the beginning of something. The rest of the sentence will tell us what that is. |