Protocol for Review of Instructional Materials for ELLs V2

WIDA PRIME V2 CORRELATION
**Introduction to PRIME**

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

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

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

**New in This Edition**

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

**Primary Purposes**

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

**Primary Audience**

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

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

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

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

PRIME at a Glance

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**PRIME Part 1: Provide Information about Materials**

Provide information about each title being correlated.

<table>
<thead>
<tr>
<th>Publication Title(s):</th>
<th>HMH <em>¡Arriba la Lectura! TM</em> © 2020</th>
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<tr>
<td>Publisher:</td>
<td>Houghton Mifflin Harcourt</td>
</tr>
<tr>
<td>Materials/Program to be Reviewed:</td>
<td><em>¡Arriba la Lectura!</em> Teacher’s Edition and Student Materials including Centros de lectoescritura (<em>trabajo con palabras, rincón de la creatividad, estación digital, rincón de la lectura</em>) K-6</td>
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<tr>
<td>Tools of Instruction included in this review:</td>
<td><em>¡Arriba la Lectura!</em> Teacher’s Edition and Student Materials including Centros de lectoescritura (<em>trabajo con palabras, rincón de la creatividad, estación digital, rincón de la lectura</em>) K-6</td>
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<td>Grades K-6 teachers of SLD</td>
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<td>Language domains addressed in material:</td>
<td>Reading, Writing, Listening and Speaking</td>
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<tr>
<td>Check which set of standards will be used in this correlation:</td>
<td>☒ WIDA Spanish Language Development Standards</td>
</tr>
<tr>
<td>WIDA English Language Proficiency Standards</td>
<td>☐</td>
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<tr>
<td>WIDA Language Development Standards addressed:</td>
<td>(e.g. Language of Mathematics). Standard 1; Social and Instructional Language, Standard 2; Language of Language Arts</td>
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<td>WIDA Language Proficiency Levels included:</td>
<td>Although the WIDA SLP Levels are not explicitly addressed in the materials, activities employ strategic scaffolding methods to provide Substantial, Moderate, and Light language support to students at varied proficiency levels.</td>
</tr>
<tr>
<td>Most Recently Published Edition or Website:</td>
<td>@2020 <a href="https://www.hmhco.com/programs/into-reading/arriba-la-lectura">https://www.hmhco.com/programs/into-reading/arriba-la-lectura</a></td>
</tr>
</tbody>
</table>

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

HMH *¡Arriba la Lectura!* accelerates learning while giving teachers supports and resources to meet the unique needs of the bilingual and biliterate student. The program provides comprehensive literacy instruction with the following resources to promote bilingualism and biliteracy, reading mini-lessons that support both close reading and metacognition, explicit phonics and word study instruction to build strong Spanish language foundational skills, levels texts for small guided group instruction and tiered differentiation, and writing mini-lessons to support Spanish writing skills. The program employs a system of building Spanish language skills, an integration of literacy, language and content *area knowledge*. 
Instruction is integrated to accelerate the bilingual and biliterate student learning and application of language in context. ¡Arriba la Lectura! builds content knowledge through text sets comprised of titles across multiple genres. In each module students develop fundamental listening, speaking, reading, writing and thinking skills.
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) Students assets and contributions, as bilingual and biliterate students, are considered throughout ¡Arriba la Lectura! materials and teacher resources. Each unit of study provides a series of integrated modules building background knowledge and vocabulary development. The following example from Guía del maestro highlights ways to integrate curriculum for teachers to best support students:

Desarrollar la colaboración y la autonomía en los estudiantes

El modelo de trabajo en Talleres de ¡Arriba la Lectura! otorgan gradualmente más responsabilidad a los estudiantes para encaminarlos hacia el dominio de las destrezas y el éxito.

Taller de lectura

Luego de lo mini-debate, ellos parten hacia la actividad, hay un tiempo estructurado para la práctica en pequeños grupos o independientes, durante el cual los estudiantes realizan prácticas colaborativas e independientes.
Each lesson in each week of the Teacher’s Guide provides an essential theme based to assist students to build background knowledge and connect the text and conversational topic to their personal experiences: (Guía del maestro)
The following overview document highlights cross-curricular connections provided throughout the unit of instruction. Each week of instruction is guided by opportunities to support the bilingual and biliterate student through close reading passages and comprehension activities, contextualized vocabulary development, a word study and guided grammar, writing and discussion activities.

Students are asked to connect to personal experience in other parts of the program. See the following example *Brindar apoyo el Desarrollo del vocabulario y el lenguaje*:

"Brindar apoyo para el desarrollo del vocabulario y el lenguaje"

El aprendizaje fluye a través del lenguaje: los estudiantes participan de la discusión académica, construyen significado a partir de los textos y vuelcan sus propias ideas en la escritura. Esto les permite ver el poder que tiene usar el lenguaje para una comunicación efectiva.

Además de recibir una enseñanza directa sobre palabras específicas, los estudiantes también aprenden a deducir los significados de las palabras por sí mismas.

* A través de las lecciones de *Vocabulario generacional*, una a más de una de las palabras poderosas de la semana a veces como un disparador para aprender otras palabras con las que hay una relación en el lenguaje o en el contexto.

* Una *Estrategia de vocabulario* central en cada módulo brinda a los estudiantes una lista de herramientas que van creciendo y les ayuda a descubrir el significado cuando encuentran palabras desconocidas en sus lecturas.

This final example highlights the commitment to supporting an integrated approach to bilingual education through resources and tools to support the bilingual biliterate student:
2) Students assets and contributions are systematically considered throughout the materials. As highlighted above, the essential thematic questions, culturally responsive materials, the building background and supporting academic Spanish vocabulary in each unit introduction and throughout the daily lessons provide the bilingual and biliterate learn opportunities to connect to their own experiences as context for the new learning. The criterion is addressed throughout each grade levels of the ¡Arriba la Lectura! program, providing students opportunities to bring their individual knowledge and assets to the shared bilingual learning community.

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 supporting the bilingual and biliterate student. Students ask and answer questions about texts and respond to discussion prompts in each lesson of the Teacher’s Guide. Each unit introductory activity provides educators strategies to support whole-group or small guided-reading group discussions around the unit essential question, share individual connections and background knowledge and engage in authentic dialogue related to a variety of concepts. The discourse level discussions include scaffolding to support the varied Spanish language proficiency levels. The Reading Workshop includes the Engage and Respond activity, in which students employ think-pair-share routines and other guided prompts to support authentic discussion.

The following examples highlight Spanish language and literacy development and the ways educators can support differentiated daily minilessons, language support in Spanish, literacy support and engaged discussions. This example also highlights the many forms of both formal and informal evaluation tools educators can use to inform proactive dual-language instruction (Grade 3 Module 1, Week 1):
¡Qué personaje!

Pregunta esencial ¿Por qué son interesantes los personajes de los cuentos?

Vocabulario
- Vocabulario específico: individualidad, único
- Características
- Personalidad
- Personal
- Planteamientos
- Simpatía
- Antipatía
- Protagonistas
- Antagonistas

Destrezas esenciales
- Decidir: Ilustraciones, patrones CV
- Comunicación
- Lector: Escuchar y entender
- Producción: Expresar ideas y relacionar

Mentalidad de aprendizaje: Pertinencia

Destrezas fundamentales
- Comunicación
- Comunicación escrita
- Escuchar
- Expresar

Taller de escritura
- Narración personal
- Oraciones simples

Taller de lectura
- Hacer y confirmar predicciones
- Elementos literarios
- Punto de vista

Paso 2  Aplicar al texto

En las páginas 16 y 17 del Companero de enseñanza, esas las preguntas en azul de LEER PARA COMPRENDER para guiar la conversación sobre ¿Cómo se llama?, mientras los estudiantes siguen la lectura en su libro.

- Estudio del género: Recuerde a los estudiantes que la fantasía es la historia que podría suceder en la vida real. Pregúntele a los estudiantes qué esperan aprender de la lectura en base al título, las fotografías y la red de palabras.

- Establecer un propósito: Motive a los estudiantes a que establezcan un propósito de la lectura en base al título y el género de la selección. Si fuera necesario, use un modelo de cómo leer para descubrir quién hace la historia por qué.

- Leer y comprender: Pida a los estudiantes que lean la selección de lectura. Use el Companero de enseñanza para guiar su comprensión y para pedirles que identifiquen el narrador y el punto de vista. Refiérase al Cartel didáctico, si fuera necesario, para ayudar a tomar conciencia del narrador en primera y tercera persona.

Paso 3  Motivar y responder

PRÁCTICA INDEPENDIENTE: Audición y expresión oral
- Recuerde a los estudiantes la Pregunta esencial: ¿Qué hace que un personaje sea interesante? Luego pidales que vuelvan a leer ¿Cómo se llama? en busca de información que responda la pregunta.

- Pidales que usen la rutina de Pensar, Emparejarse, Compartir para conversar sobre sus ideas en parejas y luego que las compartan con el grupo. Recuérdeles que sigan las reglas acordadas para trabajar de manera colaborativa y que sean amables durante la conversación.

- Quizás prefiera que los estudiantes desarrollen la conversación durante el período diario de grupos pequeños.
Students practice discourse throughout ¡Arriba la Lectura! materials in each module and weekly lesson. The lesson conclusion encourages students to participate in authentic conversations tied to the central unit of study and targeted language. See the following Example from Grade 3 Module 1, Lesson 1:
Concluir
Tiempo para compartir

Al terminar el Taller de lectura, pida a los estudiantes que compartan cómo aplicaron la destreza Punto de vista u otra área de enfoque para reflexionar sobre su aprendizaje durante el tiempo de trabajo independiente. Estas son algunas opciones que puede elegir:

- **SILLA INDIVIDUAL**  Cada día, elija a un lector para que pase al frente de la clase y diga cómo usó una destreza o estrategia para aprender algo de la lectura.

- **PENSAR-EMPAJEARSE-COMPARTIR**  Los estudiantes comparten lo que piensan con un compañero. Cada día, elija a algunas parejas para que compartan con toda la clase.

- **VOLVER AL CARTEL DIDÁCTICO**  Pida a los estudiantes que agreguen notas autoadhesivas en sus libros de lectura independiente al Cartel didáctico 15: Punto de vista. Pidales que expliquen qué agregaron.

![Cartel didáctico 15: Punto de vista](image)
The following highlights the Unit daily minilesson with a specific targeted bilingual and biliteracy focus: (Conversaciones colaborativas):

2) As highlighted above, ¡Arriba la Lectura! instructional materials address language features at the discourse dimension in a consistent manner for all identified Spanish language proficiency levels. The organizational features of the program, instructional process guided by unit essential ideas, elements of both whole group and guided small group instruction provide authentic opportunities for students to use language at the discourse dimension. Language and literacy skills are guided by a unit theme and provide students opportunities to practice new skills in each minilesson. The skills addressed in each minilesson provide time for students to master the introduced fundamental language or literacy skill. These skills will be readdressed in successive units of study. Highlighted below (Grade 4, Module 1, Secuencia de instrucción):
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) *¡Arriba la Lectura!* addresses Spanish language and literacy development at the sentence dimension in a consistent manner for all identified proficiency levels. *¡Arriba la Lectura!* supports the bilingual and biliterate student with opportunities to engage in a variety of sentence-focused exercises to promote a rich understanding of the Spanish language spoken and written form through identification and creation of simple and complex sentences, utilizing sentence frames to create complete thoughts, connecting unit vocabulary and terminology to create complex responses and sentences.
Students are routinely tasked with creating sentences or completing graphic organizational tools using the module target vocabulary. *El aprendizaje fluye a través del lenguaje: los estudiantes participan en la discusión académica, construyen significado a partir de los textos y vuelcan sus propias ideas en la escritura. Esto les permite ver el poder del lenguaje en la comunicación efectiva.*
The following resources help educators to scaffold and support students at different proficiencies:
2) The language features at the sentence dimension are appropriate for the identified proficiency levels. Activities in the program ensure support for the bilingual and biliterate student. Students engage in a variety of sentence-reading and sentence-building exercise through the daily minilesson using modeled sentences, a sentence frame to complete both simple and declarative sentences or to build context for unit vocabulary. The teacher materials provide prompted support structures for substantial, moderate or light support. The following examples highlight the routines in the Student Guide to support bilingual biliterate students with language production at the sentence dimension:

Grade 3, Modulo 1, ¡Qué personaje!

3) Highlighted in the above examples, the language features at the sentence dimension are addressed systematically throughout the program providing students opportunities to practice and create in Spanish. The program provides differentiated language instruction to support and ensure success for the bilingual and biliterate student. Throughout the program, students engage in a variety of sentence-reading, sentence-spoken work (oraciones) and sentence-building exercise, building skills with each successive unit minilesson.

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
   Yes No
appropriate for the targeted proficiency levels?

4) Is the general, specific, and technical\(^2\) language systematically presented throughout the materials?

| Yes | No |

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

1) ¡Arriba la Lectura! addresses language features at the word/phrase dimension in a consistent manner for all identified proficiency levels. The thematic instructional units provide both written and oral activities to support the bilingual and biliterate Spanish learner to practice and integrate new contextualized vocabulary at the word/phrase dimension. The unit tests provide both written and oral activities for bilingual and biliterate students to learn, practice, and integrate new vocabulary skills at the word/phrase dimension.

Please find the following examples highlighting Benchmark program language features at the word/phrase dimension:

Grade 5, Module 1, Ampliar el vocabulario académico:

\(^2\)General language refers to words or expressions not typically associated with a specific content areas (e.g., describe a book).
Specific language refers to words or expressions used across multiple academic content areas in school (chart, total, individual).
Technical language refers to the most precise words or expressions associated with topics within academic content areas in school and is reflective of age and developmental milestones.
Ampliar el vocabulario académico

Paso 1: Repasar el vocabulario de la lectura

1. Escriba en una hoja una oración con la palabra.
2. Lee la palabra en voz alta.
3. Explique lo que significa.
4. Completa la oración en el contexto de la lectura.

Paso 2: Explorar el vocabulario del contenido

Vocabulario específico de un campo: Recuerda a los estudiantes que el tema de esta lección es ciencias. Acción y experimentación. Estos cosas son más interesantes y útiles para los estudiantes que pueden usarlas en sus propias actividades.

- acentuación: aumento de la velocidad o intensidad
- inestabilidad: dificultad de un cuerpo para permanecer en movimiento
- impulso: empuje que se le da a un objeto para permitir su movimiento
- propiedad física: las características de un cuerpo que se pueden medir sin alterar la sustancia.

Cuando un automóvil se mueve sobre una superficie, tiene mayor貫n de frenado.

Cuando el árbol está en el piso, no somos capaces de verlo. Este se debe a la ______ (intensidad).

En las hierbas no es tan fácil de entender el ______ (impulso).

Para poder tener una paloma, tienes que desarrollarla. Puede ser una ______ en varias etapas.

Desarrolla el conocimiento de palabras: Pida a los estudiantes que, en grupos, completen el mapa de cuatro cuadrados con las palabras de la lectura de cada palabra. En un cuadrado, deben escribir a palabras; en otro, hacer un dibujo relacionado con la palabra; en otro, explicar el significado de la palabra; y en otro, escribir una oración con la palabra.

Paso 3: Estrategias de vocabulario

Usar el contexto: Explique que el contexto son las oraciones y las palabras que aparecen alrededor de una palabra y pueden influir en su significado. Muy diferentes tipos de claves de contexto: Definición / Ejemplo; Causa / Efecto; Comparación. Compartir con los estudiantes.

- Machos coman no es un mal consejo para determinar el significado de una palabra, consulte un diccionario.
- Podemos identificar en las claves de contexto que determinan el significado de la palabra en el contexto de la lectura.

Seis superpalabras (Usar en las Lecciones 2 a 5)

- Pida a los estudiantes que usen la página imprimible: Seis superpalabras para hacer una lista de las palabras de la idea esencial y las del Vocabulario crítico de esta semana, relacionadas con el tema de la lección, los triángulos de los dibujos de las palabras.
- Luego, eligiendo las seis palabras de la lista que consideren más importantes, interesantes o que sean nuevas para ellos.
- Dígales que elijan una oración para cada palabra e iglesia.
- Expliquen qué volverán a esta lista al final de cada lección del módulo.

Página imprimible: Seis superpalabras

- sobresolar
- ilustrar
- fonograma
- incandescente
- patentes
- artificios
Presentar el vocabulario crítico

**Paso 1. Presentar las palabras**

**Objetivo:** Presentar y practicar el vocabulario crítico.

**Materiales:**
- Tarjetas de vocabulario 1, 2, 5 y 13

**Vocabulario crítico**
- Avión (pág. 25)
- Conductor (pág. 25)
- Trayectoria (pág. 26)
- Colorante (pág. 26)
- Fondo (pág. 27)
- Pintura (pág. 27)
- Muy largo (pág. 28)

**Concepciones clásicas**
- Asociación visual
- Síntoma
- Inadecuado

**Reinforcement del léxico**
- Desarrollar un léxico que se relacione con el tema.
- Pidir que los estudiantes hagan ejercicios para practicar el léxico.

**Pasos 2. Práctica guiada**

1. Pídales a los estudiantes que lean la sección y hagan las siguientes preguntas.
2. Pidales a los estudiantes que lean las preguntas y hagan las siguientes preguntas.
3. Pidales a los estudiantes que lean las preguntas y hagan las siguientes preguntas.

**Pasos 3. Aplicar**

1. Pídales a los estudiantes que lean la sección y hagan las siguientes preguntas.
2. Pidales a los estudiantes que lean las preguntas y hagan las siguientes preguntas.
3. Pidales a los estudiantes que lean las preguntas y hagan las siguientes preguntas.

**Mortadilla de aprendizaje**

Reiterar otra vez.

**Conversación coloquial**

Pida a los estudiantes que lean la sección y hagan las siguientes preguntas.

**Conversación coloquial**

Pida a los estudiantes que lean la sección y hagan las siguientes preguntas.
Each Interactive lesson highlights ways for educators to support reading comprehension and fluency, vocabulary development, comprehension strategies and support structures for the bilingual and biliterate student as highlighted below in the following Grade 5, Module Overview:

2) Words, expressions, and phrases are addressed in context. As stated above, students are given opportunities to explore new vocabulary words and phrases in a variety of contexts including the paired text provided in the thematic units of study. As highlighted above in the Unit study guide and interactive literature mini lessons, students read a variety of books or grade level texts to explore language concepts associated with the thematic unit of study and guided by the essential questions. The mentor text activities provide resources to help educators guide discussions around key unit themes and essential question with reading selections that both focus on vocabulary development but Spanish word study in context. Students are encouraged to use context clues to develop word or phrase meaning and explore other uses of the new target vocabulary. The following Grade 5, Module 1 mentor text activity highlights how words, expressions and phrases are addressed in context as related to the model text *Inventores en acción*:

The following example highlights a Grade 5, Module 1 *Inventores en acción* Teacher’s guide regarding supporting vocabulary and language development:
3) The general, specific, and technical language is appropriate for the targeted proficiency levels. Each lesson provides activities that focus on tiered academic vocabulary and word study development to support the bilingual and biliterate learner at varied skill levels. The program and its components systematically provide multiple opportunities for language learners to master word-study skills and build upon their knowledge in successive lessons and activities. See the following examples:
4) The general, specific, and technical language is systematically presented throughout the materials. Each thematic unit of study is guided by a series of essential questions which provides specific activities that focus on elements of vocabulary and word study to promote the bilingual and biliterate student. Throughout each grade levels there are minilessons that focus on language building, using text-based clues to determine word meaning, word study and vocabulary building exercise. The highlighted examples above illustrate the Spanish Language Development intentional focus on systematically building language skills. Within the guided whole group and the small groups lessons there are differentiated instructional strategies to ensure a scaffolded approach to reach learners of different language 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?

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) ¡Arriba la Lectura! materials differentiate between the language proficiency levels throughout each grade level of the program (Kindergarten-Grade 6). Although the WIDA SLP Levels are not explicitly addressed in the materials, activities employ strategic scaffolding methods to provide Substantial, Moderate, and Light language support to students at varied proficiency levels. Each whole group guided lesson and small group mini-lessons, provide differentiated and scaffolded instruction prompts to give bilingual and biliterate Substantial, Moderate, or Light Support as they explore thematic concepts through reading, write and discussions. Please find the following examples highlighting scaffolded support for language differentiation (G1, Module 1, Lesson 1, Enseñanza en grupos pequeños):

![Image of materials]

- **Opciones para la enseñanza**
- **Actividades de lenguaje:**
- **Grupos de lectura guiada:**
- **Demos trasa:**
- **Enseñanza en grupos pequeños:**

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Educators can monitor student comprehension and use the Scaffold and Extend to provide support to individual students at different proficiency levels (Grade 1, Module 1, Lesson 1):

The Teacher’s Guide provides additional resources to support differentiated instruction to best support the bilingual and biliterate student at a variety of proficiency levels. See the following example from (Grade 1 Module 1, Lesson 1):
Differentiation of language proficiency is developmentally and linguistically appropriate for the designated language levels to support the bilingual and biliterate learner. As highlighted above, differentiation is present in each thematic unit of study guided by a series of essential questions, supported with paired instructional texts. Each unit of study is guided by whole group lessons and small guided support minilessons in which bilingual and biliterate learners apply age-appropriate skills as related to a shared reading-selection, discussion or writing exercise. The teacher support materials provide Substantial, Moderate or Light Support structures to differentiate guided instruction for learners of varied background and levels of Spanish language proficiency. Scaffolded instruction is utilized throughout the materials, methods and activities provided throughout the ¡Arriba la Lectura! program including modeling, guided discussion with supported questions, writing with organizational support information, small group and individual exercise. The examples provided highlight key aspects of the ¡Arriba la Lectura! program Kindergarten through Grade 6.
Differentiation of language is systematically addressed through the ¡Arriba la Lectura! program. Differentiation is present in each thematic unit of study guided by essential questions and instructional texts. Students are provided Substantial, Moderate and/or Light Support as they engage with both whole group lessons and targeted mini lessons. The instructional program highlights above illustrate the scaffolded scope and sequence as well as structures of support within each Mini lesson. The materials provide both receptive and productive language activities to support students to learn, practice, and integrate new bilingual and biliteracy language skills.

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”
1) The four language domains are targeted in the ¡Arriba la Lectura! materials. To support the bilingual and biliterate learner, the program provides opportunities at each grade level (Kindergarten-6th grade) to listen, read, build writing skills and speak in Spanish. Each lesson is organized into four primary sections: Build knowledge and language, the Reading Workshop, Foundational Skills and the Writing Workshop. Each thematic unit is guided by a key idea and essential questions, based on Spanish Language Development standards to promote the bilingual and biliterate student. In milibro, students read a variety of thematically related texts that reflect numerous genres. The Teacher guide provides prompts and activities to support language development across all four language domains for before, during and after reading text selections.

Example highlighting sequence of Instruction with support across all four language domains:
An overview of the Spanish Literature Resources found in the ¡Arriba la Lectura! Materials:

- **Student Literature Resources**
  A rich variety of classical and contemporary Spanish-language texts underscores the vast heritage and heterogeneity of the Spanish-speaking world. Additional multicultural, multigenre texts support instruction that is culturally responsive and inclusive of a diverse audience.

- **¡Arriba la Lectura!**
  This section includes a variety of genres and topics relevant to student development.

- **Lecturas Iniciales**
  Engaging looks in Spanish that encourage readers to explore the world of language through reading and writing.

- **Authentic Poemas in Spanish**
  Original poems written by Spanish-speaking poets, providing opportunities for students to develop their phonemic awareness and phonics skills.

- **Superfictios**
  Big books of reminders and word lists to support reading and writing development.

- **Revistas Aventuras**
  A series of books with a variety of high-interest, visually engaging stories written in Spanish target language development and reading comprehension skills.

- **Videos de cierre/de la selección**
  Selected videos, many of which are unique Spanish language cultural, social topics and themes in engaging ways that help develop students'医护 skills.

An overview from the Teacher Guide regarding implementation and differentiated instruction to support language development across all four domains:

Students are provided a myriad of opportunities to practice speaking through rich discussion protocols, listening skills through the shared and guided reading. Additionally, students engage in shared whole group reading, read-alouds, mini-lesson guided reading groups, and “The following example from Grade 4, Module 2, Lesson 6 illustrates student’s opportunities to ask and answer questions guided by the unit theme. See the following example from Grade
Retell

Step 1: Connect and Teach
- Tell students that one way to improve understanding of a story is to retell it. Remind students that when they retell a story, they retell and describe important elements of the story in their own words.
- Project or display Cartel dialectico 3: Volver a contar.
- Explain that when students retell a story, they include information about the important characters and the setting. They also tell the events in chronological order and describe the conflict and the resolution.
- Add that words such as first, next, then, later, and finally help students organize the order of events in their retelling.
- Suggest that students think about what they wrote, ask, where, when, and how to help them remember to include important elements in their retelling.
- Tell students that they will practice retelling elements to use in a retelling of Kikito al magínico.

Assessment Option
- Assign the Selection Quiz to check comprehension of Kikito al magínico.

Step 2: Apply to Text

In your Comprensión de escritura, pages 26-31, use the blue FIRST READ prompts and the red Observe y ake notes prompt to markokó a Ilustración as students follow along and underline key concepts.
- Genre Study Guide students through the genre information on page 76.
- Meet the Author Project Monitor your students’ Converse al autor 1.11 and related information about with students. Ask students to share something they found interesting about the author.
- Set a Purpose Read the Set a Purpose section on page 76. Prompt students to set their own purpose for reading Kikito al magínico.

Read and Comprehend Use the READ FOR UNDERSTANDING routine as you guide students to read the selection. Pause occasionally using the prompts in your Comprensión de escritura to gauge students’ understanding and to have them think about how they might retell the story. As students think about important elements in the story, have them relate back to the Cartel dialectico to determine what to include in their retelling.

Step 3: Engage and Respond

INDEPENDENT PRACTICE: Speaking and Listening
- After reading, use the COLLABORATIVE DISCUSSION routine with the questions on Compañeros de en señora and milibros page 79. Have students annotate their milibros with details from the text and visuals as evidence to support their responses.
- Ask students to retell the Speaking and Listening Tips. Remind students to listen carefully to their classmates’ responses to the questions. Be sure students use an indoor voice when discussing their answers.
- You may want to have students conduct their discussions during study and group time.
The Communication section targets a different language skill set in each lesson. Listening comprehension, Asking and Answering questions and writing supports students with a deeper understanding of the shared text. Students will then practice with a focused writing workshop and grammar lesson. The following example from Grade 4, Module 2, Lesson 6:

2) ¡Arriba la Lectura! differentiate instruction in the four language domains based on language proficiency levels. As highlighted above, each thematic unit lesson integrates opportunities to support the bilingual and biliterate student by strengthening listening, speaking, reading and writing skills. The Reading and Writing Workshop uses strategic
scaffolding methods to support the bilingual and biliterate student. Highlighted below is an example of scaffolded support for a 3rd grade personal narrative writing lesson. The support guided throughout the program is based on the following 3 levels, Substantial Support and scaffolding, Moderate Support and Light Support:

Highlighted below is the scaffolded independent or guided reading group levels to differentiate language and literacy resources for students based upon student level and need:
The targeted language domains are systematically integrated through the materials in the ¡Arriba la Lectura! program. As highlighted in the examples above ¡Arriba la Lectura! supports the bilingual and biliterate student with grade level opportunities to practice listening, speaking, reading and writing skills in each lesson. The materials are organized to target the four language domains and scaffold instruction for students at varied proficiency levels. As ¡Arriba la Lectura! students progress throughout each unit of study, they are guided by the unifying essential questions and learn and review language skills systematically. Through each thematic unit students are provided opportunities to review and build a broader skill set based upon what they have already learned.

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 Yes No
the materials?

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. Each ¡Arriba la Lectura! integrated unit address grade-level content related to Spanish Language Arts. Each grade level reading library contains texts of various genres, informational texts, readers theater opportunities with selections related to a variety of grade level topics in Spanish Language Arts, Science and Social Studies.

¡Arriba la Lectura! Example Cross-Curricular Text Selections:

![Text Selections Image]

2) The academic content standards are not systematically represented throughout the ¡Arriba la Lectura! materials. Each thematic unit explores essential questions by integrating a close reading of narrative, poetry, informational, and prose selections as well as texts focused on topics in the areas of Science and Social Studies. Each Kindergarten-6th grade unit theme includes appropriate grade-level content to support the bilingual and biliterate
3) Social and instructional language standards and one or more of the remaining WIDA Spanish Language Development Standards are present in the materials. As highlighted above, the Language of Language Arts Standard, as well as the language of instruction for Social Studies and Science, are addressed throughout the reading selections, guided essential questions and materials provided by ¡Arriba la Lectura! Throughout each Kindergarten through Grade 6 materials bilingual and biliterate students discuss and use targeted academic language in a variety of activities including listening, reading, speaking and writing. The following highlights a Grade 6, Secuencia de instrucción highlighting integration with the WIDA SLD Standards:
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 ¡Arriba la Lectura! materials effectively challenge bilingual and biliterate learners to achieve higher order thinking while supporting Spanish language development. Each thematic unit and integrated lesson provide opportunities for learners to engage in a variety of cognitive functions represented by Bloom’s taxonomy. Bloom’s taxonomy cognitive functions reflected throughout the materials include: identify, discuss, paraphrase, restate, recognize, explain, describe, argue, justify and analyze. These guiding verbs are embedded throughout the unit of student as both learning and language targets for whole group or small group guided lessons. The embedded scaffolding in each lesson provides opportunities for all students to participate in higher level language usage and problem solving. See the following Grade level examples highlighting opportunities for Spanish
language learners to engage in various cognitive functions:

Grade 6, Con el premio en la mira, Pregunta esencial ¿Cuál es el camino al éxito?
Conectar y enseñar

- Proyecte **Mostrar y motivar: Gramática 1.1.a y 1.1.b**.
- Explique que una oración es un grupo de palabras que expresa una idea completa.
- Órnale que todas las oraciones tienen dos partes: un sujeto y un predicado. Diga a los estudiantes que el sujeto simple es la palabra principal que indica de quién habla la oración, y que el predicado simple es la palabra principal que indica la acción que realiza el sujeto, o su estado.
- Demuestre cómo identificar el sujeto y el predicado simples con la siguiente oración: Su tía escribe libros.

**PENSAR EN VOZ ALTA:** Para identificar el sujeto y el predicado, me pregunto: ¿Qué parte de la oración dice de quién o de quién trata? ¿Qué parte indica la acción o el estado? La frase escribe libros indica la acción, así que es el predicado. Escribe es la palabra principal que indica la acción, así que escribe es el predicado simple. Luego me pregunto: ¿Quién escribe? Cuando leo la oración, veo que su tía escribe, así que Su tía es el sujeto. La palabra principal del sujeto es tía, así que tía es el sujeto simple.

Motivar y aplicar

- Complete los ejercicios 1 a 8 de **Mostrar y motivar: Gramática 1.1.c** con los estudiantes.
- Escriba las siguientes oraciones en el pizarrón. Pida a voluntarios que subrayen el sujeto simple y encierran en un círculo el predicado simple de cada oración.
  - Un astrónomo estudia las estrellas. (sujeto simple: astrónomo; predicado simple: estudio)
  - Nuestra feria de ciencias anual empieza el lunes. (sujeto simple: feria; predicado simple: empieza)
- Pida a los estudiantes que completen la **Página Imprimible: Gramática 1.1** para practicar oraciones completas.
- Pida a los estudiantes que editen un borrador de escritura para comprobar que todas las oraciones sean completas.
2) Opportunities for engaging in higher order thinking are systematically addressed in the materials. As highlighted above, the Bloom’s taxonomy verbs are embedded to guide the language and learning target, to support the guided instruction throughout each thematic unit of study. Additionally, ¡Arriba la Lectura! highlights the DOK questions to support the unit of study and guiding essential questions consistently throughout each grade level (Kindergarten-6th grade).

Grade 2, Module 7, Week 1:
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) **¡Arriba la Lectura!** materials provide scaffolding supports for students to advance within a proficiency level. The program is guided to support the bilingual and biliterate learner with embedded scaffolds, support structures for guided whole group or small group
instruction. Educators can access resources to support struggling readers, whereas more proficient Spanish learners are provided with support and additional challenges within each thematic unit of study. The unit essential questions highlight ways in which educators can strategically scaffold teaching to provide *Substantial, Moderate, and Light Support* to different learners. The leveled texts, reader’s theater resources, and additional prompts for differentiated instruction aid bilingual and biliterate students with reading comprehension strategies, vocabulary development, speaking, listening, and writing.

Students gain Spanish language skills while progressing naturally within their own proficiency level. See the following examples highlighting scaffolding supports for students to advance within a proficiency level:
2) The materials provide scaffolding supports for the bilingual and biliterate student to progress from one proficiency level to the next. As students progress through the thematic modules, the tiered structures of support help them gain mastery of Spanish language and literacy concepts. Students’ language and literacy skills build upon what they have learned in previous modules. As a student’s overall language and literacy comprehension and capability grow, students are provided access to more advanced content. Students progress within each thematic unit to higher levels of Spanish language and literacy proficiency. The educators guide and on-line materials provide educators with a variety of targeted support strategies to ensure students’ progress within a proficiency level and from one proficiency level to the next.

Grade 5, Apoyo con Las destrezas fundamentales:

3) The scaffolding supports are presented systematically throughout the ¡Arriba la Lectura! materials to support the bilingual and biliterate student. As highlighted above, the
instructional texts and embedded support features in each lesson use *Reforzar, Ampliar, and Intervenir* to ensure Spanish language and literacy development. Some examples of consistent support structures used throughout the program materials include modeling, sentence frames, word banks, proficiency specific questions and responses. *¡Arriba la Lectura!* Students gain better understanding of bilingual and biliteracy skills and concepts by exploring them in succession that require increasingly complex higher order thinking.

### D. Accessibility to Grade Level Content

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<tr>
<td><strong>1)</strong> Is linguistically and developmentally appropriate grade-level content present in the materials?</td>
<td>Yes</td>
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<tr>
<td><strong>2)</strong> Is grade-level content accessible for the targeted levels of language proficiency?</td>
<td>Yes</td>
</tr>
<tr>
<td><strong>3)</strong> Is the grade-level content systematically presented throughout the materials?</td>
<td>Yes</td>
</tr>
</tbody>
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*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 *¡Arriba la Lectura!* Materials. Students read and analyze complex cross-curricular grade-appropriate texts. *¡Arriba la Lectura!* Students have access to a variety of genres in miLibros, as well as the leveled student library, student choice libraries and read-aloud texts. For small-group guided reading groups, students are provided a variety of titles at different reading levels to support both literacy needs and interest.

Grade 5, Module 1, Materiales para estudiantes y maestros:
Grade-level content is accessible for the targeted levels of Spanish language proficiency. As stated previously, the unit of study is guided by a central theme and essential questions. Students read and explore a variety of grade-level and language-level appropriate selections using both the whole-group guided resources including the reader’s theater selections in addition to scaffolded text selections. Students of varied levels of language and literacy proficiency are given the targeted support within the whole-group and mini-group lessons needed to be successful. See the following examples highlighting some of the many instruction-based routines integrated into the materials to ensure student success.
¡Qué personaje!

**Pregunta esencial** ¿Por qué son interesantes los personajes de los cuentos?

**Destrezas esenciales**

- Vocabulario
  - Verbo/advocación: identidad, ante, característico, amistad, divertirse, para, ir, pasar, amigo, peligro, alterar, borrar, sonar
- Estrategia de vocabulario: Cien del cortes
- Verbalización: Pruebas del "... .
- Pruebas de redención: Parte del encanto

**Destrezas fundamentalistas**

- Descripción de dibujos, patrones
- Origen y originales: El arte
- Fundo: Alentar a la autonomía
- Comunicación
  - Comunicación visual: Audición y expresión oral: Participa en la conversación con otros

**Mentalidad de aprendizaje: Pertinencia**

- PENSAR EN PARADIGMA COMPARTIDO: Participa en el debate y en la discusión con el consenso
- Cuenta una historia o una información que fuese o que has visto en el libro
- Comparte tus opiniones con los demás y haz un estudio de la conversación
- Es importante que los estudiantes desarrollen la conversación durante el periodo diario de grupo pequeño.
3) Grade-level content is systematically presented in the ¡Arriba la Lectura! materials. Students read and analyze authentic, complex, and grade-appropriate texts of a variety of genres in the Student Books (Texts for Spanish Language Development) and Grade Level Texts (Texts to support small group instruction and Close Reading). The integrated thematic approach supports the bilingual and biliterate student with shared whole-group texts, leveled mini-lesson guided reading texts, resources for word study grade-level selections. The scaffolded instructional systems is continuous throughout each grade level, as concepts and materials become more challenging, and higher DOK levels are integrated.

Grade 3, Extensión lingüística:
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 in the ¡Arriba la Lectura! program. Thematic modules and lessons support the bilingual and biliterate student develop language and literacy skills employing a range of language functions. Within each of the Kindergarten to 6th grade lessons students have the opportunity to:

- Paraphrase and recount stories
- Identify and distinguish points of view
- Identify and write temporal words and phrases
- Compare and Contrast
- Ask and Answer text specific questions
- Describe and sequence events

See the following Grade 3 example:
Language functions are incorporated into communicative goals and activities throughout the modules. As highlighted above, students practice and develop a range of language functions in every Mini lesson of the program. As students progress through each reading selection, they analyze genre and apply foundational biliteracy skills to talk and write about the concepts guided by the module’s essential question and focus. Additionally, as student progress through each module reading selection, they explore words and phrases and recognize cultural references encountered in the selections. Each of the foundational skills segments provides crucial biliteracy instruction in phonics, fluency, and vocabulary strategies. Rich guided discussions are embedded throughout each module with an activity to support both oral and written language. In these communicative activities, students apply their new skills to discussion, speeches, identifying content specific vocabulary and completing sentence frames, and other means of demonstrating comprehension.

Grade 3, Module 1, Academic Vocabulary Building Extension:
Conversaciones colaborativas

**Paso 1. Comentar las destrezas de conversación**
Enseñar la destreza de conversación colaborativa. Solicitar que los estudiantes que lean las partes del tiempo y las posiciones en las que se muevan. Debe hablar para los estudiantes en la parte que se muevan. Debe hablar para que todos puedan comenzar a escribir. Deben hablar con los estudiantes en el momento que se den cuenta de las cosas que se están ocurriendo. Deben hacer un resumen de lo que se están ocurriendo y cómo se están ocurriendo.

**Paso 2. Práctica guiada**
Pida a los estudiantes que trabajen en grupos pequeños y comenten sobre las posiciones que se muevan con un mapa. Proporcione una clara guía sobre el mapa de conversación. Pregúntele a los estudiantes qué elementos del tiempo y las posiciones en las que se muevan. Deben hablar para que todos puedan comenzar a escribir. Deben hacer un resumen de lo que se están ocurriendo y cómo se están ocurriendo.

**Paso 3. Aplicar**
Formar grupos. Solicitar a los grupos de estudiantes. Proporcione la siguiente tarea de conversación: "Pregunte a un compañero con el que se muevan de otro país. ¿Cómo es su país de origen? ¿Cómo se llama su ciudad?". Pida a los miembros del grupo que cuenten el nombre y el nombre que se han escrito. "Estudien su país desde otro país cuando los estudiantes escriban sus ideas. Recuerden las reglas para dibujar. Pidan que escriban ideas a la columna, si es apropiado.

**Paso 4. Conectar dominios de lenguaje**
Consejo: "Hablemos de". Los estudiantes deben aprender la lengua para que cualquier lectura pueda tener las historias y conocimientos.
Teachers can build background knowledge with students through text-to-text connections:

3) The language functions support the progression of language development. ¡Arriba la Lectura! supports the bilingual and biliterate learner by integrating complex core texts with additional graphic elements and scaffolded support to aid with comprehension and progression. Each module begins with introducing and exploring the essential question and target objective. Each Mini Lesson is based on grade-level content. Students learn to apply new language and literacy skills for a variety of functions including identifying, paraphrasing, describing, explaining, and justifying. From the initial module launch throughout the Mini Lessons, bilingual and biliterate learners progressively gain strength in applying foundational skills to targeted language functions, systematically helping them to advance from one level of proficiency to the next. ¡Arriba la Lectura! students gain language and literacy fluency, interact with literature of increasing depth, and progress toward mastery of language and literacy skills.