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.

Publication Title(s): HMH *Into Reading* © 2020

Publisher: Houghton Mifflin Harcourt

Materials/Program to be Reviewed: *Into Reading Teacher’s Guide 2020*

Tools of Instruction included in this review: HMH *Into Reading* Teacher’s Editions; Tabletop Minilessons: English Language Development

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

Intended Student Audiences: Grades K–6 ELD and ELLs

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

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

☐ WIDA Spanish Language Development Standards

☑ WIDA English Language Proficiency Standards

WIDA Language Development Standards addressed: (e.g. Language of Mathematics). Social and Instructional Language Standard 1, Language of Language Arts Standard 2

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

Most Recently Published Edition or Website: © 2020

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

HMH *Into Reading* builds content knowledge through text sets comprised of titles in multiple genres. In each module, students share and build background knowledge, analyze text, model and practice fluent and shared reading, and extend and synthesize topic knowledge based on the text. Teachers incorporate multi-genre texts to address themes and concepts and to answer questions about what they are reading. The program helps students develop fundamental listening, speaking, reading, writing, and thinking skills. *Into Reading* allows for educators to maximize student achievement through the use of differentiation and assessments. The program enables all students to master skills and meet goals with the support of strong differentiated instruction, focused English language development, and data-driven 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 and contributions are considered in the materials. Each Lesson in each week of the Teacher’s Guide provides opportunities for students to build background knowledge and connect the text and conversational topic to their personal experience. (G2 Module 1, Week 1 p. T29):

Build Background

In your Teaching Pal, pages 8–11, use the prompts to begin developing the module topic as children follow along in their myBook.

- Discuss the Quotation  Lead a discussion about the quotation by Christopher Reeve (p. 8).
- Essential Question  Introduce the Essential Question: How can being a good citizen make a difference to others? Then use the ACTIVE VIEWING routine with the Get Curious Video: Super Citizen (p. 9).
- Big Idea Words  Use the VOCABULARY routine and Vocabulary Cards 1.1–1.3 to introduce the Big Idea Words: citizen, difference, kind. Then have children begin the Vocabulary Network (pp. 10–11). Encourage them to add to it throughout the module.

Students are routinely asked to connect to personal experience in other elements of the program. See the following example from the English Learner Support: Elicit Participation activity (G2 Module 1, Week 1 p. T29):
The Make Connections activities encourage students to connect the weekly text with their personal experiences. See the following example (G3 Module 7, Lesson 15 p. T185)
2) Student assets and contributions are systematically considered throughout the materials. As mentioned above, every lesson in each week of the *HMH Into Reading* program provides opportunities for students to build background knowledge and make connections between texts and their own lives and experiences.

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 |
   --- | --- | --- |
   Yes | No |

2) Are the language features at the discourse dimension addressed systematically throughout the materials?

   | Yes | No |
   --- | --- | --- |
   Yes | No |

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

1) The instructional materials address language features at the discourse dimension in a consistent manner for all identified proficiency levels. Students answer questions about texts and respond to discussion prompts in each lesson of the Teacher’s Guide. The Reading Workshop includes the Engage and Respond activity, in which students employ the THINK-PAIR-SHARE routine and other prompts to discuss aspects of the text. The Small-Group Instruction feature provides teachers with Options for Differentiation. This feature allows teachers to give proper support to students based on their individual proficiency. See the following example from G3 Module 7, Week 3 pp. T177–T178:
Step 3 Engage and Respond

INDEPENDENT PRACTICE: Speaking and Listening

Have students reread page 180 of the text in their myBooks. Explain that they will discuss the examples of figurative language the author uses on this page.

- Have partners identify examples of language that appeal to the senses. Prompt them to name the sense or senses the examples engage.
- Tell partners to use the THINK-PAIR-SHARE routine to take turns explaining what each example of figurative language helps them imagine or understand.
- You may want to have students complete their discussion of figurative language during small-group time.
- You may want to have students complete Know It, Show It page 167 during small-group time.
Students practice discourse in many areas of the *HMH Into Reading* materials in each week of instruction. The lesson Wrap-Up: Share Time activity encourages students to speak on a variety of topics, for varied purposes and lengths of time. See the following example from G3 Module 7, Week 3 p. T181:

![Wrap-Up Share Time](image)

Each Tabletop Minilesson features a Listening/Speaking activity. The Tabletop Minilessons for English Language Development are used daily, focusing on a single language function each week. In these activities, students practice important language functions through listening, speaking, reading, and writing, as well as collaborative problem-solving. Instruction is scaffolded and encourages discourse in a variety of practical settings. See the following example (G3 Module 1, Week 1: Agree and Disagree 1.1):
2) As stated above, the *HMH Into Reading* instructional materials address language features at the discourse dimension in a consistent manner for all identified proficiency levels. Materials are addressed systematically, allowing students time to master fundamental skills and build on their knowledge each week.

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?**

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

2) **Are the language features at the sentence dimension appropriate for the identified proficiency levels?**

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

3) **Are the language features at the sentence dimension addressed systematically throughout the materials?**

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>
1) *HMH Into Reading* addresses language at the sentence dimension in a consistent manner for all identified proficiency levels. Activities offer language instruction to support and ensure access for all learners, regardless of proficiency level. The Writing Workshop provides students opportunities to engage in a variety of scaffolded sentence-focused exercises, whether using sentence frames to complete simple declarative sentences or connecting words and phrases to create complex sentences. See the following example from the Writing Workshop Teacher’s Guide:

### ENGLISH LEARNER SUPPORT: Scaffold Revision

**SUBSTANTIAL**
Guide students to find one or two places in their writing where punctuation marks could be varied for more effective sentences.

**MODERATE**
Encourage students to highlight or underline punctuation marks in their writing. If there is little variation, have them consider where they might vary punctuation, using some of the punctuation marks from this lesson.

**LIGHT**
Have students select different types of sentences from their editorials and describe appropriate punctuation choices.

(Grade 1, p. W210)

### ENGLISH LEARNER SUPPORT: Support Revision

**SUBSTANTIAL**
Read aloud from students’ past writing. Work together to determine if the writing has a variety of sentence types. Choose two declarative sentences and model how to revise them to interrogative, imperative, or exclamatory.

**MODERATE**
Read aloud from students’ past writing. Work together to identify declarative sentences that can be revised to use a different sentence type. Discuss how it makes the writing more interesting. Choose sentences to revise and read aloud the improved writing together.

**LIGHT**
Have students share their writing with a partner. Have partners identify declarative sentences that can be revised to include a different sentence type. Ask volunteers to share how they would revise the declarative sentences.

(Grade 1, p. W225)
Students are routinely tasked with creating sentences using new vocabulary. See the following example from the Super Six Words exercise in G3 Module 7, Week 3 p. T140:

The following English Learner Support: Build Vocabulary activity shows how these activities require students to use sentence frames and share original sentences to demonstrate comprehension of new vocabulary. The English Learner Support activities scaffold instruction for students of different proficiencies:

**ENGLISH LEARNER SUPPORT: Build Vocabulary**

**SUBSTANTIAL**
Have students point to objects in the classroom that are slender. Provide the name of each object if students don’t know its name.

**MODERATE**
Have students use this sentence frame to describe an object in the classroom that is slender. _____ can be described as slender because _____.

**LIGHT**
Have students share sentences describing items inside or outside the classroom that are slender.
2) The language features at the sentence dimension are appropriate for the identified proficiency levels. Activities offer differentiated language instruction to support and ensure access for all ELLs. Throughout the program, students engage in a variety of sentence-reading and sentence-building exercises, whether using sentence frames to complete simple declarative sentences or connecting words and phrases to create complex sentences. The Writing Workshop targets sentence structure at each grade level of the *HMH Into Reading* program. See the following example from G5 Lesson 1.2.1 pp. W203–W207:
3) As stated above, the language features at the sentence dimension are addressed systematically throughout the HMH Into Reading program. Activities offer differentiated language instruction to support and ensure access for all ELLs. Throughout the program, students engage in a variety of sentence-reading and sentence-building exercises, gaining and building upon knowledge in each successive lesson and grade level.

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

1) Do the materials address language features at the word/phrase dimension in a consistent manner for all identified proficiency levels? __Yes__ __No__

2) Are words, expressions, and phrases represented in context? __Yes__ __No__

3) Is the general, specific, and technical language appropriate for the targeted proficiency levels? __Yes__ __No__

4) Is the general, specific, and technical language systematically presented throughout the materials? __Yes__ __No__

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

1) _HMH Into Reading_ addresses language features at the word/phrase dimension in a consistent manner for all proficiency levels. The text provides both written and oral activities for ELLs to learn, practice, and integrate new vocabulary skills at the word/phrase dimension. Differentiated instruction activities in each lesson provide scaffolded instruction and support for students of varied proficiency levels. These opportunities arise throughout the text and include Word Work High-Frequency Words, English Learner Support: Build Vocabulary, Word Sort, and Academic Vocabulary activities. See the following examples from G1 Module 2 Lesson 12:
Introduce Power Words

Use the steps I Do It, We Do It, You Do It with the information in the chart below to teach the Power Words from Who Put the Cookies in the Cookie Jar?

<table>
<thead>
<tr>
<th>Power Word</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>spoon (v) (p. 158)</td>
<td>When you spoon food, you pick it up with a spoon.</td>
<td>USE A PROP Use a spoon and two cups (one empty, one with water). A spoon the water from one cup to another.</td>
</tr>
<tr>
<td>against (prep.) (p. 157)</td>
<td>If one thing is used against another, it keeps something from being harmed.</td>
<td>MAKE A CONNECTION Relate the concept of &quot;protecting against&quot; to children’s lives. We wear helmets when we bicycle to protect against injuries.</td>
</tr>
<tr>
<td>churn (v) (p. 159)</td>
<td>When you churn something, you stir it quickly for a long time.</td>
<td>ACT IT OUT Move a spoon inside a container in a churning motion. This is how I would churn cream to make butter.</td>
</tr>
<tr>
<td>stock (v) (p. 163)</td>
<td>When you stock something, you fill it up with things.</td>
<td>ACT IT OUT Fill a shelf with books. I stock this shelf with books.</td>
</tr>
<tr>
<td>heal (v) (p. 166)</td>
<td>When doctors heal sick or hurt people, they help them get well.</td>
<td>MAKE A CONNECTION Connect to children’s experiences. We can use a special cream and bandages to heal a scraped knee.</td>
</tr>
<tr>
<td>drive (v) (p. 164)</td>
<td>When you drive something, you make it go where you want it to go.</td>
<td>MAKE A CONNECTION Talk about examples of driving. I drive a car to work. The bus driver will drive the bus to school.</td>
</tr>
</tbody>
</table>

High-Frequency Words

Review the Words

Repeat the HIGH-FREQUENCY WORDS routine to review this week’s High-Frequency Words: about, eat, how, make, out, put, takes, and who, and the decodable High-Frequency Words but, cut, on, run, up, and us.

What Am I Thinking?

- Have children cut out the High-Frequency Words and decodable High-Frequency Words from Printable: Word List 6.
- Tell children to number a sheet of paper from 1 to 7, leaving a large space between numbers.
- Select a one of the week’s words. Give three clues to help children guess which word you have in mind. For example: This word has three letters. One of the letters is t. This word rhymes with shout. What word am I thinking of? (out)
- Children place the corresponding word card next to the number 1 on their papers.
- Repeat for numbers 2 through 7. At the end of the game, have children read the list of words chorally.
- As time permits, play the game again with the remaining High-Frequency and decodable High-Frequency Words.
The Writing Workshop Teacher’s Guide provides teachers opportunities for differentiated instruction of words and phrases. See the following example from G4 Lesson 4.6.2 p. W322:

**PREPOSITIONAL PHRASES**

**LEARNING OBJECTIVES**
- Students will identify the relationship between words in a sentence.
- Students will understand the concept of a prepositional phrase.

**INSTRUCTIONAL VOCABULARY**
- preposition: a word that shows the relationship between other words in a sentence.
- prepositional phrase: a group of words that begins with a preposition.

**Engage and Apply**
- Complete forms 1-4 in Display and Engage: Grammar 4.6.2 with students.
- Write the following sentences on the board. Have students complete each sentence with a prepositional phrase.
  - The plane is preparing to land on the runway.
  - The hungry bird sits at the window.

**ENGLISH LEARNER SUPPORT: Scaffolded Peer Free**

**ADDITIONAL RESOURCES**
- Review the role of a preposition and how it relates to other words in a sentence. Provide students with practice in identifying prepositional phrases by analyzing their reading passages. Use visual aids, such as diagrams, to illustrate the relationship between prepositions and other words in a sentence.
- Create a word wall with words and phrases that students will encounter in reading passages. Encourage students to look up unknown words in the dictionary and use them in their own sentences.

**Example**
- The plane is preparing to land on the runway.
  - At the window
  - In the sky

**Practice**
- Have students complete the exercises in the workbook for practice using prepositional phrases.
2) Words, expressions, and phrases are addressed in context. As stated above, the text provides both written and oral activities for ELLs to learn, practice, and integrate new vocabulary skills at the word/phrase dimension. Differentiated instruction activities in each lesson provide scaffolded instruction and support for students of varied proficiency levels. Students are given opportunities to explore words and phrases in a variety of contexts, including their use in the text at hand. See the following example from G3 Module 2 pp. 108 & 156:

**Words About Using Words**

The words in the chart below will help you talk and write about the selections in this module. Which words have you seen before? Which words are new to you?

Add to the Vocabulary Network on page 109 by writing synonyms, antonyms, and related words and phrases for each word.

After you read each selection in this module, come back to the Vocabulary Network and keep building it. Add more ovals if you need to.

**PLAN**

Write three reasons to explain why the poem you chose is your favorite. Be sure to include elements of poetry, such as rhyming patterns, sound elements, word choice, or structure. Make a list of phrases or words from the poem that you want to talk about in your own poem.
The Tabletop Minilessons for English Language Development commonly provide contextual instruction at the word/phrase level. These scaffolded activities support comprehension of specific words and phrases as they relate to a target skill. See the following examples from Grade 3:

**Agree and Disagree**

**Listening**

- Prompt students to look at the image and listen as you read aloud. Explain that you will ask them about what they heard.
- Explain that specific **words and phrases** are used to agree and disagree. Students should listen for such signal words as *I agree, I disagree, I think, and I don’t think* in the story. The words tell the listener about a character’s thought or opinion.

**Predict**

**Reading**

- Provide students with copies of the Predict organizer.
- Explain to students that they will fill in the organizer by drawing or writing what they think, or predict, will happen next in the story in the first box. Then they will draw or write why they think that will happen in the second box.
- Remind students to use words and phrases that signal predictions as they complete their organizer.

3) The general, specific, and technical language is appropriate for the targeted proficiency levels. Each lesson provides activities that focus on elements of vocabulary and word study and are differentiated to reach learners of different skill levels. Activities address grade-level standards that are listed on the page. *HMH Into Reading* systematically provides opportunities for students to master skills and build upon their knowledge in successive lessons and activities. See the following examples:
Introduce Critical Vocabulary

Step 1: Introduce the Words

1. Read aloud each word and have students repeat it.
2. Read aloud and discuss each word's student-friendly explanation.
3. Point out the example for the word. Have students suggest other examples.

Context Clues

Step 1: Introduce the Strategy

Tell students that knowing how to use context clues to determine the meaning of unfamiliar words will help them understand more of what they read.

Step 2: Guided Practice

Have students read sentences 3 and 4 and determine the meaning of achievement and resemble.

Ask students how they used context clues to determine the correct word meanings.
4) The general, specific, and technical language is systematically presented throughout the materials. As stated above, each *HMH Into Reading* lesson provides activities that focus on elements of vocabulary and word study and are differentiated to reach learners of different skill levels. Activities in the text and in the Tabletop Minilessons address grade-level standards that are listed on the page. Together, the texts systematically provide opportunities for students to master skills and build upon their knowledge in successive lessons and activities. See the following Tabletop Minilesson (G5 17.1 Cause and Effect)

**Cause and Effect**

**Speaking**

- Explain that when speakers express cause and effect, they communicate the outcome, or what happened (effect) and why it happened (cause). Explain that the words reason, cause, or result of, because, and since signal why something happened, or the cause. The effect is the outcome, or what happened.
- Guide students to think about the effects, or changes, that might happen to the painting if the special precautions were not followed.
- Read the text about the Mona Lisa. Allow time for student pairs to record possible effects (what happened) and the causes (why it happened).
- Ask students to share their findings. Use the following supports with students at varying proficiency levels.

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**SUBSTANTIAL**
Encourage students to use drawings, along with words and short phrases, to record causes and effects.

**MODERATE**
Provide sentence stems. The reason the Mona Lisa ______ is because ______.

**LIGHT**
Remind students to use signal words as reason, cause, as a result of, effect, because, and since as they share their recorded cause and effect statements.

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<table>
<thead>
<tr>
<th><strong>Listening</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Prompt students to look at the image and listen as you read aloud. Explain that you will ask them about what they heard.</td>
</tr>
<tr>
<td>- Explain that certain words are used to signal cause and effect. Students should listen for such signal words as reason and because in the text about visiting and viewing the Mona Lisa in Paris. The words reason and because signal a cause, or consequence, that leads to the effect, or outcome.</td>
</tr>
<tr>
<td>- Read this text aloud: The Mona Lisa is a famous painting of a woman. It is very old. This piece of art is housed in a museum in Paris. Because the Mona Lisa is such an important and popular painting, special precautions must be taken to protect it. These include limiting the number of hours it is visible to the public, creating a space in between the public and the painting, and surrounding the painting with a protective case.</td>
</tr>
<tr>
<td>- Tell students that you will ask questions about what they just heard. Tell students that they should hold up a green card for yes and a red card for no. Ask the following questions:</td>
</tr>
<tr>
<td>- Is the Mona Lisa a famous painting? (green card)</td>
</tr>
<tr>
<td>- Is the painting carefully protected? (green card)</td>
</tr>
<tr>
<td>- Can people touch the Mona Lisa? (red card)</td>
</tr>
</tbody>
</table>

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For additional vocabulary support, reference the strategies at the front of this guide. Key: simple | complex | multiple-meaning words | phrases
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) *HMH Into Reading* materials differentiate between language proficiency levels. The Reading Workshop uses strategic scaffolding methods to provide Substantial, Moderate, and Light supports for English Language Learners at each grade-level. See the following examples from G3 Module 7 Lesson 11 pp. T148–T149:
Teachers can monitor student comprehension and use the Scaffold and Extend feature to provide support to individual students at different proficiency levels.

Also part of the Reading Workshop, the English Learner Support provides Substantial, Moderate, and Light scaffolds to reach students at various language proficiency levels. See the following example from G3 Module 7 Lesson 11 p. T147:
In addition, the Tabletop Minilesson instruction includes Substantial, Moderate, and Light scaffolds to address the needs of students at various language proficiency levels. See the following example from GK Module 1 Week 3:

2) Differentiation of language proficiency is developmentally and linguistically appropriate for the designated language levels. As stated above, the Reading Workshop and Tabletop Minilessons use strategic scaffolding methods to provide differentiated instruction for English Language Learners at each grade-level. The Small-Group Instruction provides support at Substantial, Moderate, and Light levels. This system, paired with the English Learner Support activities, ensures grade- and level-appropriate material and instruction for every student. See the following scaffolded exercises from G5 Module 1 Lesson 2:

```
Express Likes and Dislikes

Listening

• Prompt children to look at the image and listen as you read aloud. Explain that you will ask them about what they hear. Read this text aloud:
  George, Rita, and Louise were talking quietly while they drew pictures for a classroom assignment. The teacher had asked them to draw their favorite activity on the school playground. George said, “I love the slide!” as he worked on his picture. Rita said, “I do not like the slide. I like to climb.” Louise said, “I love playing in the sandbox, but I like the slide, too.”
• Tell children that you will ask some questions about what they just heard. Model for children that they should give a thumbs up if the answer is yes and a thumbs down for no.
• Ask the following questions:
  • Does George love the slide? (thumbs up)
  • Does Rita love the slide? (thumbs down)
  • Does Louise love playing in the sandbox? (thumbs up)
  • Does Louise like the slide? (thumbs up)
• Explain to children that being able to express likes and dislikes is an important skill. Ensure that children are familiar with the word dislike, making a happy face for like and an unhappy face for dislike. When children want to express how they feel, they can use such words and phrases as like, dislike, do not like, love, enjoy, and dislike. These terms will help them express their opinions.

For additional vocabulary support, reference the strategies on the front of this guide.
Key: context content multiple-meaning phrases

Speaking

• Explain to children that part of communicating with others includes expressing likes and dislikes.
• Explain to children that the words and phrases like, dislike, do not like, love, enjoy, and dislike can be used to express how they feel about something.
• Direct children to look at the playground image as you read the passage on the left.
• Share the word bank (like, dislike, enjoy) and point to each word or phrase as you ask such questions as Which playground activity does George love?
• Have children work with a partner, taking turns expressing likes and dislikes. Use the following supports with children at varying proficiency levels:

SUBSTANTIAL
Using the words in the word bank, model expressing likes and dislikes and have children repeat. Write each word or phrase on the board and point to each as you say it.

MODERATE
Ask children to look at the playground image. Ask What playground activity do you like? Do you enjoy playing in the sandbox? Do you like the slide? Which playground activity do you not like? Why?

LIGHT
Tell children to ask their partners what they like and dislike on the playground and then be able to share what the partners said.

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| 2.1 | English Language Development |
|-----------------------------|
| Grade K | Tabletop Minilessons |
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Options for Differentiation

As the class engages in independent and collaborative work, meet with Guided Reading Groups or differentiate instruction based on student need.

**GUIDED READING GROUPS**

**Match Students to Books + Instruction**
- Choose just right books based on level, skill, topic, or genre.
- Deliver instruction with each book’s Take and Teach Lesson, choosing appropriate sessions based on need.
- Check comprehension, reinforce instruction, and extend learning with suggested supporting activities.

**ENGLISH LEARNER SUPPORT**

**Compare and Contrast**
- Use Tabletop Minilessons: English Language Development Card 2: it to practice the language skill.
- Then use the following text-based prompts with The inventor’s letter to guide application of the language skill. Begin with the prompt at the student’s identified language proficiency level. As students progress, use lighter supports to encourage increased language proficiency.

**SUBLTUAL**
Read paragraphs 13 and 16. Ask: How were Thomas’s and Nancy’s dreams similar and their inventions different? Have students use phrases from the text or drawing to explain their answers.

**MODERATE**
Ask students to describe the purpose of an electric pen and that of an engine-powered buggy. Ask: In what ways are the inventions similar? How are they different?

**LIGHT**
Have students describe similarities and differences in the electric pen and the engine-powered buggy. Supply this frame: Both inventions _______ They are different because an electric pen _______ and a buggy _______.

**SCAFFOLD AND EXTEND**

**ALMOST THERE**
- Help students figure out the central idea of a section and restate it in their own words.
- Have students choose two or three facts that support the central idea to use as they write their summaries.
- Encourage students to use a verb that describes the author’s purpose in their summary. Remind students to include text evidence as support.

**READY FOR MORE**

**ENGLISH LEARNER SUPPORT**

**SUBLTUAL**
Read a section of a text aloud. Ask: Who or what is this about? What happens? Help students point out key words from the text.

**MODERATE**
For informative texts, have students answer the 5-W questions as an outline for their summary.

**LIGHT**
Ask students to discuss if there are any details in their summaries that should be removed or added.
Differentiation of language is systematically addressed throughout the *HMH Into Reading* program. The materials provide both written and oral activities for ELLs to learn, practice, and integrate new language skills. As illustrated above, differentiated instruction and scaffolding occur as part of the Reading Workshop activities. These include the Scaffold and Extend feature, as well as the English Learner Support and Tabletop Minilesson components in every grade-level module.

### 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) The four language domains are targeted in the *HMH Into Reading* materials. At each grade level of the program, students are provided opportunities to practice listening, speaking, reading, and writing skills. Each lesson is organized into four primary sections: Build Knowledge & Language, the Reading Workshop, Foundational Skills or Communication, and the Writing Workshop. In myBook, students read a variety of thematically related texts in numerous genres. Teachers guide reading using question prompts and activities in the Teaching Pal. Before, during, and after reading the selections, individuals and small groups engage in scaffolded reading activities as part of the Reading Workshop. See the following Shared Reading example from Grade 3 Module 7 Week 1 Lesson 1:
Students can also engage in independent reading in the Reading Center, a function of the Literacy Center. See the following example from Grade 3 Module 7 Week 1:
Also embedded in each Reading Workshop is the Engage and Respond activity. In each lesson, this activity focuses on a skill related to reading, writing, speaking, or speaking and listening. See the following example from Grade 3 Module 7 Week 1 Lesson 2:

The Communication section also targets a different skill set in each lesson. Listening Comprehension is often a main focus of this section. Lastly, students practice focused writing and grammar skills in the Writing Workshop. See the following example from Grade 3 Module 7 Week 1 Lesson 2:
In addition, the Tabletop Minilessons provide instruction and practice in the four language domains. Each Tabletop Minilesson is divided into three parts. In the first part, students are provided scaffolded instruction in a skill area and opportunities to apply listening and speaking skills. The second part of the Minilesson provides practice in reading and writing, while the third section targets collaborative problem solving. See the following Minilesson from G3 Module 2 Week 2:

### Describe

**Listening**
- Prompt students to look at the image and listen as you read aloud. Then tell them what you will ask them about what they heard.
- Explain that we use our senses to describe people, places, or things. Show students examples of such descriptive words as looks, smells, tastes, and feels.
- Read the text aloud.
  - A day at the park (or the topic). Make it clear that it is something that makes you feel happy. The main character goes to a day at the park and enjoys it.
  - He sees a boat. It looks like a blue boat.
  - He hears the sound of the water. It sounds like a soft mooing sound. He takes a drink. It tastes sweet and sour. (An example: Julian’s orange)

**Speaking**
- Explain that when speakers describe, they may tell how something looks, sounds, smells, tastes, and feels.
- Explain that such words as looks, sounds, smells, tastes, and feels may be used to describe things we see, hear, smell, touch, and feel.
- Direct students to read and listen to the text and make notes about what they heard.
- Have students share their answers with each other, and the teacher.

**Writing**
- Provide students with copies of the Describe organizer.
- Explain to students that they will complete the organizer by describing things they see, hear, smell, taste, and feel during the activity.
- Remind students to look for words that signal descriptions.
- Have students read the passage on the card. Have students identify words that signal descriptions. Encourage them to create pictures in their minds to enhance their understanding.
- Allow time for students to record descriptive details in the organizers. Remind students to use details from both the image and text.
- Use the following prompts with students at varying proficiency levels:

<table>
<thead>
<tr>
<th>SUBSTANTIAL</th>
<th>Ask students to identify words that signal descriptive language in the passage.</th>
<th>MODERATE</th>
<th>Ask students to describe the flowers as they appear in the passage.</th>
<th>LIGHT</th>
<th>Ask students to identify words that signal descriptive language in the passage.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUBSTANTIAL</td>
<td>Explain that signal words point to descriptive language in the story. Say Point</td>
<td>MODERATE</td>
<td>Ask students to identify words that signal descriptive language in the passage.</td>
<td>LIGHT</td>
<td>Ask students to identify words that signal descriptive language in the passage.</td>
</tr>
<tr>
<td>SUBSTANTIAL</td>
<td>to a word or phrase that describes how the flowers look. (colorful)</td>
<td>MODERATE</td>
<td>Ask students to identify words that signal descriptive language in the passage.</td>
<td>LIGHT</td>
<td>Ask students to identify words that signal descriptive language in the passage.</td>
</tr>
<tr>
<td>SUBSTANTIAL</td>
<td>Explain that signal words point to descriptive language in the story. Say Point</td>
<td>MODERATE</td>
<td>Ask students to identify words that signal descriptive language in the passage.</td>
<td>LIGHT</td>
<td>Ask students to identify words that signal descriptive language in the passage.</td>
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<tr>
<td>SUBSTANTIAL</td>
<td>to a word or phrase that describes how the flowers look. (colorful)</td>
<td>MODERATE</td>
<td>Ask students to identify words that signal descriptive language in the passage.</td>
<td>LIGHT</td>
<td>Ask students to identify words that signal descriptive language in the passage.</td>
</tr>
</tbody>
</table>

**SUBSTANTIAL**
- Explain that signal words point to descriptive language in the story. Say Point to a word or phrase that describes how the flowers look. (colorful)

**MODERATE**
- Ask students to identify words that signal descriptive language in the passage.

**LIGHT**
- Ask students to identify words that signal descriptive language in the passage.
2) As stated previously, *HMH Into Reading* materials differentiate instruction based on language proficiency levels. The Reading Workshop uses strategic scaffolding methods to provide differentiated instruction for English Language Learners at each grade-level. Support is given at the Substantial, Moderate, and Light levels. The four language domains are addressed with the same system of differentiation. See the following examples from the Options for Differentiation and the Scaffold and Extend components from G3 Module 7 Week 1:

**Options for Differentiation**

As the class engages in independent and collaborative work, meet with Guided Reading Groups or differentiate instruction based on student need.

**Guided Reading Groups**

- Match students to books + instruction
- Use a mix of guided reading, shared reading, and independent reading
- Provide opportunities for students to practice and apply strategies

**English Learner Support**

- For Substantial
- For Moderate
- For Light

**Scaffold and Extend**

- Almost There
- Ready for More

**Almost There**

- Point out details in the text that indicate the author’s purpose. Then help students to identify it.
- Prompt students to use evidence to demonstrate understanding of the author’s purpose.
- Have students explain how the author’s purpose affects the kinds of details included in the text.

**Ready for More**

- English Learner Support

**Substantial**

- Ask yes/no questions to help students determine the author’s purpose: Does the author give information?

**Moderate**

- Supply this sentence frame: I know the author’s purpose is ______ because ______.

**Light**

- Encourage students to explain their reasoning as they answer the prompts.
In addition, the Tabletop Minilessons feature scaffolded instruction in each of the four language domains for students of different levels of proficieny. See the following examples from G3 Module 7 Week 1:

**Describe**

**Listening**
- Prompt students to look at the image and listen as you read aloud. Explain that they will ask you about what they hear.
- After students have asked their questions, have them retell what they heard.

**Speaking**
- Explain that when speakers describe, they may tell how something looks, sounds, smells, tastes, and feels.
- Explain that when they describe, they may tell how something feels or what it is like.

**Reading**
- Provide students with a copy of the text. Have them read the text before the lesson.
- Ask students to identify words that signal descriptive language in the text.

**Writing**
- Explain that writers use signal words to describe things in their writing.
- Ask students to share words that signal descriptive language in their writing.

**Substantive**
- Have students listen to part of the text. Ask questions such as, "What problem does the author want to solve?" Allow students to respond in simple words or phrases.

**Moderate**
- Ask questions such as, "What problem does the author want to solve?" Ask does the author think we should solve the problem? Use sentences frames like these: The problem is ___________. We can solve the problem by ___________.

**Light**
- Ask students to identify the problem and its potential solution. Ask, "What problem does the author think the reader should solve?"
3) The targeted language domains are systematically integrated throughout the materials in the *HMH Into Reading* program. As stated above, students are provided opportunities to practice listening, speaking, reading, and writing skills in every lesson. The Build Knowledge & Language, Reading Workshop, Foundational Skills, Communication, and Writing Workshop sections, along with the Tabletop Minilessons, target the four language domains and scaffold instruction for students of varied proficiency levels. As students progress throughout each module, they learn and review skills and systematically build a broader skill set based upon what they have already learned. This progressive model continues throughout subsequent grade levels.

4. The Strands of Model Performance Indicators and the Standards Matrices

The Strands of Model Performance Indicators (MPIs) provide sample representations of how language is processed or produced within particular disciplines and learning contexts. WIDA has five language development standards representing language in the following areas: Social and Instructional Language, The Language of Language Arts, The Language of Mathematics, The Language of Science, The Language of Social Studies as well as complementary strands including The Language of Music and Performing Arts, The Language of Humanities, The Language of Visual Arts.

The Standards Matrices are organized by standard, grade level, and domain (Listening, Speaking, Reading, and Writing). The standards matrices make an explicit connection to state academic content standards and include an example for language use. Each MPI includes a uniform cognitive function (adopted from Bloom’s taxonomy) which represents how educators can maintain the cognitive demand of an activity while differentiating for language. Each MPI provides examples of what students can reasonably be expected to do with language using various supports.
A. Connection to State Content Standards and WIDA Language Development Standards

1) Do the materials connect the language development standards to the state academic content standards?  
   Yes  No

2) Are the academic content standards systematically represented throughout the materials?  
   Yes  No

3) Are social and instructional language and one or more of the remaining WIDA Standards present in the materials?  
   Yes  No

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

1) The materials do not connect the language development standards to state academic content standards.
2) The academic content standards are not systematically represented throughout the materials.
3) Social and instructional language standards and one or more of the remaining WIDA Standards are present in the materials. The language of instruction for reading and language arts are taught explicitly in the HMH *Into Reading* materials. These skills are practiced and applied in various exercises and real-world scenarios. Throughout each unit and at each grade level, English Language Learners discuss and use academic language in a variety of activities involving reading, speaking, listening, and writing.

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 *HMH Into Reading* materials effectively challenge students to achieve higher order
thinking. Each module and lesson in the program provide opportunities for ELLs to engage in a variety of cognitive functions, such as those represented by Bloom’s taxonomy. Bloom’s taxonomy verbs are embedded in the learning objectives and general instruction throughout each lesson, applying to all students, irrespective of proficiency level. See the following examples from Grade 4 Module 10 Week 1, in which students are expected to demonstrate higher order thinking by performing skills such as use, identify, discuss, paraphrase, and recognize:

**KEY LEARNING OBJECTIVES**
- Monitor understanding and use strategies to clarify as needed.
- Determine text structure.
- Identify the central idea and how the text’s structure supports it.
- Use text and graphic features to understand the text.

**LEARNING OBJECTIVES**
- Share information and ideas about a topic under discussion.
- Ask relevant questions to clarify information.
- Recognize characteristics of informational texts.
- **Language** Answer questions using multi-word responses.

**Build Background**
- In your Teaching Pal, pages 302–303, use the prompts to guide students through an introduction to the module as they follow along in their myBook.
- **Discuss the Quotation** Lead a discussion about the quotation by Lawrence Clark Powell.

- **Summarize/Paraphrase** Remind students that summarizing or paraphrasing what they hear will help them monitor their listening comprehension and remember what they heard. Explain that after hearing each section of text, students should think about the main ideas of the section.
2) Opportunities for engaging in higher order thinking are systematically addressed in the materials. As mentioned above, the Bloom’s taxonomy verbs are embedded not only in the lesson learning objectives, but also throughout the general instructions in the Reading Workshop and other components. See the following examples from Grade 5 Module 6 Week 1, in which students are expected to demonstrate higher order thinking skills such as examine, explain, recognize, and infer.

**KEY LEARNING OBJECTIVES**
- Examine how language contributes to voice.
- Explain the author’s purpose within a text.

**KEY LEARNING OBJECTIVES**
- Make inferences and use text evidence to support understanding.
- Recognize central ideas and their supporting details.
- Explain the author’s purpose and message within a text.
- Recognize organizational patterns such as logical order and order of importance.

**LEARNING OBJECTIVES**
- Recognize the characteristics of informational text.
- Understand the effects of an author’s word choice on readers.
- Analyze how language can help establish voice or tone in an informational text.
- **Language** Build vocabulary through guided discussions.
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 *HMH Into Reading* materials provide scaffolding supports for students to advance within a proficiency level. As stated previously, the English Learner Support feature uses scaffolds, such as sentence frames, discussion prompts, and proficiency-specific questions and responses, to support ELLs at their individual proficiency levels and to help them extend their skills. Likewise, the Scaffold and Extend feature provides students with extra support as they learn to comprehend and master particular skills and strategies. Suggestions for differentiation include scaffolded support for students who are “Almost There” as well as for those who are “Ready for More.” Students gain better understanding of skills and concepts by exploring them in a succession of ways that require increasingly complex higher order thinking. See the following example from Grade 3 Module 7 Week 1:

```
<table>
<thead>
<tr>
<th>ALMOST THERE</th>
<th>READY FOR MORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCAFFOLD AND EXTEND</td>
<td></td>
</tr>
<tr>
<td>• Point out details to help students make a prediction. Help them find evidence to confirm or correct their prediction.</td>
<td></td>
</tr>
<tr>
<td>• Have students make predictions and point to the evidence that confirms or disproves their predictions.</td>
<td></td>
</tr>
<tr>
<td>• Have students explain how their predictions were confirmed or corrected by evidence in the text.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ENGLISH LEARNER SUPPORT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SUBSTANTIAL</strong></td>
</tr>
<tr>
<td>Guide students to complete this sentence frame: <em>I predict _____</em>. Have them point to illustrations or words that support their prediction.</td>
</tr>
<tr>
<td><strong>MODERATE</strong></td>
</tr>
<tr>
<td>Supply these sentence frames: <em>I predict _____ because _____.</em></td>
</tr>
<tr>
<td><strong>LIGHT</strong></td>
</tr>
<tr>
<td><em>I corrected my prediction because _____.</em></td>
</tr>
<tr>
<td>Have students explain the evidence and their reasoning for how they made and corrected or confirmed their predictions.</td>
</tr>
</tbody>
</table>
```
The Tabletop Minilessons also promote advancement within proficiency levels. As students progress in practice of a skill or strategy, instructors are encouraged to lessen additional support so that students may strengthen and rely more heavily on their own language proficiency. See the following example from Grade 5 Module 1 Week 1:

2) The materials provide scaffolding supports for students to progress from one proficiency level to the next. As students progress through the modules, the scaffolding supports help them gain mastery of concepts and skills and build upon what they have learned. As students’ overall comprehension and capability become stronger, students are gradually able to progress to higher levels of proficiency. Again, the Scaffold and Extend and English Learner Support features uses a variety of scaffolds to support ELLs at their individual proficiency levels and to help them extend skills and progress to the next level. See the following example from Grade 5 Module 1 Lesson 11:
3) The scaffolding supports are presented systematically throughout the *HMH Into Reading* materials. As shown above, the English Learner Support features in each lesson use scaffolds, such as sentence frames, discussion prompts, and proficiency-specific questions and responses, to support ELLs at their individual proficiency levels and to help them extend their skills. Likewise, the Scaffold and Extend feature, also present in every lesson, provides students with extra support as they learn to comprehend and master particular skills and strategies. Students gain better understanding of skills and concepts by exploring them in a succession of ways that require increasingly complex higher order thinking.

### D. Accessibility to Grade Level Content

1) *Is linguistically and developmentally appropriate grade-level content present in the materials?*
   - Yes  No

2) *Is grade-level content accessible for the targeted levels of language proficiency?*
   - Yes  No

3) *Is the grade-level content systematically presented throughout the materials?*
   - Yes  No

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

1) Linguistically and developmentally appropriate grade-level content is present in the *HMH Into Reading* materials. Students read and analyze authentic, complex, and grade-appropriate texts of a variety of genres in myBook, as well as the Rigby Leveled Library, Student Choice Library, and Read Aloud Books. For small-group reading, the Rigby Leveled Library provides 15 titles per guided reading level and offers a host of reading levels, topics, and genres. Each module begins with the Module Launch and the Text X-Ray, in which the reading topic, learning objectives, and Big Idea Words from the selection are introduced. Prompts for questions, discussions, and differentiation are appropriate for the specified grade level and for students of different proficiency levels. See the following Text X-Rays for the two selections from
Grade 5 Module 1 Week 1:

2) Grade-level content is accessible for the targeted levels of language proficiency. As stated previously, the Reading Workshop scaffolds instruction to target students at various levels of language proficiency. As students progress through each reading selection, teachers use the Options for Differentiation, English Learner Supports, and scaffolding in the Tabletop Minilessons to focus on students who require varied levels of support. See the following Small-Group Instruction section from Grade 1 Module 1 Lesson 3, in which students receive differentiated instruction and apply the Tabletop Minilessons:
**SMALL-GROUP INSTRUCTION**

**Options for Differentiation**

As the class engages in independent and collaborative work, meet with Guided Reading Groups or differentiate instruction based on student need.

<table>
<thead>
<tr>
<th>GUIDED READING GROUPS</th>
<th>ENGLISH LEARNER SUPPORT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Match Children to Books + Instruction</strong></td>
<td><strong>Seek Information</strong></td>
</tr>
<tr>
<td>• Choose just-right books based on level, skill, topic, or genre.</td>
<td>• Use Tabletop Minilessons: English Language Development 1.2 (Reading) to reinforce and practice the language skill.</td>
</tr>
<tr>
<td>• Deliver instruction with each book’s Take and Teach Lesson, choosing appropriate sessions based on need.</td>
<td>• Then use the following text-based prompts with Try This! to guide application of the language skill. Begin with the prompt at the child’s identified language proficiency level. As children are able, use lighter supports to encourage increased language proficiency.</td>
</tr>
<tr>
<td>• Check comprehension, reinforce instruction, and extend learning with suggested supporting activities.</td>
<td><strong>SUBSTANDARD</strong></td>
</tr>
</tbody>
</table>

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(G1 Module 1 Lesson 3, p. T64)
REINFORCE ASK AND ANSWER QUESTIONS

Demonstrate

• Use Tabletop Minilessons: Reading 1 to remind children that they can ask questions before, during, and after reading. Asking questions will help them understand a text. When they ask questions, they are staying “awake” and thinking about the text. They can use who, what, where, when, why, and how to ask questions about a text. Tell children that they can answer their questions about the text by looking for evidence, or details in the text and pictures.

• Model filling out Printable: Reading Graphic Organizer 1 to ask and answer questions about Try This!

Apply to Independent Reading

• Now have children ask and answer questions about an appropriate just-right book that they are reading independently. Customize these prompts to the books children choose.
  » Look at the cover. What question do you have about what you see there? How can you find out the answers to your questions?
  » Now that you’ve read the beginning of this book, what questions do you have? Read that section again and find the answers to your questions.
  » Now that you’ve finished the book, what questions do you have? How can you answer them?

• Have children complete Printable: Reading Graphic Organizer 1 for their independent reading book.

SCAFFOLD AND EXTEND

• Have children ask who, where, and what questions. Then guide them to find answers in the text.

• Help children formulate additional who, where, or what questions about the book and answer them based on information in it.

• Encourage children to formulate questions using how, why, and I wonder whether. Have children answer the questions using text evidence.

ENGLISH LEARNER SUPPORT

SUBSTANTIAL
Point to details and ask: Who is ______? or What is ______? Provide the frame This is ______ to help children respond.

MODERATE
Have children ask and answer questions. Supply frames such as: Who is/are ______? Where is/are ______? Why is/are ______? Why does/do ______?

LIGHT
As children answer prompts, encourage them to explain where they found answers to their questions. Have them ask an open-ended question, such as: What do you think ______?

(G1 Module 1 Lesson 3, p. T65)
3) As previously shown, grade-level content is present in the Reading Workshop materials and is systematic in its presentation. Students analyze authentic, complex, and grade-appropriate texts from the program. Beginning with the Text X-Ray, in which students focus on words and phrases from the current reading selection, the Reading Workshop provides focused instruction of the selection to ELLs of varied proficiency levels. The differentiated five-day lesson system is continuous throughout each grade level. Using the Start Right Reader, students apply previously learned skills and knowledge to read new texts. See the following example highlighting the systematic delivery of instruction and support:
E. Strands of Model Performance Indicators

1) **Do materials include a range of language functions?**
   - Yes
   - No

2) **Are the language functions incorporated into a communicative goal or activity?**
   - Yes
   - No

3) **Do the language functions support the progression of language development?**
   - Yes
   - No

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

1) Students practice and develop a range of language functions in every module of the *HMH Into Reading* program. As students progress through each reading selection, they learn and practice language functions and apply them to selections in the Reading Workshop. Students receive scaffolded support to use language functions to compare and contrast, ask and answer questions, analyze cause and effect relationships, summarize and paraphrase, and other text-related activities. See the following example from G4 Module 4 Week 2:
The *HMH Into Reading* language functions are incorporated into communicative goals and activities. As stated above, students practice and develop a range of language functions in every module of the *HMH Into Reading* program. As students progress through each reading selection, they analyze genre, explore words and phrases, and recognize cultural references encountered in the selections. The Foundational Skills segment provides crucial instruction in phonics, fluency, and spelling and introduces students to a range of high-frequency words. Students learn Power Words, generative vocabulary, and vocabulary strategies in the Vocabulary segment of each module and apply these to different language functions in the Reading Workshop. The same concepts and vocabulary are also applied to the Tabletop Minilessons. See the following example from G5 Module 1 Week 1, in which students apply language skills to summarize using key ideas from the text:
Teachers may also elect to integrate the Language Graphic Organizers when applying language functions to the reading selections:
3) The language functions support the progression of language development. Each daily lesson in the *HMH Into Reading* program begins by introducing the objectives and target skills. Students then learn to apply new vocabulary and language skills for a variety of functions, aided by scaffolding. From the initial Module Launch and throughout the lesson activities, English Language Learners progressively gain strength in applying foundational skills to language functions, systematically helping them to advance through the *HMH Into Reading* program and from one level of proficiency to the next.