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): Ready® Classroom Mathematics, Florida Edition
Publisher: Curriculum Associates
Materials/Program to be Reviewed: Student Worktext (SW), Teacher’s Guide (TG), Online Teacher Toolbox

Tools of Instruction included in this review: Examples taken from Grade 4, Lessons 20-21

Intended Teacher Audiences: Curriculum Advisors, Classroom Teachers, Content Specialists, Language Teachers, Resource Teachers, and Paraprofessionals

Intended Student Audiences: Grades K-5

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

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, The Language of Mathematics, & The Language of Language Arts

WIDA Language Proficiency Levels included: Ready Classroom Mathematics, Florida Edition uses levels similar to WIDA’s Language Proficiency Levels, which are referenced in the program’s differentiated instruction. Program levels include Beginning (Level 1), Intermediate (Levels 2-3), and Advanced/Advanced High (Levels 4-5).
In the space below explain the focus or intended use of the materials:

Ready Classroom Mathematics, Florida Edition helps build strong mathematical habits in students through discourse-based instruction. The Try, Discuss, Connect instructional routine supports teachers in facilitating meaningful mathematical discourse in a manageable way that engages all learners. The lessons support learning through multiple methods and opportunities for engagement, representation, action, and expression. Each lesson provides multiple entry levels, activities, and "differentiation points" that allow teachers to flexibly address differentiation needs within each lesson.
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) Ready Classroom Mathematics, Florida Edition considers student assets and contributions by providing many opportunities for students to connect personally to content. The program surrounds the lessons with activities that promote student connection to the materials through discussion, sharing, and reflecting. Before each lesson, guided discussions encourage students to activate prior knowledge and build background knowledge. The lessons begin with the features Community and Cultural Responsiveness and Connect to Family. The Connect to Family feature encourages interactive activities in the home and ties content to their personal environments. The Community and Cultural Responsiveness activity directly connects content with personal experiences. Embedded into each lesson, a Reflect activity carefully engages students to write a lesson reflection and discuss their answers with peers. The Teacher’s Guide (TG) includes additional activities that bring student assets into the classroom throughout the lesson. For example, the Real World Connection discussion activities ask students to utilize their personal and group brainstorming power to connect the mathematics content to real-world situations and careers.

2) Student assets and contributions are systematically considered throughout the program. The following examples are representative of features found in every lesson and unit of Ready Classroom Mathematics, Florida Edition. All examples in this correlation will be taken from the grade 4 program. View the following examples from Lesson 21.
At the beginning of each lesson the feature *Explore* builds prior and background knowledge. TG p. 167:

The *Connect to Family* feature connects content to family, community, and culture. TG. p. 166b:

The *Reflect* writing feature is found at the end of each lesson and encourages students to write a lesson reflection and discuss the question with peers.
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?  

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<tbody>
<tr>
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2) Are the language features at the discourse dimension addressed systematically throughout the materials?  

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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) Ready Classroom Mathematics, Florida Edition consistently includes language features at the discourse level in speaking, listening, and writing activities for all identified proficiency levels. The program is designed to include partner, small, and large group discussions in daily instruction. Discussion and writing routines are supported with instructional scaffolds like guided questioning, sentence starters, and language differentiation strategies. The feature Discuss It, for small and large group discussions, provides questions and language starters to assist conversation. See examples from Grade 4, Lesson 21:
Language differentiation strategies located in the TG are organized by WIDA levels and include multiple strategies to support learners as needed. View example from Lesson 21:

In addition, a sentence starter resource is available at the beginning of each Student Worktext and organized by unit.

2) Language features at the discourse level are presented systematically throughout the program. Lessons begin with discussions that encourage prior knowledge connections and build background knowledge. Daily group and peer discussions, cooperative activities, and writing lessons give additional opportunities to practice discourse throughout the lesson. See representative examples:

Unit and lesson opening activities include multiple opportunities for students to practice at the discourse level.

**Support Whole Class Discussion**

Engage students in a discussion about the skills with questions such as:
- Which skills seem related to something you already know?
- Which skills do you think you would use in your everyday life? Why?

**Support Growth Mindset**

At the end of the unit have students review the skills on the *Student Book Self Reflection* page and work in pairs to respond to the prompts. Encourage students to revisit the work they did in each lesson.
Throughout the lessons, students discuss content in peer, small and large group activities. View examples:

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) Ready Classroom Mathematics, Florida Edition addresses language features at the sentence-level for all proficiency levels. Lessons begin with discussions that activate prior knowledge of the topic. Cooperative
2) Sentence dimension language features are grade level appropriate and supported with scaffolds and supports to differentiate instruction for all proficiency levels. Language instruction includes scaffolds like language frames, guided questioning, leveled questions, cooperative learning, specific differentiated instruction, and are supported with interactive, sensory and graphic supports.

3) Ready Classroom Mathematics, Florida Edition lessons are organized by speaking, listening, reading and writing sentence-level features in consistent routines throughout each level. Lessons are structured into 3 sessions labeled Explore, Develop (more than one Develop may be found in each lesson), and Refine. Sessions follow the systematic routines Start, Try It, Discuss It, Picture It, Modeled It, Connect It, Apply It, and Close. Each routine includes sentence-level instruction in the language domains. See below:
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 appropriate for the targeted proficiency levels?

   Yes   No

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2General language refers to words or expressions not typically associated with a specific content area (e.g.,
systematically presented throughout the materials?

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

1) Ready Classroom Mathematics, Florida Edition consistently addresses language features at the word/phrase level in every unit and lesson session. Units begin with a Build Your Vocabulary section that reviews specific unit terms and activates prior knowledge. At the beginning of each lesson, objectives list new vocabulary and reviewed vocabulary. Vocabulary is then presented in context with graphic and interactive supports and differentiated instruction appropriate to the targeted proficiency levels. Word study instruction like understanding cognates, root words, and multiple meaning words is also addressed in language development activities throughout each session. See examples from Lesson 21 TG:

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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.
2) Words, expressions, and phrases are presented in context throughout Ready Classroom Mathematics, Florida Edition and are then used in peer, group, and whole class discussions and cooperative activities. For example, units begin with activities that practice vocabulary comprehension and use the terms in sentences and in discussion. See example:

3) General, specific, and technical language is always appropriate in the Ready Classroom Mathematics, Florida Edition program. Specific and technical language is introduced and practiced in Academic Vocabulary lessons, as well as in unit and lesson key vocabulary. Units include cultural connections and mathematics, science, art, and social studies real-world connections giving opportunity for a large range of word/phrase and language study. To help differentiate content for all targeted language levels, teachers are provided with vocabulary and language differentiation resources in the Teacher's Guide.

4) General, specific, and technical language are presented in a consistent and systematic manner throughout the program. Specific and technical language is presented in the math content, vocabulary and academic vocabulary lessons. General language is practiced throughout the lesson sessions in peer, group, and whole class discussions and cooperative activities that practice language and new content.
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) Ready Classroom Mathematics, Florida Edition uses levels similar to WIDA’s Language Proficiency Levels, which are referenced in the program’s differentiated instruction. Program levels include Beginning (Level 1), Intermediate (Levels 2-3), and Advanced/Advanced High (Levels 4-5). It is grade-level, standards-aligned program that meets the needs of all learners, including English Language Learners. Through a systematic and carefully-designed approach of differentiation across the levels of English language proficiency, the program includes leveled differentiated instruction and supports for all WIDA levels and instructional resources in the TG, i-Ready, and the Tools for Instruction, thus creating a strong MTSS solutions for struggling learners.

2) Differentiation is linguistically appropriate for grade-level students working above and below level. Differentiation targets language lessons as well as providing teachers with alternative teaching strategies for challenging concepts. View examples for lesson 21 of both types of differentiation within the TG:

Lesson Overview Activities:

![Differentiated Instruction](image_url)
Language Leveling Resource:

In the Student Worktext, supports are found on page to assist language learners of all levels. These supports include language frames to support peer discussions, graphics, illustrations, models, classroom manipulatives, pictorial examples, home extensions, guided questioning, and cooperative activities and presentations. View representative examples from Lesson 21:
In addition, an Online Teacher Toolbox is a virtual filing cabinet of K–5 instructional resources and provides immediate access to detailed lesson plans and digital tutorials for students performing on, below, or above grade level.

3) Differentiation is built into the Ready Classroom Mathematics, Florida Edition program systematically throughout every grade level. The examples presented in part 2 are representative of the types of supports and leveled differentiation found in every lesson in the program.
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 Ready Classroom Mathematics, Florida Edition program presents the language domains of listening, speaking, reading, and writing with consistent Read, Think, Talk, Write organizational structure. Every lesson includes multiple opportunities to learn cooperatively through discussion and cooperative learning activities that develop listening and speaking skills. Reading is represented in the instructional language and content that is supported with graphics, illustrations, and models. Writing activities are built into the lessons in vocabulary practice using graphic organizers, practice that requires sentence-level explanation, and the routine Reflect feature.

2) Language domain activities are supported with instructional scaffolds and differentiated instruction to make content accessible for all targeted proficiency levels. Each grade-level text is designed to support English language learners by presenting more listening and speaking activities at the beginning of the year and introducing more intensive writing activities at the end of the year. This method helps to differentiate content for all learners and allows for language development over the course of the year. Language domain supports are utilized in each lesson session; see an example from a vocabulary writing/listening/speaking activity in Lesson 21:
3) Reading, Writing, Listening, and Speaking are systematically presented in each lesson. Students discuss, collaborate, read and answer problems, and use writing lessons to brainstorm and reflect in repeating instructional routines. View examples from Lesson 21 Session 1 that represent how domain instruction is presented throughout each text:

Reading
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 Ready Classroom Mathematics, Florida Edition program was designed around the Florida MAFS and includes connections to the Standards for Mathematical Practice. The curriculum focuses on building conceptual understanding and procedural fluency as demanded by the MAFS, develops mathematical reasoning through lessons that use real-world problem solving, and provides ongoing opportunities for higher-order thinking, cooperative dialogue and mathematical discourse. Student assessments provide standard-aligned tests that introduce students to the types of questions found on state exams.

2) Standard-aligned content is presented systematically throughout the materials. The national and state
standards that correlate to content are listed in the beginning unit lessons and on-page in the SB and TG. View examples from Lesson 21:
3) The program systematically integrates social and instructional language with the language of mathematics. Social and instructional language is used in the practice and application of all skills and standards taught in each lesson through cooperative dialogue and mathematical discourse. View representative examples of the integration of social and instructional language and content area topics:
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) Ready Classroom Mathematics, Florida Edition presents opportunities for English language learners to engage in higher order thinking at all proficiency levels. Students practice understanding, comparing, and applying new content, as well as complete activities that require evaluation, organization, synthesizing, and reflecting. These activities are presented in writing and speaking activities that utilize supports that differentiate content for all levels. For example, at the end of most lessons a reflective writing activity tests depth of knowledge and requires students to discuss their reflections with their peers. In the TG, the Deepen Knowledge feature uses the Standards for Mathematical Practices to extend content and broaden connections.

2) Ready Classroom Mathematics, Florida Edition content is presented in routines like Try, Discuss, Connect and the Reflect feature that elicit higher order thinking systematically. The TG provides additional opportunities to extend and deepen content through guided questioning and specific lesson extensions. View examples that are representative of all levels: Reflect feature Grade 4 Lesson Overview:

Example TG features that encourage higher-order thinking from Lesson 21:
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) Ready Classroom Mathematics, Florida Edition provides scaffolding supports for students to advance within a proficiency level. The instructional routine uses models, structured practice, and independent practice to support and then gradually release the responsibility to the students. Lessons incorporates an assortment of multi-sensory learning supports into each session activity. Typical supports include language frames for discussions and writing activities, visuals and graphics, models, step-by-step instructions, cooperative learning, and hands-on learning. Instructions and text-based problems use visual supports like illustrations, visual models, photographs, captions, and labels to aid comprehension. Vocabulary instruction is presented in context, with definitions, and is supported with visuals and graphic organizers. In the TG, multi-level differentiation strategies are provided throughout the lessons to assist learners working at, below, and above grade level. Additional instructional resources are available online like second language translations and digital tutorials.

2) The scaffolding supports described in part A assist student progression from one proficiency level to the next. The overall progression of content complexity, within and across grades, facilitates progress in foundational grade-level skills, academic vocabulary, and language development that further deepens content knowledge and comprehension. Ready Classroom Mathematics, Florida Edition provides frequent and systematic assessments for teachers to monitor progress throughout the lessons and units.

3) Scaffolding supports are presented systematically throughout Ready Classroom Mathematics, Florida Edition. The following examples of scaffolding supports in Lesson 21 are found in every lesson throughout the program.
Examples of Graphic Supports:

**Graphic Organizers**

**Visual Examples**

Examples of Interactive Supports:

**Cooperative and Hands-on Activities**
Example of Differentiation features located in the TG:

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) Ready Classroom Mathematics, Florida Edition is grade-level organized and correlates to Mathematics Florida Standards (MAFS) for Grades K-5. Each grade level has complete standards coverage in mathematics and connections to language arts, science, social studies, and art. Reading, writing, listening, and speaking language domains are systematically practiced throughout each lesson. Before each unit and within the lessons, grade-level standards and objectives are listed in the TG. The Learning Progression feature describes where the content is leading, and reviews what was learned in previous lessons. See example from Lesson 21:

2) Grade-level content is made accessible to the targeted proficiency levels through differentiated instruction and instructional supports. Instructional supports include interactive, graphic, and sensory scaffolds like using manipulative, cooperative activities, discussions, graphic organizers and illustrations describing content. Differentiated instruction for language is leveled, and differentiation for content is systematically provided in every lesson. See examples from Lesson 21:
3) Grade-level and standards-aligned content is presented systematically throughout the program. Before each unit in the lesson progression charts and listed in each lesson, grade-level standards and objectives are listed for clarity. The examples used in parts 1-2, and representative of the presentation of content in each grade-level text.

E. Strands of Model Performance Indicators

1) Do materials include a range of language functions?  

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

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

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

1) Ready Classroom Mathematics, Florida Edition includes WIDA-defined language functions throughout each lesson. Language functions like compare, show, draw, reflect, discuss, label, solve, explain, demonstrate, model, explore, cause, process, connect, and apply are used throughout the instructional language and modeled in the language frames for academic discussions. Example activities using language functions include
“Choose one of your questions to model,” or “label the number line.” Activities are often titled using language functions like Discuss It or Model It. In addition, vocabulary often contains academic terms that include language functions.

2) Language functions are always attached to a context and used to guide instruction through the units. They are used to define the action involved in the activity and descriptive instructions, and to define lesson goals.

3) Language functions are systematically presented throughout the program. See representative examples from Lesson 20:

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**DISCUSS IT**

- Compare your number lines to your partner’s number lines. Are they the same?
- I think adding fractions is like adding whole numbers because...

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**Prepare for Fraction Addition and Subtraction**

1. Think about what you know about fractions. Fill in each box. Use pictures, words, and numbers. Show as many ideas as you can.

- In My Own Words
  - a fraction that has a numerator of 1

- In My Illustrations
  - [Diagram of a fraction with a numerator of 1]

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2. Look at the three area models. Which one would you choose to show \( \frac{1}{6} + \frac{2}{3} \)?

   - [Models with different shaded parts]

   Explain how the denominator of the fraction helps you choose the model.

   I would choose the one with 8 parts. Answers will vary. Possible answer: I would choose that one because the denominator of both fractions is 8, so I need to use a model that has 8 equal parts.
APPLY IT
Complete these problems on your own.

1. **COMPARE**
   Draw two different models to show \( \frac{2}{3} - \frac{1}{3} \).
   Possible answers:

2. **EXPLAIN**
   Rob has a large pizza and a small pizza. He cuts each pizza into fourths. He takes one fourth from each pizza and uses the following problem to show their sum: \( \frac{1}{4} + \frac{1}{4} - \frac{1}{4} \). What does Rob do wrong?
   Possible answer: Rob’s addition is correct, but he cannot add one fourth of the large pizza and one fourth of the small pizza in this way because the wholes are not the same.

3. **DEMONSTRATE**
   Think about how you add three whole numbers. You start by adding two of the numbers. Then you add the third number to that sum. You add three fractions the same way.
   Use the number line and area model below to show \( \frac{1}{10} + \frac{1}{10} + \frac{1}{10} \).

PAIRSHARE
Discuss your solutions for these three problems with a partner.