PRIME V2

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

<table>
<thead>
<tr>
<th>Standards Framework Elements Included in the PRIME Inventory</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Asset-based Philosophy</td>
</tr>
<tr>
<td>A. Representation of Student Assets and Contributions</td>
</tr>
<tr>
<td>2. Academic Language</td>
</tr>
<tr>
<td>A. Discourse Dimension</td>
</tr>
<tr>
<td>B. Sentence Dimension</td>
</tr>
<tr>
<td>C. Word/Phrase Dimension</td>
</tr>
<tr>
<td>3. Performance Definitions</td>
</tr>
<tr>
<td>A. Representations of Levels of Language Proficiency</td>
</tr>
<tr>
<td>B. Representations of Language Domains</td>
</tr>
<tr>
<td>4. Strands of Model Performance Indicators and the Standards Matrices</td>
</tr>
<tr>
<td>A. Connection to State Content Standards and WIDA Language Development Standards</td>
</tr>
<tr>
<td>B. Cognitive Challenge for All Learners at All Levels of Language Proficiency</td>
</tr>
<tr>
<td>C. Supports for Various Levels of Language Proficiency</td>
</tr>
<tr>
<td>D. Accessibility to Grade Level Content</td>
</tr>
<tr>
<td>E. Strands of Model Performance Indicators</td>
</tr>
</tbody>
</table>
PRIME Part 1: Provide Information about Materials

Provide information about each title being correlated.

Publication Title(s): Vista Higher Learning Get Ready! Grades 6–8 ©2021

Publisher: Vista Higher Learning

Materials/Program to be Reviewed: Core

Tools of Instruction included in this review: Grades 6–8 Teacher’s Edition, Student Book, Practice Book, Assessments

Intended Teacher Audiences: Grades 6–8 teachers of English Language Newcomers/ELLs

Intended Student Audiences: Grades 6–8 English Language Newcomers/ELLs

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

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

☐ WIDA Spanish Language Development Standards
☑ WIDA English Language Proficiency Standards


WIDA Language Proficiency Levels included:
Although the WIDA ELP levels are not explicitly addressed in the materials, Differentiated Instruction prompts throughout each unit provide strategic Scaffold and Amplify instruction prompts, as well as targeted instruction for SLIFE students.

Most Recently Published Edition or Website: ©2021

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

Vista Higher Learning Get Ready! is the publisher’s first English Language Learner program and is specifically designed to address the needs and assets of Newcomer students. The comprehensive, standard-centered program supports CCSS, NGSS, NCSS, WIDA, CA ELD, TX ELPS, and other standard sets. Get Ready! provides Newcomers and ELLs a full curriculum that focuses on fundamental language skills and incorporates associated essential academic content and language. Technology and multimodal components, as well as prompts for Differentiated Instruction, aid interactive participation and progress among proficiency levels.
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 Get Ready! materials. While the lesson instruction incorporates regular exercises in which students practice self-reflection and share information about themselves, the Activate Prior Knowledge activities in each unit encourage students to access and share prior knowledge and experiences to interact and explore the unit concepts. Likewise, Culture notes throughout each lesson not only provide tips for instruction, but also allow Newcomers to share information from their native language and worldview. For example, in Unit 3, students are asked to share poems and plural nouns from their home language. See the following examples from Unit 1 of the Teacher’s Edition:

   - **Culture note** Point out that in the United States, people generally give their first and last names during introductions. Write and explain your own name on the board as an example. Label first, last, and any other names.
   
   - Invite students to share how names are given in their home languages and cultures. For example, in some Latino cultures, people use their first, middle, paternal last name, and maternal last name.

(TE Unit 1, p. 12)
2) Student assets and contributions are systematically considered throughout the materials. As mentioned above, the lesson exercises and Activate Prior Knowledge and Culture note activities in each unit provide English Language Learners opportunities to connect their skills and knowledge to the unit concepts. The criterion is addressed throughout each unit of the Get Ready! program, allowing students routine self-reflection and consistent opportunities to bring their individual assets to the shared learning experience.

2. Academic Language
WIDA believes that developing language entails much more than learning words. WIDA organizes academic language into three dimensions: discourse, sentence, and word/phrase dimensions situated in sociocultural contexts. Instructional material developers are encouraged to think of how the design of the materials can reflect academic language as multi-dimensional.

A. Discourse Dimension (e.g., amount, structure, density, organization, cohesion, variety of speech/written text)
1) **Do the materials address language features at the discourse dimension in a consistent manner for all identified proficiency levels?**

- **Yes**
- **No**

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

- **Yes**
- **No**

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

1) The instructional materials address language features at the discourse dimension in a consistent manner for all identified proficiency levels. Students answer questions about texts and respond to discussion prompts in each unit of the *Get Ready!* program. Activities, such as those in the Communicate and Connect to Language in Action features, provide opportunities for students to respond to and discuss Essential Questions, share background knowledge, and engage in discussions related to the selection concepts. Differentiated Instruction prompts help instructors amend instruction to target SLIFE students and others at varied levels of proficiency. See the following examples:

(TE Unit 1, p. 8)
As stated above, the *Get Ready!* instructional materials address language features at the discourse dimension in a consistent manner for ELLs of differing proficiency levels. Given the organization of the program sections, students learn vocabulary and skills and practice them in communicative situations in each part of each unit. Differentiated Instruction for ELLs at different levels of proficiency are addressed consistently, allowing students time to master fundamental skills and build upon their knowledge with each successive unit.
B. **Sentence Dimension (e.g., types, variety of grammatical structures, formulaic and idiomatic expressions; conventions)**

1) **Do the materials address language features at the sentence dimension for all of the identified proficiency levels?**

   Yes  No

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

   Yes  No

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

   Yes  No

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

1) Vista Higher Learning *Get Ready!* addresses language at the sentence dimension in a consistent manner for students at varied proficiency levels. The unit instruction and assessments provide students of varied proficiency opportunities to engage in sentence-focused exercises, whether using sentence frames to complete sentences, practicing end punctuation, or connecting words and phrases to create sentences. Differentiated Instruction prompts allow teachers to shape instruction to meet needs of students at differing levels of proficiency. See the following:

!(TE Unit 1, p. 21)!
2) The language features at the sentence dimension are appropriate for the identified proficiency levels. Activities in the unit instruction offer differentiated language instruction to support and ensure access for SLIFEs and 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. Differentiated Instruction prompts (Scaffold/Amplify) aid students who may not know enough English to construct complete sentences and provide challenges to ELLs at higher levels of proficiency. See the following:
As stated above, the language features at the sentence dimension are addressed systematically throughout the Get Ready! program. Activities in the Teacher’s Edition and Student Book 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 unit 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) Vista Higher Learning *Get Ready!* addresses language features at the word/phrase dimension in a consistent manner for all proficiency levels. The Teacher’s Edition and Student Book provide both written and oral activities for ELLs to learn, practice, and integrate new grade-level and academic vocabulary and grammar skills at the word/phrase dimension in every unit of the 6–8 program. For example, Newcomers study singular subject pronouns in Unit 2, the verb *have* in Unit 3, and prepositions and weather-related vocabulary in Unit 5. Most activities at the word/phrase dimension feature prompts for Differentiated Instruction, offering support for students of differing proficiency. See the following examples:

   **Possessive adjectives**

   Possessive adjectives describe who owns or possesses something. They are used before nouns. Read the sentences in the chart.
   - What word do you use for something a girl has?
   - What word do you use for something a boy has?

   ![Possessive adjectives chart](image)

   (SB Unit 6, p. 206)
UNIT 1 / CONNECT TO GRAMMAR

EXPLORE AND LEARN

Nouns
Discover and pre-teach vocabulary
Use the vocabulary routine to teach the words noun, person, place, thing, common, proper, and specific. Write them on the academic word wall.

Grammar charts
• Gather realia you can use to introduce nouns (a school badge, a post, etc.).
• Identify nouns. Say: Words name things. These are nouns. Point to the first photo and say: The man is a person. He is a teacher. Point, show what you selected to represent place. Explain that it is a place you can go. Point to the second photo and say: This is a school. It is a thing.
• Distinguish common and proper nouns. Have students look at the first letter of the words and say if they are capital or lowercase letters. Say: The nouns in the list chart are common nouns. They are not specific. A noun is specific when it tells the name of the person, place, or thing. It’s a proper noun. Ask: What is the name of the specific teacher in the photo? Mr. O’Reilly? The school? The boss?
• Read about subjects aloud. Have students name several proper nouns.

PRACTICE

1. Recognize subjects. Say: Look at the example sentence. The sentence is about Mrs. Bloom. Mrs. Bloom is the subject. Ask: Is Mrs. Bloom a proper noun? Yes.
2. Answers
   1. Central Middle School; proper noun
   2. Books; common noun
   3. Cinema; proper noun
   4. Students; common noun

3. Say: The subject tells who or what the action of the sentence. Write two sentences. Your classroom identifies the subject.

DIFFERENTIATED INSTRUCTION

Quiz: Nouns

Scaffold
Explain to students that nouns can also be written in the plural form. Explain the rules for writing in the plural form. Write examples on the board. Have students write five examples of nouns in the plural form.

Amplify
Explain that nouns can also be used with adjectives. Write examples on the board. Have students write five examples of nouns with adjectives.

TE Unit 1, p. 22
Discover the world of social studies

Social studies integrate different areas of learning.

Some areas are:

- History
- Place
- Government
- Culture
- Environment
- Good citizenship

History is one kind of social studies class. In history, you study events from the past.

A person who studies history is called a historian. Historians come from every culture and background. Anyone can be a historian.

Complete the graphic organizer.

Words to use:
- Africa
- customs
- democracy
- expert
- food
- music
- religion
- science
- trade
- weather
- work

- culture
- history
- place
- environment
- government
- good citizenship

UNIT 1 / CONNECT TO SOCIAL STUDIES

Reading strategy: Activate prior knowledge

Read the strategy aloud. Say, "Prior knowledge is what you already know. Activating means to think about it. As I look at the pictures, I see the words in glasses, and I know it shows learning. I know about other countries from TV and places I've traveled. That's my prior knowledge."

Discover the world of social studies

- Class students how to analyze the pictures and think about what they know prior to reading. Then, read the text aloud or play the media as students follow along in a workbook.

- Culture and the existence of the "good citizenship" learning. In this case, it refers to being a responsible member of the community. It has nothing to do with legal issues.

Academic vocabulary

- Briefly introduce the highlighted academic language, culture, history, place, environment, government, good citizenship, and science. Ask students to underline these words in the text. Point to the words in the text and read aloud. Then ask students to underline the words in the text and read aloud. Review that these are different names of social studies.

- Culture and the existence of students who feel comfortable to share about their home cultures or places they know and make connections to culture, government, and science. Be sensitive to DIFLs or other students who may have experienced trauma.

Activity

- Guide students in understanding how the graphic organizer is structured. Help students make connections to the text. Use the words in the text as a guide for students to fill in the organizer. (See the blank table below for students who need additional guidance.)

- Ask, "Where is Africa?" If students need additional guidance, ask, "What is Africa?" If students need additional guidance, ask, "Who lives in Africa?"

- Guide students with similar proficiency levels who share the same language.

Assessment

- Culture and customs and map of the world. Unit 1, Africa. Identify places, Africa, countries, environment, ocean, countries, government, disease, and climate. Good citizenship, jobs, culture, respect others.
2) Words, expressions, and phrases are addressed in context. Students are given opportunities to explore words and phrases in a variety of contexts, including their use in reading selections from a host of genres. In each Connect to Reading, Connect to Science, Connect to Social Studies, and Connect to Mathematics lesson, students read a selection and explore fundamental vocabulary and language concepts related to the reading. Teachers are provided differentiated supports to guide activities. Students discuss not only the meaning of words and phrases, but also why they are important and how they are used properly in context. See the following examples:

(TE Unit 1, p. 36)
Think about the sequence in "The Space Librarian." Retell the events.

**Example:** First, Mrs. Madera has a dream.

1. Second, she ____________
2. Third, she ____________
3. Fourth, she ____________
4. Fifth, she ____________
5. Sixth, she ____________
6. At the end, she ____________

Work with a classmate. Reread "The Space Librarian." Talk about the science in the story. What is real? What uses imagination?

The story tells about a spaceship.
A spaceship is real.

Work with a group. Look at the picture. Write a short science fiction story. Ask your classmates and your teacher for help.

**Words to use**
- spaceship
- space suit
- extraterrestrial
- moon
- sun
- planet
- blast off
- fly
- go into space
- space walk
- discover

Communicate

Work with a classmate. Reread the story "Sofia is Lost" on page 47. Retell the events in order. Use words like first, second, third, then, and next.
3) The general, specific, and technical language is appropriate for the targeted proficiency levels. As illustrated above, each Get Ready! unit provides activities that focus on elements of grade-level and academic vocabulary and word study and is differentiated to reach learners of varied skill levels. The Get Ready! 6–8 program introduces Newcomers to fundamental English language concepts and systematically provides opportunities for students to master skills and build upon their knowledge in successive lessons and activities.
4) The general, specific, and technical language is systematically presented throughout the materials. Again, every unit in the Vista Higher Learning Get Ready! 6–8 program provides activities that focus on elements of vocabulary and word study. The program instruction is organized in a cyclical fashion, beginning with the Connect to Language and Connect to Language in Action lessons. Students learn and explore vocabulary and expressions in practical contexts. Units also integrate the Connect to Reading and Connect to Grammar lessons, allowing students opportunities to build upon successive skills and knowledge. The Connect to Science, Social Studies, Mathematics, and Electives lessons in each unit present basic information, academic language, and provide opportunities for practice via speaking, reading, writing activities. As shown above, lessons and exercises in the Get Ready! program present skills and strategies systematically and are differentiated to reach learners of different skill levels.

3. Performance Definitions
The WIDA Performance Definitions define the WIDA levels of language proficiency in terms of the three dimensions of academic language described above (discourse, sentence, word/phrase) and across six levels of language development.

A. Representation of Levels of Language Proficiency

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

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

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

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

1) As illustrated previously, Vista Higher Learning Get Ready! 6–8 materials provide differentiation of language that targets students at various levels of proficiency. Differentiated Instruction prompts of every lesson type offer suggestions for scaffolding and amplification and support language teachers in tailoring instruction.
to address the needs and individual assets of SLIFE students. See the following examples:

(TE Unit 1, p. 30)

(TE Unit 1, p. 7)

(TE Unit 1, p. 12)
The Connect to Phonics and Connect to Grammar instruction in the Language & Literacy sections often provide Differentiated Instruction to address issues of transfer. For example, in Unit 2, p. 52, and Unit 3, p. 94, the Differentiated Instruction prompts provide suggestions to aid language transfer and interference. These exercises encourage Newcomers to discuss grammatical and phonological differences between English and their home languages and help teachers identify related barriers to student progress as they practice the skills at hand. See the following example from TE Unit 1, p. 17, in which cross-linguistic transfer is addressed:

**UNIT 1 CONNECT TO PHONICS**

**EXPLORE AND LEARN**

* Short vowels: a and i

- Tell students that vowels are open sounds.
- Learn relationships between sounds and letters. Write "aa" and "ee" on the board. Say these letters can be short vowels. They make an open sound.

**SCRIPT**

<table>
<thead>
<tr>
<th>a</th>
<th>e</th>
</tr>
</thead>
</table>

**ANSWERS**

<table>
<thead>
<tr>
<th>a</th>
<th>i</th>
</tr>
</thead>
</table>

**PRACTICE**

1. Recognize initial vowel sounds. Read the words aloud. Emphasize the beginning sound.

**SCRIPT**

<table>
<thead>
<tr>
<th>a</th>
<th>i</th>
</tr>
</thead>
</table>

**ANSWERS**

<table>
<thead>
<tr>
<th>a</th>
<th>o</th>
</tr>
</thead>
</table>

2. Recognize middle vowel sounds. Read the words aloud. Emphasize the middle sound.

**SCRIPT**

<table>
<thead>
<tr>
<th>i</th>
<th>o</th>
</tr>
</thead>
</table>

**ANSWERS**

<table>
<thead>
<tr>
<th>e</th>
<th>o</th>
</tr>
</thead>
</table>

3. Learn relationships between sounds and letters. Read the words aloud.

**SCRIPT**

<table>
<thead>
<tr>
<th>a</th>
<th>i</th>
</tr>
</thead>
</table>

**ANSWERS**

<table>
<thead>
<tr>
<th>a</th>
<th>o</th>
</tr>
</thead>
</table>

**Communicate**

Read these first word pairs, emphasizing the beginning sound. When you say the words, focus on the beginning sound.

**SCRIPT**

<table>
<thead>
<tr>
<th>a</th>
<th>e</th>
</tr>
</thead>
</table>

**ANSWERS**

<table>
<thead>
<tr>
<th>a</th>
<th>o</th>
</tr>
</thead>
</table>

**Differentiated Instruction**

**Cross-linguistic transfer**

The fewest languages of any item has three different sounds associated with short vowel sounds. For students whose home language is Spanish, the short vowel is pronounced as in English. Tapping (Spanish) speakers may be challenged to hear this phoneme in isolation and reproduce it easily. Though the vowels of the mouth and tongue when forming the short vowels in English, in addition, the consonant sound will be different for speakers of languages other than English. 

**Cross-linguistic transfer**

For additional practice, separate students into small groups and assign a consonant sound to each group. Have each group come up with words for each consonant and on a chart. Then, have students read the words aloud and see if the class can identify a beginning, middle, or ending sound in isolation.
2) Differentiation of language proficiency is developmentally and linguistically appropriate for the designated language levels. As shown above, differentiation is present in each lesson of the *Get Ready! 6–8* instructional text. Middle school English language Newcomers learn and apply age-appropriate skills as related to a reading selection, grammar or word study lesson, or writing exercise. Supports for scaffolding and amplification aid teachers in providing the appropriate guidance to SLIFE students and ELLs of varied backgrounds and levels of language proficiency. Differentiated Instruction employs a wide variety of methods and activities, including modeling, discussion, writing and organizing information, group and partner exercises, and more.

3) Differentiation of language is systematically addressed throughout the Vista Higher Learning *Get Ready!* program. As illustrated previously, differentiation is present throughout each unit of the Teacher’s Edition, offering suggestions for scaffolding, amplification, and language transfer, and tips for addressing the needs and experiences of SLIFE students. Differentiated Instruction also provides additional challenges to students who complete exercises early.

### 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) All four language domains are targeted in the Vista Higher Learning Get Ready! materials. Each unit of the 6–8 program addresses the four language domains as students progress through the lesson instruction and practice. Throughout the Student Book, Listening icons delineate where students should prepare to practice listening skills. Students may be listening to recorded audio of a text or real-world conversation or listening to the instructor model reading or some element of spoken language. See the following example from Student Book Unit 7, p. 230:

![Communicate](image)

The Student Book and Teacher’s Edition also provide the Listening Strategy feature to encourage deeper exploration of the material at hand and to provide assistance to teachers as they help students become more adept at active listening. Each Get Ready! unit may focus instruction on one or more specific listening strategies. For instance, Unit 2 targets listening for key words in the Connect to Language section, listening for locations in the Language in Action section, and listening for the subject in the Connect to Grammar section. See the following example from Unit 1:
The Student Book also uses the Speaking icon to delineate where students will practice applying oral language skills. These speaking activities range from isolating and pronouncing sounds in written words to giving oral presentations to a group. See the following examples:

(SB Unit 4, p. 125)
The *Get Ready!* program provides myriad opportunities for English Newcomers and ELLs to practice reading skills. Each Connect to Reading section provides language learners engagement with reading selections of various genres. In Units 1–4, selections are shorter and feature more rudimentary language, while the later units are progressively more challenging. Students read the selection and apply skills of listening, speaking, and writing to explore the material. Likewise, each unit focuses on one or more reading strategies to aid comprehension and help newcomers develop better English reading habits. See the following examples from the texts:

(SSB Unit 1, p. 42)
**English Class List**

Teacher: Mrs. Carter

<table>
<thead>
<tr>
<th>Students</th>
<th>First name</th>
<th>Last name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jamal</td>
<td>Abodi</td>
<td></td>
</tr>
<tr>
<td>Martino</td>
<td>Blanco</td>
<td></td>
</tr>
<tr>
<td>Lin</td>
<td>Chen</td>
<td></td>
</tr>
<tr>
<td>Farouk</td>
<td>Foroh</td>
<td></td>
</tr>
<tr>
<td>Ana</td>
<td>Flores</td>
<td></td>
</tr>
<tr>
<td>Jorge</td>
<td>Hernández</td>
<td></td>
</tr>
<tr>
<td>Jia</td>
<td>Kim</td>
<td></td>
</tr>
<tr>
<td>Nicolas</td>
<td>Silva</td>
<td></td>
</tr>
<tr>
<td>Alejandro</td>
<td>Vegas</td>
<td></td>
</tr>
</tbody>
</table>

**READING STRATEGY**

Predict means guess. Look at the English Class List. Predict what it is about.

---

**UNIT 1 / CONNECT TO LANGUAGE IN ACTION**

**Reading strategy: Predict**

- Be explicit about the reading strategy. Begin with a concrete example to illustrate it. Walk over to the light switch in the classroom. Gesture as if you will turn it off. **Ask:** *What happens if I flip this switch?* (The lights will turn off.) Tell the class they have just predicted what will happen. They used what they already know to think about what will happen next.

- Add the word *predict* to the academic word wall.

**English Class List**

Point out the reading strategy and read it aloud. **Say:** *Predict.* This is an English Class List. Turn and talk to another student and predict what is the reading about.
Each *Get Ready!* unit features varied opportunities for ELLs to practice writing skills and strategies. Exercises range from writing at the word/phrase dimension to producing biographies or stories. Each unit also provides a focused writing lesson and associated writing strategies. The Connect to Writing exercises support instruction with prompts for Differentiated Instruction. See the following examples of writing exercises from the texts:

(SB Unit 3, p. 112)
A story about school

Write a story about school.
• Choose a class.
• Write a story about the class.
• Create pictures.

Science class, by Pedro Santiago

<table>
<thead>
<tr>
<th>WORK CONCEPTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. Bagato</td>
</tr>
<tr>
<td>How much was your school?</td>
</tr>
<tr>
<td>What do you do?</td>
</tr>
<tr>
<td>What is your science teacher like?</td>
</tr>
<tr>
<td>What is your favorite science project?</td>
</tr>
<tr>
<td>What is your favorite science resource?</td>
</tr>
</tbody>
</table>

Scaffold
Guides students through the story. Say: In this first box, two friends meet in science class. We write an introduction using words he knows. In the third box, he writes about the science teacher. Next, he writes about what they do in the class. Finally, he writes ways to say good job.

Augment
Uses the same guidance through the science story that is listed in the Scaffold column to explain the writing process. Have students restate the steps and think about things they may have written in previous school. Ask: If you were the writing teacher, would it be the same or different form what you have done before? Explain how it is the same or different for another student.

Culture note: Not all languages approach the writing process in a linear sequential manner. Some use a circular approach, others dive in directly.
Throughout each unit, the Writing icon easily identifies where students will be applying writing skills to lesson concepts. See the following examples:

(SB Unit 6, pp. 224–225)

(SB Unit 6, p. 207)
2) Vista Higher Learning *Get Ready!* differentiates instruction in the four domains based on language proficiency levels. As illustrated above, each unit and lesson integrates opportunities to strengthen listening, speaking, reading, and writing skills and provides prompts to scaffold and amplify instruction for SLIFE students and ELs at different levels of proficiency. See the following examples:

(SB Unit 1, p. 11)
Scaffold
Point out and name the boy, girl, man, woman, teacher, student, classroom, hallway, locker, and office in the illustration. Have students repeat and point to each one as they speak.

Have students state a greeting as they say what they see. Offer an example. Learn to one side and Say: Hey, Mr. Lin. Lean to the other side and use a deep voice and reply: Good morning, Mr. Lin.

Ask students how they would greet a friend (Hey, ____) and a classmate (Hi, ____) and how they would greet their teacher (Hello, ____) and how they would respond (Hi, ____). Have students discuss the differences.

Introduce the Venn diagram (explain and model). Use it to compare greeting friends vs. teachers.

Amplify
Have students use the names of their teachers and indicate how they might greet them. Offer sentence frames if needed: Hello, Mr/Mrs/____. Good morning, Mr/Mrs/____.

Invite students to share other greetings they have heard at school. (What’s up? Now’s it going? etc.) Ask: Do you greet your friends the same way you greet your teacher? Have students discuss the differences.

Introduce a Venn diagram (explain and model). Use it to compare greeting friends vs. teachers.

(TE Unit 1, p. 8)

UNIT 1 / CONNECT TO READING

Reading Strategy

1. Read: What words do you know?

2. Essential question: Why do we read?

3. Read: How does a reader...?

4. Reading strategy: What do you know?

5. Read: How do you...?

6. How does a reader...?

7. Reading strategy: What do you know?

8. Read: How do you...?

9. How does a reader...?

10. Reading strategy: What do you know?

11. Read: How do you...?

12. How does a reader...?

13. Reading strategy: What do you know?

14. Read: How do you...?

15. How does a reader...?

16. Reading strategy: What do you know?

17. Read: How do you...?

18. How does a reader...?

19. Reading strategy: What do you know?

20. Read: How do you...?

21. How does a reader...?

22. Reading strategy: What do you know?

23. Read: How do you...?

24. How does a reader...?

25. Reading strategy: What do you know?

26. Read: How do you...?

27. How does a reader...?

28. Reading strategy: What do you know?

29. Read: How do you...?

30. How does a reader...?

31. Reading strategy: What do you know?

32. Read: How do you...?

33. How does a reader...?

34. Reading strategy: What do you know?

35. Read: How do you...?

36. How does a reader...?

37. Reading strategy: What do you know?

38. Read: How do you...?

39. How does a reader...?

40. Reading strategy: What do you know?

41. Read: How do you...?

42. How does a reader...?

43. Reading strategy: What do you know?

44. Read: How do you...?

45. How does a reader...?

46. Reading strategy: What do you know?

47. Read: How do you...?

48. How does a reader...?

49. Reading strategy: What do you know?

50. Read: How do you...?
3) The targeted language domains are systematically integrated throughout the materials in the Vista Higher Learning *Get Ready!* program. As shown above, students are provided opportunities to practice listening, speaking, reading, and writing skills in every unit. Instructional lessons are organized to target the four language domains and scaffold instruction for students of varied proficiency levels. As students progress throughout each module, they learn and review skills and systematically build a broader skill set based upon what they have already learned.
4. The Strands of Model Performance Indicators and the Standards Matrices

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

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

A. Connection to State Content Standards and WIDA Language Development Standards

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

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

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

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

1) The materials do not connect the language development standards to state academic content standards. However, each unit addresses grade-level content related to science, mathematics, social studies, or other academic concepts. As illustrated previously, Connect to Reading lessons are based on a particular reading selection that may represent one of any of a variety of genres. See the following examples:
Additionally, each unit is accompanied by four *Get Reading!* leveled readers—one each in the realms of fiction, science, social studies, and mathematics. Each reader is available at three levels of proficiency—Newcomer/Beginning, Intermediate, High Intermediate.

As shown previously, each unit contains the Connect to Science, Connect to Mathematics, and Connect to Social Studies lessons, as well as one other “Connect to” lesson. These address grade-level content related to each area of study and present fundamental concepts and academic language and provide opportunities for English Language Learners to apply these concepts to speaking, reading, and writing activities. See the following examples from the texts:

(TE Unit 1, p. 26)
Data and graphs

What math tools do you know?

- Calculator
- Measurement tools
- Graphing tools
- Spreadsheets
- Computer or projection

Use these tools to:
- Do addition, subtraction, multiplication, and division.
- Measure length, weight, volume, and temperature.
- Create graphs, charts, and functions.
- Measure or show data.

ESSENTIAL QUESTION
How do you decide which tools to use in math?

UNIT 1 / CONNECT TO ELECTIVES

Introduction to electives

Academic vocabulary
Use the vocabulary words to answer the question. Add it to your word wall. Then, briefly introduce the home, share, journal, read, physical education, art, business, computer science, science, and technical education. These are some of the electives or options. Ask students to share about special classes or their background. Talk.

TE Unit 1, p. 38
2) The academic content standards are not systematically represented throughout the materials. However, Get Ready! systematically addresses topics in math, science, and social studies. As illustrated above, each unit explores the Essential Question by integrating reading of informational and fiction selections, as well as texts relative to topics in the areas of science, mathematics, and social studies. Lessons are extended to include the Leveled Readers, also spanning science, math, and social studies. See the variety of genres and themes addressed in the Connect to Mathematics and other lessons shown above.

3) Social and instructional language standards and one or more of the remaining WIDA Standards are present in the materials. As addressed above, the Language of Language Arts Standard, as well as the language of instruction for social studies, mathematics, and science, are addressed throughout the Vista Higher Learning Get Ready! 6–8 materials. These skills are practiced and applied in various real-world exercises and communicative-language 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. As shown above, the Connect to Science, Connect to Mathematics, Connect to Social Studies, and other “Connect to” lessons engage students with topics in science, math, technology, and social studies and provide practice using associated academic language via writing and spoken-language activities.

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 Vista Higher Learning *Get Ready!* materials effectively challenge students to achieve higher order thinking. Each unit and lesson in the program provides opportunities for ELLs to engage in a variety of cognitive functions, such as those represented by Bloom’s taxonomy. Bloom’s taxonomy verbs, such as *describe, sketch, revise,* and *create* are embedded in the MY GOALS learning objectives and instructional language for each unit in the Teacher’s Edition and Student Book, applying to all students, irrespective of proficiency level. See the following examples:

![MY GOALS for this unit](image1)

(TE Unit 1, p. 7)

![UNIT 1: CONNECT TO WRITING](image2)

(TE Unit 1, p. 41)
Plan
Review the vocabulary you learned.
Plan your science fiction story.
Look at the questions.
Brainstorm more ideas with one or two classmates.

Questions:
1. What does Earth look like?
2. There are regions on Earth.
   Where do you go?
3. What is there on Earth?
4. What is there on Planet Q?
5. What is not on Earth?

Draft
Write what there is and isn’t on Earth.
Remember you are an extraterrestrial.
A draft is not perfect.
Put your ideas in paragraphs.

Revise
Rewrite your draft.
Look at the Checklist.
Make changes.
Ask a classmate or your teacher for help.
Rewrite your description.
Add pictures of Earth or of Planet Q.

Checklist
☐ Is my information clear?
☐ Do I use the correct words?
☐ Do I need to add words?
☐ Is the spelling correct?
☐ Is the capitalization and punctuation correct?
☐ Do I say what there is and isn’t?

Present
Present your story to the class.
Show the pictures.
Speak clearly.
Answer questions.

(SB Unit 7, p. 227)

(SB Unit 4, p. 149)
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 MY GOALS learning objectives, but also throughout the general instruction in each unit and lesson in both the Student Book and Teacher’s Edition. Higher order thinking skills are practiced consistently by ELs throughout each middle school grade level.

C. Supports for Various Levels of Language Proficiency

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Do the materials provide scaffolding supports for students to advance within a proficiency level?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>2) Do the materials provide scaffolding supports for students to progress from one proficiency level to the next?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>3) Are scaffolding supports presented systematically throughout the materials?</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

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

1) The Vista Higher Learning Get Ready! materials provide scaffolding supports for students to advance within a proficiency level. As stated previously, English Language instructors can access resources to aid struggling beginners, while ELLs of higher proficiency gain support and engage challenges from tailored differentiated prompts. Exercises throughout the Teacher’s Edition include scaffolding and amplification prompts for Differentiated Instruction to aid SLIFE students and other ELs not only in reading comprehension, writing, speaking, and listening skills, and linguistic transfer. As students gain mastery of language skills, they are able to progress naturally within their own proficiency level. See the following examples:
**DIFFERENTIATED INSTRUCTION**

**Scaffold**
Pass ELs who have lower levels of English proficiency. Offer them sentence frames for ways to talk about electives. I like ____ I take ____ I like ____ I want to take ____ Have students discuss at least three possible electives they could take.

**Amplify**
College and career readiness: Offer an example of ways an interest can lead to a career or college major. Say: I know ____ [name] likes to write. She is also good at taking pictures. She can take journalism as an elective. Then in college, she can study journalism. When she graduates, she can write articles and take pictures for a newspaper, a website, or a magazine! Have students say what their friend likes. Then, have them think of an elective class and a career connection. Offer sentence frames: My friend ____ [name] likes ____ He can take the elective class ____ in college he can study ____ As a career, he can ____

(TE Unit 1, p. 39)

**DIFFERENTIATED INSTRUCTION**

**Scaffold**
Guide students through the story. Say: In the first box, two friends meet in science class. He writes an introduction using words he knows. In the third box, he writes about the science teacher. Next, he writes about what they do in the class. Finally, he writes ways to say goodbye. Say: The steps are: 1. He thinks about a science class. That’s planning. 2. He writes the story. That’s drafting. 3. He checks his draft to make sure it has sentences, correct spelling, punctuation, and makes sense. He corrects the errors and makes changes. That’s revising. He adds pictures, and we read it. That’s presenting.

**Amplify**
Use the same guidance through the science story that is listed in the Scaffold column to explain the writing process. Have students reread the story and think about things they may have written in previous schooling. Ask: Is this writing process familiar? Is it the same or different from what you have done before? Explain how is the same or different to another student.
Colours vary. Not all languages approach the writing process in a sequential manner. Some use a circular approach; others dive in directly.

(TE Unit 1, p. 40)

**DIFFERENTIATED INSTRUCTION**

**Scaffold**
Offer additional practice using the verb be before doing Activities 1 and 2. Label four index cards with subjects and four index cards with forms of be. Pass them out to eight students. Start with the subjects (I, you, he, she, it, we, they). Then pass out forms of the verb be (am, are, is). These students should find a subject that matches their verb form. When all four pairs are formed, have students say the sentences aloud. Redistribute the cards and repeat. When pairs read their sentences aloud, challenge them to use a contraction. Students should view the chart in the back of the book as a resource.

**Amplify**
For students who finish quickly and can be challenged to write more, have them create additional sentences about themselves or their classmates using the sentence patterns from the chart. Invite them to discuss the sentence structure and see if there is a translation for the verb be in their home language(s).

(TE Unit 1, p. 23)
2) The materials provide scaffolding supports for students to progress from one proficiency level to the next. As students progress through the units, the scaffolding supports help them gain mastery of concepts and skills and build upon what they have learned. As students’ overall comprehension and capability become greater, students are gradually able to progress to higher levels of proficiency. Again, the Teacher’s Edition units provide instructors with a wealth of targeted support strategies aiding students’ progress both within and among levels of proficiency.

3) The scaffolding supports are presented systematically throughout the Vista Higher Learning Get Ready! materials. As shown above, the instructional texts and support features in each lesson use scaffolding and amplification, such as sentence frames, modeling, and proficiency-specific questions and responses, to support newcomers and other ELLs at their individual skill levels and to help them achieve mastery. Lesson activities and prompts provide students with extra support as they learn to comprehend and master particular skills and strategies. Students gain better understanding of skills and concepts by exploring them in a consistent fashion requiring increasingly complex higher order thinking.

D. Accessibility to Grade Level Content

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

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

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

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

1) Linguistically and developmentally appropriate grade-level content is present in the Vista Higher Learning Get Ready! materials. Students read and analyze texts of a variety of genres in the Student Books and the Get Reading! Leveled Reading Library. Content is grade-level appropriate while language is designed with English Language newcomers at heart. As stated above, each unit is accompanied by four Get Reading!
leveled readers, addressing either fiction, science, social studies, or mathematics, and each reader is available at three levels of proficiency—Newcomer/Begginning, Intermediate, High Intermediate. See the following examples of grade-level content from the texts:

(TE Unit 1, p. 28)
From *The Kite Fighters*
by Linda Sue Park

Seoul, Korea 1473

Young-up watched as his older brother, Kee-up, ran down the hill with the kite trailing behind him. The kite bumped and skittered along the ground, but if Kee-up got up enough speed, it sometimes caught a low puff of wind and rose into the air. Sometimes.
Not very often.
Every tenth try or so.

In the air the kite would hold steady for several moments, then dive without warning. Kee-up ran in different directions, pulling desperately on the line, but to no avail. The kite always ended up on the ground with its twin “feet” crumpled beneath it, looking.
Young-up thought, both angry and ashamed.
Young-up watched silently. He did not bother to ask for a turn; Kee-up would offer when he was ready. It was his kite, after all.

Kee-up had been given the kite as a birthday present several days before, as part of the New Year celebration. The New Year was everyone’s birthday.
It didn’t matter on which date you were born; you added a year to your age at the New Year holiday.
Young-up’s gift had been a puzzle. Normally, he would have been delighted to receive the popular board game, with its little carved men. But when they opened their gifts, his first feeling was one of envy. His brother’s kite was wonderful.

Continued—

(SB Unit 6, p. 201)
Poetry

A work of poetry is called a poem. A poem tells about experiences, ideas, or feelings. A poem is written in separate lines. Sometimes the lines rhyme. Sometimes they do not rhyme. Poems sometimes have repeated rhythm.

**New Things**

By F. Trujillo

I have a brand-new backpack, a folder, and a pen. But as I walk the hallway, do I see a friend? So much to learn, so much to see, so many different faces. So much to ask, so much to try, so many different pieces. I do not know my teachers. Where is my desk will be. I do not know if I like the class or if my classmates will like me. So much to learn, so much to see, so many different faces. So much to ask, so much to try, so many different pieces. I stand beside the classroom. I wait there for a while. My teacher asks me to come in. I enter with a smile.

**Language & Literacy**

(SB Unit 3, p. 90)
2) Grade-level content is accessible for the targeted levels of language proficiency. As illustrated above, Vista Higher Learning *Get Ready!* provides varied opportunities for English Language Learners to read and explore grade- and level-appropriate selections using the Student Books and Leveled Readers. Meanwhile, teachers are provided instructional supports for scaffolding and amplification in the Teacher’s Edition. Thus, students of varied levels of proficiency are given the targeted support they need to be successful at developing language skills through reading. See the following examples:
UNIT 1 / CONNECT TO READING

EXPLORE AND LEARN

† Essential question: Why do we read?
Ask students to answer the essential question. Say: When you read, you learn new information.

Reading strategy: What do you know?
Teacher modeling: Model the reading strategy. Say: Before I read, I ask myself what I know. Model moving your finger quickly beneath the text in the book. Say: I don’t read every word. Teacher: I know that word. Have students read the word classroom.

Informational text
Discover and pre-teach vocabulary
• Use the vocabulary routine to teach or review the words main idea, point, main idea, and key words. Ask students to read the words.

Discuss the text information text
Say: Some texts give us information. The information tells us facts. Facts are things that are true. On the board, write: My teacher is a nurse. There are 2 + 2 = 4. Say: These sentences are both true. They are facts.

On the board, write: Matt is smart. Say: Is this a sentence a fact? No. We cannot say it’s always true. Maybe you don’t agree. Maybe other people don’t agree. This statement is an opinion. It is a personal perspective. It isn’t a fact.

Classroom Rules
• Understand what makes a text informational. Read the title aloud. Return to classroom rules. Ask, “What is an informational text?” Write: An informational text is text on the academic word wall. Say: This informational text tells us how to behave in the classroom.

• Read the text aloud or play the audio. Have students follow along in a whisper read.

• Say: These are rules for school. Are they facts or opinions? (Guided) Yes, this text is informational.

DIFFERENTIATED INSTRUCTION

Scaffold
Offer concrete examples of things that are facts and opinions. Show an image of a supermarket that is empty. Compare that to an image of an airplane. Point to the airplane. Say: Arizonans can fly. It is a fact! Point to the supermarket. Say: Supermarkets can fly. It is a fact! (false) Have students draw their own examples that are either informational or facts or opinions.

Continue with additional examples until the concept is clear. Offer examples of informational text such as an essay for the test, rules at a community center rules for driving, rules on an airplane, etc.

Amplify
Explain that informational text is also nonfiction. Explain that fiction means something that is not real. Point out the prefix “non.” Explain that this prefix creates the opposite of a word’s meaning.

Offer an example of a fictional text. Say: Romeo and Juliet is a play that many people read in literature. The story is about a boy and a girl who fall in love, but their families are enemies. It is an exciting story, but it is not true. Have students share their own examples of stories or books they know that are either informational (contain facts or fiction).
UNIT 1 / CONNECT TO READING

PRACTICE

1. Say. Rules are important. They help create a safe classroom and a good place to learn. Read the classroom rules aloud.

   Direct students’ attention to the close sentences in Activity 1. Say. Part of the rule is clear. What is the missing sentence?

   Complete the rules. Point to the example sentence. On the board write Listen to the.... Cup your hand on your ear and point to the word listen. Ask: What does the rule say to listen? Point to yourself. Teacher model setting the correct verb. Have the class repeat the word carefully and then read the whole sentence aloud as a class.

   ANSWERS
   a. classroom; b. please and thank you; c. questions; d. your turn; e. polite; f. but

2. Repeat set phrases. Act out one of the rules. Point to the clock and walk quickly to your desk. Ask: Which rule? (Come to class on time.) Have students act out the classroom rules.

   Direct students’ attention to Activity 2. Say. Look at the picture and underline the whole rule. Write all the words in the sentence. Point to the image as the example. Cup your hand on your ear and say. Listen. Point to the words in the image. On the board write Listen to the teacher. Ensure students understand they will use the rules from the reading on page 19.

   ANSWERS
   a. Ask questions; b. Come to class on time; c. Work hard; d. Have fun; e. Work together; f. Be polite

COMMUNICATE

Act out being very noisy. Ask: Can students learn when it is loud? (Final: Model setting basic rules to address the behavior.) On the board write Work quietly and Pay attention. Model model why you chose these two rules and how they help the class. Invite students to add more.

   ANSWERS
   Answers will vary

DIFFERENTIATED INSTRUCTION

Select

If necessary, offer a word bank to help students complete Activity 1. Alternately, you can highlight key words in the Classroom Rules needing to help students visualize what to write.

Offer sentence frames for students having difficulty writing additional classroom rules in the last activity. Come to class with ____. Ask what they need to have, such as a pencil. Ask Where should they put trash? Put trash at the ___________ (trash can)

Summarize rules in a small group and take notes in the rules as they may have come from a community that had different rules from U.S. schools.

Amplify

Ask: Which rule in Activity 3 is the most important? Have students share why they think a rule is the most important. Pilot students to other rules Petra Model noise conditions or previous schools.

Formative Assessment

- Collect the rules and listen in on the conversations

Using your class list, write. If students have the gist and are using correct terminology, write. If they have most of the terms. Write 7 if needs help if they don’t know what to do.

(TE Unit 1, p. 19)
3) Grade-level content is systematic in its presentation. In every unit of the *Get Ready! 6–8* program, students analyze grade-appropriate texts in a blend of genres in the Student Book and Leveled Reading Library and practice related language skills. The differentiated supports are continuous throughout each unit, as concepts and materials become more challenging and higher DOK levels are integrated.
E. Strands of Model Performance Indicators

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

   - Yes
   - No

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

   - Yes
   - No

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

   - Yes
   - No

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

1) The Vista Higher Learning *Get Ready!* materials include a range of language functions. Students practice and develop language skills in every unit of the 6–8 program. Each unit begins with the Connect to Language section, focusing on a range of vocabulary words and expressions, and allowing students to practice new terms in communicative situations. Next, students engage with the Connect to Language in Action exercises, giving students exposure to and practice with functional English language skills. The Connect to Phonics section provides opportunities for newcomers to practice phonics concepts and skills appropriate to their age and ability. The Connect to Grammar feature encourages ELLs to explore new grammar skills and apply them to exercises in listening, speaking, reading, and writing. See the following examples from the texts:

(TE Unit 1, p. 10)
2) The Vista Higher Learning *Get Ready!* language functions are incorporated into communicative goals and activities. As stated above, students practice and develop a range of language functions in every unit and lesson of the *Get Ready! 6–8* program. Each instructional “Connect to” lesson in the text provides crucial instruction in phonics, grammar, vocabulary, and word study. These lessons each include the Communicate activity, in which students apply their new skills to discussions, completing sentence frames, and various other demonstrations of comprehension and communicative language proficiency. See the following examples:

(SB Unit 3, p. 96)
Communicate

1. Listen to Carmen. Then answer the questions.

**EXAMPLE:**
You hear: I wake up at six o’clock.
You read: What time does Carmen wake up?
You write: 6:00

1. What time does Carmen eat breakfast?
2. What time does Carmen go to school?
3. What time does Carmen go home?
4. What time does Carmen eat dinner?
5. What time does Carmen go to sleep?

2. Work with a classmate. Ask and answer the questions. Say the hour or half hour.

**EXAMPLE:**
What time do you wake up?
I wake up at six thirty. What time do you wake up?
I wake up at seven o’clock.

1. What time do you wake up?
2. What time do you eat breakfast?
3. What time do you go to school?
4. What time do you eat lunch?
5. What time do you go home?
6. What time do you eat dinner?
7. What time do you do homework?
8. What time do you watch TV?

(Listening Strategy)
Listen for specific information. Listen for the times. The information helps you answer the questions.

(More Expressions)
et lunch
do homework
watch TV

(SB Unit 4, p. 122)
Communicate

1. Listen to Michael talk about activities. Check (/) the activities he likes.

   EXAMPLE: You hear: I like to read.
   You check: read

   - watch TV
   - play the drums
   - play the guitar
   - dance
   - read
   - play video games
   - sing
   - play baseball
   - play basketball
   - run
   - play soccer
   - sleep

2. Write three activities you like to do.
   Write three activities you don’t like to do.

   EXAMPLE: I like to play the drums.
   I don’t like to sing.

   Like
   1.
   2.
   3.

   Don’t like
   1.
   2.
   3.

3. Work with a group. Talk about your answers to Activity 2.

   I like to play the drums. I don’t like to sing. What about you?
3) The language functions support the progression of language development. Vista Higher Learning Get Ready! supports newcomers and other ELLs by integrating grade-appropriate texts with additional graphic elements to support comprehension and progression. Each unit begins by introducing and exploring an Essential Question. Students then explore and practice vocabulary words and expressions. The Connect to Language and Language in Action sections then provide students opportunities to use new terms in communicative situations and apply them to listening, speaking, reading, and writing skills. In all the “Connect to” sections, students learn to apply new language and literacy skills for a variety of functions, aided by suggestions for Differentiated Instruction. From the initial unit launch and throughout the lessons, English Language Learners progressively gain strength in applying foundational skills to language functions, systematically helping them to advance through the Get Ready! program and from one level of proficiency to the next. Each year, English Language Learners build upon what they have already learned, interact with literature and language concepts of increasing complexity, and progress toward mastery of language and literacy skills.