Protocol for Review of Instructional Materials for ELLs V2
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): i-Ready Instruction

Publisher: Curriculum Associates

Materials/Program to be Reviewed: i-Ready Instruction (Reading/Math)

Tools of Instruction included in this review: Student and teacher online program and instructional resources (Tools for Instruction classroom lessons)

Intended Teacher Audiences: Curriculum Advisors, classroom teachers, content specialists, language teachers, resource teachers, paraprofessionals

Intended Student Audiences: Grades K–8

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 Development Standards addressed: (e.g. Language of Mathematics). Social and Instructional Language Standard 1, Language of Language Arts Standard 2, Language of Mathematics Standard 3, Language of Science Standard 4

WIDA Language Proficiency Levels included:
Although the WIDA ELP levels are not explicitly addressed, the materials do cover a similar range of levels: Below Level, On Level, and Above Level.

Most Recently Published Edition or Website: curriculumassociates.com

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

Built for the Common Core, i-Ready combines a valid and reliable growth measure and individualized instruction in a single online product that saves teachers time at a fraction of the cost of similar products. A single K–12 adaptive diagnostic for reading and mathematics pinpoints student needs down to the sub-skill level, and ongoing progress monitoring shows whether students are on track to achieve end-of-year targets. i-Ready provides rigorous, on-grade level instruction and practice with Ready® and additional downloadable lessons to help meet individual student or small group needs. i-Ready Instruction provides personalized instruction targeted to students’ unique areas of need and mobile apps to boost achievement.
PRIME Part 2: Correlate Your Materials

1. Asset-Based Philosophy

A. Representation of Student Assets and Contributions
The WIDA Standards Framework is grounded in an asset-based view of students and the resources and experiences they bring to the classroom, which is the basis for WIDA’s Can Do Philosophy.

1) Are the student assets and contributions considered in the materials? **Yes** **No**

2) Are the student assets and contributions systematically considered throughout the materials? **Yes** **No**

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

1) Student assets and contributions are considered in the materials. The asset-based philosophy is the bedrock of i-Ready Instruction. The program begins with the i-Ready diagnostic testing. This assesses individual student assets to help place students at their appropriate learning level and then incorporates assets and background knowledge into its instruction and content exploration. i-Ready Math and Reading embed culturally responsive content into the instruction. The materials connect with and leverage the diverse backgrounds of all students to enhance learning using common theme such as food, language, and celebrations.
Images and content help make math and reading activities accessible for all students. For instance, activities may include people who live in different environments. See the following example from Grade 6, in which a student plants food in a community garden.
Likewise, i-Ready Reading embeds culturally-authentic content throughout the instruction. The materials validate and affirm culture and provide relevant learning experiences.

The supportive, rigorous lessons provide practice and scaffolded feedback to students with different strengths and language proficiency levels. It also includes the Learning Games feature. These mathematical activities, available in English and Spanish, are engaging and rigorous and afford teachers the opportunity to monitor student progress.

Students engage with the materials by accessing their personal skills and problem-solving strategies. Additionally, strategic scaffolds and tools for supporting language development are embedded throughout the program. Students apply their knowledge and experience to strengthen language proficiency and expand vocabulary.
Supplementary to the online learning program, the i-Ready Tools for Instruction classroom lessons also consider the knowledge and experiences of the individual student. For example, this resource provides mini-lessons that engage students in making connections between text and self and text and the world.

Such lessons provide students with different levels of English language proficiency and varied personal experiences to share with, and learn from, others in the classroom. These lessons may also help foster peer empathy and a greater ability to interact in group settings.
2) Student assets and contributions are systematically considered throughout the materials. As stated above, the asset-based philosophy is at the foundation of the i-Ready digital platform, creating a learning environment in which students are encouraged to bring their individual skills and experiences to the shared learning setting. The i-Ready diagnostic placement incorporates student assets to assign each student their most appropriate learning level. Students access prior knowledge and assets to complete math and reading exercises in the online learning tool. The criterion is addressed throughout program, allowing students routine self-reflection and consistent opportunities to apply their skills to new topics. Likewise, the Tools for Instruction mini-lesson exercises allow English Learners to bring their individual worldview and knowledge to the shared learning experience. See the examples above.
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?**

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

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

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<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 materials address language features at the discourse dimension in a consistent manner for all identified proficiency levels. i-Ready Instruction allows students to acquire academic language to support their engagement in academic discussions. Students learn vocabulary and language skills throughout the program as they engage in math and reading activities.

![Image of The Fox and the Crow]

*The Fox and the Crow*

Fox saw that Crow had a big piece of cheese in her mouth. It smelled great! He thought, “I need a plan to get that tasty meal.”

Fox knew it was not possible for Crow to sing with a full mouth. So he said, “Crow, you have such a **fine** voice. You could win a singing contest! Please sing for me.”
As groups work through the Tools for Instruction classroom lessons, students answer questions and respond to discussion prompts. Group discussions may include general, technical, or academic language relative to the topic at hand. See the following examples:

2 Explain and use idioms, adages, and proverbs.
- Explain that idioms, adages, and proverbs are all expressions with meanings that are different from the literal meanings of the individual words. Proverbs and adages are about wisdom or advice.
- Display and read the following example and its meaning.

<table>
<thead>
<tr>
<th>Expression</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Let sleeping dogs lie.</td>
<td>To ignore a problem rather than call attention to it</td>
</tr>
</tbody>
</table>

- Add and discuss the meaning of common expressions like the ones listed below:
  - Don’t cry over spilled milk.
  - Don’t count your chickens before they hatch.
  - It costs an arm and a leg.
  - Don’t judge a book by its cover.

- Have partners brainstorm and share other idioms, adages, and proverbs they know in English or other languages. Display the expressions and have students explain and discuss their meanings.
- Have partners take turns using idiomatic expressions in oral sentences. Ask them to include details that help explain the meaning. (She was already planning what she would buy with the prize money, but I told her, “Don’t count your chickens before they hatch!”)
2) The language features at the discourse dimension are addressed systematically throughout the materials. As stated above, i-Ready Instruction materials address features at the discourse level throughout the Tools for Instruction classroom lessons. In each math and reading lesson, students engage in text-related discussions and employ various types of vocabulary and discourse skills, including brainstorming, building on others’ ideas, and compiling graphic organizers.
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) i-Ready Instruction addresses language at the sentence dimension in a consistent manner for students at varied proficiency levels. Instructional language is audio-supported and presented as narrative with audio support in both reading and math lessons. Readings provide sentence-level practice and are supported with graphics, illustrations, models, and skill building activities. Students listen to readings and respond to questions, often selecting proper terms to complete sentences or choosing a sentence to summarize a section. See the following examples:

   The printer moves back and forth to lay down one layer. Then it moves up a tiny bit and builds the next layer. Think of this way as making a loaf of bread by stacking up the slices. Each new layer sticks to the one below it, becoming one piece. As the plastic cools, it hardens.

   Depending on how detailed the shape is, printing a 3-D object can take anywhere from minutes to days. Faith Lennox’s hand took about 24 hours to print.
Other sentence-level exercises may involve using sentences as context clues to determine meaning or identifying sentences that give specific details about a topic. See the following from “Millions of Microbes”:
2) The language features at the sentence dimension are appropriate for the identified proficiency levels. i-Ready Instruction activities in math and reading are supported with scaffolds and supports to differentiate instruction for all proficiency levels. These scaffolds may include sentence frames, guided questioning, or helpful tips to guide reading and comprehension, and are supported with sensory and graphic aids.

3) As stated above, the language features at the sentence dimension are addressed systematically throughout i-Ready Instruction. Materials feature sentence-level instruction in each online and classroom extension lesson. Instruction, readings, practice activities, and assessments provide sentence-level practice throughout the program, and practice and assessments include audio and graphic support.

Use a Venn Diagram

Connect to Writing Use a graphic organizer to help students visually compare and contrast characters in a story, such as Hare and Bear from Tops and Bottoms, by Janet Stevens.

- Distribute Venn Diagram (page 3), and then read a brief story aloud.
- Model using the text and illustrations to notice details about how the characters are alike and different. Record details about each character in the Venn diagram.
- Then have students write sentences to compare and contrast the characters, using details from the Venn diagram. Encourage them to use signal words.

Hare and Bear both live in the same area, but Bear is very rich and Hare is very poor.

Volunteers for e-NABLE include all kinds of people of all ages.

As e-NABLE grows, Faith Lennox is growing too. Just three months after she got her hand, it was pinching a little too tightly where it attaches to her arm. So her family asked for a slightly bigger part. “That’s the really awesome thing about this,” says Faith’s mom. A brand new limb is ready just as quickly as you can print it out.
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) i-Ready Instruction consistently addresses language features at the word/phrase dimension. The online program models pronunciation with consistent audio supports. Students learn to identify and use essential vocabulary and are asked to repeat focus words aloud to encourage word production. Instruction includes interactive animations and graphics that describe word meaning in context and also provides Spanish language supports.
Reading selections in i-Ready Instruction have clickable vocabulary words embedded. When students see a highlighted word, they can click on it to see its meaning and hear its pronunciation in both English and Spanish.

In recent studies, scientists observed that astronauts on longer space missions experienced changes in how their immune systems worked. They also had stomach and intestinal problems and experienced bone loss. And worse yet, it seemed that being weightless reactivated sleeping viruses.

i-Ready Instruction includes vocabulary lessons that focus on the most important high-frequency words for young readers based on Zeno, Dolch, and Fry lists. Lessons at the word/phrase dimension support students in recognizing these high-frequency words with automaticity, allowing students to spend less time decoding and enabling them to focus on word comprehension skills. As students engage in word study in i-Ready Instruction lessons, they receive responsive instruction from Plory and Yoop, a pair of student-friendly characters who are present throughout i-Ready Instruction. Responsive instruction uses a five-step approach to develop automaticity with word recognition skills. Students see the word, say the word, write the word, spell the word, and check the word.
Students practice words in isolation as well as in context.
Here, students study prefixes and learn how a prefix can change the meaning of a base word.

Break the word into its prefix and base word.

What does “multicolor” mean?

- having many colors
- having an unusual color
- having a bright color
- having two colors
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 variety of genres. In each reading lesson, students read a selection and explore vocabulary and language concepts related to the reading. Students are provided differentiated supports to guide reading, including isolating words from the text and using context clues to understand unfamiliar words. As shown above, high-frequency words are studied in isolation and then in multiple contexts to show how they are used. See the following examples:

Elena’s alarm rang and woke her from a deep sleep. *Semi*conscious* she fumbled for the alarm clock and stumbled out of bed.

My town hosted a multicultural *food* festival. We ate Ethiopian injera bread, Egyptian falafel sandwiches, and spicy Thai noodles.
In addition, Tools for Instruction classroom lessons offer further practice using context clues and analyzing words and phrases in context. These lessons may include peer and group discussions or cooperative activities.

3) The general, specific, and technical language is appropriate for the targeted proficiency levels. i-Ready Instruction makes terms accessible to all targeted proficiency levels with embedded and routine supports. Lessons include math, science, art, and social studies connections and provide opportunities for a range of word and phrase study. i-Ready lesson instruction includes graphic, sensory, and interactive supports for all levels. For example, vocabulary lessons in the online learning tool may be presented with audio, models, graphics, interactive animations, and context-oriented practice.

4) The general, specific, and technical language is systematically presented throughout the materials. Specific and technical language is presented in the math content and cross-content connections found in the reading lessons. Meanwhile, general language is practiced throughout the lesson sessions and in cooperative activities and discussions in the Tools for Instruction classroom lessons.

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
1) While the materials do not specifically address the six WIDA ELP levels, they do differentiate based on a system of Below Level, On Level, and Above Level proficiency. Students take a diagnostic test and are placed into grade-level instruction that is customized to their level and instructional needs. Lessons include interactive, sensory, language, and graphic supports and personalized differentiation of content to assist learners working below level. Students are assessed at the end of each lesson and receive ongoing progress monitoring and targeted supports. In addition, the program includes an adaptive K–12 diagnostic and growth measurement tool that individualizes student instruction to help teachers personalize support for each student.

2) Differentiation of language proficiency is developmentally and linguistically appropriate for the designated language levels. Prior to beginning the i-Ready program, students engage in diagnostic testing. The test notes student grade level and assesses at which level the student is currently performing and which sub-skills for reading and math need to be addressed to bring the student to grade level. The diagnostic results are made available to the teacher with suggestions for individual needs and classroom grouping with Tools for Instruction lessons to help close student gaps or accelerate learning. Tools for Instruction lessons help teachers address specific skills for students at different levels. See a sample in which teachers may view the results of the diagnostic test for the whole class:
The program groups students into five profiles (levels) for each target skill and identifies specific instructional needs for each profile, as well as Tools for Instruction lessons for targeted classroom skill development.
Tools for Instruction are small group lessons presented as downloadable PDFs that guide teachers through the lessons using modeling, sentence frames, cooperative activities, graphic organizers, and leveled English Language Learner supports. Each lesson ends with a Check for Understanding feature that offers further differentiated support.

3) Differentiation of language is systematically addressed throughout i-Ready Instruction. The examples above are representative of the diagnostic system and leveled differentiation presented in i-Ready. These supports include language frames to support peer discussions, models, classroom manipulatives, pictorial examples, graphic organizers, guided questioning, and cooperative activities. In the online program, students are supported in every lesson with instructional scaffolds that assist learning. These include graphic supports, interactive learning supports, audio, animations, and adaptive personalized learning.

Meanwhile, lessons in the Tools for Instruction component include the Support English Learners feature. These are tips and suggestions for instructors that provide further support for those who need it.
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 i-Ready Instruction materials. The Reading program exposes students to nonfiction and fiction texts in a variety of genres with a range of content connections. Texts provide engaging age-appropriate content with challenging ideas, are drawn from sources such as National Geographic, and include modern award-winning authors and classic works of fiction. The online program is fully supported with audio narration, as well as audio of passage-related questions, addressing both the reading and listening domains. See the following passage from “Millions of Microbes.” As students read the selection, they select words to complete sentences and quick exercises to aid comprehension.
In this example from “Little Astronauts: Amazing Microbes in Space,” students respond to questions from the passage:
Additionally, all language domains are practiced in the classroom lessons, Tools for Instruction. Students work in small groups on specific skill development lessons that include cooperative activities and discussions. Each lesson in the Tools for Instruction component contains numerous opportunities to address the reading, writing, speaking, and listening domains. Students may write about a focal text in quick writes or perform a cumulative writing task to demonstrate understanding of the text at hand. See the following example lessons from Reading and Math, demonstrating practice in the four domains, as well as strategic scaffolding:
Subtract with the standard algorithm.
- Remind the student that, when using the standard algorithm, it is necessary to subtract numbers from the least place value to the greatest. Discuss why, making sure the student understands the need to regroup.
- On the board, work with the student to subtract the same two numbers using the standard algorithm. Show the work beside the first subtraction problem.
- Ask the student to identify when regrouping is needed.
- When the problem is done, discuss with the student the similarities and differences between both methods.

Practice finding differences of larger numbers.
- Write a 6-digit number with a zero in the ten thousands place. Have the student write a 6-digit number with no zeros that is less than your number. Have the student repeat steps 2 and 3 to subtract his number from your number. Discuss with the student which method he prefers and why.
- Have the student practice using the standard algorithm to find differences of other large numbers.

Check for Understanding
Have the student estimate and then find the difference of 31,059 and 2,742 using the standard algorithm.

For the student who struggles, use the chart below to help pinpoint where extra help may be needed.

<table>
<thead>
<tr>
<th>If you observe...</th>
<th>the student...</th>
<th>Then try...</th>
</tr>
</thead>
<tbody>
<tr>
<td>the student regroups incorrectly</td>
<td>may need a concrete reminder of how regrouping works.</td>
<td>helping the student use base-ten blocks to model regrouping tens as hundreds and hundreds as thousands.</td>
</tr>
<tr>
<td>the student incorrectly subtracts the hundreds and thousands</td>
<td>may not understand how to regroup when there are zeros.</td>
<td>explaining that the 0 in 31,059 means that the number has 0 hundreds, so you have to regroup 1 thousand as 10 hundreds. Since this leaves 0 thousands, you must also regroup 1 ten thousand as 10 thousands.</td>
</tr>
</tbody>
</table>
Evaluate Arguments

To be close readers of informational text, students must be able to identify and evaluate authors' arguments. To do so, they must be able to distinguish fact from opinion and to judge the validity of each. They also need to assess whether the evidence used to support an argument is sufficient or slanted because of an author's bias. As students encounter an increasing volume of content-area texts, they may struggle with knowing how and when to use these skills. It may feel strange to question and critique an author, and students lacking sufficient background knowledge may not recognize biased information. To support students in evaluating arguments, teach them to read from a skeptical position, constantly questioning the author's arguments and the evidence used to support them. Use discussion with current texts to help students judge an author's reasoning and to consider what evidence could have strengthened a weak argument.

Three Ways to Teach

Identify Argument, Claims, and Evidence

Prior to teaching the process of evaluating arguments, clarify how to identify and distinguish the argument, claims, and evidence.

- Teach or review the related academic vocabulary. Display the terms argument, claim, and evidence. Read them aloud, and explain how they function together.

When someone makes an argument, he says an opinion that he wants you to agree with. He tries to persuade you to agree by giving more specific reasons, or claims, about why his argument is correct or true. These reasons can be facts or opinions. He then goes into more detail about each claim by providing evidence, or proof, it is our job as readers to evaluate the argument, which means we must decide whether the claims and evidence work together to create a strong or a weak argument.

- Choose a brief text on an issue relevant to students, such as school uniforms. Then distribute and display Argument and Claim Chart (page 3).

- Guide students to determine the author's argument, record it on the chart, and have students do the same.

- Then ask, What are the main reasons the author thinks school uniforms are a bad idea? Record students' responses in the Claim sections on the chart. If students suggest evidence instead of claims, redirect by asking Is that a big reason, or is that proof that fits inside of a bigger reason?

- Discuss each claim, and revisit the text to look for evidence that supports it. Ask, How does the author try to prove this claim? Record the evidence on the chart, and have students do the same.

- Have students work in pairs to repeat this activity with a different text.

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<table>
<thead>
<tr>
<th>Argument</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools should not make students wear uniforms.</td>
<td>They challenge students' creativity.</td>
</tr>
<tr>
<td></td>
<td>They emphasize conformity.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Claim 1</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uniforms are impractical.</td>
<td>They are too expensive.</td>
</tr>
<tr>
<td></td>
<td>They do not accommodate all types of weather.</td>
</tr>
</tbody>
</table>
Question the Argument - 30-45 minutes

An effective way to help students find weakness in an argument is to teach them to be skeptical as they read. Select an on-level editorial piece, and distribute copies for students to write on. Demonstrate techniques students can use to annotate the text, such as underlining key phrases, marking F for fact and O for opinion, and writing a word or phrase in the margin as judgments are made. Then have students work in groups to identify and evaluate the argument, focusing on weaknesses in the author’s claims. Provide prompts such as these to guide students in questioning the author’s argument and the evidence used to support it.

What is the author’s main argument?
What are the main claims that are used to support the argument? Can I challenge these claims easily?
What evidence does the author provide to support each claim? Can the evidence be verified?
Does the argument flow logically, or does it go off topic?
Are there details the author is probably leaving out? What might they be?
Is the author’s evidence mostly fact or opinion? What does that tell me?

As a whole class, determine whether the argument is weak or strong. Invite students to suggest claims or evidence that could have strengthened the argument.

Support English Learners Students learning English may have a difficult time with the jargon related to evaluating an argument. Be sure that questions are phrased with simple language and clear syntax, and model for students how to repeat target words from a question in their answers, which will reinforce word meanings.

Write an Effective Argument - 30-45 minutes

Connect to Writing Have students take the steps to write an effective argument through a short research paper. Provide sample prompts such as these, or invite students to suggest appropriate topics of interest.

Are people too dependent on cell phones?
Does homework help students learn?

Have students choose a prompt and develop an argument for or against it. Explain that each argument should contain two or three claims and several pieces of evidence in support of each claim. Encourage students to use the Argument and Claim Chart (page 3) as a prewriting tool.

Check for Understanding

<table>
<thead>
<tr>
<th>If you observe...</th>
<th>Then try...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Difficulty determinining whether evidence is strong or weak</td>
<td>Using a rating system, isolate each detail associated with a particular claim and review them one by one. If the detail is a fact that can be verified, give it three points. If it is an opinion, give it two points. If it is off topic, give it one point. Decide how many points are possible by adding the claims and multiplying by three. Then count the assigned points and compare that number to the total possible points.</td>
</tr>
</tbody>
</table>

www.i-ready.com | Reading Comprehension | Levels 6-8 | Evaluate Arguments | Page 2 of 3 |
2) The materials differentiate instruction in the four domains based on language proficiency levels. As illustrated previously, students begin the i-Ready program by taking a diagnostic test which places learners on their own personalized learning path at their proficiency level. Lessons are guided, supply corrective feedback, and are supported with sensory, graphic, and interactive scaffolds to assist comprehension of content. In addition, i-Ready diagnostic reports provide teachers with classroom lessons from the Tools for Instruction component that target skill development based on student needs.

3) The targeted language domains are systematically integrated throughout the materials in i-Ready Instruction. As stated previously, reading, writing, listening, and speaking are systematically presented in each of the Tools for Instruction classroom lessons. In the online program, students read and respond to audio-supported texts and questions to demonstrate comprehension of text-related concepts.

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 connect the language development standards to state academic content standards. i-Ready Instruction lessons and assessments are built around the Common Core State Standards and correlate to state standards in all states. Reading instruction covers the main CCSS domains: phonics, phonological awareness, high-frequency words, vocabulary, and comprehension of literature and informational text. Math instruction covers the main CCSS domains: number and operations, algebra and algebraic thinking, measurement and data, and geometry. Lessons provide explicit instruction across domains, and tasks draw on multiple standards to connect ideas across lessons. Content is linked across grades, and major topics are linked within i-Ready Instruction. In addition, the program provides teachers with insights, driven by data, to help focus classroom instruction to ensure students are on track.

2) The academic content standards are systematically represented throughout the materials. All lessons and units are organized around standard-aligned content. Correlations to national and state standards are found in the teacher portal home screen. At the very first login, the program asks in which state the learner/teacher resides, so that the correct correlations can be listed for their respective lessons. See the following:
Likewise, standards and objectives are listed in each lesson in the teacher portal.

3) Social and instructional language standards and one or more of the remaining WIDA Standards are present in the materials. i-Ready Instruction systematically integrates social and instructional language to develop language arts and math skills. In the online program, students explore math and science concepts and associated terminology with scaffolded guides and instruction. Tools for Instruction lessons are group-oriented and include cooperative activities and discourse. View a representative example of the integration of social and instructional language and content-area topics:

(from “Little Astronauts: Amazing Microbes in Space”)
**What are bacteria?**

Bacteria are microbes, each having a single cell. Bacteria are found all over the earth, including throughout the oceans and even in snow in the polar regions. They can damage crops and spoil food, but they are also helpful in the production of foods such as yogurt and soy sauce. Bacteria also live in your body, where they can cause either benefit or harm. Diseases that bacteria cause include diarrhea, cholera, tuberculosis, typhoid, and diphtheria.

Rebohand co-inventor Ivan Owen. If a kid outgrows the hand, she says, it’s no big deal. New parts can be printed cheaply. In fact, when Faith Lennox got her new hand from e-NABLE, it cost her family about $75 instead of thousands of dollars for the parts.

Plus, Jen Owen says, kids love the bright plastic designs. They can print their hands in their favorite colors or even make them look like superhero gloves.
**Add To** and **Put Together** Word Problems — Instruction — Level A

Abby has 3 toy trucks. She gets 2 more trucks. How many trucks does Abby have now?

**Complete the equation** for the problem.

\[3 \quad \_ \quad 2 = 5\]

**Understand Integers** — Instruction — Level F

What do the **negative numbers** on the number line represent?

The negative numbers represent locations below ground level.

What number on the number line represents 5 inches below ground level?
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) i-Ready Instruction effectively challenges students to achieve higher order thinking regardless of language level. Terms from Bloom’s taxonomy are present throughout the activity prompts. Students develop skills in comparing, understanding, and applying new content and complete activities that require evaluation, organization, synthesizing, and analyzing. Examples include graphic organizers, guided instruction, and on-page corrective feedback.

Plastic 3-D printed hands are great for growing kids. Their families can afford to buy new [ ] . Kids like the way they [ ] , and the hands are easy to use. A 3-D printer makes new hands by building up layers of [ ].
View an example of a Tools for Instruction classroom lesson that embeds numerous verbs from Bloom’s taxonomy:

**i-Ready Tools for Instruction**

**Compare and Contrast**

Although students observe similarities and differences quite frequently in their everyday lives, they may not know how to apply this skill to the characters, places, details, and events they read about. Comparing and contrasting specific details in a text requires close and active reading, two of the most critical components of reading for comprehension. To help students become proficient, explicitly teach the vocabulary and tools related to comparing and contrasting, as well as the pertinent times to use them.

**Three Ways to Teach**

**Teach Signal Words**

Explicitly teach the language students need to express the similarities and differences they observe. Say, When we compare, we tell how things are the same. When we contrast, we tell how things are different. Certain signal words help us to describe how things are alike or different.

Display a wall chart of compare-and-contrast signal words, such as the one below.

<table>
<thead>
<tr>
<th>Words That Signal Similarities</th>
<th>Words That Signal Differences</th>
</tr>
</thead>
<tbody>
<tr>
<td>like</td>
<td>but</td>
</tr>
<tr>
<td>both</td>
<td>however</td>
</tr>
<tr>
<td>similarly</td>
<td>yet</td>
</tr>
<tr>
<td>each</td>
<td>although</td>
</tr>
<tr>
<td>alike</td>
<td></td>
</tr>
<tr>
<td>also</td>
<td></td>
</tr>
</tbody>
</table>

Model using some of the words from the chart in simple compare-and-contrast sentences. Then use the wall chart to play quick games that teach and reinforce the structure of comparing and contrasting. Begin a sentence to compare or contrast something, and then have a volunteer complete it.

Unlike yesterday, today is ________ (sunny and warm)

**Support English Learners**

Students may benefit from having time to complete the sentence frame in writing before sharing their responses orally. Students at earlier levels of language proficiency may also benefit from working with a partner.

---

**Compare and Contrast Story Versions**

**Connect to Writing**

Read aloud two versions of the same story, such as Cinderella or another fairy tale. Then guide students to compare and contrast the choices that each author makes about setting, plot, point of view, and character. Ask questions such as these:

- Does this version take place now or long ago? What are some clues?
- What is the same about (main character) in both versions?
- What is different about (main character) in each version?

Have students use a Venn diagram (see previous activity) to compare the two versions. Then have them work together to write sentences comparing and contrasting the two versions, using the information in their graphic organizers. Encourage them to use signal words.

**Check for Understanding**

<table>
<thead>
<tr>
<th>If you observe...</th>
<th>Then try...</th>
</tr>
</thead>
<tbody>
<tr>
<td>confusion about the concept of compare and contrast</td>
<td>using structured questions or sentence frames to elicit responses: How is ________ like ________? How is ________ different from ________?</td>
</tr>
<tr>
<td>difficulty comparing and contrasting details in a particular text</td>
<td>building additional background and defining key vocabulary.</td>
</tr>
</tbody>
</table>
2) Opportunities for engaging in higher order thinking are systematically addressed in the materials. As illustrated above, i-Ready Instruction presents frequent opportunities for students to engage in higher order thinking skills. Each reading lesson includes a Big Question that provides a complex purpose for the content. Students read the text multiple times and engage in activities that pull focus to the targeted skill development. These and other activity prompts throughout the Tools for Instruction lessons contain verbs from Bloom’s taxonomy.

### C. Supports for Various Levels of Language Proficiency

<table>
<thead>
<tr>
<th></th>
<th><strong>Do the materials provide scaffolding supports for students to advance within a proficiency level?</strong></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th><strong>Do the materials provide scaffolding supports for students to progress from one proficiency level to the next?</strong></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>2)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th><strong>Are scaffolding supports presented systematically throughout the materials?</strong></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>3)</td>
<td></td>
<td></td>
<td></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) i-Ready Instruction provides scaffolding supports for students to advance within a proficiency level. As stated previously, a diagnostic test places each student on a personalized learning path suited to their level. Data collected by the test and during the program track student progress and provide differentiated instruction from the Tools for Instruction classroom lessons. Lessons utilize scaffolded supports to aid comprehension. For example, the interactive online instruction is aided by audio scaffolding. In this Grade 1 lesson on end blends, students who give an incorrect response to a question are given additional aid to help them better understand the concept. A second incorrect response prompts an increased level of scaffolding.
The latest i-Ready Math lessons include an audio-supported pop-up glossary to support English learners. These include context words, math vocabulary, and general academic vocabulary. Glossary terms are underlined and set in blue to make them easy to identify. Students can click on these words to see a pop-up that reads the word and its definition aloud. In addition, all glossary terms are translated into Spanish with one extra click.
i-Ready scaffolds include language frames to support peer discussions, models, classroom manipulatives, pictorial examples, graphic organizers, guided questioning, and cooperative activities. In the online program, students are supported in every lesson with instructional scaffolds that assist learning. These include graphic supports, interactive learning supports, audio, animations, and adaptive personalized learning.
2) The materials provide scaffolding supports for students to progress from one proficiency level to the next. i-Ready Instruction is designed to help struggling students to develop grade level skills. Strategic scaffolds monitor student activity and progress. For example, i-Ready monitors student reading behavior and detects when a student is skimming rather than close reading. The platform reminds students to slow down, helping students build better reading behavior.

i-Ready Instruction provides frequent and systematic assessments for teachers to monitor progress throughout the lessons. The adaptive diagnostic measures growth over a period of time and provides a personalized action plan for each student to progress from one proficiency level to the next.

3) The scaffolding supports are presented systematically throughout i-Ready Instruction. As illustrated previously, the instruction and support features in each lesson use scaffolding, such as sentence frames, modeling, and proficiency-specific questions and responses, to support 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 i-Ready Instruction. i-Ready is organized by grade level, correlates to the Common Core State Standards for grades K–8, and is appropriate as an adaptive instructional resource for grades K–12. Each grade level has complete standard coverage in Reading and Mathematics. Students work on grade-level, standards-aligned content that is supported with personalized differentiation and targeted skill practice.
2) Grade-level content is accessible for the targeted levels of language proficiency. As addressed previously, the i-Ready diagnostic test assess each student’s individual level and identifies sub-skills that need to be addressed to bring the student up to grade level. Each student’s personalized learning path includes multigenre content and instruction with prompts for differentiation. See the following from “Superhero Gloves”:

("Little Astronauts: Managing Microbes in Space")
Grade-level content is systematic in its presentation. Throughout i-Ready Instruction, students analyze grade-appropriate fiction selections and informational texts on a variety of subjects, including topics in the areas of science and social studies.

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
1) i-Ready Instruction materials address a broad range of language functions. Students practice and develop language skills throughout the program. The online instruction gives younger ELLs engaging interactive practice with language skills. Hosted by Plory and Yoop, students practice a variety of skills, such as blending syllables, letter-sound correspondence, and identifying high-frequency words. In the following example, audio narration models blending syllables to say *robot* and encourages students to do the same.
The Tools for Instruction classroom lessons are used to target specific language concepts and skills and deliver scaffolded assistance for students who need extra help mastering language objectives. See the following examples:
Tools for Instruction

Idioms, Adages, and Proverbs

When students encounter an idiom, adage, or proverb in a text, they are not always familiar with the expression’s nonliteral meaning. Model how to use context clues and background knowledge to interpret the figurative meaning of idiomatic expressions. Help students build knowledge by exploring the meaning of expressions that are commonly used.

Step by Step 30-40 minutes

1 Introduce idioms, adages, and proverbs in context.
   - Display and read aloud the following paragraph. Ask students to pay close attention to the underlined phrases.
     It was almost time for music, and Cassie realized she had forgotten her violin again. How did it slip my mind? she wondered. Cassie didn’t want to be in hot water with Ms. Ramos, so she walked into the music room to apologize. Then she remembered she could use the spare violin in the music room. Maybe it’s better to let sleeping dogs lie, Cassie thought, Why mention it if Ms. Ramos doesn’t even need to know?
   - Point out the underlined phrases. Say, Is the first phrase really about slipping? Is the second phrase really about hot water? Is the third phrase really about sleeping dogs? Have students work with partners to reread the text and figure out what the underlined phrases could mean.
   - Ask volunteers to share their ideas about the meaning of each expression. Have them point out clues in the text and tell about background knowledge they used to figure out the meanings. Help clarify meanings, if necessary. (Slipped my mind: forgot; to be in hot water: to be in trouble; let sleeping dogs lie: to ignore a problem rather than call attention to it.)

2 Explain and use idioms, adages, and proverbs.
   - Explain that idioms, adages, and proverbs are all expressions with meanings that are different from the literal meanings of the individual words. Proverbs and adages are about wisdom or advice.
   - Display and read the following example and its meaning:

<table>
<thead>
<tr>
<th>Expression</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Let sleeping dogs lie.</td>
<td>To ignore a problem rather than call attention to it</td>
</tr>
</tbody>
</table>

   - Add and discuss the meaning of common expressions like the ones listed below:
     - Don’t cry over spilled milk.
     - Don’t count your chickens before they hatch.
     - It costs an arm and a leg.
     - Don’t judge a book by its cover.

   - Have partners brainstorm and share other idioms, adages, and proverbs they know in English or other languages. Display the expressions and have students explain and discuss their meanings.
   - Have partners take turns using idiomatic expressions in oral sentences. Ask them to include details that help explain the meaning. (She was already planning what she would buy with the prize money, but I told her, “Don’t count your chickens before they hatch.”)
Language functions are also embedded in the Tools for Instruction math lessons. Instructional language in these lessons is strategically geared toward integration of language and math instruction.

---

**Guess My Rule**

**Objective** Complete an in/out table for a given rule and find a rule for a given in/out table.

Students have been practicing addition and subtraction with the goal of developing fluency with the operations. In this activity, they use algebraic thinking to apply operational rules with numbers and to determine the rule when the numbers are given. The in/out tables help students gain awareness of the structure and patterns that exist in arithmetic. Determining rules for given numbers requires the use of several important critical-thinking skills, such as reasoning and making generalizations.

This is intended to be a challenge activity, so refrain from providing answers. If the student is not successful, let him or her know there will be an opportunity to return to try this challenge again at a later date.

**Step by Step** 20-30 minutes

1. **Present a rule and a table.**
   - Be sure students are familiar with in/out tables and associated rules. Present this in/out table.
   - Explain to the student that in/out tables follow a rule. The rule tells the operation that is done to each in number to get the out number. Point out the in/out pairs in each row.
   - Tell the student that the rule for this table is add 2 to each in number. Have the student verify that each out number is 2 more than the in number.

   ![In/Out Table]

   **Rule: Add 2**
<table>
<thead>
<tr>
<th>In</th>
<th>Out</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>6</td>
</tr>
</tbody>
</table>

2. **Complete a table for a given rule.**
   - Practice with a sample.
   - Present this incomplete table.
   - Have the student read the rule and tell what it means. (Subtract 4 from each number in the first column.)
   - Ask the student to complete the table.
   - Challenge the student to describe the pattern in each column. (Each number is 1 less than the one before it.)
   - Ask: *Why do both columns show the same pattern?* Encourage the student to articulate an explanation in his own words. Look for explanations that include that, if you subtract 4 from a number that’s 1 less than the first number, the answer will be 1 less than the first answer.

   ![In/Out Table]

   **Rule: Subtract 4**
<table>
<thead>
<tr>
<th>In</th>
<th>Out</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>5</td>
</tr>
<tr>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>6</td>
<td>2</td>
</tr>
</tbody>
</table>

3. **Find a rule for a given table.**
   - Present this completed table.
   - Ask the student to find the rule for this table. (Add 5.) Encourage the student to describe how he figured out the rule, and how he can test to see if he is right.

   ![In/Out Table]

   **Rule:**
<table>
<thead>
<tr>
<th>In</th>
<th>Out</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>6</td>
<td>11</td>
</tr>
<tr>
<td>7</td>
<td>12</td>
</tr>
<tr>
<td>8</td>
<td>13</td>
</tr>
</tbody>
</table>
2) i-Ready Instruction incorporates language functions into communicative goals and activities. As stated above, students practice and develop a range of language functions throughout the Tools for Instruction classroom lessons. Lessons provide crucial instruction in phonics, grammar, vocabulary, and word study. For example, a digital language lesson may include exploration and practice with a language function and responsive instruction and culminate in a reading exercise in which students practice building fluency with their new skills.

In the supplemental Tools for Instruction lessons, teachers are given prompts to monitor performance and provide additional instruction as needed. Students engage in group quizzes, writing projects, or activities to explore language concepts and skills and then apply what they have learned to an activity that demonstrates comprehension. See the following examples:
Tools for Instruction

Idioms, Adages, and Proverbs

When students encounter an idiom, adage, or proverb in a text, they are not always familiar with the expressions' nonlITERAL meaning. Model how to use context clues and background knowledge to interpret the figurative meaning of idiomatic expressions. Help students build knowledge by exploring the meaning of expressions that are commonly used.

Step by Step

1. Introduce idioms, adages, and proverbs in context.
   - Display and read aloud the following paragraph. Ask students to pay close attention to the underlined phrases.
     
     It was almost time for music, and Cassie realized she had forgotten her violin again. How did it slip my mind? she wondered. Cassie didn't want to be in hot water with Ms. Ramos, so she walked into the music room to apologize. Then she remembered she could use the spare violin in the music room. Maybe it's better to let sleeping dogs lie, Cassie thought. Why mention it if Ms. Ramos doesn't even need to know?
   
   - Point out the underlined phrases. Say, Is the first phrase really about slipping? Is the second phrase really about hot water? Is the third phrase really about sleeping dogs? Have students work with partners to reread the text and figure out what the underlined phrases could mean.
   - Ask volunteers to share their ideas about the meaning of each expression. Have them point out clues in the text and tell about background knowledge they used to figure out the meanings. Help clarify meanings, if necessary. (Slipped my mind: forgot; to be in hot water: to be in trouble; let sleeping dogs lie: to ignore a problem rather than call attention to it)

2. Explain and use idioms, adages, and proverbs.
   - Explain that idioms, adages, and proverbs are all expressions with meanings that are different from the literal meanings of the individual words. Proverbs and adages are about wisdom or advice.
   - Display and read the following example and its meaning.

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</tbody>
</table>

   - Add and discuss the meaning of common expressions like the ones listed below:
     - Don't cry over spilled milk.
     - Don't count your chickens before they hatch.
     - It cost an arm and a leg.
     - Don't judge a book by its cover.

   - Have partners brainstorm and share other idioms, adages, and proverbs they know in English or other languages. Display the expressions and have students explain and discuss their meanings.
   - Have partners take turns using idiomatic expressions in oral sentences. Ask them to include details that help explain the meaning. (She was already planning what she would buy with the prize money, but I told her, "Don't count your chickens before they hatch.")
These language instruction lessons may also culminate in a Connect to Writing activity, as seen here:
3) The language functions support the progression of language development. i-Ready Instruction supports ELLs by integrating grade-appropriate texts with interactive digital instruction to support comprehension and progression. i-Ready Instruction provides students opportunities to use new terms in communicative situations and apply them to listening, speaking, reading, and writing skills. Students learn to apply new language and literacy skills for a variety of functions, aided by suggestions for scaffolded instruction. Throughout the digital activities and Tools for Instruction classroom mini-lessons, English Learners progressively gain strength in applying foundational skills to language functions, systematically helping them to advance through the program and from one level of proficiency to the next. Each year, ELs build upon what they have already learned, approach literature and language skills of increasing complexity, and progress toward greater English language proficiency.