Introduction
The Protocol for Review of Instructional Materials for ELLs (PRIME) has been developed by World-Class Instructional Design and Assessment (WIDA) to assist educators and publishers in examining the representation of key elements of the WIDA English language proficiency standards in their materials.

The intent of this review is for users to identify the ways in which elements of the *WIDA English Language Proficiency Standards, 2007 Edition, PreKindergarten through Grade 12* are represented in instructional materials. These materials vary from core or supplemental texts to DVDs to software programs; however, it is assumed that they all seek to provide teachers with standards-based references to use with English language learners in diverse settings across the United States.

The Protocol for Review of Instructional Materials for ELLs (PRIME) is not an evaluative tool aimed to judge the effectiveness of published materials using the WIDA English Language Proficiency (ELP) Standards. The goal of the Protocol for Review of Instructional Materials for ELLs (PRIME) is twofold:

- to assist educators in making informed decisions in selecting instructional materials for programs serving English language learners and
- to aid publishers and correlators in developing materials and communicating how their materials address key elements of the WIDA English Language Proficiency Standards

Organization
The Protocol for Review of Instructional Materials for ELLs (PRIME) is organized into two parts that together are intended to provide information about instructional materials in each of 14 criteria. Part 1 contains information about the materials that are to be reviewed. Part 2 is the protocol used for the review of instructional materials and includes space for page number examples and responses to the questions. An Appendix at the end of the document provides definitions of the categories included in the PRIME correlation.

Please note that the questions contained in this form are identical to those in the completed correlations on our website.

Directions for completing the Protocol for Review of Instructional Materials for ELLs (PRIME) inventory:

**STEP 1:** Complete information about materials being reviewed.
**STEP 2:** Respond to the “Yes/No” questions about the presence of the criteria in the materials.
**STEP 3:** Provide justification to support your “Yes” responses. (Note: If additional explanation for “No” answers is relevant to readers’ understanding of the materials, this may also be included.)
Organization of the WIDA English Language Proficiency Standards In Relation to the Protocol for Review of Instructional Materials for ELLs

The 14 PRIME criteria are in **BOLD** below.

**I. Performance Definitions**
(Criteria that shape the ELP Standards)

- IA. Linguistic Complexity
- IB. Vocabulary Usage
- IC. Language Control/Conventions

**II. English Language Proficiency Standards**

- IIA. Presence of WIDA ELP Standards
- IIB. Representation of Language Domains (Listening, Speaking, Reading, Writing)

**III. Levels of English Language Proficiency**
(Entering, Beginning, Developing, Expanding, Bridging)

- IIIA. Differentiation of Language
- IIIB. Scaffolding Language Development

**IV. Strands of Model Performance Indicators**

- IVA. Language Functions
  - Attached to Context
  - Higher Order Thinking
- IVB. Content Stem
  - Coverage and Specificity of Example Topics
  - Accessibility to Grade Level Content
- IVC. Instructional Supports
  - Sensory Support
  - Graphic Support
  - Interactive Support
Part 1: Information About Materials

Publication Title(s): ReadyGEN

Publisher: Pearson

Materials/ Program to be Reviewed: ReadyGEN K–6

Tools of Instruction included in this review: Teacher Guide, Scaffolded Strategies Handbook

Intended Teacher Audiences: Grades K–6

Intended Student Audiences: Grades K–6

WIDA Framework(s) considered: Summative and Formative

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

WIDA English Language Proficiency Standards addressed: Social and Instructional Language and the Language of

WIDA language proficiency levels included: Levels 1-5 (Entering, Beginning, Developing, Expanding, Bridging)

Most Recently Published Edition or Website: copyright 2016

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

ReadyGEN is a seven-level program for Grades K–6. It is an integrated literacy program that accelerates learning for all by presenting modeled reading experiences with authentic text. Students engage in practice, build motivation, and improve their reading stamina. The program features: Authentic Text at the Core of Instruction (puts a library of 12 authentic trade books in the hands of every child), Built with Results in Mind (back-mapped for success to ensure all activities meet rigorous standards), Broadens Accessibility to Complex Texts and Tasks (point-of-use scaffolds, strategic support, and individualized intervention accelerate learning for all).
Part 2: PRIME Correlation Tool

I. PERFORMANCE DEFINITIONS

IA. Linguistic Complexity (the amount and quality of speech or writing)

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A. Do the instructional materials take into account linguistic complexity for language learners?

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B. Do the instructional materials address linguistic complexity for all of the targeted proficiency levels?

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C. Is linguistic complexity systematically addressed, in multiple lessons, chapters, or units, in the materials?

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

A. ReadyGEN is a K–6 integrated literacy program that has a well-balanced educational approach with many lesson features that provide appropriate instruction related to linguistic complexity. The program was intentionally designed to provide students and teachers with the tools necessary to identify the skill level and address the needs of language learners. The program has authentic “Text Sets,” which build knowledge around unit themes that actively engage students and include a complete array of print and digital resources to provide daily support for instruction while offering instructional flexibility. In addition to the lessons, the Scaffolded Strategies Handbook provides models of scaffolded instruction, useful strategies, and practical routines that can be employed during and with writing to support English language learners, struggling readers, students with disabilities, and accelerated learners. See a typical lesson for a selection: Grade 1 Scaffolded Strategies Handbook page 8 (Unlock the Text—Levels of Meaning, Structure) and page 9 (Language Conventionality and Clarity, Knowledge Demands); Grade 4 Scaffolded Strategies Handbook page 8 (Unlock the Text—Levels of Meaning, Structure) and page 9 (Language Conventionality and Clarity, Knowledge Demands).

B. As a research-based program, ReadyGEN contains a comprehensive intervention system (ReadyUp!) to address linguistic complexity for all levels and is easily adapted to meet the needs of individual students. And, for back to school 2016, ReadyGEN will include biliteracy support resources. The ReadyGEN Biliteracy Pathway offers a unique instructional delivery that enables students to develop high-levels of proficiency in their own language, as well as a second language. The benefits of balanced bilingualism allow for creativity and problem-solving, greater cross-cultural understanding, and marketability for future college and career goals in a multilingual society.

C. ReadyGEN evaluates student performance and provides instruction that adapts to students based on their abilities and needs. Extensive scaffolded support is provided to help English language learners of all levels with their writing, including sentence frames and other proven strategies. Students engage in structured collaborative conversations and explore opportunities for more formal speaking to build a strong foundation for academic discourse. Scaffolded support is provided to help students of all levels participate in the conversations and benefit from the more formal speaking opportunities.
IB. Vocabulary Usage (specificity of words, from general to specific to technical)

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

A. In ReadyGEN, the program authors developed the Generative Vocabulary approach and corresponding routines to make visible to students critical features and functions of words and connections among words. By teaching vocabulary in clusters of ideas rather than in isolation, this approach encourages students to generate and learn many more words. Benchmark Vocabulary Words are important for understanding concepts within a text. By-the-Way Words are sophisticated or unusual Tier II and Tier III words for known concepts that can be stumbling blocks to comprehending a text. The vocabulary presented to students includes phrases and expressions as well as words. See Grade 1 Unit 1 Teacher’s Guide pages TR24 and TR28 for Vocabulary Routines. The complete rationale for the vocabulary activities can be found on pages TR24–TR31. For Grade 4, see the Vocabulary Routine information on Unit 1 Teacher’s Guide pages TR24–TR31.

B. The scaffolded lessons in ReadyGEN help English language learners unlock the anchor and supporting texts. Passages, vocabulary, and questions are geared toward building background knowledge for students learning English, so they can dig deeper into vocabulary and structure, regardless of their language proficiency. Vocabulary words are presented at every grade level and used in the reading selection. Recognition and immediate application in context allow readers to use content words and academic terms in a real-world reading setting. See Grade 1 Unit 1 Teacher’s Guide pages 2–4 and Grade 4 Unit 1 Teacher’s Guide pages 2–5. The online “Ready UP! Intervention” program includes vocabulary and comprehension lessons to help students at all levels develop the necessary skills to succeed both in and out of school. Lessons offer a consistent format: Introduce, Model, Teach, and Practice in isolation and in context. Routines, practice, and assessment occur at point-of-use within each lesson. The lesson follows a gradual release of responsibility model to scaffold learning.

C. In the “Prepare to Read” section for each lesson in the Scaffolded Strategies Handbook, students preview domain-specific vocabulary through the use of routines. The “Interact with Text” section provides methods for supporting the teaching and learning of academic vocabulary. See examples in Grade 1 Scaffolded Strategies Handbook Unit 1 Module A pages 8–9, 10–11, 14–15, 16–17 and Grade 4 Scaffolded Strategies Handbook Unit 1 Module A pages 8–9, 10–11, 14–15, 16–17, 20–21, 22–23. The study of academic language is firmly embedded in the Scaffolded Strategies Handbook. Additionally, the online parts of the program provide a game-based learning environment to motivate students outside the classroom. “Monster Word Mania” encourages students to strengthen their generative vocabulary skills. “Pack Up the Skills” helps them build important foundational skills in a fun online environment.
IC. Language Control/Conventions (comprehensibility of language)

YES  NO
☑ ☐  A. Are opportunities to demonstrate language control presented in the materials?

☑ ☐  B. Do opportunities to demonstrate language control correspond to all targeted levels of language proficiency?

☑ ☐  C. Are opportunities to demonstrate language control systematically presented in the materials in multiple chapters, lessons, or units?

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

A. Each lesson plan in ReadyGEN is structured to help students master skills. Build Understanding presents the key Enduring Understanding and Essential Questions for the lesson and both previews and conducts a first read of the selection. Close Read is a guided reading activity that uses questions to discuss the content of the selection and to focus on the language and vocabulary needed to comprehend the selection. Benchmark Vocabulary further develops language and vocabulary. Skill development incorporates the listening, speaking, and writing structures for language learning. The development is enhanced by the interactive lessons that help students participate in the learning experiences. Additional support to assist all students can be found in the Scaffolded Strategies Handbook, the Sleuth series with short texts for close reading, and the online support materials. Instruction throughout ReadyGEN incorporates electronic tools and devices to escalate the learning process and to accommodate the needs of the individual learner. See Grade 1 Unit 1 Teacher’s Guide Lesson 1 pages 12–21 and the similar lesson sections and features in Grade 4 Unit 1 Teacher’s Guide Lesson 1 pages 12–21.

B. Scaffolded lessons help English language learners unlock the anchor and supporting texts. Passages, vocabulary, and questions are geared toward building background knowledge for students learning English, so they can dig deeper into vocabulary and structure, regardless of their language proficiency. Based on your students and the text complexity rubrics, determine the support students will need to address the challenges in the texts. Use the resources in the Scaffolded Strategies Handbook to provide support for English language learners, struggling readers, and accelerated learners. Use the Baseline Assessment to determine instructional needs for students at the start of the year. The program identifies the language level and provides the learner with appropriate program tools for learning the skills, practicing them in context, and applying them to successfully obtain and master language concepts.

C. ReadyGEN puts content-rich fiction and nonfiction selections in every student’s hands in every module of the program. The lessons in each module provide rigorous, systematic instruction with embedded routines to promote high engagement and autonomy. The systematic nature of the program allows each student to grow and develop skills in all phases of language development. The materials include Trade Book Libraries, Text Collections, Sleuth selections, Leveled Text Libraries, videos, images, graphics, and audio support to help students learn about, practice, and apply language skills to successfully progress. See Grade 1 and Grade 4 Teacher’s Guides pages iv–vii for an overview of the learning resources that support the systematic structure of the program.
II. ENGLISH LANGUAGE PROFICIENCY (ELP) STANDARDS

IIA. Presence of WIDA English Language Proficiency Standards

YES NO
✔ ☐ A. Are social and instructional language and one or more of the remaining WIDA Standards (the language of Language Arts, of Mathematics, of Science, and of Social Studies) present in the materials?

✔ ☐ B. Do the materials systematically integrate Social and Instructional Language and the language of the targeted content area(s)?

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

A. ReadyGEN uses full-length, authentic trade books instead of a basal anthology. The program provides 12 literary and informational trade books at each grade that include social studies, science, language arts, and math topics. The selections meet text complexity requirements and the suggested percentage of fiction to nonfiction selections. The selections develop a body of knowledge focused on the unit theme and the Enduring Understanding within each module. The Text Collection at each grade level contains topically related selections that span multiple genres and cultures. The collections include poetry, primary sources, and biographies. The materials are tied to content-area standards that build a broad range of knowledge and literacy experience through a multitude of texts. The Sleuth materials are a collection of short nonfiction selections in a range of content. They follow the Super Sleuth Steps to practice close reading and to sharpen critical thinking skills. Additionally, the Leveled Text Library contains a broad range of 60 conceptually connected texts at each grade to provide an on-ramp to ReadyGEN Essential Questions, Enduring Understandings, and unit themes. See Grades 1 and 4 Teacher’s Guides pages iv and vi–vii for a brief overview of the book sets.

B. In every text-related reading activity, vocabulary words are presented to enable students to understand the words as they read the selection. Benchmark vocabulary words are words from other disciplines or content areas that are needed to comprehend the text. These words are part of a thematic, semantic, and/or morphological network and are central to unlocking the Enduring Understanding of the text. By-the-Way Words are sophisticated or unusual Tier II and Tier III words used in the context of the selection and supported by the text for meaning. See the Close Read and Benchmark Vocabulary sections in Grade 1 and Grade 4 Unit 1 Teacher’s Guides Lesson 1 pages 13–14.
IIB. Representation of Language Domains

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A. Are the language domains (listening, speaking, reading, and writing) targeted in the materials?

B. Are the targeted language domains presented within the context of language proficiency levels?

C. Are the targeted language domains systematically integrated throughout the materials?

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

A. Students read, write, listen, and speak every day in every lesson of ReadyGEN. The program uses a well-developed lesson structure that involves all aspects of reading and writing and incorporates listening and speaking development. This integrated approach allows every student to participate at an appropriate level and then to progress in skill development through instruction, reinforcement, and application. The lesson (see Grade 1 Unit 1 Teacher’s Guide pages 12–21) introduces the concepts and skills related to the selection with questions followed by close reading techniques. The lesson continues with vocabulary instruction. Reading/Language Analysis presents, supports, and extends a specific skill in sections that involve all language domains. The Small Group Time activities provide strategic support for the reading process followed by a well-structured and related writing activity for the Whole Group. Everything in a lesson targets the language domains and accommodates all levels of learning. Grade 4 (see Unit 1 Teacher’s Guide pages 12–21) follows a similar lesson plan structure with Build Understanding—Set the Purpose, Engage Students, Read, Turn and Talk; Close Read; Benchmark Vocabulary; and Reading Analysis with Support and Extension. Again the Small Group Time activities provide strategic support for the reading process followed by a well-structured and related writing activity for the Whole Group.

B. In addition to the features described in Part A, review the earlier references to the Scaffolded Strategies Handbook and the Scaffolded Instruction tabs for English Language Learners and Strategic Support on lesson pages in the Teacher’s Guides for Grades 1 and 4. The language domains are included in the context of language proficiency so that students are involved in academic discussions and collaborative conversations to help develop their language skills. The Whole Group and Small Group lessons actively involve all students in developing language proficiency at all levels using all language domains.

C. ReadyGEN is organized in unit modules (six units in Grades K–2; four units in Grades 3–5). Text Sets (Trade Books) are used to build knowledge around unit themes, which emphasize the common characteristics of a unifying concept, and to promote in-depth understanding through daily lessons in the two modules. All texts are aligned to the complexity requirements outlined in the Common Core Standards, ensuring that all students interact with appropriate grade-level texts to use all aspects of the language domains—reading, writing, speaking, and listening. This systematic structure presents appropriate instruction at all levels throughout the program. Performance-Based Assessments emphasize integration of reading, writing, speaking, and listening as students draw from the Text Sets to demonstrate their knowledge of core understandings.
III. LEVELS OF LANGUAGE PROFICIENCY

IIIA. Differentiation of Language (for ELP levels)

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A. Do the materials differentiate between the language proficiency levels?

B. Is differentiation of language proficiency developmentally and linguistically appropriate for the designated language levels?

C. Is differentiation of language systematically addressed throughout the materials?

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

A. ReadyGEN is a seven-level program for Grades K–6 that addresses all proficiency levels. The Baseline Assessment evaluates student proficiency in foundational skills, listening and reading comprehension, vocabulary, and writing. The Beginning-of-Year Fluency Test and Running Record provide students’ oral reading rate and oral reading accuracy help identify a student’s particular strengths and weaknesses in reading and language development. All of this feedback can help teachers tailor their instruction during both whole-group and small-group lessons so that all students experience success. ReadyGEN is the pathway to biliteracy. Biliteracy is an enrichment model that promotes bilingualism, English proficiency, and academic achievement for all students. When students analyze similarities and differences in two languages, their language and literacy skills can exceed those of monolingual children. To address the needs of the biliterate learners, ReadyGEN supports authentic literacy instruction in both English and Spanish. This allows students to develop literacy and strategic use of linguistic skills in both languages. See the Implementation Guide page 11 for a brief description of the Baseline Assessments, Formative Assessments, Performance-Based Assessments, and End-of-Unit Assessments. Also see information in Grade 1 and Grade 4 Teacher’s Guides pages xvi and xvii.

B. Differentiation of language proficiency is linguistically and developmentally appropriate at each level of ReadyGEN. A variety of linguistic supports are incorporated into each level including teacher modeling, repeated reading, discussions, and student presentations. This interactive approach helps to present lessons that identify and meet the needs for differentiated levels of skills. Monitor Progress checks in each lesson helps to ensure that instruction is modified to meet individual learning needs. See the Grade 1 Teacher’s Guide Unit 1 pages 15–17 for Scaffolded Instruction for Small Group Time and Monitor Progress suggestions and the Grade 4 Teacher’s Guide Unit 1 Small Group Time pages 15–17 with Monitor Progress suggestions.

C. Every Teacher’s Guide lesson at every grade level includes differentiation of language instruction using a concise, systematic approach. This is further expanded in all the materials for the program. See the charts in the Teacher’s Guide on pages iv–vii. Pages viii and ix explain the structure of the lessons and how whole group and small group activities for Reading and Writing are presented and tailored to address the needs of learners throughout the program. In the Grade 1 Unit 1 Teacher’s Guide, the Text Complexity Rubrics on pages TR48–TR54 address the complexity of the texts offering Quantitative and Qualitative Measures and Reader and Task Suggestions, and the Leveled Text Instructional Plans on pages TR57–TR66 provide support for reading informational and literary leveled readers. In the Grade 4 Unit 1 Teacher’s Guide, see pages TR48–TR57 and TR58–TR67.
IIIB. Scaffolding Language Development (from ELP level to ELP level)

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A. Do the materials provide scaffolding supports for students to advance within a proficiency level?

B. Do the materials provide scaffolding supports for students to progress from one proficiency level to the next?

C. Are scaffolding supports presented systematically throughout the materials?

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

A. Scaffolded supports for different language needs are offered throughout the ReadyGEN program. The program broadens accessibility for complex text and tasks with point-of-use scaffolds, strategic support, and individualized intervention to accelerate learning for all. In addition to the information that includes the Small Group Time (see Grades 1 and 4) in each lesson of the Teacher’s Guide, the Scaffolded Strategies Handbook contains the following:

Unlock the Text—Use Prepare to Read to support students with tools for accessing key ideas, key language, and key structures of the text.

Unlock the Writing—Develop writing fluency and proficiency with scaffolded lessons and models in the three key modes of writing (Informative, Opinion, and Narrative).

Routines and Activities—Scaffold learning with routines and activities to support reading, writing, speaking, and listening.

Unlock Language Learning—Use scaffolded lessons to help English language learners unlock the anchor and supporting texts. Passages, vocabulary, and questions are geared toward building background knowledge for students learning English, so they can dig deeper into vocabulary and structure, regardless of their language proficiency.

B. Using the previously explained materials in Part A for scaffolding instruction, levels of proficiency are easily tracked and students can be provided with lessons and online materials to improve their skills and progress to higher levels. Routines, practice, and assessment occur at point-of-use within each lesson. The lesson follows a gradual release of responsibility model to scaffold learning. Using a variety of reading tools (see Teacher’s Guide pages x–xi), the reading materials are specifically designed to help students master skills and move on. The overall progression of text complexity, within and across grades, facilitates students’ learning of academic vocabulary, close reading, and foundational skills and further deepens content knowledge and comprehension.

C. ReadyGEN was developed with a carefully structured master plan to guarantee that the lessons are consistent, that the skills and concepts are systematically presented, and that the skills are carefully tracked and executed to help students master all language domains with the focus on reading and writing. In addition to the print materials, digital materials also provide scaffolding for lesson topics, content, concepts, and skill development.
II. STRANDS OF MODEL PERFORMANCE INDICATORS

IVA. Language Functions

YES NO  Context
☑  ☐ A. Do the materials include a range of language functions?
☑  ☐ B. Do the language functions attach to a context (i.e. are they incorporated into a communicative goal or activity)?
☑  ☐ C. Are language functions presented comprehensively to support the progression of language development?

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

A. Routines, which are the foundation of the ReadyGEN instructional plan, provide the framework around which teachers can flexibly respond to students’ needs from day to day. Teachers are encouraged to establish routines and use formative assessment data, along with their teacher resources, to prepare for each day of class. Freddy Hiebert and P. David Pearson’s Generative Vocabulary approach and corresponding routines make visible to students critical functions and features of language and words and connections among words. By learning vocabulary in clusters of ideas rather than in isolation, students are able to generate and learn many more words. Writing instructional routines encourage reciprocity between reading and writing to promote student thinking and understanding through text-based evidence. This cohesive, comprehensive curriculum ensures a ready-made suite of resources so that teachers can spend less time creating lessons and more time teaching. See the Teacher Resources section at the back of any Teacher’s Guide to find each routine with Rationale, Implementing for Success, and Going Deeper sections.

B. ReadyGEN uses the design principle of backward mapping to ensure that activities are explicitly linked to and driven by the target objectives selected for each module. Text-based instruction has been developed to enable students to acquire Enduring Understandings about the ways in which reading, writing, and learning deepen knowledge of and insight into the world. These consistent features and architecture are found throughout ReadyGEN leading to an ever-increasing articulation of sophistication across modules, units, and grades. Working from the requirements of the Performance-Based Assessment at the end of each module, carefully chosen content-rich selections support the text-based instruction that enables students to address the module goals. ReadyGEN uses the principle of backward design to help teachers deliver instruction based on learning goals. Each unit focuses on a Big Idea, which is further articulated at the module level in the Enduring Understandings. Essential Questions frame instruction and guide students along a clear pathway toward the Enduring Understandings and the important themes, or Big Ideas, of literacy.

C. As students participate in activities at the module level, they acquire Enduring Understandings about the ways in which reading, writing, and learning deepen knowledge of and insight into the world. Using the texts as a springboard, students examine the Enduring Understandings along with the elements of a particular genre and apply that knowledge as they complete the Performance-Based Writing Assessment at the end of each module.
Higher Order Thinking

D. Are opportunities to engage in higher order thinking present for students of various levels of English language proficiency?

E. Are opportunities for engaging in higher order thinking systematically addressed in the materials?

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

D. ReadyGEN lessons are designed around P. David Pearson’s gradual release of responsibility model with the goal of building independent readers and writers. As teachers use authentic texts to model reading and writing practices, students work to master rigorous standards. First, students Build Understanding and read the text as part of Whole Group Reading instruction. Then students Close Read and learn how to unlock vocabulary. During this second read of the text, they use information from the text to respond to questions that require higher order thinking skills. Each Close Read question has a Depth of Knowledge level to indicate the cognitive skills required to answer the question. (See examples in Grade 1 Unit 1 Teacher’s Guide page 13 and Grade 4 Unit 1 Teacher’s Guide page 13.) Every lesson offers a clear choice for teacher-directed small group instruction and also provides options for engaging independent learners during Small Group Time. All writing and vocabulary instruction is done within the context of reading multiple times for specific purposes to build close reading and higher order thinking skills. Students are taught each day to carefully analyze and synthesize sources, write to sources, and defend claims as part of Whole Group Writing instruction, and each writing lesson focuses on one writing mode as specified in the Common Core standards. (See the standards charts in the Implementation Guides Grade 1 pages 87–103 and Grade 4 pages 83–95.)

E. Higher order (critical) thinking skills and related questioning techniques are integrated throughout the program. The program allows for immediate feedback for the questioning techniques. Embedded in the program are also assessment questions that are directly related to testing concepts in the Common Core State Standards. Higher order thinking skills are addressed in the Reading/Language Analysis sections of the Teacher’s Guide as well as in the support materials in the Scaffolded Strategies Handbook. The Sleuth materials present the Super Sleuth Steps: Look for Clues, Ask Questions, Make Your Case, and Prove It! with performance tasks to demonstrate comprehension. Throughout the program, students are continuously involved in comprehension activities that use higher order thinking skills.
IVB. Content Stem

YES  NO  Coverage and Specificity of Example Content Topics

A.  Do examples cover a wide range of topics typically found in state and local academic content standards?

B.  Are example topics accessible to English language learners of the targeted level(s) of English language proficiency?

C.  Are example topics systematically presented throughout the materials?

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

A. ReadyGEN reflects the areas of curriculum-based instruction from state and local content standards and engages children in literacy experiences with authentic, rigorous Text Sets as the core of all instruction. Each Text Set comprises full-length informational and literary trade books and texts spanning multiple genres and cultures. These titles serve as the springboard into the exploration of language, literacy, and collaboration. ReadyGEN is the only elementary literacy program that puts a library of 12 authentic trade books in the hands of every learner. (Kindergarten teachers receive one set of 12 titles to read aloud to students.) Digital access to every trade book presents a unique one-to-one learning opportunity and a shift in students’ behavior from passive to active learning. Interactive Anchor Texts bring content to life, help build background for all students, and encourage love of reading. In addition to the Text Sets, Text Collections contain topically related materials in multiple genres and from multiple cultures. The collections include poetry, primary sources, biographies, and other texts tied to content-area standards that build a broad range of knowledge and literacy experience. The Sleuth texts are a collection of short nonfiction selections designed to sharpen students’ critical thinking skills. See a module’s Path to College and Career Readiness pages in any Teacher’s Guide to survey the selections and module goals for content (examples: Grade 1 and Grade 4 pages xx–1).

B. ReadyGEN includes the Baseline Assessment, which evaluates student proficiency in foundational skills, listening and reading comprehension, vocabulary, and writing. The Beginning-of-Year Fluency Test and Running Record provide students’ oral reading rate and oral reading accuracy, which may be used to verify instructional decisions suggested by the Baseline Assessment and to help identify a student’s particular strengths and weaknesses in reading and language development. This feedback will help identify levels to ensure that all students receive instruction at the appropriate instructional level. Every ReadyGEN anchor text has up to six levels of interactivity that bring the content to life, help build background for all students, and encourage love of reading. The program gives teachers the option of assigning students an eText or interactive version of the anchor text on Pearson Realize. Interactive activities can be displayed and will function on an interactive whiteboard for use as part of whole group instruction, or students can access whatever texts have been assigned on their own devices.

C. Curriculum topics from many content areas are included and were selected based on concepts from science, math, social studies, and literature to make language learning in the ReadyGEN program a real-world experience. The design of the program includes using content topics throughout the lessons in all grades. Every unit has a variety of topics related to content.
D. In ReadyGEN, the Text Sets, Text Collections, Sleuth selections, and Leveled Text Libraries offer a diverse selection of authentic texts to ensure that all content is covered at every level and that all students can see themselves represented positively in the pages that they read. ReadyGEN includes books, authors, and illustrators that reflect different genders, cultures, and races; a balance of male and female protagonists; storylines to promote tolerance and acceptance of others; and nonfiction and fiction texts that meet heightened literacy expectations for today's students. ReadyGEN also includes a Spanish leveled text library, Spanish Detective (Sleuth) and Spanish trade book library to support biliteracy instruction in the classroom. Science, social studies, mathematics, and literature content standards were used to identify topics appropriate for each grade and to develop the scope and sequence of the content included in the program. As students read a selection, content directly related to the curriculum standards for the grade is integrated into the text, vocabulary, and activities. This carefully structured system is used throughout all levels. See the Module Overview Standards Map in the Implementation Guide, which describes the PBA Task and gives information about the Anchor and Supporting Texts along with the Goals, Enduring Understandings, and Essential Questions for the module (examples: Grade 1 pages 74–85 and Grade 4 pages 74–81).

E. In ReadyGEN, the lessons are linked to the skill level from the Baseline Assessment. Using the Baseline Assessment to determine their instructional needs at the start of the year, the teacher places the students in the program at the level where they can learn the skills and progress. ReadyGEN uses the design principle of backward mapping to ensure that activities are explicitly linked to and driven by the target objectives selected for each module. Working from the requirements of the Performance-Based Assessment at the end of each module, carefully chosen content-rich selections support the text-based instruction that enables students to address the module goals. The Module Overview chart identifies the instructional focus—what readers, writers, and learners are expected to know and do and the variety of content they will be working with at every level of instruction. These expectations fall in line with the goals for the Performance-Based Assessment.

F. The content in every grade level is based on a thorough review of the content standards and the developmental needs and interests of the learners. The program provides flexible instruction to accommodate the learning needs and language proficiency levels of all English language learners. A review of parts A to E in this section will show the systematic presentation of grade level content in the ReadyGEN program.
IVC. INSTRUCTIONAL SUPPORTS

YES  NO  Sensory Support

☑  ☐  A. Are sensory supports, which may include visual supports, present and varied in the materials?

☑  ☐  B. Are sensory supports relevant to concept attainment and presented in a manner that reinforces communicative goals for the targeted levels of proficiency?

☑  ☐  C. Are sensory supports systematically presented throughout the materials?

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

A. ReadyGEN was developed around interactive lessons so that students are provided with a variety of sensory supports as they complete the selections and activities in the lessons. All units are strongly supported by a range of dynamic visual supports, including graphics, artist’s illustrations, and photographs, to enhance student understanding of content. Visual literacy is explicitly presented in the lessons, requiring students to investigate images related to the content. Working with the Word Wall to add new vocabulary words, participating in turn-and-talk activities about the information in the text, or using graphics to retell a story all involve sensory supports. See Grade 1 Unit 1 Teacher’s Guide Lesson 1 pages 10–17 and Grade 4 Unit 1 Teacher’s Guide pages 10–17 for a quick overview of the sensory supports in a lesson.

B. In ReadyGEN, sensory supports are used consistently and are relevant to concept attainment. The sensory supports are presented in a manner that reinforces communication goals for each targeted level. Vocabulary and practice activities are supported throughout the levels with illustrations and photographs, furthering the understanding of instruction and teaching the background knowledge of the subject. See also the Digital Centerpieces explained at the bottom of pages 10 and 11 of Grades 1 and 4 Teacher’s Guides for additional information on how the program includes sensory supports to reinforce the learning process.

C. Sensory supports are used in, with, and through the activities. As students work with each concept, sensory supports are embedded in the learning to help them develop language proficiencies in a variety of areas. With the systematic structure of the program, sensory supports are included in all lessons throughout the program. Review the Small Group Time activities for the first selection on Grade 1 Unit 1 Teacher’s Guide pages 15–17, 25–27, 35–37 and on Grade 4 Unit 1 Teacher’s Guide pages 15–17, 25–27, 35–37, 45–47, 55–57, 65–67, 75–77, 85–87.
Graphic Support

D. Are graphic supports present and varied in the materials?

☑  ✗ D. Throughout the ReadyGEN program at every level, rich multimedia—videos, images, graphics, and audio support—is woven in the materials to deepen students’ understanding of the texts and to help them apply the reading strategies needed for comprehension. In the lessons for reading, vocabulary, and writing, graphic organizers are a key tool to help students sort information and align it to a specific purpose. Pages TR32–TR46 of Grades 1 and 4 Unit 1 Teacher’s Guides show the wide variety of graphics used to help students arrange data into readable tools to develop understanding and organize thinking to aid reading comprehension, to visualize relationships between and among words and concepts, and to develop a well-structured organization for writing. The Scaffolded Strategies Handbook has complete lessons and graphic organizers in Section 3 of each manual.

E. Are graphic supports relevant to concept attainment and presented in a manner that reinforces communicative goals for the targeted proficiency levels?

☑  ✗ E. In ReadyGEN, graphic supports relevant to concept attainment are presented in a manner that reinforces communicative goals for the proficiency level. Throughout the Teacher’s Guides, Reading/Language Analysis uses graphics to promote further understanding of the content. For examples, see Grades 1 and 4 Teacher’s Guides pages 14 and 24. Also see the Scaffolded Strategies Handbook for each grade. The Handbook includes Unlock the Text, Unlock the Writing, Routines and Activities, and Unlock Language Learning. All of these sections explain how to assist students by using graphics and graphic structures to help present, simplify, develop, and apply the concepts and skills.

F. Are graphic supports systematically presented throughout the materials?

☑  ✗ F. As stated in parts D and E above, graphic supports are systematically presented throughout the materials. The materials in every lesson at every level provide a complete array of interactive graphic supports that use a wide variety of visuals. In addition, students have access to digital materials that have many graphic tools to support their reading, writing, and language needs.

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.
G. ReadyGEN is an integrated literacy program focused on reading, writing, speaking, and listening and designed to get students ready for college and careers. It is built on a collaborative learning model in which teachers and students work together throughout the instructional process to grow students’ understanding and expand their knowledge. ReadyGEN teachers activate the learning process through instruction, modeling, scaffolding, and reteaching as needed. Students collaborate with one another and with the teacher to analyze, question, evaluate, and respond as they practice and apply what they have learned. Metacognition is a critical piece of this learning process. Students engage in self-assessments and use fix-up strategies as they become increasingly responsible for their own learning. For examples, see Grades 1 and 4 Unit 1 Teacher’s Guides page 12 Turn and Talk for the Think-Pair-Share Routine and page 14 Practice/Apply for the Small Group Discussion Routine. Such interactive activities are included throughout the lessons.

H. To anchor an interactive approach, ReadyGEN has an instructional design with links among reading, language, and writing skill development. The program encourages students to dig deep, think hard, and cite evidence from the text as support for their ideas. Students collaborate with a partner, a small group, or the whole class to participate in critical reading, thinking, speaking, and writing. Students at all levels of proficiency are involved with interactive supports as a means to achieve success in all aspects of the instructional process.

I. ReadyGEN is designed with rigor and responsiveness to guide all students toward success. The lessons engage students in unit topics, genres, and the types of writing that will prepare them for college and careers. Using ReadyGEN’s integrated pedagogy, big ideas, and authentic practice, teachers model how to participate in critical reading, thinking, speaking, and writing. Throughout all parts of the lesson from Build Understanding to Close Read to Reading/Language Analysis to Focused Independent Reading to Writing, the program provides consistent, well-developed interactive learning activities.
Appendix

I. Performance Definitions – the criteria (linguistic complexity, vocabulary usage, and language control) that shape each of the six levels of English language proficiency that frame the English language proficiency standards.

IA. Linguistic Complexity – the amount and quality of speech or writing for a given situation
IB. Vocabulary Usage – the specificity of words (from general to technical) or phrases for a given context
IC. Language Control/Conventions – the comprehensibility and understandability of the communication for a given context

II. English Language Proficiency Standards – the language expectations of English language learners at the end of their English language acquisition journey across the language domains, the four main subdivisions of language.

IIA. Five WIDA ELP Standards:
1. English language learners communicate for Social and Instructional purposes within the school setting.
2. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.
3. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics.
4. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.
5. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.

IIB. Domains:
- **Listening** – process, understand, interpret, and evaluate spoken language in a variety of situations
- **Speaking** – engage in oral communication in a variety of situations for a variety of audiences
- **Reading** – process, understand, interpret, and evaluate written language, symbols and text with understanding and fluency
- **Writing** – engage in written communication in a variety of situations for a variety of audiences

III. Levels of English Language Proficiency - The five language proficiency levels (1-Entering, 2-Beginning, 3-Developing, 4-Expanding, 5- Bridging) outline the progression of language development in the acquisition of English. The organization of the standards into strands of Model Performance Indicators (MPIs) illustrates the continuum of language development.

IIIA. Differentiation – providing instruction in a variety of ways to meet the educational needs of students at different proficiency levels

IIIB. Scaffolding – building on already acquired skills and knowledge from level to level of language proficiency based on increased linguistic complexity, vocabulary usage, and language control through the use of supports.
IV. **Strands of Model Performance Indicators** – examples that describe a specific level of English language proficiency for a language domain. Each Model Performance Indicator has three elements: Language Function, Content Stem, and Support

IVA. **Language Functions** – the first of the three elements in model performance indicators indicates how ELLs are to process and use language to demonstrate their English language proficiency.
- Context – the extent to which language functions are presented comprehensively, socially and academically in materials
- Higher Order Thinking – cognitive processing that involves learning complex skills such as critical thinking and problem solving.

IVB. **Content Stem** – the second element relates the context or backdrop for language interaction within the classroom. The language focus for the content may be social, instructional or academic depending on the standard.

IVC. **Instructional Support** – instructional strategies or tools used to assist students in accessing content necessary for classroom understanding or communication and to help construct meaning from oral or written language. Three categories of instructional supports include sensory, graphic and interactive supports.
- Sensory support – A type of scaffold that facilitates students’ deeper understanding of language or access to meaning through the visual or other senses.
- Graphic support – A type of scaffold to help students demonstrate their understanding of ideas and concepts without having to depend on or produce complex and sustained discourse.
- Interactive support – A type of scaffold to help students communicate and facilitate their access to content, such as working in pairs or groups to confirm prior knowledge, using their native language to clarify, or incorporating technology into classroom activities.