PRIME V2™

Protocol for Review of Instructional Materials for ELLs V2

WIDA PRIME V2 CORRELATION

WIDA™

PRIME 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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E. Strands of Model Performance Indicators

PRIME Part 1: Provide Information about Materials

Provide information about each title being correlated.

Publication Title(s): <u>System 44 Next Generation</u>

Publisher: <u>Houghton Mifflin Harcourt</u>

Materials/Program to be Reviewed: <u>System 44 Next Generation: Upper Elementary & Secondary</u>

Tools of Instruction included in this review: <u>Teacher eBook, Teacher Resources, Student eBook, Online Book Expert, Student Resources</u>

Intended Teacher Audiences: <u>Teachers of ELD and ELLs, Grades 3–12</u>

Intended Student Audiences: <u>Grades 3–12 ELD and ELLs</u>

Language domains addressed in material: <u>Listening, Thinking, Speaking, and Writing</u>

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 Science Standard 4, Language of Social Studies Standard 5

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

Most Recently Published Edition or Website: © 2014 (Print Copy)

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

The System 44 program provides carefully scaled instruction based on reading abilities. Each module offers three core texts that aid student progress in each of the language domains. System 44 teaching modules contain multiple lessons devoted to specific literacy skills in grammar, writing, and speaking. These modules employ unique content, such as interviews and creative projects, from diverse perspectives, to help students develop skills and seek mastery of literacy concepts.

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?** <mark>Yes</mark>   No

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

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

1) The program provides considerations for student assets at the beginning of each lesson plan. Every unit begins with a Do Now section that encourages students to activate prior knowledge. This information reveals relative background knowledge, including previous learning of literacy skills, opinions, and personal experiences. Teachers can also scaffold the instruction to elicit simple yes/no answers or complete sentences. (Example: Upper Elementary, Module 1, Text 2, p. 20)

When learning new vocabulary, students rank their knowledge of each word. This data enables teachers to adjust instruction for each module based on background knowledge. (Example: Upper Elementary, Module 4, The Search for Lost Worlds, p. 78)

civilization civ•i•li•za•tion (noun) p. 80 1 2 3 4	a highly developed and organized society	• The museum has art (mummies) from Egyptian **civilization**. • We know about early **civilizations** from the pyramids (temples) they built.

* Rating Scale	1 = I don't know it at all. 2 = I've seen it or heard it.	3 = I think I know the word. 4 = I know it and use it.

2) Materials consistently offer opportunities for student contributions to be considered. Both lesson plans and supplemental resources connect to student assets. Do Now activities and vocabulary knowledge ratings are available across all modules throughout the program. Additional support, such as Parent Letters, help bridge learning into unique households. Each letter informs parents about upcoming units, assessments, and events. The example below discusses how parents can help improve reading fluency. Parent Letters are available in alternative languages to accommodate diverse learning environments. (Example: Teacher Resources, Parent Letters, Follow-Up Family Letter)

Below are the results of your child's test.

Test Date:
Decoding Status:
Comments:

I am using the results of this test to provide your child with instruction in the skills he or she needs to become a proficient reader.

Here are some ways you can support your child's reading development at home:

- **The Daily Read** Make reading a daily activity by reading to or with your child for 20 minutes each day.
- **Fast and Fun Reads** Use magazines, newspapers, comic books, recipes, TV schedules, travel guides, and road signs as reading opportunities—wherever you are and whatever you and your child are doing.
- **The Movie or the Book** Rent videos or DVDs on topics that interest your child. Help your child find books on similar topics.
- **Read and Ride** Listen to books on tape or CD while traveling by car, or bring a personal player with headphones for your child to listen to books on a bus, train, or plane.
- **Read and Chat** Talk with your child about what he or she is reading. Ask questions about the characters and events in the story.

Please feel free to contact me with any questions. Thank you for your support.

Sincerely,

Teachers can also identify eBooks for students that align with personal interests and account for cultural diversity. The Book Expert Online search filters help instructors identify texts that connect students with emotions and experiences akin to more authentic learning. (Example: Book Expert Online)

2. Academic Language

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

A. **Discourse Dimension (e.g., amount, structure, density, organization, cohesion, variety of speech/written text)**

1) **Do the materials address language features at the discourse dimension in a consistent manner for all identified proficiency levels?**   Yes   No

2) **Are the language features at the discourse dimension addressed systematically throughout the materials?**   Yes   No

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

1) The materials address language features at the discourse dimension consistently for all proficiency levels. While the materials do not outline levels of proficiency, students with varied proficiency are able to participate in all phases of the content study and are supported by materials for differentiation. The System 44 program and core texts are founded on instruction for English Language Learners of different experiences and language skills. Each text increases incrementally in length and complexity of language. While texts are scaled to address proficiency levels, added supports are provided to ensure all students have access to one or multiple leveled texts. Supplemental stretch texts challenge advanced readers while offering varying supporting materials. These scaffolding tools, such as audible narration, graphic

organizers, and reading routines, ensure that the discourse dimension is consistently covered across each text or proficiency level.
(Example: Upper Elementary, Module 4, Text 3, p. 90)

TEXT 3
Magazine Article

Text-Based Questioning

Comprehension

1. Why was Dr. Parcak nervous when she went to Egypt?

She was worried that the archeologists might not find the buildings that the satellite images showed.

2. What does the author mean when he says "space archeology is the future"?

When the author says "space archeology is the future," he means in the future, space archeology will be the common way of locating ancient buildings that have been hidden over time.

Vocabulary & Language

3. Why does the author call Tanis the "lost city"?

The author calls Tanis the "lost city" because it was buried in the sand.

Word Analysis

Split each S.M.A.R.T. word into syllables. Circle the S.M.A.R.T. words with two syllables. Underline the S.M.A.R.T. words with three syllables.

Lost Pyramids in Saqqara

¶1 The satellite images of Egypt appeared to show seventeen lost pyramids. They showed more than 1,000 tombs. There were many other hidden structures. The images were like snapshots of the past.

¶2 Dr. Parcak went to Saqqara, where two pyramids were seen. The only way to be sure the pyramids existed was to excavate, or dig them up. The government decided to help. They sent archeologists to dig.

¶3 Slowly, the dig continued. Dr. Parcak was nervous. What if the images were wrong? Then, the archeologists found one pyramid. Soon, they found another. Dr. Parcak was right. The satellite images helped uncover ancient Egyptian civilization.

Mediterranean Sea

Alexandria, Damietta, Port Said, Tanis, Siwa, CAIRO, Saqqara, Suez, SINAI

EGYPT

Saqqara and Tanis are near the Nile River.

90 MODULE 4

Hidden Treasures

¶4 Dr. Parcak also visited the lost city of Tanis. She watched archeologists dig the city out of the sand. They uncovered a 3,000-year-old house. Dr. Parcak recognized the house. She had seen it in the satellite images. It was a perfect match.

¶5 Dr. Parcak thinks this is just the beginning. She believes there are many more treasures buried in Egypt.

The Future of Archeology

¶6 Satellites are an important archeological tool. They have made it easier to locate, or find, evidence of the past.

¶7 Dr. Parcak hopes technology will interest young people in archeology. "We've moved on from Indiana Jones," she says.

¶8 Space archeology is the future—the future of uncovering the past.

WORDS TO KNOW!

structures: things that have been built

recognized: saw something and knew what it was

Word Count 355 Lexile 540L

Academic Discussion

Key Idea

Q: What is the key idea of this section?
A: The key idea of this section is _____.

Satellite images led archeologists to important finds in Egypt, and have made it easier to locate evidence of the past.

Important Details

Q: What did Dr. Parcak discover?
A: In _____, Dr. Parcak discovered _____.

1. Egypt:
"seventeen lost pyramids," "more than 1,000 tombs," "other hidden structures"

2. Saqqara:
two pyramids

3. Tanis:
a 3,000-year-old house

Summarize

Explain how satellite images have changed the study of the past. Include the key idea and important details.

Stretch Text

Turn to page 191 to read a nonfiction text about King Tut's death.

THE SEARCH FOR LOST WORLDS 91

2) The discourse dimension is regularly addressed throughout all materials in the System 44 program. Using a wide range of texts, including novels, news articles, interviews and photographs, the program's text library is comprised of a wide variety of materials. Each module gives ELLs opportunities to explore core and stretch texts of varied text structure and density. The expansive digital library provides texts for all identified proficiency levels and helps provoke discourse and interaction. Throughout each module, students also create written responses to questions or discussions based on the texts. Each module provides writing assessments in which students practice their skills in informative, argumentative, and narrative writing. In the research project in each module, students may be asked to create a survey or brochure, participate in a debate, or script a commercial. Students are also provided opportunities to engage in complex discourse by writing speeches or holding focused discussions. The program contains materials that address the discourse dimension effectively and consistently. (Example: Upper Elementary, Module 6, Research Report, p. 141) (Additional example: Secondary, Module 8, Research Report, p. 184)

CREATE YOUR COMMERCIAL Use your notes to create your commercial. Think of a title for the show. Sketch or write notes about your images. Write any dialogue in the box next to the images.

TV Show Title: Man-Made Monsters!

Frame #1 Images:	Dialogue:
Vampire, witch, Bigfoot	"Man-Made Monsters! They're coming into your living room on April 15."

Frame #2 Images:	Dialogue:
Count Dracula with his fangs showing	"Discover the origins of vampires. Why do they love human blood?"

Frame #3 Images:	Dialogue:
Salem Witch Trials painting	"Find out when a town went crazy—witch crazy!"

Frame #4 Images:	Dialogue:
Photo of Bigfoot sneaking through the woods	"Some people say Bigfoot stalks the woods. Are you afraid?"

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?** <mark>Yes</mark> No

2) **Are the language features at the sentence dimension appropriate for the identified proficiency levels?** <mark>Yes</mark> No

3) **Are the language features at the sentence dimension addressed systematically throughout the materials?** <mark>Yes</mark> No

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

1) Each module incorporates the sentence dimension into materials and provides students opportunities to improve grammar and language skills. Students regularly practice proper usage and placement of academic words or phrases. Each module integrates grammatical or formulaic expressions of increasing complexity. Early modules might ask students to place common nouns in simple sentence frames, while later modules typically address more complex concepts and skills. In this example, students are required to develop verb phrases to complete ideas. As each module progresses, students with varying proficiency levels can choose to use more or fewer supports based on individual needs. While there are no explicit proficiency levels identified in the program, the sentence dimension is effectively covered across System 44's tiered texts. In this manner, students are provided supports at the sentence dimension on multiple proficiency levels through scaffolded readings. (Example: Secondary, Module 3, Argument Writing, p. 73) (Additional example: Upper Elementary, Module 1, Argument Writing, p. 29)

Verb Phrases

A verb phrase is a group of words that shows an action or state of being.

A monkey virus *used a protein to copy itself.*
(verb phrase)

Talented scientists *worked on the problem* for 10 years.
(verb phrase)

Gamers should work with scientists *to solve problems.*
(verb phrase)

For example, in 2011 scientists asked gamers for help with *a monkey virus.*
(noun phrase)

In 10 days, the gamers *figured out the protein's shape.*
(verb phrase)

Now, scientists can *work on new treatments.*
(verb phrase)

Therefore, more collaboration might lead to even more discoveries.

2) System 44 language features offer considerations for students at different learning levels. While the materials do not outline levels of proficiency, students with varied proficiency are able to participate in all phases of the content study and are supported by materials for differentiation. The System 44 differentiated core texts use appropriate scaffolds to reach learners of varied ability. Activities provide frames for teachers to scaffold expressions that students can use in conversations. Guiding questions and brainstorming activities allow students with different language levels to collaborate. Graphic organizers provide differentiation for students as they interact at the sentence dimension. In the example below, students create sentences or thoughts that story characters might share. Each organizer is customizable, allowing the teacher to scaffold conversational expressions as necessary. The materials connect effective learning tools to maintain content that is appropriate for intended audiences. (Example: Student Resources, Graphic Organizers, Cool Jobs in Basketball)

Cool Jobs in Basketball

Build Understanding

▶ How might Yvonne, Tony, and Keith describe their jobs? In the speech bubbles below, write what they might say. Use details from the book. The first one is done for you.

I'm an intern. I make sure the athletes look good for ads. I also plan events. I love all the friends I've made.

Yvonne   Tony   Keith

3) Materials throughout each module provide comprehensive considerations at the sentence dimension. Lessons regularly task students to use evidence and opinions in short phrases or sentences to respond to texts. Support frames typically limit the length of responses, requiring students to display a level of concision and precise reasoning when writing and speaking. S.M.A.R.T. lessons require students to determine key elements of grammatical structures. Activities might require students to segment words into syllables, determine correct verb tense in a given sentence, or revise sentences for pronoun-antecedent agreement. The sentence dimension is addressed in lessons throughout all modules, engaging students in composition of short responses using grammatical and evidence-based expressions in response to core texts. (Example: Upper Elementary, Module 5, Text 3 Website, p. 112)

TEXT 3

Text-Based Questioning

Comprehension

1. Why is the hurricane hunters' data important for people living in the storm's path?

   The data is important because _the_ _people living in the storm's path learn how_ _they can best prepare for the storm._

2. Does the author think the hurricane hunters' work is worth the risk?

   The author thinks their work is _worth the_ _risk because he describes how the data_ _they collect can help people survive storms._

Vocabulary & Language

3. How does the suffix *-ings* change the meaning of the word *find* in paragraph 1?

   The suffix *-ings* makes the verb *find* _a noun that means information collected._

Back on the Ground

¶1 Scientists at the National Hurricane Center enter the hunters' findings into a computer. They analyze it to make a forecast.

¶2 If the storm is **severe**, the Center scientists decide if people should evacuate, or leave the area. Then the information is broadcast to the public via the Internet, radio, and TV.

¶3 People **living** in the storm's path hear the forecast. The forecast says how intense the hurricane will be. It tells how much time there is before the hurricane hits. People find out if they need to stock up on food and water. If necessary, they can **prepare** to evacuate their homes.

All in a Day's Work

¶4 Hurricane hunters collect data that is inaccessible to scientists on land. Their work helps many people prepare for the worst. It helps keep them out of the hurricane's path. It's an important job,

C. Word/Phrase Dimension (multiple meanings of words, general, specific, and technical language[1])

1) **Do the materials address language features at the word/phrase dimension in a consistent manner for all identified proficiency levels?** <mark>Yes</mark> No

2) **Are words, expressions, and phrases represented in context?** <mark>Yes</mark> No

3) **Is the general, specific, and technical language appropriate for the targeted proficiency levels?** <mark>Yes</mark> No

4) **Is the general, specific, and technical language systematically presented throughout the materials?** <mark>Yes</mark> No

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

1) Consistent differentiation features are provided throughout the System 44 program, and the texts address language features at the word/phrase dimension. While the materials do not outline levels of proficiency, students with varied proficiency are able to participate in all phases of the content study and are supported by materials for differentiation. Prior knowledge rankings, definition frames, and opinion-based responses give students at different proficiency levels extensive support for learning new vocabulary. Although specific proficiency levels are not stated, vocabulary instruction utilizes multiple methods for engaging students, ranging from visual images to complex sentence agreement. Students of different language abilities are provided the same scaffolds when learning unknown words or phrases. (Example: Secondary, Module 5, Fear Factor, p. 100)

1

(Additional examples: Upper Elementary, Module 4, Text 2 Photographs, p. 87; Upper Elementary, Module 7, Text 3 Op-Ed, p. 155)

2) System 44 integrates new vocabulary, expressions, and phrases consistently in easily understandable contexts. Support frames are included in nearly every activity, providing scaffolded instruction to students. These frames appear across each domain and scale in amount of context provided throughout each lesson. Students respond to questions using single words, phrases, and full sentences using these context frames. In this example, the lesson provides effective context for word, phrase, and sentence responses. (Example: Secondary, Module 2, Special Forces, p. 33) (Additional example: Upper Elementary, Module 6, Monsters Everywhere, p. 121)

3) While the materials do not reference specific proficiency levels, access to different types of academic language is consistently supported throughout differentiated core texts and vocabulary lessons. Instructional routines offer multiple methods of differentiation while introducing new terms and phrases. Students use familiar language to describe unknown words, develop understanding through peer discussions, and reference scaling graphic organizers. These techniques and supports allow students of different language abilities to engage with varied language forms. While this routine is intended for vocabulary-based lessons, these routines are adaptable for any lesson dependent on student need. (Example: RED Routine 3, Teaching Vocabulary)

Teaching Vocabulary Routine

Purpose: *To build background knowledge, teach academic word meanings, structure competent usage, and prepare students to comprehend readings.*

1. **Pronounce** Say the word and ask students to repeat it twice. Then give the part of speech, using student-friendly terms.
   - *The Target Word is* destruction. *Say it with me:* destruction. *One more time:* destruction. Destruction *is a noun. It is a thing.*

2. **Define** Describe the word meaning using the brief explanation provided in the *Teacher's Edition*. Display the student page and reveal the meaning using the Interactive Teaching System or write the meaning on the board. Have students record the meaning in their *44Books*. Then rephrase the meaning, asking students to complete it by saying the Target Word chorally. Teach another form or high-utility meaning of the word if applicable.
   - Destruction *is terrible damage. Complete the meaning in your* 44Book. *Terrible damage is* _____ *(destruction).* Destruct *is the verb form. It is an action word that means to cause terrible damage. We add the suffix* -ion *to make the noun* destruction.

3. **Discuss Examples** Read the first frame in the example column of the vocabulary chart and model a possible answer. Use the Interactive Teaching System to reveal the example or write it on the board. Then have students share other ideas for completing the example and record one in their *44Books*. Repeat the process for the second example.
   - *The first example says, "Destruction caused by a storm might include _____." A storm can cause destruction, or terrible damage, such as fallen trees. What other destruction might a storm cause? Write one of the ideas to complete the example in your* 44Book.

   Ask the question provided in the *Teacher's Edition* and have students use **RED Routine 4: Think (Write)-Pair-Share** to respond. Display the frame so that students respond in a complete sentence that includes the Target Word.
   - *Do you consider graffiti destruction? Think about your response and then use the frame to share with your partner.*

IMPLEMENTATION SUPPORT

- **Step 1:** Divide a multisyllabic word into syllables and have students clap out the syllables while pronouncing each one. Have students repeat the word at an appropriate pace.

- **Step 2:** Use familiar language and take care not to use another form of the word or a more sophisticated word when you explain the meaning. If you prefer to write word meanings and examples, a blank vocabulary chart is available to project and print (**SAM Keyword:** Academic Vocabulary).

- **Step 3:** Listen as pairs discuss the question and choose two students with different responses to share with the group. Let the students you choose know that they will be sharing so that they have an opportunity to rehearse.

- **Step 4:** Have students reevaluate their knowledge of the words on a scale of 1–4. Tell them to put a check mark next to two words that they most need to review or for which they need to hear another example. Provide a frame: *I know the meaning of _____, but I could use another example for _____ and _____.* Monitor students' responses and provide additional examples as needed.

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4) Each System 44 module introduces grammatical phrases, content-related vocabulary, and general discussion-based language. Teacher frames and discussion activities utilize general language to communicate and collaborate. Research projects require students to communicate using multiple types of language during each activity. Groups present arguments in general academic language, while citing evidence through specific terms or ideas. During writing assessments, students synthesize grammatical rules, content terminology, and background experiences to craft arguments related to the text. Students consistently integrate general, specific, and technical language across all System 44 materials. (Example: Upper Elementary, Module 3, Informative Writing, pp. 62–63)

(Additional examples: Secondary, Module 2, Argument Writing, pp. 50–51; Secondary, Module 6, Argument Writing, pp. 138–139)

3. Performance Definitions

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

A. Representation of Levels of Language Proficiency

1)	**Do the materials differentiate between the language proficiency levels?**	Yes	No
2)	**Is differentiation of language proficiency developmentally and linguistically appropriate for the designated language levels?**	Yes	No
3)	**Is differentiation of language systematically addressed throughout the materials?**	Yes	No

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

1) The materials do not differentiate between the language proficiency levels. While the materials do not outline levels of proficiency, students with varied proficiency are supported in all phases of the content study and are aided by materials for differentiation. System 44 core texts scale in complexity across each module. Lesson assessments and comprehension checks remain consistent across all texts. Differentiation occurs through the changes to sentence length and structure, and language complexity. The program offers content at different language levels with the same differentiated instruction tools. While core texts offer differentiation between language levels, several other aspects of the program fail to include unique language considerations. For example, higher-function tasks, such as organizing ideas for a debate, include no differentiation for students who may struggle to form personal ideas or voice opinions. While System 44 effectively scaffolds materials for reading comprehension, the program does not consider proficiencies across all language domains. See the example from Secondary, Module 4, Research Project, p. 97.
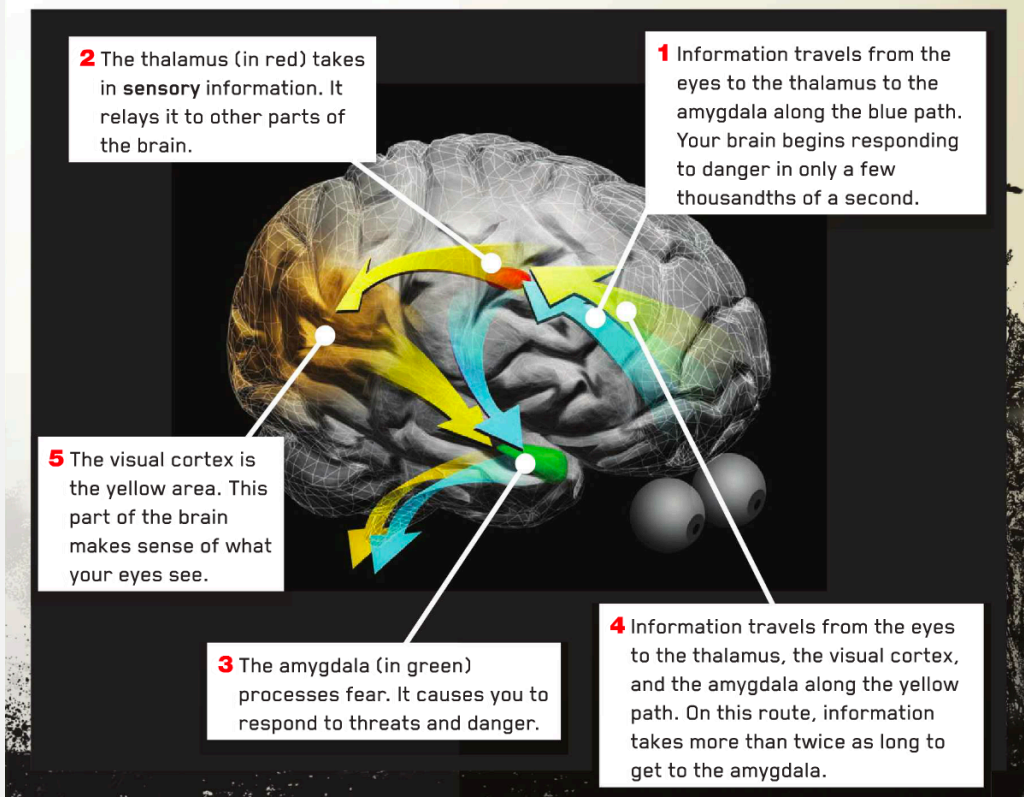
2) While the materials do not outline levels of proficiency, System 44 delivers linguistically and developmentally appropriate materials to students of varied experience and ability. Each text, including stretch texts, meant for advanced supplemental reading, scales effectively with the intended reading level. A module's initial text typically offers limited content that is presented using conversational tones or narration. The subsequent texts gradually incorporate more complex vocabulary, source quotes, and relative concepts. One module explores fear caused by watching horror movies. While the initial text is an informal interview with a filmmaker, the subsequent selections explore how brain functions lead to neurological reactions to fear. Since each text acts as a differentiated version of content information, the language evolution of each text provides appropriate text for each language level. (Example: Secondary, Module 5, Text 2 Diagram, p. 108)

Read Infographics

When you are in serious danger, you need to respond fast! This diagram shows how the brain processes scary situations.

For example, you might see something long and thin in the grass. Your thalamus says it's a snake. You start to run away. Then, your **visual** cortex catches up. It provides detailed information about the danger to the rest of the brain. It tells you the snake is really just a stick.

2 The thalamus (in red) takes in **sensory** information. It relays it to other parts of the brain.

1 Information travels from the eyes to the thalamus to the amygdala along the blue path. Your brain begins responding to danger in only a few thousandths of a second.

5 The visual cortex is the yellow area. This part of the brain makes sense of what your eyes see.

3 The amygdala (in green) processes fear. It causes you to respond to threats and danger.

4 Information travels from the eyes to the thalamus, the visual cortex, and the amygdala along the yellow path. On this route, information takes more than twice as long to get to the amygdala.

3) Differentiation of language is systematically addressed throughout the materials. Each

lesson in each series offers differentiated instruction in Vocabulary Development, Word Study, and Fluency. Teachers can use data and the Contrastive Analysis features to focus support in articulation and linguistic transfer. S.M.A.R.T. lessons consider different learning styles when discussing topics. Likewise, each Module in the new *44Book* includes a pair of writing tasks focused on Common Core writing skills: informative and argumentative. The text provides a greater degree of scaffolded support in the earlier writing exercises, gradually leading students to independence by offering fewer supports.

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) Each System 44 module includes lessons, texts, and support materials that target all four language domains. At the start of each module, Anchor Media texts provide video and audio introductions to upcoming themes. For example, in a module that explores the Armed Forces, the Anchor Media profiles specially trained dogs that are used for unique purposes. Students watch each video multiple times, stopping to discuss key details with peers and take notes using graphic organizers. Students who struggle with phonetic fluency may use the Sound & Articulation DVD. Students listen to pronunciation of specific letters and spoken words. Writing lessons demonstrate methods for writing styles, vocabulary agreement, and grammatical rules across all modules. Writing exercises task students in every lesson with practicing new skills or summarizing textual information. (Example: Secondary, Module 2, Special Forces Anchor Media, p. 33)

Anchor Understanding

2nd VIEW Review key ideas from the Anchor Media "Special Forces" with RED Routine 2: Purposeful Viewing.

- **Set purpose.** *As we watch the video again, use the outline to take notes.*
- **Read** the Anchor Word List. *These words are in the video. Use these words to complete the outline. Let's read them together.*
- **Read** the first sentence. *The word* specialty *makes sense because the video tells us that sniffing bombs is what the dogs do well.*
- **Replay** the Anchor Media. Pause after each key idea and have students complete the sentence.

Discuss & Write

Direct partners to take turns asking and answering the questions. Guide them to use the response frames.
- Preselect one or two pairs to report out to the group.

Anchor Understanding

Watch the video and complete the outline.

I. Soldier dogs are not like other soldiers. Their ___specialty___ is sniffing out bombs and bombers.
   A. A dog named Cairo was part of the __mission__ that killed Osama bin Laden.
   B. These dogs have special __gear,__ such as vests with two-way radios and goggles.

II. Dogs like Lex, and the people who care for them, have __depended__ on one another to get through tight situations and to keep each other safe.

III. Lex was __wounded__ and earned a special medal called the Purple Heart.

Anchor Word List
depended
gear
mission
specialty
wounded

---

2) Proficiency adaptations enable students to practice skills in each language domain throughout the program. While no proficiency levels are directly stated for each language domain, all activities provide instruction to reach students with varying abilities. When students read core texts, for instance, teachers may exclude certain words, highlight key vocabulary, or allow for auditory narration. These variables provide both assistance and challenges for ELLs during readings that address multiple proficiencies. Although no specific proficiency levels are stated for each domain, considerations for diverse learners connect all learning activities and materials to each respective language domain. (Example: Secondary, Module 5, Text 3 Magazine Article, pp. 110–111; Additional examples: Secondary, Module 3, Text 1 Magazine Article, pp. 58–59; Secondary, Module 7, Text 3 Op-Ed, pp. 154–155)

Is FUN

by Lavell Posada

Why do people enjoy fear?

¶1 As humans, we want to feel good. We are wired to seek pleasure. We avoid pain and negative experiences. That is our nature, right?

¶2 Well, maybe we are more complicated than that. Fear is a negative emotion. Yet, many people love haunted houses. They love scary movies and books. They love the whole horror genre.

¶3 These people don't just seek scary experiences. They actually pay to be scared!

FEAR SEEKERS

Writing
- Draw evidence from informational texts and paraphrase quotations.
- Write an argument using valid reasoning and sufficient evidence.

Speaking and Listening
- Engage effectively in a discussion of ideas for writing.

Language: Conventions
- Demonstrate command of the conventions of standard English grammar when writing.
- Use a concluding sentence to sum up a paragraph or explain why the topic is important.

Reading
- Analyze and discuss the features of a model flyer.

Writing
- Plan, organize, and create a flyer that conveys information clearly.
- Use precise language and concrete details to develop the topic.

Speaking and Listening
- Present information in a coherent manner using confident posture.
- Provide peer feedback in a collaborative discussion.

3) All language domains are regularly included throughout the System 44 materials, and both formal and informal opportunities to address each domain arise regularly. Modules follow the same pattern. They engage students across themed texts, helping ELLs develop skills for specific writing tasks and facilitating discussions that integrate text-based evidence. These activities incorporate address the four language domains with regularity and with appropriate content. Lesson planning guides identify activities that connect with each language domain. (Example: Upper Elementary, Module 8, Planning Guide)

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 <mark>No</mark>

2) **Are the academic content standards systematically represented throughout the materials?** Yes <mark>No</mark>

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

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

1) While no specific state academic standards are targeted in the System 44 materials, all units clearly state the goals of each lesson or module. Every lesson states concise Student Objectives that cover both content and language learning goals. These goals closely parallel most academic content standards in both terminology and emphasis. Although these objectives effectively connect educational materials to specific literacy

skills, the program does not explicitly correlate to academic learning standards. (Example: Secondary, Module 4, Research Project, p. 96)

Student Objectives

Content Goals	Language Goals
• Analyze the features of model debate notes. • Collaborate to identify advantages and disadvantages of reality television. • Prepare for a debate and take notes that convey information clearly.	• Use precise language and concrete details to develop the topic. • Participate in a debate using a public voice. • Provide peer feedback in a collaborative discussion.

2) Teacher planning guides offer overviews for each module, mapping all activities and learning objectives. Modules follow the same pattern throughout the System 44 program. These guides preview the intended duration, texts, and learning objectives targeted in each language domain. Objectives are systematically presented within each module overview. While precise learning goals are consistently represented, no specific academic standards are stated before each module or lesson. (Example: Secondary, Module 2, Planning Guide)

Reading
• Read a text two times to develop fluency and support comprehension.

Speaking and Listening
• Discuss and record key ideas about special forces using academic and domain-specific vocabulary accurately.
• Ask questions and use adjectives in simple sentences.

Language: Academic Vocabulary
• Generate written examples for domain-specific vocabulary in complete sentences.

Writing
• Take notes using an outline to organize relevant information.

Decoding
• Identify and contrast words with short and long vowel sounds.

Reading
• Read a magazine article two times to develop fluency and support comprehension.
• Determine the central idea and details and provide an objective summary.

Writing
• Cite textual evidence to support written analysis.

Speaking and Listening
• Discuss a text using adjectives and formal English in simple sentences.

Language: Academic Vocabulary
• Read previously taught words in context.

Decoding
• Identify short vowel sounds.
• Identify long vowel sounds.
• Distinguish between short and long vowel sounds.

Writing
• Draw evidence from informational texts and paraphrase it.
• Write an informative paragraph to examine and convey information clearly and accurately.

Speaking and Listening
• Engage effectively in a discussion of ideas for writing.

Language: Conventions
• Demonstrate command of the conventions of standard English grammar when writing.
• Use adjectives and nouns in simple sentences.

3) Social and instructional languages are covered effectively throughout System 44. Instructional language is used every lesson, as teachers model techniques for brainstorming, active reading, and communication. Activities within each lesson incorporate guiding questions and responses that help students understand each step of the process in detail. These supports integrate a narrated thought process that carefully explains instructional words, ideas, and activities. Students regularly implement and practice social language skills during classroom discussions and group activities. Lessons typically include Think-Pair-Share routines in which students collaborate to discuss opinions and ideas. Students connect background information and text evidence in their own words through scaffolded conversations. Informal texts, such as interviews and Anchor Media, utilize more conversational tones that expose students to social language. Additional WIDA language standards, such as those for technology, health, and math, serve as the focus for many texts in the extensive program library. (Example: Upper Elementary, Module 6, Argument Writing, p. 138)

Do Now

During Whole-Group Introduction, have students create a T-chart. Then have them look back at Text 1 on pages 124–125 for five words with an open first syllable and five words with a closed first syllable:

- *Look back at Text 1 on pages 124–125 for words with open and closed first syllables. If the word has an open first syllable, write it in the first column. If the word has a closed first syllable, write it in the second column.*

Share responses with **RED Routine 5:** Idea Wave.

Prewrite

During Small-Group Instruction, read the writing prompt.

- **Unpack the Prompt** *The prompt asks us to tell if we think creatures like Bigfoot really exist. We will return to the text to find evidence to support our position.*
- **Find Evidence** Have students review Text 3 on pages 132–135. *Read like a detective to find evidence for or against the existence of these wild creatures. Put a star by the evidence. Choose two pieces of evidence to copy into the chart.*
- **Paraphrase** Explain that writers use their own words to make a claim, supported by evidence. Read aloud the sample evidence and paraphrased words. Additional sample response:
- *"Long ago, Native Americans told stories of a beast named Sasquatch."* → *A story about the creature Sasquatch has been told by Native Americans for a long time.*

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) Opportunities to engage with higher-order language functions arise for all ELLs during each lesson. Cognitive functions are addressed in multiple ways that target different learning styles and capabilities. Vocabulary routines, as shown in the example below, exercise cognitive abilities for diverse ELLs. Students with limited language capabilities can use visual context clues to aid vocabulary comprehension. Next, the text provides methods for identifying word parts. Lastly, students add affixes to base words to create new words. This activity provides practice of several cognitive functions from Bloom's taxonomy. (Example: Secondary, Module 6, S.M.A.R.T. Lesson, pp. 126–127)

Unlocking Multisyllable Words

I am **unlocking** this door.

Long words are easier to read if you split them into parts. You can add word parts to **base words**.

Prefixes are word parts added to the beginning of base words to change their meaning.

Suffixes and **endings** are word parts added to the end of base words to change their meaning or part of speech.

I am **un-lock-ing** this word!

Identify Base Words
Read each word. Then circle its base word.

1. handed
2. frosting
3. unlimited
4. defrost
5. unpack
6. limitless
7. defrosted
8. locked
9. unlock
10. unwell
11. packing
12. wellness
13. limited
14. handful
15. unlocking
16. unpacked

Analyze Word Parts
Complete the chart by breaking each word into parts. Some words may not have a prefix or a suffix/ending.

	Prefix	Base Word	Suffix/Ending
1. nonfiction	non	fiction	
2. preheating	pre	heat	ing
3. dislikable	dis	like	able
4. narrowest		narrow	est
5. overcrowded	over	crowd	ed
6. unpack	un	pack	
7. agreeable		agree	able
8. incorrectly	in	correct	ly

Determine Meaning
Read each clue below. Then add a prefix, suffix, and/or ending to each base word to form a word that matches the clue.

de-	non-	un-	-ed	-ful	-ing	-ness

1. without fat: **non** fat
2. the state of being late: late **ness**
3. getting rid of frost: **de** frost **ing**
4. full of hope: hope **ful**
5. without limits: **un** limit **ed**

(Additional examples: Upper Elementary, Module 2, S.M.A.R.T. Lesson, pp. 48–49; Secondary, Module 4, Famous or Infamous?, pp. 78–79)

2) Each module of System 44 provides opportunities for engaging in higher-order thinking in a progressive fashion. Modules begin by having students identify, discuss, and summarize various texts and vocabulary. These activities generally utilize text-

based evidence in order to task students to interpret new facts, stories, and themes. Students develop individual writing responses that connect personal ideas to evidence extracted from discussions and readings. Students then synthesize recently obtained concepts and knowledge into unique ideas. Each module culminates with research projects in which the creation of new ideas takes an additional step by including collaboration and discourse. This process unfolds systematically throughout the program, ensuring students are provided with opportunities to progress through higher-order cognitive functions. (Example: Upper Elementary, Module 1, Planning Guide)

PACING SUGGESTION

2 DAYS →	1 DAY →	1 DAY →	1 DAY →
Prereading	**Text 1**	**S.M.A.R.T. Lesson**	**Informative Writing**
Build Background	**Read for Meaning**	**Phonics Focus**	**Write With Evidence**
○ Anchor Understanding, p. 11	*Winning the Children's Peace Prize,* p. 14	**Blending Sounds Into Words,** p. 16	**Write an Informative Paragraph, p. 18**
○ Discuss & Write, p. 11	**News Article**		○ Prewrite, p. 18
Teach Academic Vocabulary	○ Text-Based Questioning, p. 14		○ Academic Discussion, p. 18
Build Word Knowledge, p. 12	○ Word Analysis, p. 14		○ Write, p. 19
Word Families, p. 13	○ Academic Discussion, p. 15		○ Revise, p. 19
◎ Target Words	○ Summarize, p. 15		
• contribution	**STRETCH TEXT**		
• different	*Making a Change,* p. 188		
• differ	**Nonfiction**		
• difference			
• society			

1 DAY →	2 DAYS →	1 DAY →	1 DAY →	2 DAYS →
Text 2	**Text 3**	**S.M.A.R.T. Lesson**	**Argument Writing**	**Research Project**
Read for Meaning	**Read for Meaning**	**Phonics Focus**	**Write With Evidence**	**Integrate Knowledge & Ideas**
Read Functional Texts, p. 20	*Baruani Ndume,* p. 22	**Segmenting Words Into Sounds,** p. 26	**Write an Argument, p. 28**	**Create a Class Peace Prize, p. 30**
Nomination Guidelines	**Magazine Article**		○ Prewrite, p. 28	○ Gather Information, p. 30
Build Word Knowledge, p. 21	○ Text-Based Questioning, pp. 22, 24		○ Academic Discussion, p. 28	○ Set Criteria, p. 30
◎ Target Words	○ Word Analysis, pp. 22, 24		○ Write, p. 29	○ Create Your Proposal, p. 31
• nominate	○ Academic Discussion, pp. 23, 25		○ Revise, p. 29	○ Present Your Proposal, p. 31
• requirement	○ Summarize, pp. 23, 25			
○ Analyze, p. 21	**STRETCH TEXT**			
	Only Up From Here, p. 188			
	Fiction			

C. Supports for Various Levels of Language Proficiency

1) **Do the materials provide scaffolding supports for students to advance within a proficiency level?**   Yes   No

2) **Do the materials provide scaffolding supports for students to progress from one proficiency level to the next?**   Yes   No

3) **Are scaffolding supports presented systematically throughout the materials?**   Yes   No

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

1) Proficiency levels are not explicitly stated for learning materials in the System 44 program. Although the program provides teachers with a system of differentiated instruction to help English Language Learners improve and master language skills, levels of proficiency are not identified. The program does include scaffolding supports that assist students through lighter progressions with a core text. For instance, while reading a selection, students might consider narration to aid fluency. Conversely, students can choose to omit certain words to encourage advanced use of context clues. Multiple supports are available to help students read each core text; specific proficiency levels, however, do not exist for scaffolding purposes.

2) Proficiency levels are not explicitly stated for learning materials across System 44. Although the program provides teachers with a system of differentiated instruction to help English Language Learners improve and master language skills, levels of proficiency are not identified. By deconstructing or highlighting parts of each reading, teachers can help students understand the demands required to decode and comprehend the next tier of core texts. Scaffolded supports are available for students ranging between differentiated texts. However, explicit proficiency levels are not established for all differentiations and materials.

3) Scaffolding supports are provided for all activities and language domains throughout System 44 learning materials. While no specific proficiency levels are specifically listed, many scaffolding supports are used consistently throughout the lessons. Reading activities offer fluency tools, such as narration with highlight text. Text can also be manipulated or omitted to focus on comprehension and context clues. When collaborating with others during discussions or research projects, guiding questions or responses can be employed to differentiate an individual's contributions to the group. Writing activities may encourage use of sentence frames, graphic organizers, or oral adaptations. These scaffolds are present consistently across all modules. (Example: Secondary, Module 6, Research Project, p. 141)

RITE YOUR SURVEY Create a four-question survey to find out about iminal justice in your community.

SURVEY TITLE: _____

1. _____

2. _____

3. _____

4. _____

PRESENT YOUR SURVEY Share your survey with e group. Use clear pronunciation.

✓ **Self Check**

Put a check mark in the box if you can answer "yes" to the following questions.

❏ Does your survey use at least two question types?

❏ Does your survey include space for people to answer each question?

GUILTY UNTIL PROVEN INNOCENT   **141**

✎ **Write Your Survey**

Discuss Text Structure Tell students that the questions on their surveys should reflect the issues they read about in the three readings.

- Explain that including the different question types makes the survey more interesting and provides a variety of data. Discuss the advantage of each type of question: *Which question type gives the most information about people's opinions? (open-ended) Which question type helps people complete a survey quickly? (yes/no) Which question type helps measure how people feel about an issue? (rating scale)*

- Have students write their surveys, referring to their charts on **page 140** as needed.

DAY 2

💬 **Present Your Survey**

Present Ideas Demonstrate an effective presentation using the model survey.

- Explain the importance of using clear pronunciation. *Make sure you pronounce sounds properly. For example, say "going to" instead of "gonna." Try to sound natural.* Present the model survey with mumbled pronunciation. Then present it using clear pronunciation.

- Ask students to share what they noticed: *I noticed that you _____. This (was/was not) effective because _____.*

- Have students present their surveys using clear pronunciation.

Communicate and Collaborate Provide frames for students to give peer feedback after each presentation:

- *A strong question in your survey is _____ because _____.*

- *You could improve your survey by _____.*

CHECKPOINT

4 USING DATA TO DIFFERENTIATE (2 DAYS)

Use the Groupinator on the **Teacher Dashboard** to form differentiated instruction groups based on software performance. During Small-Group Instruction, reteach a phonics skill with half of the students while the other half reads independently. On the next day, switch students.

(Additional example: Upper Elementary, Module 2, Research Project, p. 53)

D. Accessibility to Grade Level Content

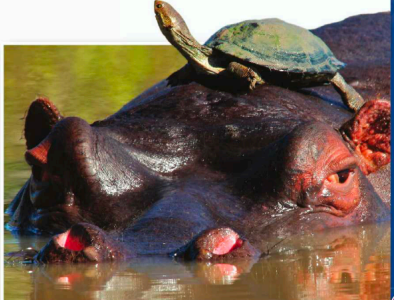|			
1)	**Is linguistically and developmentally appropriate grade-level content present in the materials?**	<mark>Yes</mark>	No
2)	**Is grade-level content accessible for the targeted levels of language proficiency?**	<mark>Yes</mark>	No
3)	**Is the grade-level content systematically presented throughout the materials?**	<mark>Yes</mark>	No

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

1) Content across the System 44 program effectively coincides linguistically and developmentally with appropriate grade levels. Modules throughout the Upper Elementary course utilize more simplistic writing styles, additional graphics, and typically fact-based information. Early texts in Upper Elementary modules, as evidenced in the example, utilize simple sentences to convey information. (Example right: Upper Elementary, Module 3, Text 1 Magazine Article, p. 59) In the Secondary course, students are expected to read selections with more complex structures and concepts. One module from the Secondary course presents an opinion article from a major newspaper. The following example depicts how sentence structure varies from simple to complex to evoke a specific tone. The materials provide appropriate content for intended grade levels throughout the program. (Example: Secondary, Module 6, Text 1 Op-Ed, pp. 124–125)

¶3 The tiger shark and remora are pals. The remora cleans the shark's body. It gets **rid** of parasites. It eats scraps of the shark's food.

¶4 The hippo is pals with a turtle. The hippo's **skin** gets dirty. The turtle cleans it. In turn, the turtle gets a free ride. It also enjoys the sun on the hippo's broad back.

¶5 Having a pal helps animals survive. The benefits are **mutual**.

THE NEW YORK TIMES **OP-ED**   SUNDAY, DECEMBER 18, 2011

BY NICHOLAS K. PEART

Frisked for No Reason

One evening in August of 2006, I was celebrating my 18th birthday with my cousin and a friend. Suddenly, squad cars surrounded us. A policeman yelled, "Get on the ground!"

¶2 I was stunned. And I was scared. Then I was on the ground—with a gun pointed at me. I couldn't see what was happening. But I could feel a policeman's hand reach into my pocket and remove my wallet. Apparently he found the ID I kept there.

¶5 These experiences changed the way I felt about the police. After the third incident, I worried when police cars drove by.

¶6 When I was young I thought cops were cool. They had a respectable and honorable job. Now, I think their tactics are unfair. They abuse their authority.
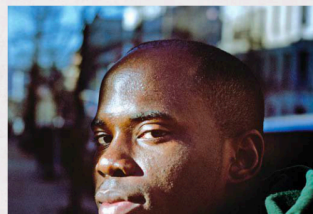
2) System 44's three core texts scale in length and complexity within each module. While the materials do not outline levels of proficiency, students with varied proficiency are able to participate in all phases of the content study and are supported by materials for differentiation. By scaling the difficulty of each text, students at varying language levels still gain access to thematic ideas and literacy skills. Scaffolding methods, such as removal of key words or emphasizing specific vocabulary terms, further differentiate the texts to provide students at similar proficiencies some variance. System 44 provides unique texts that engage all language levels with comparable grade-level content. (Example: Secondary, Module 2, Overview, p. 32C)

ANCHOR MEDIA	TEXT 1	STRETCH TEXT	TEXT 2
Build Background	**Read for Meaning**	**Comprehend Complex Texts**	**Read for Meaning**
MULTIMEDIA	MAGAZINE ARTICLE	MEMOIR	PHOTOGRAPHS
Soldier Dogs, p. 32	**The Navy's Elite Forces, p. 36**	**The Red Circle, p. 189**	**Read Primary Sources, p. 42**
Some special soldiers have four legs! They are dogs who sniff out bombs and warn human soldiers of dangers ahead.	*by Sonja Colvin* Navy SEALs have to endure brutal training to prepare for their dangerous missions. Simple 380L	*by Brandon Webb* A Navy SEAL sniper describes the "never-ending endurance contest" that SEALs experience. Moderate 1 1010L	Photographs of Navy SEALs in action capture the intense missions these soldiers undertake. Simple N/A

3) System 44 provides unique texts and materials that focus on content appropriate for the intended grade level. Each module is comprised of six texts (one Anchor Media, three scaling core texts, and two stretch texts) providing a range of complexity and length to suit diverse reading levels. The program allows for specialization when selecting texts. Book Expert Online enables teachers and students to browse texts that meet teacher-selected criteria. The search engine, as demonstrated below, has three different reading scales that allow instructors to select appropriate texts. The program consistently offers both core and supplemental materials that target grade-level content. (Example: Book Expert Online)

E. Strands of Model Performance Indicators

1) **Do materials include a range of language functions?** <mark>Yes</mark>　No

2) **Are the language functions incorporated into a communicative goal or activity?** <mark>Yes</mark>　No

3) **Do the language functions support the progression of language development?** <mark>Yes</mark>　No

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

1) System 44 incorporates a wide range of language functions within activities that challenge students on a daily basis. Language functions include, but are not limited to, summarize, analyze, identify, determine, revise, gather, present, and discuss. All lessons use multiple language functions within each language domain. (Example: Secondary, Module 3, Argument Writing, p. 72) (Additional example: Upper Elementary, Module 3, Text 2 Cartoon, p. 65)
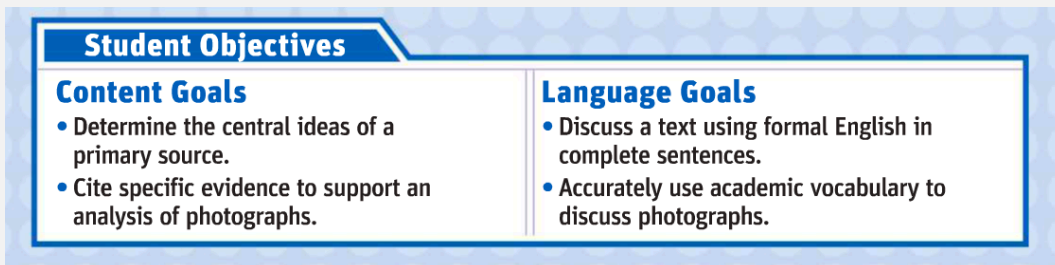

Prewrite

During Small-Group Instruction, read the writing prompt.

- **Unpack the Prompt** *The prompt asks us to describe how scientists and gamers should work together. We will return to the text to find this information.*
- **Find Evidence** Have students review Text 3 on pages 66–69. *Read like a detective to find examples of ways scientists and gamers worked together. Star them. Choose three to copy into the chart.*
- **Paraphrase** Explain that writers use their own words to make a claim, supported by evidence. Read aloud the sample evidence and paraphrased words. Additional sample responses:

2) Objectives connected to language functions in each lesson are clearly detailed throughout the program. Many lesson objectives utilize specific language functions in their wording. The example below demonstrates how the text directly points to multiple language functions for the upcoming lesson. These goals are consistently used throughout the program to challenge students in every lesson. (Example: Upper Elementary, Module 4, Text 2 Photographs, p. 86)

Student Objectives

Content Goals
- Determine the central ideas of a primary source.
- Cite specific evidence to support an analysis of photographs.

Language Goals
- Discuss a text using formal English in complete sentences.
- Accurately use academic vocabulary to discuss photographs.

(Example: Upper Elementary, Module 4, S.M.A.R.T. Lesson, p. 92)

Student Objectives

Phonics Goals
- Identify vowel spots and syllables.
- Recognize that every syllable contains only one vowel sound.
- Identify one-, two-, and three-syllable words.
- Divide words into syllables.

3) System 44 language functions help students systematically develop formal writing and speaking skills. Students apply these skills at the end of each module in the form of a research project. Students synthesize the information, vocabulary, and grammatical rules gained from each module into collaborative presentations. Digital assessments, such as writing responses and reading quizzes, also provide teachers with data that can accurately gauge the progression of language development. Educators use this data to connect positive or negative trends associated with various language functions and activities.
(Example: Secondary, Module 3, Research Project, p. 74)

Create Your Presentation

Discuss Text Structure Tell students that their slide shows will include both information and visuals. *Each slide should explain how video games are helpful.*

- Explain that the title slide is an introduction to the slide show. *A good title slide will preview the rest of the presentation.*
- Have students create their slide shows, referring to their notes on **page 74** as needed.

DAY 2

Present Your Slide Show

Present Ideas Demonstrate an effective presentation using the model slide show.

- Explain the importance of using proper pace in an oral presentation. *When you give a presentation, you want your audience to follow what you say. When you want them to pay attention to a point, you can pause for emphasis. Using appropriate pace can also help you avoid fillers such as um, so, or like.* Present the model slide show with a rushed pace. Then present it at an appropriate speed.
- Ask students to share what they noticed: *I noticed that you _____. This (was/was not) effective because _____.*
- Have students present their slide shows using proper pace.

Communicate and Collaborate Provide frames for students to give peer feedback after each presentation:

- *My favorite slide was _____.*
- *You could have included more details about how video games _____.*
- *I did not understand _____.*

CHECKPOINT
4 **USING DATA TO DIFFERENTIATE** (2 DAYS)

Use the Groupinator on the **Teacher Dashboard** to form differentiated instruction groups based on software performance. During Small-Group Instruction, reteach a phonics skill with half of the students while the other half reads independently. On the next day, switch students.

CREATE YOUR PRESENTATION Plan your slide show about how video games can be helpful.

TITLE SLIDE

Gaming Helps People

1. _____

2. _____

_____

SLIDE 1

Benefit 1: _____

_____
_____

In the image on page _____, you can see
_____
_____

SLIDE 2

Benefit 2: _____

_____
_____

In the image on page _____, you can see
_____
_____

✓ Self Check

Place a check mark in the box if you can answer "yes" to the following question.

❏ Does each slide explain how video games can benefit people?

PRESENT YOUR SLIDE SHOW
Share your slide show with the group. Use an appropriate pace.

GAME ON: **75**