Introduction to PRIME

WIDA developed PRIME as a tool to assist publishers and educators in analyzing their materials for the presence of key components of the WIDA Standards Framework. PRIME stands for Protocol for Review of Instructional Materials for ELLs.

The PRIME correlation process identifies how the components of the 2012 Amplification of the English Language Development Standards, Kindergarten through Grade 12, and the Spanish Language Development (SLD) Standards, Kindergarten through Grade 12 are represented in instructional materials. These materials may include core and supplemental texts, websites and software (e.g., apps, computer programs), and other ancillary materials. PRIME is not an evaluative tool that judges the effectiveness of published materials.

Those who complete WIDA PRIME Correlator Trainings receive PRIME Correlator Certification. This may be renewed annually. Contact WCEPS for pricing details at store@wceps.org or 877-272-5593.

New in This Edition

PRIME has been expanded to include
- Correlation to the WIDA Standards Framework
- Connections to English and Spanish Language Development Standards
- Relevance for both U.S. domestic and international audiences

Primary Purposes

- To assist educators in making informed decisions about selecting instructional materials for language education programs
- To inform publishers and correlators on the various components of the WIDA Standards Framework and of their applicability to the development of instructional materials

Primary Audience

- Publishers and correlators responsible for ensuring their instructional materials address language development as defined by the WIDA English and Spanish Language Development Standards
- District administrators, instructional coaches, and teacher educators responsible for selecting instructional materials inclusive of or targeted to language learners

At WIDA, we have a unique perspective on how to conceptualize and use language development standards. We welcome the opportunity to work with both publishers and educators. We hope that in using this inventory, publishers and educators will gain a keener insight into the facets involved in the language development of language learners, both in the U.S. and internationally,
as they pertain to products.

**Overview of the PRIME Process**

PRIME has two parts. In Part 1, you complete an inventory of the materials being reviewed, including information about the publisher, the materials’ intended purpose, and the intended audience.

In Part 2, you answer a series of yes/no questions about the presence of the criteria in the materials. You also provide justification to support your “yes” responses. If additional explanations for “No” answers are relevant to readers’ understanding of the materials, you may also include that in your justification. Part 2 is divided into four steps which correspond to each of the four elements being inventoried; see the following table.

**PRIME at a Glance**

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**PRIME Part 1: Provide Information about Materials**

Provide information about each title being correlated.

**Publication Title(s): National Geographic Reach Higher**

**Publisher:** Cengage Learning

**Materials/Program to be Reviewed:** Reach Higher Levels 1-6

**Tools of Instruction included in this review:** Teachers Books and Student Books Levels 1-6

**Intended Teacher Audiences:** Lower Elementary Teachers of English Learners

**Intended Student Audiences:** Lower Elementary English Learners

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

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

☐ WIDA Spanish Language Development Standards

X WIDA English Language Proficiency Standards

WIDA Language Development Standards addressed: (e.g. Language of Mathematics). Language of Science, Language of Social Studies, Language of English Language Arts and Social and Instructional Language

WIDA Language Proficiency Levels included: Levels 1-6

**Most Recently Published Edition or Website:**

In the space below explain the focus or intended use of the materials: *Reach Higher* guides students to learn English, learn about the world, and learn about themselves through authentic content with a global perspective. Primary students develop the academic language skills and content knowledge they need to get an education in English. Reach Higher uses fiction, science, and social studies content to develop English literacy, and the skills and strategies necessary to learn independently. It teaches the academic language, vocabulary, phonics, reading, writing, and conversations students need to get an education in English. It includes authentic content from around the world to develops students’ understanding of different cultures and viewpoints.
PRIME Part 2: Correlate Your Materials

1. Asset-Based Philosophy

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

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

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

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

   1. Student Assets and contributions are considered in the materials. Reach Higher guides students to learn English, to learn about the world, and learn about themselves through authentic content with a global perspective. At the beginning of each unit there are opportunities for students to share what they know about the theme of the unit. Their background knowledge is activated by a series of activities which are shown in the examples below. There is also a cultural perspectives activity where students can make connections to their own lives and compare their experiences with the global society.
2. Introduce the Big Question

1. Ask: Who are the people in your family? Do any other family members live with you? Do they join in family activities? What kinds of things do your family do together?
2. Read aloud the Big Question. Have students share possible answers. Encourage them to provide details. List the answers.

Build Background Knowledge

Help students build background knowledge using more questions for discussion:
- Do all families have the same family members?
- Do all family members live in the same place?
- What do families do together?

Share What You Know

1. Review the instructions in Share What You Know on Student’s Book page 3. Explain: To complete the activity, you will need to think about:
   - something your family does together
   - how to act out what your family does together
   - a sentence about your family and your picture
2. If some students need help, write the following sentence frame on the board: My family ___ together. Model how to use the sentence frame to talk about what your family does together.
3. Display students’ drawings in the classroom. Encourage students to add to their drawings throughout the unit.

Begin the Unit Concept Map

1. Introduce the concept map. As you go through this unit, it will be helpful to organize your thinking in a concept map. Guide students to think about the kinds of things families do together:
   - Eat together
   - Celebrate holidays together
   - Help each other
2. Display the unit concept map (eVisual 1.1) for the Big Question. Explain:
The Big Question is what we will be asking as we study all kinds of families. We will add our answers to the sticky notes.
3. Have students add the ideas they already listed, and any other ideas they may have, to Practice Book 1.1. Explain that they will add more to the concept map as they read the unit and learn more about all kinds of families.

Make Connections

Send home a copy of Family Newsletter 1. Ask students to draw or bring photos to class of activities they like to do with their families.

Cultural Perspectives

1. Explain to students that many families around the world have special events, holidays, and traditions that they celebrate.
2. Invite students to tell about any special times their families celebrate together. Then have students take turns role-playing special family activities. Let partners guess the activity.

2. Student assets and contributions are systematically considered throughout the Reach Higher materials. Each unit offers opportunities for students to share what they know about the theme of the unit. Their background knowledge is activated by a series of activities. There is also a cultural perspectives activity where students can make connections to their own lives and compare their experiences with the global society. See the examples below which includes examples from Reach Higher 2A Units 1 and 2. This sequence is incorporated into all of the
units in Levels 1-6 in this manner.

Reach Higher 2A Unit 1

Introduce the Big Question
1. Explain: A community is a place where people live and work together. Ask: Is your community big or small? Name some places in your community.
2. Read aloud the Big Question. Have students share possible answers. Encourage them to provide details. List the answers.

Build Background Knowledge
Help students build background knowledge using more questions for discussion:
- Can communities have small and large populations?
- What are some jobs people do in a community?
- When do people in communities come together?
- Name one way people in communities come together to celebrate.

Share What You Know
1. Review the three steps in Share What You Know on Student’s Book page 2. Explain: To complete the activity, you will need to think about:
   - a place in your neighborhood
   - why you like that place
2. If some students need help coming up with a place in their neighborhood that they like, form a brainstorming group. Have nine different places in their neighborhood. Ask questions such as: Is there a swimming pool in your neighborhood? to elicit ideas.

Begin the Unit Concept Map
1. Introduce the concept map. As you go through this unit, it will be helpful to organize your thinking in a concept map.
2. Display the unit concept map (Visual 1.1) for the Big Question. Explain: The Big Question is in the big circle in the middle where all the roads lead. We’ll add our answers in the boxes on the houses around it.
3. Have students add the ideas they already listed, and any other ideas they may have, to Practice Book 1.1. Explain that they will add more to the concept maps as they read through the unit and learn more about what makes a community.

Make Connections
Send home Family Newsletter. Ask students to use pictures, photos, and magazine clippings of places around the world to create a collage of communities where they have lived.

Cultural Perspectives
1. Display photographs of communities from around the world. Ask: What do you see? How is this neighborhood like your own? How is it different?
2. Guide students to create a class poster about a community they know about. Have students label community workers (such as doctors, teachers, and nurses) and places that they know.
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 Reach Higher materials address language features at the discourse dimension in a consistent manner for all identified proficiency levels. There are many opportunities for students to use extended discourse in all language domains. These opportunities have students practice their sentence structures and coherence of ideas as well as a variety of sentence types to form organized text. The examples below will provide evidence of these language features at the discourse level.

In the example below from the Reach Higher’s Teacher’s Edition 4B you will notice the objective for listening and speaking is to participate in a discussion. On the lower right hand corner of the sample student page, students share what they know. Students have an opportunity to use discourse to tell the class about what made you notice this thing in nature. What was different about it? The directions in the TE further explain how to get students to use discourse in sharing what they know.
PART 1  LESSON 1

Unit Launch

OBJECTIVES
Listening and Speaking
- Participate in a Discussion
Learning Strategies
- Preview and Predict
- Relate to Personal Experience
- Use Graphic Organizers

RESOURCES
- Visual: 5.1
- Practice Book: 5.1
- Family Newsletter: 5

Invaders!

BIG Question
When do harmless things become harmful?

Preview and Predict
1. Direct students’ attention to the image on pages 2-3. Then read the image caption and have students talk about it. Elicit responses from students, using fun facts about the image:
   - Honey bees are rockstar pollinators for flowers, fruits, and vegetables. They help other plants grow!
   - Bees swarm when they are moving hives or when they outgrow their hive and need to break into two groups. It’s a sign of a healthy hive when bees swarm. In a hive there is one queen, who rules the hive and lays the eggs. Worker bees are female and there may be thousands in a hive; they leave the hive and bring back food.
   - Honey bees wiggle to communicate. When the worker bees find food, they tell their co-workers the location by doing a “waggle dance,” in which they move their body in a figure-eight pattern.
2. Read the unit title aloud and encourage students to flip through the unit. Ask: What do you think you will learn? What makes you think that?
2. The language features at the discourse dimension are addressed systematically throughout the materials. You will find opportunities for students to engage in discourse throughout the Reach Higher materials in all levels 1 through 6. In each unit students read extended text, use oral language for multiple purposes, participate in writing projects, and listen to stories and speech produced by others. Below you will
find examples from two of the levels that show how these discourse opportunities are addressed systematically.

Reach Higher 1A Part 2, Unit 4, read extended texts

**PART 2  LESSON 4**

One morning, the **sun** rises.  
The **sun** knocks on the door.

The **sun** asks the little **seed** to come out and play.  
The little **seed** says she just wants to sleep.
ORAL LANGUAGE PROJECT

Theme Theater

Introduce the Activity
1. Recap prior knowledge by having students retell the plot of “The Daisy.” Have students share what they recall about how the characters look and act.
2. Tell students that they will dramatize, or act out, “The Daisy” to entertain an audience. Organize small groups. Tell them that they will create words and gestures for the little seed, the sun, the raindrop, and the daisy.

Plan
1. Help each group plan a dramatization. Review gestures and facial expressions that express feelings. Have them ask and answer these questions to help them plan:
   - How do you think the sun and the raindrop feel when they ask the little seed to play, but she tells them that she wants to sleep? What would they say? How would they move to show how they feel?
   - When the little seed becomes a daisy, how does she feel? What does she think of her new petals and leaf? Is she surprised at her height? What words would she say? How would she move to show how she feels?
2. Have students in each group work together to plan the dramatization. Have them choose roles for each character.

Rehearse
1. As students rehearse, help them act out the story events in order. Students should practice their lines several times. Help them use correct pronunciation as they become more comfortable with the dialogue.
2. Discuss props and scenery that students will use in their dramatization, and help them to get or create what they need.
3. Use Multi-Level Strategies to help students at all proficiency levels.

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<th>ADVANCED HIGH</th>
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<tr>
<td>Have students practice using body language and gestures to show how their characters feel.</td>
<td>Help students use appropriate expressions and phrasing as they practice their dramatizations.</td>
<td>Encourage students to brainstorm dialogue for the characters, adding as much detail as possible.</td>
<td></td>
</tr>
</tbody>
</table>

It’s Showtime!
1. Let the action begin! Invite another class to see and hear the students dramatize “The Daisy.”
2. Have each group act out the story, using their own words and appropriate gestures and movements. Students in the audience can take notes on important details they hear.
3. Evaluate the dramatization using the rubric. For each performance, assess one group’s listening skills.

Debrief and Compare
1. Have the class share what they liked about each group’s dramatization. Ask the Big Question: When is something alive?
2. Have the class compare how the characters looked and acted in the dramatization. Then encourage students to add ideas to their unit concept maps.
WRITING PROJECT

Mode and Form
1. Expository writing presents information and explains ideas. For this project, students will tell how to make something [eVisual 2.10].
2. Use "A Straw Hat" as a professional model of instructions. Read the text and point out steps and pictures that show each step.

Writing Checklist
- tells what to do or make
- lists things you need
- gives steps to follow

Writing Trait: Organization
1. Students learn how good writers create organized writing by writing a how-to article that has a clear structure that suits their audience and purpose. The content should flow smoothly and logically.
2. Use Vocabulary Routine 4 to teach ideas.

Lesson Overview and Pacing
Each lesson in the Writing Project provides detailed instructions. Teach the Writing Project during Part 2 of the unit with this suggested sequence and pacing plan, or adjust as your schedule and students' needs require.

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<td>Lesson F</td>
<td>Present and Share (Finish and Share)</td>
<td>In Part 2, Lesson 9</td>
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Tricking the Trainers

A clever dolphin named Kelly knows how to get what she wants. Her trainers taught her to collect the trash that fell into her pool. When she gave it to a keeper, she got a treat. In this way, her pool stayed clean. Yet the tricky dolphin figured out how to trick her trainers.

Now when paper drops into her pool, she hides it. When the trainers come, she swims down and tears off a piece of the paper. She gives it to the trainers in exchange for a fish treat. Then she goes back and tears off another piece. She gets the same treat for small pieces as she gets for big pieces. So she tears off small pieces to make the paper last longer. That way, the treats keep coming!

Dolphins are smart and graceful animals. They can also work tricks.
WRITING PROJECT

Mode and Form
A letter of inquiry or request is a formal business letter. For this project, students will write a business letter to a scientist to ask for information about a specific animal.

Writing Checklist
- states the reason for writing
- includes a heading, an inside address, a formal greeting, a body, and a closing
- uses formal language

Writing Trait: Ideas
1. Students learn how good writers fully develop their ideas and create writing in which:
   - there is a clear, focused message that keeps readers interested
   - details are accurate and relevant
   - details show the writer’s in-depth knowledge of the topic.
2. Use Vocabulary Routine 4 to teach development and idea.

Lesson Overview and Pacing
Each lesson in the Writing Project provides detailed instructions. Teach the Writing Project during Part 2 of the unit with this suggested sequence and pacing plan, or adjust as your schedule and students’ needs require.

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ORAL LANGUAGE PROJECT

TV Talk Show

**Introduce the Activity**
Set up a panel of participants for a TV talk show about animal intelligence. Recap prior knowledge: What do you know about panel discussions? Lead students to understand that all panelists speak, either by starting a discussion or by answering questions.

**Plan**
Form groups of six students. Roles should include talk show host, scientists, and non-speaking roles, such as camera operator and cue card holder. Assign roles according to proficiency levels.

**Rehearse**
1. Have each group choose an animal for the panel to discuss. Students should think about what the scientists will share about the animal’s intelligence. Then have students write questions, answers, and simple dialogue for a script involving the host and the scientists. Use Multi-Level Strategies to involve students at all proficiency levels.
2. Help students set up a desk or table for the TV talk show host and chairs for the scientists to use. Students can create props, such as microphones and camera equipment using construction paper, paper towel rolls, aluminum foil, and empty tissue boxes. Students can also draw pictures of their animals or cut animal photos out of magazines to display during the talk show.

### BEGINNING
- Provide sentence frames: 
  - _____ are smart.
  - They can _____.

### INTERMEDIATE
- Provide sentence frames: 
  - I am an expert on _____.
  - I know that are smart because they _____.

### ADVANCED
- Challenge students to answer the audience’s questions during the panel and come up with additional questions of their own.

### ADVANCED HIGH

**Lights, Camera, Action!**
Have groups take turns presenting. Students in the audience should ask questions and take notes on information that is new to them. Invite family members or another class to enjoy the discussions. Evaluate the panel discussions using the rubric.

**Debrief and Compare**
Ask each group to share what they learned from the panels. Have them compare the information each group shared. Then encourage them to add ideas to their unit concept maps as appropriate.
B. Sentence Dimension (e.g., types, variety of grammatical structures, formulaic and idiomatic expressions; conventions)

1) Do the materials address language features at the sentence dimension for all of the identified proficiency levels?  
   Yes  No

2) Are the language features at the sentence dimension appropriate for the identified proficiency levels?  
   Yes  No

3) Are the language features at the sentence dimension addressed systematically throughout the materials?  
   Yes  No

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

1. The materials address language features at the sentence dimension for all of the identified proficiency levels. There are many opportunities for students to use language at the sentence dimension through the grammar section in the Reach Higher materials. Through the theme based units students work through building compound sentences, subject verb agreement, present tense verbs, forms of be and have, among many other sentence mechanics and structures. Student use their fluency of expression as they read the stories provided in the materials.

In the example from level 4A you will notice in the Language Focus section in the green box that one of the objectives is to use a variety of sentence lengths. This example supports that Reach Higher encourages students to use language at the sentence dimension.
In the example below from TE Level 4A you will find an example of an opportunity for students to write sentences using sentence frames. The sentence frames support students in writing complete sentences.

Write About It
1. Read the instructions aloud. Point out the sentence frames: The pumps _____. This is important because _____.
2. Use Writing Routine 2 to help students write, using Key Words and the sentence frames.

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<th>Write</th>
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<tr>
<td>First, I will tell how the pumps provide clean water through pipes.</td>
<td>The pumps help by providing clean water to people who need it.</td>
</tr>
<tr>
<td>The PlayPump is an important invention. Now people can get water easily.</td>
<td>This is important because people don’t have to carry water as far as they did before.</td>
</tr>
</tbody>
</table>

3. Point out the Key Words you used to complete the sentence frames. Have students use their own ideas to write sentences in their journals.

In the example below form TE Level 4A students are learning about adverbs. This opportunity asks students to use adverbs to create sentences in order to describe an action. This example shows the sentence dimension by using types and a variety of grammatical expressions.

Grammar: Adverbs
Display words: quickly, slowly, loudly, quietly, good, better, best. Have teams create sentences by using the adverbs to describe an action. Award points for each correct use of adverbs.

2. The language features at the sentence dimension are appropriate for the identified proficiency levels. In most lessons you will find a differentiation guide that supports students at beginning, intermediate, advanced, and advanced high. This gives all students who are interacting with the materials an opportunity to be successful with
the goals of the lesson/task.

3. The language features at the sentence dimension are addressed systematically throughout the Reach Higher materials. From Levels 1-6 there is a systematic way that the sentence dimension is addressed. Each level has a scope and sequence that shows the system it used to ensure all dimensions of language are addressed. In the scope and sequence you will notice the theme based units that support the grammar section in the Reach Higher materials. Students work through building compound sentences, subject verb agreement, present tense verbs, forms of be and have, among many other sentence mechanics and structures. Students use their fluency of expression as they read the stories provided in the materials.

Reach Higher 1A, Scope and Sequence
Reach Higher 3A, Scope and Sequence

### SCOPE AND SEQUENCE

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</table>

Reach Higher 4A, Scope and Sequence
C. Word/Phrase Dimension (multiple meanings of words, general, specific, and technical language)

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

2) Are words, expressions, and phrases represented in context?  
   Yes  No

3) Is the general, specific, and technical language appropriate for the targeted proficiency levels?  
   Yes  No

4) Is the general, specific, and technical language systematically presented throughout the materials?  
   Yes  No

---

1 General language refers to words or expressions not typically associated with a specific content areas (e.g., describe a book).

2 Specific language refers to words or expressions used across multiple academic content areas in school (chart, total, individual).

Technical language refers to the most precise words or expressions associated with topics within academic content areas in school and is reflective of age and developmental milestones.
1. The materials address language features at the word/phrase dimension in a consistent manner for all identified proficiency levels. In each unit content and academic vocabulary are addressed. The units introduce key content vocabulary through a visual format to help students to quickly assimilate new words that are essential for success in the content areas. The academic vocabulary focuses on high utility words that are commonly used across a range of subject areas. There are also word definitions that provide students with easy-to-understand meanings for key words in the reading selections. Word work introduces a word learning strategy, providing students an opportunity to develop their academic vocabulary skills in order to work through challenging text. There are also vocabulary routines and activities that support students in their vocabulary development.

In this example below you will see the key content vocabulary introduced through a visual format to help students to quickly assimilate new words that are essential for success in the content areas. You will also notice the TE refers to vocabulary routine 1 which explains how to use the page in order to teach the key vocabulary.
Social Studies Vocabulary

Key Words

Look at the pictures. Use Key Words and other words to talk about actions that make a difference.

<table>
<thead>
<tr>
<th>Key Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>action</td>
</tr>
<tr>
<td>difference</td>
</tr>
<tr>
<td>gift</td>
</tr>
<tr>
<td>problem</td>
</tr>
<tr>
<td>receive</td>
</tr>
<tr>
<td>solution</td>
</tr>
</tbody>
</table>

Friends see the problem.

They have a solution. They fix the house.

A Gift of Kindness

She received help from her friends.

Thank you!

Talk Together

Think of a time when you helped someone in your community. Use Language Frames from page 4 and Key Words to retell the story.

Social Studies Vocabulary

Teach / Model

1. Read aloud the introduction on Student’s Book page 5.
2. Use Vocabulary Routine 1 and Key Word Images to teach the words. Then access definitions in Picture Dictionary.
   2.1. Pronounce the word and point to its picture: problem.
   2.2. Rate the word. Have students hold up their fingers to show how well they know the word. (1 = very well, 2 = a little, 3 = not at all) Ask: What do you know about this word?
   2.3. Define the word: A problem is something that needs to be solved or fixed.
   2.4. Elaborate. Relate the word to your experience: My car has a problem and needs to be fixed.

Practice / Apply

Have partners take turns repeating the routine above for each Key Word. Remind students to use complete sentences for Steps 2.2, 2.3, and 2.4.

Talk Together

Review the Language Frames at the top of Student’s Book page 4 and provide an example: The family had a problem. They needed help to fix their house. First, friends and neighbors gave them gifts. Then, the family and their friends worked together. Finally, they fixed the house together! Add the ideas to the unit concept map.
2. Words, expressions, and phrases are represented in context. In the language focus portion of each unit, vocabulary is presented using visuals and also used in text that match the theme and visuals. Also when the Reach Higher materials refer to academic vocabulary there is a sentence that matches the visuals as they put the highlighted vocabulary into context. Students also have opportunities to put vocabulary and phrases into productive language through writing and speaking. One example of this is extension activity provided below.
PART 2  LESSON 1

Language Focus
Science Vocabulary

OBJECTIVES
- Acquire and Use Grade-Level Vocabulary
- Language Function: Give and Carry Out Commands
- Listen to and Integrate Fluent Models
- Use a Variety of Sentence Lengths
- Participate in a Discussion
- Learning Strategies
- Recap Prior Experiences
- Use Context to Build Concepts and Language

Science
- Examine How Parts of an Ecosystem Are Connected

Give and Carry Out Commands
Listen to Rick’s story. Then pretend you are somewhere outside such as in a park or in a forest. Use language frames from page 110 to give and carry out commands.

Talk Together
Imagine that you and your partner are by the water in the pictures. Use Language Frames from page 110 to give and carry out commands. Then use Key Words to discuss how an ecosystem can lose its balance.

Key Words
- drought
- ecosystem
- food chain
- level
- river

Bears catch fish in a river.
If the bears eat too many fish, it will affect the food chain.

In a drought, the water level falls. Elephants have less water to drink.
More Key Words

Use these words to talk about “When the Wolves Returned” and “Megafish Man.”

**competition**

*noun*

A competition is a contest or struggle between two or more people or animals.

**nature**

*noun*

Nature means things like rivers, trees, and animals. She likes to study nature.

**negative**

*adjective*

Something that is negative is bad. Screaming at someone is a negative action.

**positive**

*adjective*

Something that is positive is good for you. Exercise is a positive activity.

**resources**

*noun*

Resources are things that you can use. A library has many resources.

**Talk Together**

Work with a partner. Make a Word Web of examples for each Key Word.
3. The general, specific, and technical language is appropriate for the targeted proficiency levels. In the Reach Higher materials levels 1-6 each unit addresses general, specific, and technical language through a language progressions chart. This chart offers differentiation for the beginning, intermediate, advanced, and advanced high student. In the example below under practice/apply it states to use multi-level practice sets to provide more examples that address varying levels of vocabulary knowledge.
4. The general, specific, and technical language are systematically presented throughout the materials. In each unit levels 1-6 content and academic vocabulary are addressed. Each level has a scope and sequence that shows the system it used to ensure all dimensions of language are addressed. Each lesson outlines the vocabulary that will be taught through the objectives at the beginning of the unit. At all levels in all units key content vocabulary is introduced through a visual format to help students to quickly assimilate new words that are essential for success in the content areas. The academic vocabulary focuses on high utility words that are commonly used across a range of subject areas. There are also word definitions that provide students with easy-to-understand meanings for key words in the reading selections. Word work introduces a word learning strategy, providing students an opportunity to develop their academic vocabulary skills in order to work through challenging text. There are also vocabulary routines and activities that support students in their vocabulary development.

Reach Higher 3A, Scope and Sequence, Content and Academic Vocabulary Addressed
<table>
<thead>
<tr>
<th>UNIT</th>
<th>TOPIC AND CONTENT AREA</th>
<th>LANGUAGE FUNCTION</th>
<th>VOCABULARY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Content</td>
</tr>
<tr>
<td>Happy to Help</td>
<td></td>
<td></td>
<td>Academic</td>
</tr>
<tr>
<td>Social Studies</td>
<td></td>
<td>Retell a Story</td>
<td>action</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>difference, gift</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>problem</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>receive</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>solution</td>
</tr>
<tr>
<td>Nature's Balance</td>
<td></td>
<td>Make Comparisons</td>
<td>kindness, need</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>understand</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>value, want</td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td>Ask and Answer</td>
<td>benefit, duty</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Questions</td>
<td>identify</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>impact, learn</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Give and Carry Out</td>
<td>drought, ecosystem</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Commands</td>
<td>food chain, level</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>river, competition</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>nature, negative</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>resources</td>
</tr>
<tr>
<td>Life in the Soil</td>
<td></td>
<td>Give Information</td>
<td>blossom, cycle</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>root, seed, soil</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>sprout</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Define and Explain</td>
<td>city, desert, rainforest, vine, wood</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>diversity, environment, organism, protect</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>unique</td>
</tr>
<tr>
<td>Let's Work</td>
<td></td>
<td>Express Needs,</td>
<td>advertisement, buyer, market, money, seller</td>
</tr>
<tr>
<td>Together</td>
<td></td>
<td>Wants, and Feelings</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Persuade</td>
<td>agriculture, crop, farmer, field, harvest</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>alternative conservation, future, method</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>sustain</td>
</tr>
</tbody>
</table>
# Scope and Sequence

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic and Content Area</th>
<th>Language Function</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Studies</td>
<td>Living Traditions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Culture and Traditions</td>
<td>Ask for and Give Information</td>
<td>ancestor, ceremony, message, tradition, ritual</td>
</tr>
<tr>
<td></td>
<td>How Important are traditions?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Express Feelings</td>
<td></td>
<td>create, culture, tradition, style</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>Animal Intelligence</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Animal Behavior</td>
<td>Engage in Conversation</td>
<td>creature, Initialize, memory, pattern, skill, test</td>
</tr>
<tr>
<td></td>
<td>Just How smart are animals?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Express Ideas</td>
<td></td>
<td>adaptation, behavior, characteristic, response, strategy, support</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td>Amazing Places</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Geography</td>
<td>Give and Follow Directions</td>
<td>continent, country, globe, hemisphere, landmark, map</td>
</tr>
<tr>
<td></td>
<td>Why learn about other places?</td>
<td>Describe Places</td>
<td>canyon, civilization, continent, ocean, plain, plateau, valley</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>feature, location, physical, region, surface</td>
</tr>
<tr>
<td></td>
<td>Express Needs and Wants</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Express Feelings</td>
<td></td>
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</tbody>
</table>

Reach Higher 3A, Part 2, Lesson 5, Objectives
PART 2  LESSON 5

OBJECTIVES

Vocabulary
- Use Grade-Level Vocabulary
- Use Academic Vocabulary

Reading Strategy
- Plan: Preview

Comprehension and Literary Analysis
- Interpret Text Features: Time Line
- Analyze Elements of Nonfiction: Nature Article

Learning Strategies
- Use Pre-reading Supports
- Build Background Knowledge

Read a Science Article

Genre
A science article is nonfiction. It can explain why certain things happen in nature.

Text Feature
A time line shows a sequence of important events. It tells about each event and when it happened.

Preview

Introduce
1. Tell students to look at the images on Student’s Book pages 118–119 as you read aloud the title. Have students predict:
   What do you think this article will be about? Encourage students to use Key Words to describe what they see.
2. Ask: What elements of nature do you see in this scene? What kinds of plants and animals live in this ecosystem?

Reach Higher 4A, Part 2, Lesson 5, Objectives
Think and Respond

PART 2  LESSON 5

Think and Respond

Reread and Explain

OBJECTIVES
Vocabulary
• Use Academic Vocabulary
• Use Content-Level Vocabulary
Language
• Use Language Functions: Engage in Conversation
• Use Gestural Expression
• Participate in a Discussion
 Fluency
• Read with Accuracy, Rate, and Intonation
Literary Analysis
• Analyze Genre: Science Article
Learning Strategies
• Use Graphic Organizer: Main Idea Diagram
• Reason Deductively
Writing
• Write Responses to a Science Article
• Writing Project—Lesson D: Revise
Science
• Explore Animal Intelligence

Think and Respond

Talk About It
1. Read each question on Student’s Book page 128. Prompt students to cite evidence from the text. Remind them to use Key Words in their answers.
2. If students have difficulty, help them use the sentence starters to form their answers.
   • Science Article: Possible response—I learned that animals inherit some abilities and learn other skills from their parents. I also learned that they can use tools, communicate, remember things, and learn to do different tricks and tasks.
   • Engage in Conversation: Be sure that students use actual facts and details from the article as well as formed language.
   • Compare/Contrast: Possible responses—Animals and humans both use sounds. Some animals bark, but humans talk.

Write About It
1. Read the instructions aloud. Point out the frame and tell students that they are to complete the frame with phrases.
2. Use Writing Routine 2 to help students put their thoughts in writing, using the Key Words and the sentence frame.

<table>
<thead>
<tr>
<th>Say</th>
<th>Write</th>
</tr>
</thead>
<tbody>
<tr>
<td>An orangutan can use a leaf as a hat.</td>
<td>protect themselves from the rain</td>
</tr>
<tr>
<td>Chimps use tools to get termites.</td>
<td>fish for food in termite nests</td>
</tr>
</tbody>
</table>

3. Have students use these ideas or their own to write in their journals.
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 differentiate between the language proficiency levels. Reach Higher addresses the stages of language acquisition throughout the materials in levels 1-6. There is a progression that these levels address 1A, 1B, 2A, 2B, 3A, 3b, 4A, 4B, 5A, 5B, 6A, and 6B. Language acquisition is naturally addressed throughout level 1-6. In addition, the TE has descriptors to support teachers’ understanding of what it means to be at the beginning, intermediate, advanced, and advanced high levels of language acquisition. It states the stages and behaviors that are related to the proficiency levels as well as teaching strategies. This in turn helps the teacher plan and differentiate for the different stages of language acquisition. In each lesson there are suggestions of language progressions and how to differentiate throughout the proficiency levels. See the examples below.
2. Differentiation of language proficiency is developmentally and linguistically appropriate for the designated language levels. In the Reach Higher materials the stages of language acquisition throughout the materials are addressed multiple times throughout each part. The progressions chart differentiates the parts of lessons for beginning, intermediate, advanced and high advanced proficiency levels. The suggestions for instruction are appropriate for moving through the stages of language acquisition. See several examples below.
Differentiation of language is systematically addressed throughout the materials. Reach Higher addresses the stages of language acquisition throughout the materials in levels 1-6. There is a progression that these levels address 1A, 1B, 2A, 2B, 3A, 3b, 4A, 4B, 5A, 5B, 6A, and 6B from beginning to advanced high. In addition to the way the Reach Higher materials are designed there are multiple suggestions for differentiation in the different parts within the units.
Reach Higher progression

<table>
<thead>
<tr>
<th>1A</th>
<th>1B</th>
<th>2A</th>
<th>2B</th>
<th>3A</th>
<th>3B</th>
<th>4A</th>
<th>4B</th>
<th>5A</th>
<th>5B</th>
<th>6A</th>
<th>6B</th>
</tr>
</thead>
<tbody>
<tr>
<td>NEW Reach Higher Student's Book</td>
<td>NEW Reach Higher Student's Book</td>
<td>NEW Reach Higher Student's Book</td>
<td>NEW Reach Higher Student's Book</td>
<td>NEW Reach Higher Student's Book</td>
<td>NEW Reach Higher Student's Book</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language(s): American English</td>
<td>Language(s): American English</td>
<td>Language(s): American English</td>
<td>Language(s): American English</td>
<td>Language(s): American English</td>
<td>Language(s): American English</td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

Language(s): American English
### 1A, Unit 4 Part 1, Differentiation

**Practice / Apply**

1. Read aloud the instructions in Talk Together on Student’s Book page 216. Have students use Practice Book 4.2 to complete the activity with a favorite story.

2. Use Multi-Level Strategies to help students at all proficiency levels complete their charts.

<table>
<thead>
<tr>
<th>BEGINNING</th>
<th>INTERMEDIATE</th>
<th>ADVANCED</th>
<th>ADVANCED HIGH</th>
</tr>
</thead>
</table>
| Provide a sentence starter for each step in the story:  
  - *First, ___.*  
  - *Next, ___.*  
  - *Then, ___.*  
  - *Last, ___.*  
| Have students dictate the story to you in the order that it happened, or have students draw pictures and label them with *First, Next, Then, and Last.*  
| Encourage students to use sequence words such as *first, next, then, and last* as they retell the plot of the story. |

### 2B, Unit 8, Part 1, Differentiation

**Practice / Apply**

1. Read aloud the instructions in Talk Together on Student’s Book page 220. Have students use Practice Book 8.2 to complete the activity. Remind students to ask questions about the meaning of any symbol that they do not understand.

2. Use Multi-Level Strategies to help students at all proficiency levels.

<table>
<thead>
<tr>
<th>BEGINNING</th>
<th>INTERMEDIATE</th>
<th>ADVANCED</th>
<th>ADVANCED HIGH</th>
</tr>
</thead>
</table>
| Have pairs act out signs and symbols before adding them to the chart. Students can write meanings in their home languages.  
| Provide these language frames for students to complete before adding the information to their chart:  
  - *This symbol means ___.*  
  - *This sign means ___.*  
| Have students work together to complete the chart, then elaborate on their town’s signs and symbols by sharing personal experiences: *This sign means that there is a railroad. I should not walk near there because it’s not safe.* |

### 3A, Unit 3, Part 1, Differentiation

<table>
<thead>
<tr>
<th>BEGINNING</th>
<th>INTERMEDIATE</th>
<th>ADVANCED</th>
<th>ADVANCED HIGH</th>
</tr>
</thead>
</table>
| need (must have; something you must have), chip (a snack food; to break off a small piece)  
| chain (a series of linked items; to put together), change (to alter; coins)  
| cause (to make happen; a reason for doing), order (time sequence, to ask for or to tell someone to do something)  
| nature (the natural world; one’s character), control (to be in charge of; in science, an item that does not change) |
### 4B, Unit 4, Part 1, Differentiation

**Practice / Apply**
1. Read aloud the instructions in Try It Together. Have partners work together to answer the questions.
2. Remind students to look for clues in other sentences. Use the **Multi-Level Practice Sets** to provide more practice with interpreting idioms.

<table>
<thead>
<tr>
<th>BEGINNING</th>
<th>INTERMEDIATE</th>
<th>ADVANCED</th>
<th>ADVANCED HIGH</th>
</tr>
</thead>
<tbody>
<tr>
<td>I know you are new at this. But you need to get your feet wet.</td>
<td>It was a long bull session, so we talked about a lot of things.</td>
<td>We have similar ideas. I think we are on the same wavelength.</td>
<td>My essay is almost perfect. I just need to dot the i’s and cross the t’s.</td>
</tr>
</tbody>
</table>

### 5B, Unit 5, Part 1, Differentiation

**Practice / Apply**
1. Read aloud the instructions in Try It on Student’s Book page 30. Explain that the correct word in the answer choices will complete the second pair of words in the analogy. Then have partners work together to complete the analogies.
2. Use **Multi-Level Practice Sets** to address varying levels of vocabulary knowledge.

<table>
<thead>
<tr>
<th>BEGINNING</th>
<th>INTERMEDIATE</th>
<th>ADVANCED</th>
<th>ADVANCED HIGH</th>
</tr>
</thead>
<tbody>
<tr>
<td>heat/cold</td>
<td>create/destroy</td>
<td>producer/consumer</td>
<td>foreign/familiar</td>
</tr>
</tbody>
</table>

### 6B, Unit 5, Part 1, Differentiation

**Practice / Apply**
1. Have students read and answer the question below the chart on Student’s Book page 28. Then read aloud the instructions and sample sentence in Try It. Have partners work together to answer the questions.
2. To address varying vocabulary levels, have students define the underlined words in the **Multi-Level Practice Sets** by using a dictionary to identify the meanings of their roots and affixes.

<table>
<thead>
<tr>
<th>BEGINNING</th>
<th>INTERMEDIATE</th>
<th>ADVANCED</th>
<th>ADVANCED HIGH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kids should care about civil rights. (personal)</td>
<td>The principal will make a judgment about our class trip. (a decision)</td>
<td>The countries came to a bipartisan agreement. (supported by both sides)</td>
<td></td>
</tr>
</tbody>
</table>
B. Representation of Language Domains
WIDA defines language through expressive (speaking and writing) and receptive (reading and listening) domains situated in various sociocultural contexts.

1) Are the language domains (listening, speaking, reading, and writing) targeted in the materials?
   Yes  No

2) Are the targeted language domains presented within the context of language proficiency levels?
   Yes  No

3) Are the targeted language domains systematically integrated throughout the materials?
   Yes  No

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

1. The language domains (listening, speaking, reading, and writing) are targeted in the Reach Higher materials. The scope and sequence lays out how the domains are addressed through reading, oral language (speaking), and writing. There are also opportunities for listening through many of the activities in the materials. Students have the opportunity to listen to reading and others while conversations and discussions naturally take place in the classroom setting.

<table>
<thead>
<tr>
<th>UNIT</th>
<th>TOPIC AND CONTENT AREA</th>
<th>LANGUAGE FUNCTION</th>
<th>VOCABULARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Living Traditions</td>
<td>Social Studies</td>
<td>Express Feelings</td>
<td>craft, musical, performed, pottery, tradition, weave</td>
</tr>
<tr>
<td>PART 1</td>
<td>Culture and Traditions</td>
<td></td>
<td>create culture, express medium style</td>
</tr>
<tr>
<td>PART 2</td>
<td>Ask for and Give Information</td>
<td></td>
<td>ancestor, ceremony, marriage, occasion, ritual</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>belief, custom, influence, relationship, role</td>
</tr>
</tbody>
</table>
The lessons provide in-depth coverage for listening, speaking and reading across the entire program. In the unit opener high interest photographs to present the theme which links the language domains to content area learning. Some examples from the unit opener that support the domains of speaking are the big question that spurs discussion. Share what you know provides students an opportunity to use productive language to share their background experiences and knowledge.

In each unit there are multiple opportunities to use the domain of reading. An example of this is the text that is provided in the unit that is thematic. Within this text there are opportunities for students to practice a reading strategy, study vocabulary, and to respond to the text in writing and reading.
1. **RESPOND AND EXTEND**

   enables students to compare the two reading selections.

2. **GRAMMAR AND SPELLING**

   uses a routine from modeling the grammar rule to recognizing the grammar rule in context, and finally to producing grammatically correct sentences.

3. **TALK TOGETHER**

   encourages students to discuss or complete a task related to the unit reading theme.

---

**READER STRATEGY**

reminds students of key reading strategies that they can use while they are reading.

**WORD DEFINITION**

provides students with easy-to-understand meanings of some key words in the reading selection.

**BEFORE YOU CONTINUE**

scaffolds the application of the reading strategies to the text and develops students into skilled strategic readers and thinkers.

---

**Compare Author’s Purpose**

Authors write for many different reasons, or purposes. Sometimes they state their purpose clearly. Other times you need to figure it out.

- When authors want to entertain, they often write stories, plays, or poems.
- When authors write to inform, they often include facts and/or figures.
- When authors write to persuade, they use reasons, facts, or emotions to get their point across.

Work with a partner to complete the chart.

<table>
<thead>
<tr>
<th>Compare Chart</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Task:</strong> A Musical Journey</td>
</tr>
<tr>
<td>purpose</td>
</tr>
<tr>
<td><strong>writer’s purpose</strong></td>
</tr>
<tr>
<td>to learn about another’s cultural traditions</td>
</tr>
<tr>
<td>to persuade</td>
</tr>
<tr>
<td>to entertain</td>
</tr>
</tbody>
</table>

---

**Complete Sentences**

A complete sentence expresses a complete thought. A complete sentence has two parts, a subject and a predicate.

**Complete Sentences**

- **Subject:** What is the complete subject? What is the complete subject in each sentence? What is the complete subject?

  More people in Gabon will learn more about their ancestors, their cultural traditions, and the country.

**Write Complete Sentences**

Read these sentences with a partner. What is the complete subject in each sentence? What is the complete subject?

More people in Gabon will learn more about their ancestors, their cultural traditions, and the country.

More people in Gabon will learn more about their ancestors, their cultural traditions, and the country.

More people in Gabon will learn more about their ancestors, their cultural traditions, and the country.
2. The targeted language domains are presented within the context of language proficiency levels. There are opportunities through the Reach Higher materials in levels 1-6 to interact with beginning, intermediate, advanced, and advanced high proficiency levels. There are suggestions for teachers to consider the stages of language acquisition as well as progression charts that support the different domains as lessons present new content.
Progression Chart for Differentiation in Writing

**Extension**

**Writing: History Article**

1. Point out that in a history article, an author uses facts and details to tell about real people and events.
2. Tell students they will write a short article about the “Freedom Riders” and what these people did. Display a RAFT for students to follow:
   - **Role:** self
   - **Audience:** teacher
   - **Form:** history article
   - **Topic:** Freedom Riders
3. Remind students to use details from “Freedom Riders” to explain who the Freedom Riders were, what they wanted to accomplish, and why. Also remind students to use past tense verbs correctly. Adjust the prompt to include students at all proficiency levels.

**BEGINNING**
- Have students use drawings and write captions.

**INTERMEDIATE**
- Have students write simple sentences.

**ADVANCED**
- Have students write detailed sentences.

**ADVANCED HIGH**
- Have students write multiple paragraphs.
3. The targeted language domains are systematically integrated throughout the Reach Higher materials. Each level, unit, part, and lesson have multiple opportunities to interact with all for domains of language in a consistent manner. The program does an effective job of repeating a system throughout the levels.
4. The Strands of Model Performance Indicators and the Standards Matrices

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

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

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

1) Do the materials connect the language development standards to the state academic content standards?

   Yes   No

2) Are the academic content standards systematically represented throughout the materials?

   Yes   No

3) Are social and instructional language and one or more of the remaining WIDA Standards present in the materials?

   Yes   No

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

1. The Reach Higher materials connect the language development standards to the state academic content standards. The majority of the lessons deal with science, social studies and language arts content. Within these content areas students interact with relevant content that connects to the standards through stories, discussions and writing. For example in Level 6B, Unit 5, Lesson1 students learn about the civil rights movement in connection to social studies and language arts.
2. The academic content standards are systematically represented throughout the Reach Higher materials. Through levels 1-6 students have multiple opportunities to interact with social studies, science, and language arts. You will notice this in the scope and sequence and see how the thematic units are based around the content areas of science and social studies. Within the lessons as students learn about these content areas they interact with the ELA standards on a continued basis throughout each lesson. Notice in the scope and sequence from level 2 that every other unit switches between social studies and science and the ELA focus that is addressed in each unit. You will find this in all levels 1-6.

3. Social and instructional language and one or more of the remaining WIDA Standards are present in the Reach Higher materials. The materials also include the language of

<table>
<thead>
<tr>
<th>UNIT</th>
<th>TOPE AND CONTENT AREA</th>
<th>LANGUAGE FUNCTION</th>
<th>VOCABULARY</th>
<th>THINK AND WRITE</th>
<th>READING</th>
<th>PHONICS</th>
<th>GRAMMAR</th>
<th>PROJECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>Social Studies</td>
<td>Give Information</td>
<td>code, play, build</td>
<td>reading, write, compare</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Community</td>
<td>Ask and Answer Questions</td>
<td>building, reading, family, school</td>
<td>area, directly, story, position</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Animal Habitats, Animal Needs</td>
<td>Describe</td>
<td>animal, shape, color, position</td>
<td>animal, describe, recognize, teach</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Water</td>
<td>Ask for and Give Information</td>
<td>water, boat, ocean, river</td>
<td>drink, share, dirty, cycle</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Citizen</td>
<td>Express Opinion</td>
<td>share, respect, change</td>
<td>exercise, write, lessons, change, active, reasons, support</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Leader in Action</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
social studies, science and English Language Arts. Instructional language is the strongest covered language within the lessons. This instructional language is covered in every unit for all domains of language and at the word, sentence and discourse dimension. In the example below from Level 5B, Unit 8, Part you will see examples of social studies content working with the language of English language arts as students are asked to work on their comprehension strategies.

**Build Comprehension**

**Student’s Book Page 299**

**Ask Questions**
What questions can you ask to better understand the text? (I can ask Why are there smaller plants next to the corn? or Why does the elephant sneeze?)

**Genre**
Is this magazine article fiction or nonfiction? What makes you think so? (It is nonfiction. The definition says that magazine articles give information and often include facts.)

**Answers to Before You Continue**
1. Visualize: I read descriptive phrases such as delicious-looking corn plants, smaller plants beside her legs, and tasty-looking red fruits. These phrases help me visualize what the elephant sees.
2. Make Inferences: I read that the elephant sneezes immediately after eating the red fruits. I know that people and animals sometimes sneeze when they eat or smell something that ticks their nose. And so I think the red fruits make the elephant sneeze.

---

In the distance, a farmer watches and laughs as the red-hot chili plants take effect. The elephant throws her head and sneezes wildly. Then she and her family run away, back into the wild grass. The farmer knows that the chili will not harm the elephant. He also knows that she will never again try to eat his corn.

**Living Together in Peace**
Here in Zambia’s North Luangwa National Park, people and elephants have learned to live together in peace. It wasn’t always this way. However, not long ago, the elephants here were in danger of extinction. People were poaching, or illegally killing the animals, for their tusks.

**A Demand for Ivory**
Beginning in the 1870s, more people around the world wanted to buy ivory, the material in elephant tusks. It was used to make everything from piano keys to statues to jewelry. People who killed elephants could make a lot of money by selling their tusks. Since there were an estimated 1.3 million elephants on the continent of Africa alone, the supply of ivory seemed endless.

By the 1990s, hundreds of thousands of elephants across Africa had been killed for their tusks. In many villages, including the villages outside North Luangwa National Park, many people had learned to support themselves by poaching elephants.

Ivory is often used to make jewelry. It is also used to make a very special bracelet.

---

*These official poacher tools taken illegally by poachers.*

*Before You Continue*  
1. Make Inferences: Why won’t the elephant eat the corn?  
2. Cause/Effect: Why were so many elephants poached by the 1990s?
B. Cognitive Challenge for All Learners at All Levels of Language Proficiency

1) Do materials present an opportunity for language learners to engage in various cognitive functions (higher order thinking skills from Bloom’s taxonomy) regardless of their language level? 

Yes  No

2) Are opportunities for engaging in higher order thinking systematically addressed in the materials? 

Yes  No

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

1. The Reach Higher 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. All levels 1-6 address different cognitive functions. At the beginning of each lesson within the objectives section you will notice opportunities for students to engage with higher order thinking. Some examples of these cognitive functions that you will see below in th examples are identify, analyze, cause and effect and summarize.
2. Opportunities for engaging in higher order thinking is systematically addressed in the Reach Higher materials. Each lesson in all levels 1-6 offer opportunities to interact with higher order thinking. The lessons draw on higher order thinking in a circular fashion. The lessons use cognitive functions throughout the materials and always come back to them throughout the levels so students have many opportunities to interact with them.

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. The Reach Higher materials provide scaffolding supports for students to advance...
within a proficiency level. Throughout the Reach Higher material there is an abundance of support to scaffold students learning. There are also progression tables that help teachers understand what is an appropriate linguistic expectation for students at different proficiency levels. Within the materials there are suggested routines for vocabulary, phonological awareness, reading, high frequency words, writing, and cooperative learning. These types of routines and systems support students language acquisition. There are also suggestions for teaching strategies and supports that help English language learners move through the stages of language acquisition. In addition to these supports there are word banks, visuals, graphic organizers, sentence frames as well as suggestions for interactive support. See some of the examples below.

Example of Routines as a Scaffold/Support

Example of a Language Progressions Chart as a Scaffold/Support
**Practice / Apply**

1. Read aloud the instructions in Talk Together on Student’s Book page 6. Have students use Practice Book 1.2 to complete the activity.

2. Use Multi-Level Strategies to help students at all proficiency levels complete their Idea Webs.

<table>
<thead>
<tr>
<th>BEGINNING</th>
<th>INTERMEDIATE</th>
<th>ADVANCED</th>
<th>ADVANCED HIGH</th>
</tr>
</thead>
</table>
| Have partners complete their Idea Webs with pictures. Then have each partner act out the activities. | Provide language frames:  
   - We _______.  
   - My family _______.  
   Invite pairs to act out their activities for each other. | Have partners elaborate on their ideas. We go to the park on Saturdays. Sometimes we play soccer. |

---

Example of a Word Bank with Visuals as a Scaffold/Support

*Academic Vocabulary*

**More Key Words**

- **care**
  - I care for my plant.

- **celebrate**
  - We celebrate grandma’s birthday.

- **help**
  - I help at home.

- **play**
  - We play a game.

- **world**
  - There are many people and places in the world.

- **Talk Together**
  - Use one Key Word to make a sentence.

  - I celebrate when I get a good grade.

*Words To Know*
Example of a Graphic Organizer as a Scaffold/Support

![Graphic Organizer Example]

Example of Sentence Frames as a Scaffold/Support

![Sentence Frames Example]
2. The Reach Higher materials provide scaffolding supports for students to progress from one proficiency level to the next. Within the materials, the growth from beginning to Advanced High is addressed in the Stages of Language Acquisition Chart. It explains that “Reach Higher incorporates support to help English learners move through the stages of language acquisition. The materials suggest that as teachers select strategies to keep in mind that stages vary. Some students may be beginning speakers and advanced writers while others may be advanced speakers and beginning writers. The materials also suggest using the assessments to measure and monitor language acquisition in order to adjust scaffolds in order to support each
## STAGES OF LANGUAGE ACQUISITION

Reach Higher incorporates Academic Language Frames, Multi-Level Strategies, Multi-Level Practice Sets, and more supports to help English language learners move through the stages of language acquisition. As you select strategies and monitor behaviors and progress, keep in mind that stages vary. For example, some students may be beginning speakers and advanced writers while others may be advanced speakers and beginning writers. Use the assessment instruments to measure and monitor language acquisition and adjust scaffolding, grouping, and challenges to support each student.

<table>
<thead>
<tr>
<th>STAGES AND BEHAVIORS</th>
<th>TEACHING STRATEGIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BEGINNING</strong></td>
<td><strong>BEGINNERS benefit when teachers:</strong></td>
</tr>
<tr>
<td>- have little or no survival vocabulary or language structures</td>
<td>- implement an intensive, individualized or small-group emergent literacy program, starting with the English alphabet</td>
</tr>
<tr>
<td>- need to gain familiarity with the sounds, rhythms, and patterns of English</td>
<td>- use gestures and other visuals to clarify concepts</td>
</tr>
<tr>
<td>- respond nonverbally by pointing, gesturing, nodding, or drawing</td>
<td>- provide simple age-appropriate oral-to-print and emergent literacy experiences</td>
</tr>
<tr>
<td>- have little or no ability to understand spoken English used in academic and social settings</td>
<td>- use visuals to teach key vocabulary necessary for academic discussion</td>
</tr>
<tr>
<td>- have little or no ability to speak English in academic and social settings</td>
<td>- use simple sentence structures and language patterns during instruction</td>
</tr>
<tr>
<td>- have little or no ability to use English to build foundational reading skills</td>
<td>- provide abundant opportunities for active listening, utilizing props, visuals, and real objects</td>
</tr>
<tr>
<td>- lack the English vocabulary and English language structures necessary to address grade-appropriate writing tasks</td>
<td>- provide opportunities to read literature in short “chunks”</td>
</tr>
<tr>
<td>- understand new concepts best when previewed in their home language</td>
<td>- support reading with direct phonics instruction</td>
</tr>
<tr>
<td>- begin to respond with yes/no or one- or two-word responses</td>
<td>- avoid forcing students to speak before they are ready</td>
</tr>
<tr>
<td>- read simple language that has already been experienced orally</td>
<td>- modeled measurable language with songs and chants</td>
</tr>
<tr>
<td>- write simple, patterned sentences, one- or two-word responses</td>
<td>- pair or group students with more proficient learners</td>
</tr>
<tr>
<td>- repeat and recite memorable language; use routine expressions independently</td>
<td>- activate prior knowledge, build background, and use visuals before reading activities</td>
</tr>
<tr>
<td>- read familiar, patterned text; read language experience texts</td>
<td>- have students label/manipulate pictures and real objects</td>
</tr>
<tr>
<td>- begin to apply reading strategies to read comprehension of text</td>
<td>- provide short frames for students to complete with one- or two-word responses or word banks</td>
</tr>
<tr>
<td>- write patterned text, short captions; complete simple cloze sentences</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>INTERMEDIATE</strong></th>
<th><strong>INTERMEDIATE students benefit when teachers:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- understand simple, high-frequency spoken English used in routine academic and social settings</td>
<td>- provide direct instruction in key vocabulary necessary for academic discussion</td>
</tr>
<tr>
<td>- have the ability to speak in a simple manner, using English commonly heard in routine academic and social settings</td>
<td>- expose students to a variety of understandable texts</td>
</tr>
<tr>
<td>- have a limited ability to use the English language to build foundational reading skills</td>
<td>- have students describe personal experiences, objects, etc.</td>
</tr>
<tr>
<td>- have English vocabulary and grasp of English language structures adequate to address grade-appropriate writing tasks in a limited way</td>
<td>- use graphic organizers or storyboards for retelling or role-plays</td>
</tr>
<tr>
<td>- understand simple messages with contextual support (pictures, etc.)</td>
<td>- structure group discussion to support application of language patterns</td>
</tr>
<tr>
<td>- understand “chunks” or gist of language, and the gist of group reading by relying on picture clues, titles, and summaries</td>
<td>- structure research projects and guide use of reference resources</td>
</tr>
<tr>
<td>- respond to literature with unexpected support</td>
<td>- ask open-ended questions; model, expand, retell, and enrich student language</td>
</tr>
<tr>
<td>- respond using newly-acquired receptive vocabulary for messages in English</td>
<td>- provide frames for students to complete with short phrases</td>
</tr>
<tr>
<td>- understand more details in spoken English</td>
<td>- provide context-into texts, trade books, newspapers, magazines, etc., to promote conceptual development</td>
</tr>
<tr>
<td>- read resources independently following oral previews or experiences with print</td>
<td>- respond genuinely to student writing and held conferences that highlight student strengths and progress</td>
</tr>
<tr>
<td>- apply reading strategies regularly to aid comprehension of text</td>
<td>- provide frames that support and extend language patterns and structures</td>
</tr>
<tr>
<td>- write from models for a variety of purposes</td>
<td>- use graphic organizers or storyboards for retelling or role-plays</td>
</tr>
<tr>
<td>- respond with connected discourse, using more extensive</td>
<td>- pair or group students with more proficient learners</td>
</tr>
</tbody>
</table>

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Sample copy, not for distribution.
The other scaffolding that helps teachers support students progress from one proficiency level to the next is the progressions table. It suggests what students can do at different proficiency levels and what to expect from them linguistically.

3. Scaffolding supports are presented systematically throughout the Reach Higher materials. Throughout levels 1-6 there are an abundant of opportunities for students to interact with supports so they are able to reach the lesson goals. The opportunities that are mentioned above reoccur through each unit, part, lesson. Every lesson has a combination of the supports and scaffolds that include but are not limited to routines for vocabulary, phonological awareness, reading, high frequency words, writing, and cooperative learning. There are also suggestions for teaching strategies and supports that help English language learners move through the stages of language acquisition. In addition to these supports there are word banks, visuals, graphic organizers, sentence frames as well as suggestions for interactive support.

D. Accessibility to Grade Level Content

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

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

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

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

1. Linguistically and developmentally appropriate grade-level content is presented in the materials. Reach Higher is aimed at primary students with a focus on authentic content using a global perspective. Primary students develop the academic language skills and content knowledge they need to get an education in English. In the materials you will find social studies, science and English language arts content that is tied to language expectations in order for students to grow their English proficiency. Notice in
the example below under objectives that it refers to grade level vocabulary. The science content is appropriate and engaging for primary students as it is about smart animals.

2. The grade level content is accessible for the targeted levels of language proficiency in the Reach Higher materials. Since the Reach Higher materials has a focus on differentiation and provides many opportunities and ideas for scaffolded supports throughout the materials students will be able to reach the content goals without watering down the curriculum if the lessons are planned with intentionality. The language progression tables also support the accessibility to content because it differentiates the linguistic demands for beginning, intermediate, advanced and
advanced high students.

3. The grade-level content is systematically presented throughout the Reach Higher materials. You will find evidence in the scope and sequence in the TE. You will notice that the curriculum is laid out in thematic based units. In each thematic based unit students have an opportunity to study science or socials studies, in conjunction with English language arts and language development. This is the way the program is set up levels 1-6.

<table>
<thead>
<tr>
<th>UNIT</th>
<th>TOPIC AND CONTENT AREA</th>
<th>LANGUAGE FUNCTION</th>
<th>VOCABULARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Studies</td>
<td>Express Feelings</td>
<td>Academic</td>
<td></td>
</tr>
<tr>
<td>Cultural Traditions</td>
<td>Ask for and Give Information</td>
<td>Academic</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>Express Ideas</td>
<td>Academic</td>
<td></td>
</tr>
<tr>
<td>Animal Behavior</td>
<td>Engage in Communication</td>
<td>Academic</td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td>Understand Cause and Effect</td>
<td>Academic</td>
<td></td>
</tr>
<tr>
<td>Natural Resources</td>
<td>Nature, Rocks, and Water</td>
<td>Academic</td>
<td></td>
</tr>
</tbody>
</table>

E. Strands of Model Performance Indicators

1) Do materials include a range of language functions?  
Yes  No

2) Are the language functions incorporated into a communicative goal or activity?  
Yes  No

3) Do the language functions support the progression of language development?  
Yes  No

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

1. The materials include a range of language functions. Students have an opportunity to interact with language through the units of study in the Reach Higher materials. The
language functions are clearly laid out in the scope and sequence for each level. Some of the language functions students use in the materials include: express, ask and answer questions, discuss, describe, compare, analyze, summarize, and justify. You can also find evidence of these functions in the lesson objectives at the beginning of each lesson as well as throughout the learning opportunities the students engage in. In the example below from Level 6B, Unit 8, Lesson 1 you will find an example of the language function compare. Students are asked to compare information using a literary analysis.

PART 1 LESSON 8

Respond and Extend
Grammar and Spelling

OBJECTIVES
Vocabulary
• Use Grade-Level Vocabulary
• Use Academic Vocabulary
Language
• Participate in a Discussion
Grammar and Spelling
• Compound and Complex Sentences
Comprehension and Literary Analysis
• Compare Information

Reread
Tell students that today they will reread “Here, There, and Beyond” and review “Finding Mars on Earth” on their own. Pair beginning English learners with more proficient students to reread and review the selections. Have students take notes on the facts and details presented in each text.

Compare Information
1. Read aloud the instructions on Student’s Book page 268. Explain: This comparison chart can be used to compare the information found in each science article.

2. Have students use Practice Book 8.10. Have partners use the Think, Pair, Share routine (see Cooperative Learning Routines) to discuss the selections and complete the comparison chart. Ask questions to help guide discussion:

<table>
<thead>
<tr>
<th>Focus</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text</td>
<td>What does the author describe? What does the author explain?</td>
</tr>
<tr>
<td>Photos and Captions</td>
<td>What do the photos show? What do the captions tell you?</td>
</tr>
<tr>
<td>Charts</td>
<td>What do the charts compare? Is this new information, or does it repeat information from the text?</td>
</tr>
<tr>
<td>Diagrams</td>
<td>What do the diagrams show? Is this new information, or does it repeat information from the text?</td>
</tr>
</tbody>
</table>

3. Use Multi-Level Strategies to meet the proficiency levels of your students. After completing the page, have volunteers present their findings to the class.

BEGINNING INTERMEDIATE ADVANCED ADVANCED HIGH

Provide sentence frames:
• The author describes/explores ________.
• The photos show ________ while the captions tell me ________.
• The charts compare ________.
• The diagrams show ________.

Explain that authors can share facts and details about a topic through descriptions, explanations, and comparisons. Encourage students to use these terms as they talk about the text.

Prompt students to include Key Words in their discussions of the texts.

2. The language functions are incorporated into a communicative goal or activity in the
Reach Higher materials. In the example provided from level 5B, Unit 7, Part 2 the objective of the lesson is for students to persuade, express intentions, and make comparisons. They use these language functions to write an editorial for a school newspaper persuading readers why we need to create less garbage and recycle using a concept map to compare the difference between reduce, reuse and recycle. Then they decide a way to share their ideas either in a writing, orally, or kinesthetically. See the example below that shows how these language functions are used throughout this lesson.

3. The language functions support the progression of language development in the Reach Higher materials. Within the materials there are many opportunities to interact with multiple language functions throughout each lesson. As the Reach Higher leveled books increase from 1-6 you will notice more complex language functions are used in a more consistent manner. In the lower level books, lower leveled functions are presented. Students have more opportunities to identify, explain, and describe in the lower books and more opportunities to interact with functions like analyze, synthesize, and justify as the leveled books increase. However, multiple functions may be present in one lesson in order to scaffold the support for the linguistic complexity within a lesson.