



Reach HIGHER

WIDA Correlation

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A PART OF CENGAGE



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

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

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

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: https://s-www.eltnl.com/search/productOverview.do?N=200+4294918395+4294893913&Ntk=P_EPI&Ntt=1263513042118941550320190403050500306&Ntx=mode%2Bmatchallpartial&homePage=false&noSingleAndSeriesResults=false&homePage=false

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.



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 does your family do together?*
2. Read aloud the Big Question. Have students share possible answers. Encourage them to provide details. List the answers.

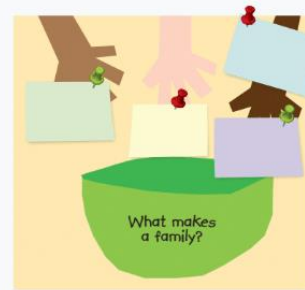
Build Background Knowledge

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 short 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.



eVisual 1.1

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

Share What You Know

1 Think of your favorite place in your neighborhood.

2 Draw a picture of it. Label your picture with the name of the place.

3 Say why you like it. Work with your class. Combine your drawings to make a guide book of your neighborhood.



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:

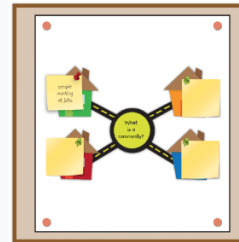
- Can communities have small and large populations?
- What are some jobs people do in a community?
- When do people in communities come together?
- Name one way people in communities come together to celebrate.

Share What You Know

1. Review the three steps in Share What You Know on Student's Book page 3. 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 them name different places in their neighborhood. Ask questions such as: *Is there a swimming pool in your neighborhood?* to elicit ideas.
3. Combine students' drawings to make a guide book of the neighborhood.

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 (eVisual 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 to the papers 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.



eVisual 1.1

Make Connections

Send home Family Newsletter 1. 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.

Reach Higher 2A Unit 2



Introduce the Big Question

1. Ask: *What do you think the word survive means? (live through, stay alive) What do we need to survive? (air, water, food, shelter)*
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:

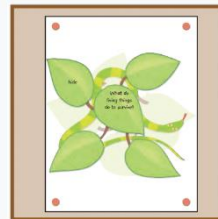
- What do animals need to survive?
- What is a predator?
- How can animals hide from predators in their habitats?
- How do some animals use light to catch prey, or hide from predators?

Share What You Know

1. Review the three steps in Share What You Know on Student's Book page 71. Explain: *To complete the activity, you will need to think about:*
 - the animals and where they live
 - what do the animals need to survive in their habitat
2. Prepare pictures of the animals and their habitats beforehand. Show students the pictures and have them name the animals and the places where they live. Give partners a pair of cards. Ask: *Can the animal hide in its habitat? If so, how do they do it? (Answers will vary.)*
3. Have partners take turns showing their cards to the class and explaining what helps their animal live in its habitat. Encourage them to tell how the animals can hide in their habitats.

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 (eVisual 2.1) for the Big Question. Explain: *The Big Question is shown on the middle leaf. We'll add our answers to the other leaves.*
3. Have students add the ideas they already listed, and any other ideas they may have, to Practice Book 2.1. Explain that they will add more to the concept maps as they read through the unit and learn more about what animals do to survive.



eVisual 2.1

Make Connections

1. Send home Family Newsletter 2. Ask students to work with family members to find out about an animal or insect that blends into its environment, and then draw a picture of it hiding in its habitat.
2. Encourage students to bring their drawings to class and see if their classmates can find the hidden animal or insect in the picture.

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

- ◆ eVisual: 5.1
- ◆ Practice Book: 5.1
- ◆ Family Newsletter 5

Unit 5

Invaders!

Unit at a Glance

- **Language Focus:** Retell a Story, Infer and Explain
- **Reading Strategy:** Make Inferences
- **Topic:** Cooperatives

BIG Question When do harmless things become harmful?

KIEL, GERMANY
A photographer getting up close and personal with a swarm of honey bees.

Share What You Know

- 1 Think of a time when you really noticed something in nature. This thing might have surprised you.
- 2 Draw a picture of what you saw.
- 3 Tell the class about what made you notice this thing in nature. What was different about it?

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 rock-star 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?*

Introduce the Big Question

1. Introduce vocabulary: *The word harm means "hurt."* Think about the ending *-ful*. Ask: *What does harmful mean?* (causing hurt) Think about the ending *-less*. What does harmless mean? (without hurting)
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:

- *What is something in nature that was harmless but is now harmful? Explain what happened.*
- *How do harmful plants or animals get from one place to another?*
- *How can people cause harmful changes in nature?*

Share What You Know

1. Review the three steps in Share What You Know on Student's Book page 3. Explain: *To complete the activity, you will need to think about:*
 - *something you have seen in nature*
 - *what you will show and tell the class about it.*
2. Explain to students that we may notice things in nature because they are a strange size, color, or shape, because they are unusually beautiful or ugly, or because they do something unexpected.
3. Tell students to use ideas from this discussion to identify a topic for their drawing. Compile the drawings into a class book entitled "Nature's Surprises" that students may look at when they have independent time.

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 (eVisual 5.1) for the Big Question. Explain: *The Big Question is restated above the mushroom. We'll write examples of harmless things that become harmful on the yellow sticky notes on the mushroom. Next to the mushroom, we'll note how each thing can become harmful.*
3. Have students add the ideas they already listed, and any other ideas they may have, to **Practice Book 5.1**. Explain that they will add more to the concept maps as they read the unit and learn more about harmless things that become harmful.



eVisual 5.1

Make Connections

Send home **Family Newsletter 5**. Students make a list of plants around their home or neighborhood, noting which plants are grown on purpose and which are not.

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.

110 Unit 2

111



The **sun** asks the little **seed** to come out and play.

The little **seed** says she just wants to sleep.

112 Unit 2

113

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.

BEGINNING	INTERMEDIATE	ADVANCED	ADVANCED HIGH
Have students practice using body language and gestures to show how their characters feel.	Help students use appropriate expressions and phrasing as they practice their dramatizations.	Encourage students to brainstorm dialogue for the characters, adding as much detail as possible.	

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. Reread the text and point out steps and pictures that show each step.

RESOURCES

- ◆ eVisual: 2.10
- ◆ Practice Book: 2.22
- ◆ Vocabulary Routine 4

Writing Checklist

A good how-to article

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

eVisual 2.10

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.



Portrait

Writing Project	Learning Objectives	Suggested Pacing
Lesson A	Introduce the Writing Prompt, Study a Model	In Part 2, Lesson 2
Lesson B	Prewrite (Plan and Write)	In Part 2, Lesson 4
Lesson C	Draft (Plan and Write)	In Part 2, Lesson 5
Lesson D	Revise (Check Your Work)	In Part 2, Lesson 6
Lesson E	Edit and Proofread (Check Your Work)	In Part 2, Lesson 7
Lesson F	Present and Share (Finish and Share)	In Part 2, Lesson 9



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!**



keeper zookeeper; trainer
a treat food as a reward
in exchange for and gets
the treats keep coming she gets more treats

► Before You Continue

1. **Details** How does Kelly outsmart her trainers?
2. **Make Connections** Which of Kelly's actions are **learned** behaviors?

Reach Higher 4A Part 2, Lesson 9, writing project

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

A good business letter

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

RESOURCES

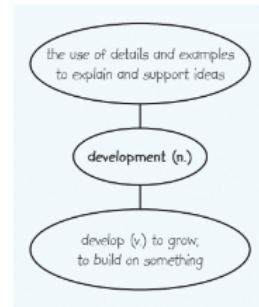
- ◆ eVisual: 2.15
- ◆ Practice Book: 2.19
- ◆ Vocabulary Routine 4

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.



Writing Project	Learning Objectives	Suggested Pacing
Lesson A	Introduce the Writing Prompt, Study a Model	In Part 2, Lesson 2
Lesson B	Prewrite	In Part 2, Lesson 3
Lesson C	Draft	In Part 2, Lesson 4
Lesson D	Revise	In Part 2, Lesson 5
Lesson E	Edit and Proofread	In Part 2, Lesson 7
Lesson F	Present and Share	In Part 2, Lesson 9

Reach Higher 4A, Part 2, Lesson 9, oral language for multiple purposes

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	INTERMEDIATE	ADVANCED	ADVANCED HIGH
Provide sentence frames: <ul style="list-style-type: none">• _____ are smart.• They can _____.	Provide sentence frames: <ul style="list-style-type: none">• I am an expert on _____.• I know that are smart because they _____.	Challenge students to answer the audience's questions during the panel and come up with additional questions of their own.	

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.

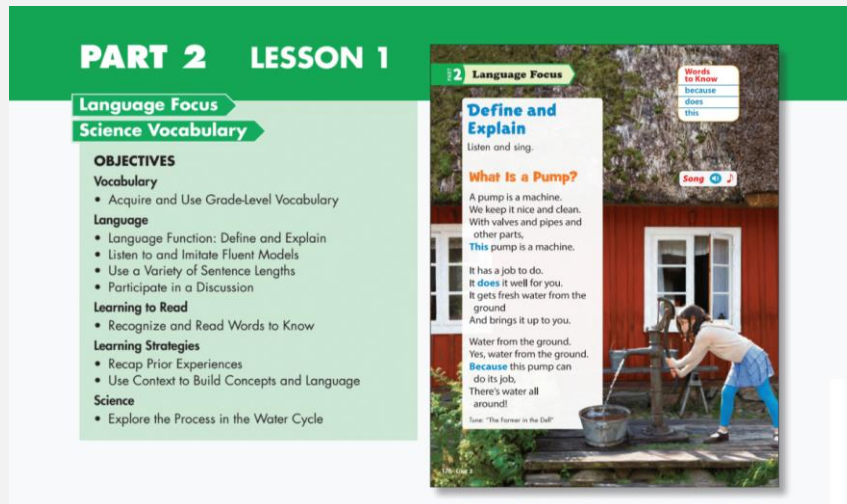
B. Sentence Dimension (e.g., types, variety of grammatical structures, formulaic and idiomatic expressions; conventions)

- | | | |
|---|-----|----|
| 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.

- 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 sentences 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.

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

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 from 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.

Practice / Apply

Read aloud the directions in Try It Together on Student's Book page 200 and have students complete the task. Use **Multi-Level Strategies** to address varying levels of vocabulary knowledge.

BEGINNING	INTERMEDIATE	ADVANCED	ADVANCED HIGH
Have students identify the suffixes in these words: <i>watery, instruction, messy, action.</i>	Have students use the words in a sentence that shows what the words mean.	Have students use the words in a sentence and identify the word's part of speech.	

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

SCOPE AND SEQUENCE											
UNIT	TOPIC AND CONTENT AREA	LANGUAGE FUNCTION	VOCABULARY		THINKING MAP	READING	PHONICS	GRAMMAR	PROJECT		
			Content	Academic					Oral Language	Writing	
1 My Family	Social Studies	PART 1	Describe	family member meal family holiday home	celebrate help play world	Organize Ideas	Reading Strategy Set a Purpose Genres Photo Book, Photo Essay	Blends: bl, cl, fl, pl	Plural Nouns	Narrative Presentation	Write a Photo-Essay
	Families What makes a family?		PART 2	Give information	special parents together fun extended family visit	group idea place share trip	Identify Setting	Reading Strategy Preview and Predict Genres Story, Postcard	Blends: cr, ck, fk, gr	Proper Nouns	
2 Shoot for the Sun	Science	PART 1	Describe	breathe drink eat living move nonliving	alive energy exercise food health	List Facts	Reading Strategy Monitor Genres Song, Diagram	Final Blends: od, nk, nt, ng	Adjectives	Interview	Write How to Make Something
	Living and Nonliving Things When is something alive?		PART 2	Retell a Story	bud flower leaf petal seed sun	height length light project ready	Identify Plot	Reading Strategy Monitor Genres Folk Tale, Project Notebook	Final Blends: mp, sk, fl, it	Adjectives	
3 To Your Front Door	Social Studies	PART 1	Express Needs and Wants	buy food money market shop sell	business goods job needs wants	Categorize	Reading Strategy Ask Questions Genres Social Studies Article, Online Article	Long o spelled oi, oy	Present Tense Verbs	Persuasive Presentation	Write a Thank You Letter
	Goods and Services How do we get what we need?		PART 2	Ask Questions	delivery factory neighborhood shop store	bring count earn service worker	Identify Details	Reading Strategy Ask Questions Genres Poem, Fact Sheet	Long j spelled igh, ie, y	Subject-Verb Agreement: be and have	
4 Growing and Changing	Science	PART 1	Retell a Story	adult baby egg form grow hatch nest	before inside shape size time	Identify Plot	Reading Strategy Determine Importance Genres Story, Science Article	Long e: ee, eo, y	Subject Pronouns	Theme Theater	Write a Story
	Animal Life Cycles How do animals change as they grow?		PART 2	Restate an Idea	butterfly caterpillar change chrysalis insect pupa	attach born color hard sequence	Identify Main Idea and Details	Reading Strategy Determine Importance Genres Science Article, Poem	Long o: oo, ow	Possessive Words	

Reach Higher 3A, Scope and Sequence

SCOPE AND SEQUENCE

UNIT	TOPIC AND CONTENT AREA	LANGUAGE FUNCTION	VOCABULARY		THINKING MAP	READING	PHONICS	GRAMMAR	PROJECT		
			Content	Academic					Oral Language	Writing	
1 Happy to Help	Social Studies	PART 1	Retail a Story	action difference gift problem receive solution	kindness need understand value want	Plot	Reading Strategy Preview and Predict Genres Realistic Fiction, Poem	Compound Words	Complete Sentences	Theme Theater	Write a Personal Narrative
	Helping	PART 2	Make Comparisons	improve individual neighborhood offer volunteer	benefit daily identify impact learn	Make Comparisons	Reading Strategy Monitor and Clarify Genres Autobiography, Biography	Syllable Division	More Subjects and Predicates	Oral Report	
2 Nature's Balance	Science	PART 1	Ask and Answer Questions	amount behavior decrease increase supply	balance control interact react scarce	Compare and Contrast	Reading Strategy Ask Questions Genres Humorous Story, Riddle	Vowel Sounds and Spellings: <i>i, e</i>	Kinds of Sentences	Theme Theater	Write a Summary
	Ecossystems	PART 2	Give and Carry Out Commands	drought ecosystem food chain level river	competition nature negative positive resources	Cause and Effect	Reading Strategy Ask Questions Genres Science Article, Human Interest Feature	Vowel Sounds and Spellings: <i>oo</i>	Compound Sentences	Narrative Presentation	
3 Life in the Soil	Science	PART 1	Give Information	blossom cycle root seed soil sprout	characteristic conditions depend growth produce	Sequence	Reading Strategy Make Inferences Genres Realistic Fiction, Haiku	Review: Two- and Three-Letter Blends	Plural Nouns	Theme Theater	Write an Article
	Plants	PART 2	Define and Explain	city desert rainforest vine weed	diversity environment organism protect unique	Main Idea and Details	Reading Strategy Make Inferences Genres Nonfiction: Science Article, Blog	Review: Plurals: <i>-s, -es, -es</i>	More Plural Nouns	News Report	
4 Let's Work Together	Social Studies	PART 1	Express Needs, Wants, and Feelings	advertisement buyer market money pay seller	accomplish cooperation plenty purpose reward	Theme	Reading Strategy Determine Importance Genres Realistic Fiction	Syllable Division	Present-Tense Action Verbs	Theme Theater	Write a Persuasive Essay
	Working Together	PART 2	Persuade	agriculture crop farmer field harvest plow	alternative conservation future method sustain	Opinion and Evidence	Reading Strategy Summarize Genres Persuasive Article, Fable	Vowel Sounds and Spellings: <i>oi, ou, ou</i>	Forms of <i>be</i>, <i>have</i>	Persuasive Presentation	

Reach Higher 4A, Scope and Sequence

SCOPE AND SEQUENCE

UNIT	TOPIC AND CONTENT AREA	LANGUAGE FUNCTION	VOCABULARY		THINKING MAP	READING	GRAMMAR	PROJECT		
			Content	Academic				Oral Language	Writing	
1 Living Traditions	Social Studies	PART 1	Express Feelings	craft musical perform pottery tradition weave	create culture express medium style	Main Idea and Details	Reading Strategy Plan and Monitor Genres Interview, Biography	Complete Sentences	Interview	Write an Interview
	Culture and Traditions	PART 2	Ask for and Give Information	ancestor ceremony marriage occasion ritual	belief custom influence relationship role	Plot	Reading Strategy Monitor and Clarify Genres Folk Tale, Magazine Article	Subject-Verb Agreement	Theme Theater	
2 Animal Intelligence	Science	PART 1	Express Ideas	adaptation defend predator prey trait	behavior characteristic response strategy survival	Analyze Characters	Reading Strategy Make Connections Genres Trickster Tale	Kinds of Sentences	Theme Theater	Write a Business Letter
	Animal Behavior	PART 2	Engage in Conversation	command imitate memory pattern skill tool	ability communication inherit language learn	Main Idea and Details	Reading Strategy Make Connections Genres Science Article	Compound Sentences	TV Talk Show	
3 Amazing Places	Social Studies	PART 1	Give and Follow Directions	continent country equator globe hemisphere inhabitant map	border imagine range suggest transport	Theme	Reading Strategy Visualize Genres Fictional Tale, Free Verse	Plural Nouns	Theme Theater	Write a Research Report
	Geography	PART 2	Describe Places	canyon elevation landscape ocean plain plateau valley	feature locate physical region surface	Main Idea and Details	Reading Strategy Visualize Genres Social Studies Article, Profile	More Plural Nouns	Oral Report	
4 Power of Nature	Science	PART 1	Make Comparisons	convert electricity generate power renewable science	available conservation current flow resource	Cause and Effect	Reading Strategy Ask Questions Genres Science Article, Persuasive Essay	Present-Tense Action Verbs	Instructions	Write a Tall Tale
	Natural Resources	PART 2	Express Needs and Wants	atmosphere element landscape material	benefit force interact modify	Problem and Solution	Reading Strategy Ask Questions Genres Tall Tale, Lyrical Poetry	Forms of <i>be</i> and <i>have</i>	Theme Theater	

C. Word/Phrase Dimension (multiple meanings of words, general, specific, and technical language¹)

- | | | |
|--|-----|----|
| 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 ² language systematically presented throughout the materials? | Yes | No |

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

1. 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.

¹

²General language refers to words or expressions not typically associated with a specific content areas (e.g., describe a book).

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.

Social Studies Vocabulary

Key Words

action
difference
gift
problem
receive
solution

Key Words

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



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.

5

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.

Academic Vocabulary

More Key Words

Use these words to talk about "Those Shoes" and "Guardian Angel."

kindness

noun



You show **kindness** when you are nice to someone. Teddy shows **kindness** to his mom.

need

verb



When you **need** something, you cannot live without it. People **need** to drink water.

understand

verb



When you **understand** something, you know what it means. Now he **understands** his homework.

value

verb



When you **value** something, you care about it. The girl loves and **values** her dog.

want

verb



To **want** something is to hope or wish for it. He **wants** to get a guitar like this one.

Talk Together

Make a Vocabulary Example Chart for the **Key Words**. Then compare your chart with a partner's.

Word	Definition	Example
kindness	a nice act	My friend helped me fix my bike.

7

- 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

- Vocabulary**
 - Acquire and Use Grade-Level Vocabulary
- Language**
 - Language Function: Give and Carry Out Commands
 - Listen to and Imitate 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

2 Language Focus

Give and Carry Out Commands

Listen to Rico's song. Then pretend you are somewhere outside, such as by a pond or in a forest. Use **Language Frames** with a partner to give and carry out commands.

Watch Out!

Watch out! Keep away from the water. Watch out! Keep away from the water. Point to the dams, but don't get close. Watch out or you'll slip in the water.

A crab, and a snail, and a starfish, too,
All of them live in the tidepool zoo.
Show me the dams and anemones.
But do not touch them.
Be careful, please!

From "Watch Out! Don't Slip!"



Language Frames

- Observe _____
- Point to _____
- Watch out!
- Be careful!

Science Vocabulary

Key Words

Look at these pictures of two **ecosystems**. Use **Key Words** and other words to talk about each place.

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.

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.

111

Academic Vocabulary

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

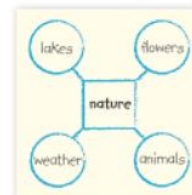
noun



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**.



PART 2 LESSON 2

Extension

Expand Word Knowledge

Teach / Model

1. Explain that partners will become Key Word experts. They will study one Key Word and create a fold-up tab about that word.
2. Use **Vocabulary Routine 2** and model making a fold-up tab about the word **negative**.
 - Write the word.
 - Write the definition.
 - Draw a picture.
 - Add a context sentence.

Practice / Apply

1. Assign a Key Word to partners.
2. Have each pair create a fold-up tab for their assigned Key Word.
3. Display the fold-up tab on the class word wall.

Check Understanding

Say a Key Word and have the partner experts for the word read the definition and sentence from their fold-up tab graphic.

Share Word Knowledge

Teach / Model

1. Referring students to the fold-up tabs they made for Extension Activity 1, Expand Word Knowledge, tell them that they will share what they know about Key Words.
2. Group each student with a partner who studied a different word. Have partners follow the steps in **Vocabulary Routine 3** to share their word knowledge. They will:
 - take turns reading the Key Word fold-up tab they created earlier
 - talk about how the pictures and sentences on the fold-up tabs show the meanings of the Key Words
 - create sentences using both Key Words and write them in their journals
 - draw a line under each Key Word.

Practice / Apply

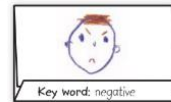
1. Pair students who studied different words and do a **Three-Step Interview** activity. (See **Cooperative Learning Routines**.)
2. Have students interview each other about the words they studied and copy the information they learn into their vocabulary journals.
3. Then have students share what they learned from their partners with the class. Have students write the information in their journals.
4. Have students take turns reading the fold-up tab again. All students should echo the pronunciation of each word. Correct any mispronunciations.

Check Understanding

Have students use Key Words to describe the polar bears on Student's Book pages 74–75.

RESOURCES

- ◆ Vocabulary Routine 2, 3
- ◆ Cooperative Learning Routines



Fold-Up Tab

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.





Practice / Apply

1. Read aloud the instructions and questions in Try It Together on Student's Book page 30. Have partners work together to answer the questions. (1. A; 2. restaurant)
2. Use **Multi-Level Practice Sets** to provide more examples that address varying levels of vocabulary knowledge.

BEGINNING	INTERMEDIATE	ADVANCED	ADVANCED HIGH
Have students put these words in alphabetical order: <i>girl, and, you, man</i>	Have students put these words in alphabetical order: <i>understand, solution, receive, gift</i>	Have students put these words in alphabetical order: <i>stretch, solution, spend, shoulder</i>	Have students put these words in alphabetical order: <i>wagon, waist, waver, waddle</i>

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

UNIT	TOPIC AND CONTENT AREA		LANGUAGE FUNCTION	VOCABULARY	
				Content	Academic
1 Happy to Help	Social Studies	PART 1	Retell a Story	action difference gift problem receive solution	kindness need understand value want
	Helping  How do people help each other?	PART 2	Make Comparisons	improve individual neighborhood offer volunteer	benefit duty identify impact learn
2 Nature's Balance	Science	PART 1	Ask and Answer Questions	amount behavior decrease increase supply	balance control interact react scarce
	Ecosystems  What happens when nature loses its balance?	PART 2	Give and Carry Out Commands	drought ecosystem food chain level river	competition nature negative positive resources
3 Life in the Soil	Science	PART 1	Give Information	blossom cycle root seed soil sprout	characteristic conditions depend growth produce
	Plants  What is so amazing about plants?	PART 2	Define and Explain	city desert rainforest vine weed	diversity environment organism protect unique
4 Let's Work Together	Social Studies	PART 1	Express Needs, Wants, and Feelings	advertisement buyer market money pay seller	accomplish cooperation plenty purpose reward
	Working Together  What's the best way to get things done?	PART 2	Persuade	agriculture crop farmer field harvest plow	alternative conservation future method sustain

SCOPE AND SEQUENCE

UNIT	TOPIC AND CONTENT AREA	LANGUAGE FUNCTION	VOCABULARY		
			Content	Academic	
1 Living Traditions	Social Studies	PART 1	Express Feelings	craft musical perform pottery tradition weave	create culture express medium style
	Culture and Traditions How important are traditions? <small>video</small>			PART 2	Ask for and Give Information
2 Animal Intelligence	Science	PART 1	Express Ideas		
	Animal Behavior Just how smart are animals? <small>video</small>			PART 2	Engage in Conversation
3 Amazing Places	Social Studies	PART 1	Give and Follow Directions		
	Geography Why learn about other places? <small>video</small>			PART 2	Describe Places
4 Power of Nature	Science	PART 1	Make Comparisons		
	Natural Resources How do we relate to nature? <small>video</small>			PART 2	Express Needs and Wants

PART 2 LESSON 5

Reading Preview

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

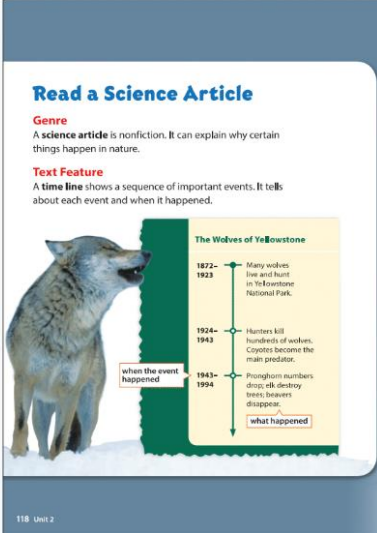
Learning Strategies

- Use Prereading 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.



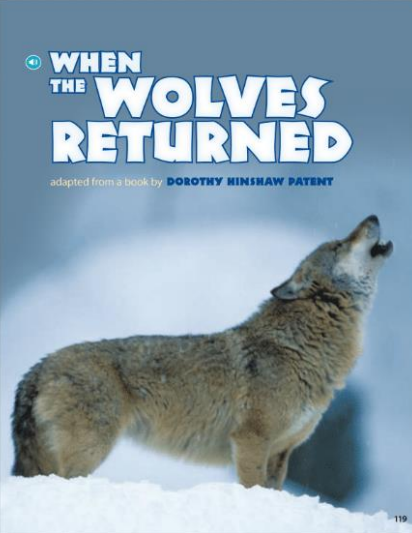
The Wolves of Yellowstone

when the event happened	what happened
1872-1923	Many wolves live and hunt in Yellowstone National Park.
1924-1943	Hunters kill hundreds of wolves. Coyotes become the main predator.
1943-1994	Pronghorn numbers drop; elk, bison, beavers disappear.

118 Unit 2

WHEN THE WOLVES RETURNED

adapted from a book by DOROTHY HINSHAW PATENT



119

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?*

PART 2 LESSON 5

Think and Respond Reread and Explain

OBJECTIVES

Vocabulary

- Use Academic Vocabulary
- Use Grade-Level Vocabulary
- Use Classroom Vocabulary

Language

- Use Language Function: Engage in Conversation
- Use Gesture and 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

2 Think and Respond

Key Words

ability	learn
command	memory
communication	pattern
inherit	skill
language	tool

Talk About It

1. What facts did you **learn** from this science article?

I learned that _____. I also learned that _____.

2. Think of an animal you read about in this article. **Engage in conversation** with a partner about what you found out.

3. How is animal **communication** like human communication? How is it different?

Animals and humans both _____.
Some animals _____, but humans _____.

Write About It

What are some amazing ways animals use **tools**? Make a list. Give examples from the article. Try to use **Key Words**.

Animals use tools to:
1.
2.



128 Unit 2

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 formal **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.

Say	Write
An orangutan can use a leaf as a hat.	protect themselves from the rain
Chimps use tools to get termites.	fish for food in termite nests

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.

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 scaffolds, grouping, and challenges to support each student.

STAGES AND BEHAVIORS	TEACHING STRATEGIES
<p>BEGINNING</p> <p>Beginners:</p> <ul style="list-style-type: none"> have little or no survival vocabulary or language structures need to gain familiarity with the sounds, rhythm, and patterns of English respond non-verbally by pointing, gesturing, nodding, or drawing have little or no ability to understand spoken English used in academic and social settings have little or no ability to speak English in academic and social settings have little or no ability to use English to build foundational reading skills lack the English vocabulary and English language structures necessary to address grade-appropriate writing tasks understand new concepts best when presented in their home language begin to respond with yes/no or one- or two-word responses read simple language that has already been experienced orally write labels, patterned sentences, one- or two-word responses repeat and recite memorable language; use routine expressions independently respond with phrases, fragments, and simple subject/verb-based structures need familiar, patterned text; read language experience texts begin to apply reading strategies to aid comprehension of text write patterned text, short captions; complete simple cloze sentences 	<p>BEGINNING</p> <p>Beginners benefit when teachers:</p> <ul style="list-style-type: none"> implement an intensive, individualized or small-group emergent literacy program, starting with the English alphabet use gestures and other visuals to clarify concepts provide simple age-appropriate oral-to-print and emergent literacy experiences use visuals to teach key vocabulary necessary for academic discussion use simple sentence structures and language patterns during instruction provide abundant opportunities for active listening, utilizing props, visuals, and real objects provide opportunities to read literature or short "chunks" sustain reading with direct phonics instruction avoid forcing students to speak before they are ready model memorable language with songs and chants pair or group students with more proficient learners activate prior knowledge, build background, and use visuals before reading activities ask simple, authentic, and "What? What? What?" questions have students label/manipulate pictures and real objects provide short frames for students to complete with one- or two-word responses or word banks
<p>INTERMEDIATE</p> <p>Intermediate students:</p> <ul style="list-style-type: none"> understand simple, high-frequency spoken English used in routine academic and social settings have the ability to speak in a simple manner, using English commonly heard in routine academic and social settings have a limited ability to use the English language to build foundational reading skills have English vocabulary and grasp of English language structures adequate to address grade-appropriate writing tasks in a limited way understand simple messages with contextual support (gestures etc.) understand "chunks" or gist of language, and the gist of group reading by rereading or picture clues, titles, and summaries respond to literature with structured support respond using newly-acquired receptive vocabulary for messages in English understand more details in spoken English need resources independently following oral previews or experiences with print apply reading strategies regularly to aid comprehension of text write from models for a variety of purposes respond with connected discourse, using more extensive 	<p>INTERMEDIATE</p> <p>Intermediate students benefit when teachers:</p> <ul style="list-style-type: none"> provide direct instruction in key vocabulary necessary for academic discussion expose students to a variety of understandable texts have students describe personal experiences, objects, etc. use graphic organizers or storyboards for retelling or role plays structure group discussion to support application of language patterns structure research projects and guide use of reference resources ask open-ended questions; model, expand, restate, and enrich student language provide frames for students to complete with short phrases provide content-area texts, trade books, newspapers, magazines, etc., to promote conceptual development request generosity to student writing and hold conferences that highlight student strengths and progress provide frames that support and extend language patterns and structures

STAGES AND BEHAVIORS	TEACHING STRATEGIES
<p>ADVANCED</p> <p>Advanced students:</p> <ul style="list-style-type: none"> understand, with second language acquisition support, grade-appropriate spoken English used in academic and social settings have the ability to speak, with second language acquisition support, using grade-appropriate English in academic and social settings have the ability to use English, with second language acquisition support, to build foundational reading skills have English vocabulary and grasp of English language structures adequate to address grade-appropriate writing tasks with second language acquisition support respond with longer phrases/sentences and increasing grammatical accuracy respond to literature by explaining, describing, comparing, and relating participate more fully in discussions, including those with academic content understand and respond with increasing levels of accuracy and correctness respond with connected discourse, extensive vocabulary, and decreasing grammatical errors read and comprehend a wider range of narrative genre and content texts apply reading strategies consistently and skillfully read, write, and discuss content-area concepts in greater depth write connected narrative and expository texts 	<p>ADVANCED</p> <p>Advanced students benefit when teachers:</p> <ul style="list-style-type: none"> provide opportunities to create oral and written narratives focus on communication in meaningful contexts where students express themselves in speech and print for a wide range of purposes and audiences structure group discussion guide use of reference resources for research facilitate more advanced literature studies
<p>ADVANCED HIGH</p> <p>Advanced High students:</p> <ul style="list-style-type: none"> understand, with minimal second language acquisition support, grade-appropriate spoken English used in academic and social settings have the ability to speak, with minimal second language acquisition support, using grade-appropriate English in academic and social settings have the ability to use English, with minimal second language acquisition support, to build foundational reading skills have English vocabulary and command of English language structures necessary to address grade-appropriate writing tasks with minimal second language acquisition support respond with more complex language structures and patterns understand non-linear, idiomatic, everyday, and academic language read a wide range of grade-level narrative and expository texts in a variety of subjects, including self-selected resources apply reading strategies with automaticity use using standard forms with increasing length and breadth of topics and purposes and more creative and analytical writing respond using varied grammatical structures and vocabulary use a repertoire of language-learning strategies to self-monitor, correct, and further develop English language skills 	<p>ADVANCED HIGH</p> <p>Advanced High students benefit when teachers:</p> <ul style="list-style-type: none"> facilitate advanced literature studies provide opportunities for more sophisticated writing continue on-going language development through integrated language arts and content-area activities provide opportunities for application of more complex language structures and patterns

BEGINNING	INTERMEDIATE	ADVANCED	ADVANCED HIGH
Help students identify a main idea and copy it onto their charts. Have them point to details in the photo and label them.	Have students look at the picture and write down the details. Then ask students to think of the main idea for those details.	Have students write complete sentences for the main idea and details.	Encourage students to create more details that are not shown in the picture but could be details about the street fair.

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.

Practice / Apply

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

BEGINNING	INTERMEDIATE	ADVANCED	ADVANCED HIGH
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: <ul style="list-style-type: none"> This symbol means _____. This sign means _____. 	Have students work together to complete the chart, then elaborate on their towns' signs and symbols by sharing personal experiences: <i>This sign means that there is a railroad. I should not walk near there because it's not safe.</i>	

Reading Options

Scaffold the support for varied reading levels.

BELOW LEVEL	ON LEVEL	ABOVE LEVEL
<p>Listen and Read Along</p> <ul style="list-style-type: none"> Have students follow the text on Key Point Reading (Practice Book 7.4) while you read it aloud. Check understanding with selected Build Comprehension questions. 	<p>Read Together</p> <ul style="list-style-type: none"> Use Reading Routine 1. Ask Build Comprehension questions to check understanding. At the end of each section, have students summarize the main events. 	<p>Read Independently</p> <ul style="list-style-type: none"> Have students read each section silently and then discuss the events with a partner. Students can discuss the meaning as you ask Build Comprehension questions.

Practice / Apply

- Read aloud the instructions in Try It Together on Student's Book page 188. Explain the two pronunciations of *produce* as a verb and as a noun. Then have partners work together to answer the questions. (1. A; 2. B)
- Use the **Multi-Level Practice Sets** to address varying levels of vocabulary knowledge.

BEGINNING	INTERMEDIATE	ADVANCED	ADVANCED HIGH
<i>play</i> (performed story; do something fun), <i>can</i> (be able to; a container of metal)	<i>sign</i> (printed message; clue or evidence about something), <i>watch</i> (tool to tell time; to look at something)	<i>quarter</i> (one fourth of something; a coin worth 25 cents), <i>degree</i> (title of how much education a person has; a measurement of temperature)	<i>recall</i> (remember; send back to the manufacturer), <i>nursery</i> (store that grows plants; room or school for babies and young children)

- Differentiation of language is systematically addressed throughout the materials. Reach Higher addresses the stages of language acquisition throughout the materials in levels 1-6. 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

 NEW Reach Higher Student's Book 1A Language(s): American English	 NEW Reach Higher Student's Book 1B Language(s): American English	 NEW Reach Higher Student's Book 2A Language(s): American English
 NEW Reach Higher Student's Book 2B Language(s): American English	4  NEW Reach Higher Student's Book 3A Language(s): American English	6  NEW Reach Higher Student's Book 3B Language(s): American English
 NEW Reach Higher Student's Book 4A Language(s): American English	3  NEW Reach Higher Student's Book 4B Language(s): American English	7  NEW Reach Higher Student's Book 5A Language(s): American English
 NEW Reach Higher Student's Book 5B Language(s): American English	3  NEW Reach Higher Student's Book 6A Language(s): American English	5  NEW Reach Higher Student's Book 6B 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.

BEGINNING	INTERMEDIATE	ADVANCED	ADVANCED HIGH
Provide a sentence starter for each step in the story: <ul style="list-style-type: none">• <i>First</i>, _____.• <i>Next</i>, _____.• <i>Then</i>, _____.• <i>Last</i>, _____.	Have students dictate the story to you in the order that it happened, or have students draw pictures and label them with <i>First</i> , <i>Next</i> , <i>Then</i> , and <i>Last</i> .	Encourage students to use sequence words such as <i>first</i> , <i>next</i> , <i>then</i> , and <i>last</i> 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.

BEGINNING	INTERMEDIATE	ADVANCED	ADVANCED HIGH
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: <ul style="list-style-type: none">• <i>This symbol means</i> _____.• <i>This sign means</i> _____.	Have students work together to complete the chart, then elaborate on their towns' signs and symbols by sharing personal experiences: <i>This sign means that there is a railroad. I should not walk near there because it's not safe.</i>	

3A, Unit 3, Part 1, Differentiation

BEGINNING	INTERMEDIATE	ADVANCED	ADVANCED HIGH
<i>need</i> (must have; something you must have), <i>chip</i> (a snack food; to break off a small piece)	<i>chain</i> (a series of linked items; to put together), <i>change</i> (to alter; coins)	<i>cause</i> (to make happen; a reason for doing), <i>order</i> (time sequence, to ask for or to tell someone to do something)	<i>nature</i> (the natural world; one's character), <i>control</i> (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.

BEGINNING	INTERMEDIATE	ADVANCED	ADVANCED HIGH
<ul style="list-style-type: none">• I know you are new at this. But you need to <i>get your feet wet</i>.• That's a nice thing to say. You <i>made my day!</i>	<ul style="list-style-type: none">• It was a long <i>bull session</i>, so we talked about a lot of things.	<ul style="list-style-type: none">• We have similar ideas. I think we are <i>on the same wavelength</i>.	<ul style="list-style-type: none">• My essay is almost perfect. I just need to <i>dot the i's and cross the t's</i>.

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.

BEGINNING	INTERMEDIATE	ADVANCED	ADVANCED HIGH
<i>heat/cold</i>	<i>create/destroy</i>	<i>producer/consumer</i>	<i>foreign/familiar</i>

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.

BEGINNING	INTERMEDIATE	ADVANCED	ADVANCED HIGH
Kids should care about <u>civil</u> rights. (personal)	The principal will make a <u>judgment</u> about our class trip. (a decision)	The countries came to a <u>bipartisan</u> agreement. (supported by both sides)	


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.

- 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.

UNIT	TOPIC AND CONTENT AREA	LANGUAGE FUNCTION	VOCABULARY	
			Content	Academic
1 Living Traditions	Social Studies	Express Feelings	craft musical perform pottery tradition weave	create culture express medium style
	Culture and Traditions  How important are traditions?		Ask for and Give Information	ancestor ceremony marriage occasion ritual

THINKING MAP	READING	GRAMMAR	PROJECT	
			Oral Language	Writing
Main Idea and Details	Reading Strategy Plan and Monitor Genres Interview, Biography	Complete Sentences	Interview	Write an Interview
Plot	Reading Strategy Monitor and Clarify Genres Folk Tale, Magazine Article	Subject-Verb Agreement	Theme Theater	

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.

UNIT OPENER uses a high-interest photograph to present the unit theme which links language skills to content area learning.

Unit 1

Living Traditions

1 **Unit at a Glance**

- Language Focus: Express feelings, Ask for and Give Information
- Reading Strategy: Plan and Monitor, Monitor and Clarify
- Topic: Culture and Traditions

2 **BIG Question** How important are traditions?

3 **Share What You Know**

- Think of your favorite holiday of the year. Draw a picture to show how your family celebrates it. How is the celebration the same every year?
- Share your picture with a partner.
- Explain what makes the holiday special for you.

CHENGDU, CHINA
A Chinese opera actress sitting by the window in Qingyang District, a well-known cultural destination.

1. UNIT AT A GLANCE

comprising the key learning objectives helps students understand what they are going to learn.

2. BIG QUESTION spurs ongoing student discussion and dialogue and develops high levels of academic talk.

3. SHARE WHAT YOU KNOW introduces different activities which activate students' prior experience and knowledge related to the unit theme.

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 **Set a Purpose**

Find out why music and nature are important to the cultural traditions of Gabon.

The Journey Begins

One morning in 2001, Josh Ponte read something that changed his life forever. A newspaper ad grabbed his attention: "Gorillas in Africa Need Help." One week later, he was in the forests of Gabon (ga-bon) with sixteen gorillas.

Soon, he fell in love with Gabon's unique culture. Ponte, who is also a filmmaker and music producer, found that people in Gabon have musical traditions that he had never seen or heard. He decided to help share these rare cultural traditions with the world.

I spoke with Mr. Ponte to learn about Gabon's musical traditions and how those traditions tie to nature.

2 **ad advertisement**
rare unusual

3 **Before You Continue**

- Plan and Monitor Look at the title and the photos on pages 12-13. What do you think this interview will be about?
- Use Text Features Who is interviewing Mr. Ponte? Explain how you know.

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

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

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

- 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.

1 Respond and Extend

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 include facts.
- When authors write to **express** ideas or persuade, they give opinions.

Work with a partner to complete the chart.

Comparison Chart	"Josh Ponte: A Musical Journey"	"Shaped by Tradition"
genre	interview	
author's purpose	To inform about Gabon's musical traditions	
Purpose stated?	yes	
If yes, where?		
If not, why not?		

Talk Together

How important are **traditions** to artists and musicians? Think about the interview and the biography. Use **Key Words** to talk about your ideas.

2 Grammar and Spelling

Complete Sentences

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

Grammar Rules: Complete Sentences

- The **complete subject** tells whom or what the sentence is about. It includes all the words that tell about the subject.

My older brother

- The **complete predicate** tells what the subject is, has, or does. It includes all the words in the predicate.

plays flute in the school band

- A complete sentence needs both a **complete subject** and a **complete predicate**.

My older brother plays flute in the school band.
--

Read Complete Sentences

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

Many people in Gabon tell their stories through music. Each generation passes these stories to the next. Many musical rituals are about survival in the forest.

Write Complete Sentences

Write a paragraph about Josh Ponte's musical journey. Be sure to include a complete subject and a complete predicate in each sentence. Read your paragraph aloud to a partner.

Writing Project

Write as a Reporter

Write an Interview

Interview a neighbor or family member. Write an article that tells about the person and the topic.

Study a Model

In an interview, one person gathers information and asks questions. Often, the interviewer asks open-ended questions.

Koko the Storyteller
by Sharon J.

Karoro Lewis is Koko the Storyteller. He travels to schools and tells stories about what he does.

Why did you become a storyteller?

Telling stories is an old tradition in Gabon. People learn about their history from stories.

What kinds of stories do you tell?

All my stories are from the people. Some are folk tales about our history.

What do you do when you tell a story?

Sometimes I dress up like the story. My favorite is Awele. I wear a jacket with eight eardrums. I really love what I do. I play as long as people will listen.

Prewrite

- Choose a Topic.** Whom do you focus on? Talk with your partner.
- Gather Information.** Prepare a SWI chart. Then ask questions. Take notes on your SWI Chart.
- Get Organized.** Review your questions. Put those questions in a SWI Chart.

Draft

- Use your questions and answers.
- Begin with a few sentences.
- Clearly label each question and answer.
- Choose the best details to include.

Writing Project, continued

Revise

- Read, Revise, Retell.** Read your draft. Use the words "question" and "answer" to understand what parts you are reading. Talk about how to improve it.
- Make Changes.** Think about your suggestions. Use revision marks to make changes.

Language Fractions

Retell	Make
• You interviewed _____.	• I'd like to _____.
• The tradition the person talked about was _____.	• The _____ is _____.
• The most interesting thing I learned was _____.	• The _____ is _____.

2. Make Changes Think about your suggestions. Use revision marks to make changes.

- Are your questions in a logical order?
- What kinds of stories do you tell?
 - Why did you become a storyteller?
 - What do you do when you tell your stories?
- Add more details as needed.

Grammar Tip

When parts of a compound subject are connected by **or**, make sure the verb agrees with the subject closer to it.

Edit and Proofread

Work with a partner to edit and proofread your interview. Check that the subject in each sentence agrees with the verb. Pay special attention to compound subjects.

Present

On Your Own Make a final copy of your interview. Read it aloud to your classmates. You may want to ask a partner to read the questions or answers for you.

Presentation Tips

If you are the speaker . . .	If you are the listener . . .
When you read a question, make your voice go up slightly at the end of the sentence.	Try to picture the tradition as the speaker describes it.
If you have a picture of the person you interviewed, show it to your listeners.	Make connections to other traditions that you know about.

With a Group Collect all of the interviews and put them together in a binder. Set up listening stations with the recorded interviews. What are some of the new words and phrases that you heard? What did you learn about traditions? Talk with your group about these ideas.

- 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.

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 scaffolds, groupings, and challenges to support each student.

STAGES AND BEHAVIORS	TEACHING STRATEGIES
BEGINNING	
<p>Beginners:</p> <ul style="list-style-type: none"> have little or no survival vocabulary or language structures need to gain familiarity with the sounds, rhythm, and patterns of English respond non-verbally by pointing, gesturing, nodding, or drawing have little or no ability to understand spoken English used in academic and social settings have little or no ability to speak English in academic and social settings have little or no ability to use English to build foundational reading skills lack the English vocabulary and English language structures necessary to address grade-appropriate writing tasks understand new concepts best when previewed in their home language begin to respond with yes/no or one- or two-word responses read simple language that has already been experienced orally write labels, patterned sentences, one- or two-word responses repeat and recite memorizable language; use routine expressions independently respond with phrases, fragments, and simple subject/verb-based structures need familiar, patterned text; read language experience texts begin to apply reading strategies to aid comprehension of text write patterned text; short options; complete simple choice sentences 	<p>Beginners benefit when teachers:</p> <ul style="list-style-type: none"> implement an intensive, individualized or small-group emergent literacy program, starting with the English alphabet use gestures and other visuals to clarify concepts provide simple age-appropriate oral-to-print and emergent literacy experiences use visuals to teach key vocabulary necessary for academic discussion use simple sentence structures and language patterns during instruction provide abundant opportunities for active listening, lifting props, visuals, and real objects provide opportunities to read literature in short "chunks" support reading with direct phonics instruction avoid forcing students to speak before they are ready model memorizable language with songs and chants pair or group students with more proficient learners activate prior knowledge, build background, and use visuals before reading activities ask yes/no, either/or, and Who? What? Where? questions have students label/manipulate pictures and real objects provide short frames for students to complete with one- or two-word responses or word banks
INTERMEDIATE	
<p>Intermediate students:</p> <ul style="list-style-type: none"> understand simple, high-frequency spoken English used in routine academic and social settings have the ability to speak in a simple manner, using English commonly heard in routine academic and social settings have a limited ability to use the English language to build foundational reading skills have English vocabulary and grasp of English language structures adequate to address grade-appropriate writing tasks in a limited way understand "chunks" or gist of language, and the gist of group reading by relying on picture clues, titles, and summaries respond to literature with structured support respond using newly-acquired receptive vocabulary for messages in English understand more details in spoken English read resources independently following oral previews or experiences with print apply reading strategies regularly to aid comprehension of text write from models for a variety of purposes 	<p>Intermediate students benefit when teachers:</p> <ul style="list-style-type: none"> provide direct instruction in key vocabulary necessary for academic discussion expose students to a variety of understandable texts have students describe personal experiences, objects, etc. use graphic organizers or storyboards for retelling or role-plays structure group discussion to support application of language patterns structure research projects and guide use of reference resources ask open-ended questions; model, expand, restate, and enrich student language provide frames for students to complete with short phrases provide content-area texts, trade books, newspapers, magazines, etc. to promote conceptual development respond generously to student writing and hold conferences that highlight student strengths and progress provide frames that support and extend language patterns and structures

STAGES AND BEHAVIORS	TEACHING STRATEGIES
ADVANCED	
<p>Advanced students:</p> <ul style="list-style-type: none"> understand, with second language acquisition support, grade-appropriate spoken English used in academic and social settings have the ability to speak, with second language acquisition support, using grade-appropriate English in academic and social settings have the ability to use English, with second language acquisition support, to build foundational reading skills have English vocabulary and grasp of English language structures adequate to address grade-appropriate writing tasks with second language acquisition support respond with longer phrases/sentences and increasing grammatical accuracy respond to literature by explaining, describing, comparing, and relating participate more fully in discussions, including those with academic content understand and respond with increasing levels of accuracy and correctness respond with connected discourse, extensive vocabulary, and decreasing grammatical errors read and comprehend a wider range of narrative genre and content texts apply reading strategies consistently and skillfully read, write, and discuss content area concepts in greater depth write connected narrative and expository texts 	<p>Advanced students benefit when teachers:</p> <ul style="list-style-type: none"> provide opportunities to create oral and written narratives focus on communication in meaningful contexts where students express themselves in speech and print for a wide range of purposes and audiences structure group discussion guide use of reference resources for research facilitate more advanced literature studies
ADVANCED HIGH	
<p>Advanced High students:</p> <ul style="list-style-type: none"> understand, with minimal second language acquisition support, grade-appropriate spoken English used in academic and social settings have the ability to speak, with minimal second language acquisition support, using grade-appropriate English in academic and social settings have the ability to use English, with minimal second language acquisition support, to build foundational reading skills have English vocabulary and command of English language structures necessary to address grade-appropriate writing tasks with minimal second language acquisition support respond with more complex language structures and patterns understand non-literary, expository, everyday, and academic language read a wide range of grade-level narrative and expository texts in a variety of subjects, including self-selected resources apply reading strategies with automaticity write using standard forms with increased depth and breadth of topics and purposes and more creative and analytical writing respond using varied grammatical structures and vocabulary use a repertoire of language-learning strategies to self-monitor, correct, and further develop English language skills 	<p>Advanced High students benefit when teachers:</p> <ul style="list-style-type: none"> facilitate advanced literature studies provide opportunities for more sophisticated writing continue on-going language development through integrated language arts and content-area activities provide opportunities for application of more complex language structures and patterns

Progression Chart for Differentiation in Writing

Extension

Writing: History Article

- Point out that in a history article, an author uses facts and details to tell about real people and events.
- 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
- 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.

■ Details that support the main idea are _____ and _____.

■ The main idea of the text is _____.

■ I know this because _____.

eVisual 5.5

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.

Progression Chart for Differentiation in Reading

Reading Options

Scaffold the support for varied reading levels.

BELOW LEVEL	ON LEVEL	ABOVE LEVEL
<p>Listen and Read Along</p> <ul style="list-style-type: none"> Have students follow the text on Key Points Reading (Practice Book 5.4) while you read it aloud. Check understanding with selected Build Comprehension questions. 	<p>Read Together</p> <ul style="list-style-type: none"> Use Reading Routine 1. Ask Build Comprehension questions to check understanding. At the end of each section, have students summarize the main ideas and details. 	<p>Read Independently</p> <ul style="list-style-type: none"> Have students read each section silently and then discuss the details and main idea with a partner. Meet with students to ask the Build Comprehension questions. Call on partners to share additional ideas they discussed.

Progression Chart for Differentiation in Speaking

Respond and Extend

Reread

Tell students that today they will compare and contrast the two accounts of Rosa Parks's experiences on the bus and her arrest. Have them reread "Rosa Parks: My Story" and review "The Civil Rights Movement" with partners. Pair beginning English learners with more proficient speakers to reread and review the selections.

Compare Accounts

- Read aloud the instructions on Student's Book page 36. Remind students that a Venn diagram compares two things: *It shows how two different accounts of the same event are alike and how they are different.*
- Have students use **Practice Book 5.9** and note that the Venn diagram is the same as the one on page 36.
- Create groups using the **Numbered Heads Together** structure. (See **Cooperative Learning Routines**.) Help focus students' thinking: *Let's compare the accounts in three ways.* Ask questions to help guide the discussion:

Focus	Questions
1. Events	<i>What event(s) does the selection tell about?</i>
2. Facts and Opinions	<i>What facts does the author include? What opinions does the author have about the event(s)?</i>
3. Details	<i>What details help you understand the event(s)?</i>

- Use **Multi-Level Strategies** to meet the proficiency levels of your students. After students have completed the page, call out a number and have those students present their groups' findings to the class.

BEGINNING	INTERMEDIATE	ADVANCED	ADVANCED HIGH
Provide sentence frames to help students complete the Venn diagram: <i>Both Supples and Parks _____. They give different information about _____. Supples tells about _____, while Parks tells about _____.</i>	Remind students that facts are statements that can be proven, while opinions state how a person feels about a topic. Have them find an example of each to add to their Venn diagrams.	Have students ask each other questions about Rosa Parks's arrest to identify additional details or examples to record in the Venn diagram.	

- 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.

The Civil Rights Movement

by Kevin Supples

On March 7, 1965, 600 people in Alabama began a march to demand civil rights. When they reached the State Capitol building in Birmingham on March 25, there were 25,000 people marching.

Read a History Article

Genre
A **history article** tells about real events that happened in the past. History articles usually present information in chronological order so that readers can see how events developed through time.

Text Features
Many nonfiction articles use **headings** to divide the text into meaningful sections. Sometimes, a heading will have a **subheading** that gives more specific information about the section's content.

This heading is about the beginning of the Civil Rights Movement.

This subheading shows that Thurgood Marshall was involved with the beginning of the movement.

The Movement Begins

Thurgood Marshall

One group that fought for equality is the National Association for the Advancement of Colored People (NAACP). The NAACP was founded in 1909. Its goal was to obtain equal rights for all people and to eliminate racial hatred and discrimination.

- 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.

UNIT	TOPIC AND CONTENT AREA	LANGUAGE FUNCTION	VOCABULARY		THINKING MAP	READING	PHONICS	GRAMMAR	PROJECT		
			Content	Academic					Oral Language	Writing	
1 Hello, Neighbor	Social Studies	PART 1	Give Information	cook doctor jobs nurse teacher	belong build care community neighbor	Character	Reading Strategy Preview and Predict Genres Realistic Fiction, Photo Essay	Three-letter blends: scc, str	Plural Nouns	Theme Theater	Make a Photo Essay
	Community <i>What is a community?</i>	PART 2	Ask and Answer Questions	building home hospital library park school	area identify locate piece population	Details	Reading Strategy Monitor and Clarify Genres Photo Essay, Internet Bulletin Board	Three-letter blends: spl, spr	Proper and Possessive Nouns	Webcast Panel	
2 Staying Alive	Science	PART 1	Describe	animals color habitat insects shape size	adaptation defend hide safe survive	Plot	Reading Strategy Make Inferences Genres Realistic Fiction, Science Article	Digraphs: ph, th, qu	Action and Helping Verbs	Theme Theater	Write an Article
	Animal Adaptation, Animal Needs <i>What does it take to survive?</i>	PART 2	Explain	features food predators prey shelter water	attack attract message recognize seem	Compare	Reading Strategy Make Inferences Genres Science Article, Poem	Trigraphs: thc, shc, squ	Verbs be and have	Informational Presentation	
3 Water for Everyone	Science	PART 1	Ask for and Give Information	cloud lake ocean rain sky	absorb become carry change rise	Problem and Solution	Reading Strategy Ask Questions Genres Traditional Tale, Science Experiment	Long a spelled ie, ey	Adjectives and Articles	Theme Theater	Write a Folk Tale
	Water <i>Where do we get water?</i>	PART 2	Define and Explain	draws invention machine pipes pump wells	clean healthy provide require source	Cause and Effect	Reading Strategy Ask Questions Genres Magazine Article, Profile	Vowel Sounds and Spellings: oi, oe	Adverbs	Oral Report	
4 Lend a Hand	Social Studies	PART 1	Express Feelings and Ideas	citizenship grateful mean respect responsible thoughtful	character choice courage right save	Character Traits	Reading Strategy Make Connections Genres Fable, Proverb	Vowel Sounds and Spellings: ea, ee	Complete Sentences	Theme Theater	Write an Interview
	Citizenship <i>What are our responsibilities to each other?</i>	PART 2	Express Opinions	aid example necess ideas leaders	chance cost decide generous support	Sequence	Reading Strategy Make Connections Genres Human Interest Feature, Web-based News Article	Vowel Sounds and Spellings: ar	Subject Verb Agreement	Roundtable Discussion	

- 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 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 th 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 tickles 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 thrashes her head and sneezes wildly. Then she and her family run away, back into the wild grass. The farmer knows that the chills 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**.

▲ North Luangwa elephants like these were once in danger of extinction.



take effect start to work
extinction disappearing forever
▲ **tusks** long, pointed teeth

A Demand for Ivory

Beginning in the 1970s, 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, such as this ivory bracelet. ▶

▲ These officials process tusks taken illegally by poachers.

Before You Continue

1. **Make Inferences** Why won't the elephant return later to eat the farmer's corn?
2. **Cause/Effect** Why were so many elephants poached by the 1990s?

300 Unit 8 301

B. Cognitive Challenge for All Learners at All Levels of Language Proficiency

- 1) Do materials present an opportunity for language learners to Yes No

engage in various cognitive functions (higher order thinking skills from Bloom’s taxonomy) regardless of their language level?

- 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.

Reading: Read & Build Comprehension

OBJECTIVES

Vocabulary

- Use Academic Vocabulary
- Use Grade-Level Vocabulary

Reading Strategies

- Plan: Set a Purpose, Predict, Confirm Predictions
- Plan and Monitor

Comprehension and Literary Analysis

- Identify Main Idea and Details
- Use Text Structure: Interview

Learning Strategy

- Use Reading Supports

Social Studies

- Geography

Reading: Preview

OBJECTIVES

Vocabulary

- Use Grade-Level Vocabulary
- Use Academic Vocabulary

Reading Strategy

- Plan: Preview

Comprehension and Literary Analysis

- Analyze Text Features: Bar Graph
- Analyze Genre: Persuasive Article

Learning Strategies

- Use Prereading Supports
- Build Background Knowledge

Reading: Read & Build Comprehension

OBJECTIVES

Vocabulary

- Use Grade-Level Vocabulary
- Use Academic Vocabulary

Reading Strategies

- Plan: Set a Purpose
- Determine Importance

Comprehension and Literary Analysis

- Relate Ideas
- Sequence
- Cause and Effect

Learning Strategy

- Use Reading Supports

Reading: Read & Build Comprehension

OBJECTIVES

Vocabulary

- Use Grade-Level Vocabulary
- Use Academic Vocabulary

Reading Strategies

- Plan: Set a Purpose, Predict, Confirm Predictions
- Summarize

Comprehension and Literary Analysis

- Theme
- Elements of Fiction: Setting
- Author's Purpose

Learning Strategy

- Use Reading Supports

Writing

- Writing Project—Lesson C: Draft

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 as well as suggestions for interactive support. See some of the examples below.

Example of Routines as a Scaffold/Support

VOCABULARY ACTIVITIES	COOPERATIVE LEARNING ROUTINES															
<p>ACTIVITY 1 Vocabulary Bingo</p> <ol style="list-style-type: none"> Distribute cards. Hand out Bingo cards. (Refer to Vocabulary Bingo pages in the Practice Book.) Fill out cards. Have students write the key words in random order on the card. Give clues. Provide oral clues or questions about the key words. For example, for the word produce you might say: <i>This word means to make or give.</i> Mark the words. Have students place a marker on each word as they identify it. Bingo! When a student has a complete row of markers, he or she calls, "Bingo." Ask the student to review his or her answers and pair answers with the clues. <p>ACTIVITY 2 Picture It</p> <ol style="list-style-type: none"> Write the words. Display several vocabulary words. Group students. Arrange students in small groups, each with chart paper and a marker. Teams plan. Have each group: <ul style="list-style-type: none"> Choose a key word (without telling what the word is) Decide how they can show the word's meaning in a drawing Choose one member of the group who will create the drawing. Students create drawings. Call on a group, and allow the student who is drawing 15 to 30 seconds to complete the picture. Students identify the word. Have other groups talk quietly about the picture. When they agree on the key word, they designate one member to raise his or her hand and give their answer. Award points. When a group guesses the key word correctly, award 1 point to the group and have that group's appointed student take the next turn to draw. Continue until one group has collected 3 points. <p>ACTIVITY 3 Yes or No?</p> <ol style="list-style-type: none"> Ask questions. Pose yes or no questions using two vocabulary words. You or your students can make up the questions. For example, the following questions might be asked using words to do with plants: <i>Do roots grow in the soil? Are blossoms a characteristic of rose plants?</i> Students respond. Students can respond orally, in writing, or they can use thumbs up or thumbs down. Have students compare responses and pair their answers with the clue. Remind students to use complete sentences and restate the question. For example: <i>Yes, roots grow in the soil.</i> <p>ACTIVITY 4 Word Sorts</p> <ol style="list-style-type: none"> Students write words. Have students write the words on strips of paper, one word per strip. Establish categories. For an open sort, have students work together to determine the sort categories. For a closed sort, provide the category of how the words should be sorted, such as: <ul style="list-style-type: none"> Related meanings or concepts Synonyms Formal or informal Spelling patterns Words with multiple meanings Words with Spanish cognates Explain sorts. When students have sorted the words, have them explain their sorts. Have them create a chart or web to record the word relationships they found. Sort again. Have students sort the words again using different categories. Have them record the information in a graphic organizer. 	<p>These cooperative learning routines provide consistent opportunities for students to work together and learn from one another.</p> <table border="1"> <thead> <tr> <th>STRUCTURE & GRAPHIC</th> <th>DESCRIPTION</th> <th>BENEFITS & PURPOSE</th> </tr> </thead> <tbody> <tr> <td> <p>CORNERS</p>  </td> <td> <ul style="list-style-type: none"> Corners of the classroom are designated for focused discussion of four aspects of a topic. Students individually think and write about the topic for a short time. Students group into the corner of their choice and discuss the topic. At least one student from each corner shares about the corner discussion. </td> <td> <ul style="list-style-type: none"> By "rotating" with their feet, students literally take a position about a topic. Focused discussion develops deeper thought about a topic. Students experience many valid points of view about a topic. </td> </tr> <tr> <td> <p>FISHBOWL</p>  </td> <td> <ul style="list-style-type: none"> Part of a group sits in a close circle, facing inward; the other part of the group sits in a larger circle around them. Students on the inside discuss a topic while those outside listen for new information and/or evaluate the discussion according to preestablished criteria. Groups reverse positions. </td> <td> <ul style="list-style-type: none"> Focused listening enhances knowledge acquisition and listening skills. Peer evaluation supports development of specific discussion skills. Identification of criteria for evaluation promotes self-monitoring. </td> </tr> <tr> <td> <p>INSIDE-OUTSIDE CIRCLE</p>  </td> <td> <ul style="list-style-type: none"> Students stand in concentric circles facing each other. Students in the outside circle ask questions; those inside answer. On a signal, students rotate to create new partnerships. On another signal, students trade inside/ outside roles. </td> <td> <ul style="list-style-type: none"> Talking one-on-one with a variety of partners gives risk-free practice in speaking skills. Interactions can be structured to focus on specific speaking skills. Students practice both speaking and active listening. </td> </tr> <tr> <td> <p>JIGSAW</p>  </td> <td> <ul style="list-style-type: none"> Group students evenly into "expert" groups. Expert groups study one topic or aspect of a topic in depth. Regroup students so that each new group has at least one member from each expert group. Experts report on their study. 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Example of a Language Progressions Chart as a Scaffold/Support

For example, in my family, we eat meals together. We talk together. We read together, and we share a home together.

Practice / Apply





- Read aloud the instructions in Talk Together on Student's Book page 6. Have students use **Practice Book 1.2** to complete the activity.
- Use **Multi-Level Strategies** to help students at all proficiency levels complete their Idea Webs.

BEGINNING	INTERMEDIATE	ADVANCED	ADVANCED HIGH
Have partners complete their Idea Webs with pictures. Then have each partner act out the activities.	Provide language frames: <ul style="list-style-type: none"> We _____. My family _____. Invite pairs to act out their activities for each other.	Have partners elaborate on their ideas: <i>We go to the park on Saturdays. Sometimes we play soccer.</i>	

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

Academic Vocabulary

More Key Words

<p>care</p>  <p>I care for my plant.</p>	<p>celebrate</p>  <p>We celebrate grandma's birthday.</p>	<p>• help</p>  <p>I help at home.</p>
<p>play</p>  <p>We play a game.</p>	<p>world</p>  <p>There are many people and places in the world.</p>	<p>Talk Together</p> <p>Use one Key Word to make a sentence.</p> <p>I <u>celebrate</u> when I get a good grade.</p>

• Words To Know

7

Example of a Graphic Organizer as a Scaffold/Support

Reread and Retell

Organize Ideas

What do the **families** in the story do together?

Idea Web

Use your web. Tell a partner what you learned in "Families in Many Cultures."

The families celebrate birthdays.

Example of Sentence Frames as a Scaffold/Support

Provide sentence frames to support answers, such as:

- *A family can be _____.*
- *Many families _____.*

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 student."

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 scaffolds, grouping, and challenges to support each student.

STAGES AND BEHAVIORS	TEACHING STRATEGIES
BEGINNING	
<p>Beginners:</p> <ul style="list-style-type: none"> • have little or no survival vocabulary or language structures • need to gain familiarity with the sounds, rhythm, and patterns of English • respond non-verbally by pointing, gesturing, nodding, or drawing • have little or no ability to understand spoken English used in academic and social settings • have little or no ability to speak English in academic and social settings • have little or no ability to use English to build foundational reading skills • lack the English vocabulary and English language structures necessary to address grade-appropriate writing tasks • understand new concepts best when previewed in their home language • begin to respond with yes/no or one- or two-word responses • read simple language that has already been experienced orally • write labels, patterned sentences, one- or two-word responses • repeat and recite memorable language; use routine expressions independently • respond with phrases, fragments, and simple subject/verb-based structures • read familiar, patterned text; read language experience texts • begin to apply reading strategies to aid comprehension of text • write patterned text, short captions; complete simple cloze sentences 	<p>Beginners benefit when teachers:</p> <ul style="list-style-type: none"> • implement an intensive, individualized or small-group emergent literacy program, starting with the English alphabet • use gestures and other visuals to clarify concepts • provide ample age-appropriate oral-to-print and emergent literacy experiences • use visuals to teach key vocabulary necessary for academic discussion • use simple sentence structures and language patterns during instruction • provide abundant opportunities for active listening, utilizing props, visuals, and real objects • provide opportunities to read literature in short "chunks" • support reading with direct phonics instruction • avoid forcing students to speak before they are ready • model memorable language with songs and chants • pair or group students with more proficient learners • activate prior knowledge, build background, and use visuals before reading activities • ask yes/no, either/or, and Who? What? Where? questions • have students label/manipulate pictures and real objects • provide short frames for students to complete with one- or two-word responses or word banks
INTERMEDIATE	
<p>Intermediate students:</p> <ul style="list-style-type: none"> • understand simple, high-frequency spoken English used in routine academic and social settings • have the ability to speak in a simple manner, using English commonly heard in routine academic and social settings • have a limited ability to use the English language to build foundational reading skills • have English vocabulary and grasp of English language structures adequate to address grade-appropriate writing tasks in a limited way • understand simple messages with contextual support (gestures etc.) • understand "chunks" or gist of language, and the gist of group reading by relying on picture clues, titles, and summaries • respond to literature with structured support • respond using newly-acquired receptive vocabulary for messages in English • understand more details in spoken English • read resources independently following oral previews or experiences with print • apply reading strategies regularly to aid comprehension of text • write from models for a variety of purposes • respond with connected discourse, using more extensive 	<p>Intermediate students benefit when teachers:</p> <ul style="list-style-type: none"> • provide direct instruction in key vocabulary necessary for academic discussion • expose students to a variety of understandable texts • have students describe personal experiences, objects, etc. • use graphic organizers or storyboards for retelling or role-plays • structure group discussion to support application of language patterns • structure research projects and guide use of reference resources • ask open-ended questions; model, expand, restate, and enrich student language • provide frames for students to complete with short phrases • provide content-area texts, trade books, newspapers, magazines, etc., to promote conceptual development • respond genuinely to student writing and hold conferences that highlight student strengths and progress • provide frames that support and extend language patterns and structures

FM46 Stages of Language Acquisition

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.

Practice / Apply

1. Read aloud the instructions in Talk Together on Student's Book page 156. Have students use **Practice Book 7.2** to complete the activity.
2. Use **Multi-Level Strategies** to help students complete their charts. Monitor students' proficiency.

BEGINNING	INTERMEDIATE	ADVANCED ADVANCED HIGH
Tell partners to choose a historical figure. Provide these sentence frames: <ul style="list-style-type: none"> • Our historical figure is _____. • One of (his/her) qualities is _____. 	Have students identify the historical figure's traits and tell the evidence that shows that trait.	In the chart, have students use complete sentences to describe more than one piece of supporting evidence for each trait.

192 Unit 7 Ancient China

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.

PART 2 LESSON 4

Reading: Preview

OBJECTIVES

Vocabulary

- Use Academic Vocabulary
- Use Grade-Level Vocabulary

Reading Strategy

- Plan: Preview

Comprehension and Literary Analysis

- Interpret Visuals
- Analyze Genre: Science Article

Learning Strategies

- Use Prereading Supports
- Build Background Knowledge

Read a Science Article

Genre
A **science article** is nonfiction. It gives facts about a science topic such as animal behavior.

Text Features
Look at **photographs** and **captions** in science articles. They help you understand the text better.

photograph

caption

• Make sure you compare to your own. Here, she sees the dog first eat.

ANIMAL Smarts
by Leslie Hall

112 Unit 2

Preview

Introduce

Ask students to look at the cover on Student's Book page 113. Say: *Have you ever seen a dog that can ride a skateboard?* Have a volunteer read the title aloud and ask students to predict what they think the selection will be about, based on the title and picture.

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.

- 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 social studies, in conjunction with English language arts and language development. This is the way the program is set up levels 1-6.

SCOPE AND SEQUENCE										
UNIT	TOPIC AND CONTENT AREA	LANGUAGE FUNCTION	VOCABULARY		THINKING MAP	READING	GRAMMAR	PROJECT		
			Content	Academic				Oral Language	Writing	
1 Living Traditions	Social Studies	PART 1 Express Feelings	craft	create	Main Idea and Details	Reading Strategy Plan and Monitor Genres: Interview, Biography	Complete Sentences	Interview	Write an Interview	
	Culture and Traditions How important are traditions?		musical perform pottery tradition weave	culture express medium style						
2 Animal Intelligence	Science	PART 2 Ask for and Give Information	ancestor	belief	Plot	Reading Strategy Monitor and Clarify Genres: Folk Tale, Magazine Article	Subject Verb Agreement	Theme Theater	Write a Business Letter	
	Animal Behavior Just how smart are animals?		ceremony message occasion ritual	custom influence relationship role						
3 Amazing Places	Social Studies	PART 1 Give and Follow Directions	command	ability	Theme	Reading Strategy Visualize Genres: Fictional Tale, Free Verse	Compound Sentences	TV Talk Show	Write a Research Report	
	Geography Why learn about other places?		inmate memory pattern sail	communication smart language learn						
4 Power of Nature	Science	PART 2 Describe Places	continent	border	Main Idea and Details	Reading Strategy Visualize Genres: Social Studies Article, Poem	More Plural Nouns	Oral Report	Write a Tail Tale	
	Natural Resources How do we relate to nature?		country equator globe hemisphere independent map	imagine range suggest transport						
	Science	PART 1 Make Comparisons	convert	available	Cause and Effect	Reading Strategy Ask Questions Genres: Science Article, Persuasive Essay	Present Tense Action Verbs	Instructions	Write a Tail Tale	
	Natural Resources How do we relate to nature?		electricity generate power renewable science	conservation current fuel resource						
	Science	PART 2 Express Needs and Wants	atmosphere	benefit	Problem and Solution	Reading Strategy Ask Questions Genres: Tall Tale, Lyrical Poetry	Forms of be and Have	Theme Theater	Write a Tail Tale	
	Natural Resources How do we relate to nature?		element landscape material natural	force interest modify retire						

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.

- 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

Respond and Extend

Compare Information

The authors of "Finding Mars on Earth" and "Here, There, and Beyond" both use text and infographics to compare objects in our solar system. Work with a partner to complete a comparison chart that shows how information is presented in each selection. Then use the information to form a generalization about how authors use different types of text features and formats to help you understand a topic.

Comparison Chart	Examples in "Finding Mars on Earth"	Examples in "Here, There, and Beyond"	How Features Give Information
Text	descriptions of strange features		
Photos and Captions		photos of alien and alien objects	
Charts			
Diagrams			

Key Words

analogy	variable
composition	structural
compare	compare
contrast	contrast
ends	transfers
embeds	

Talk Together

Talk with a partner about a planet in our solar system that you would like to explore. How do the two selections and your knowledge of Earth help you better understand this planet? Use **Key Words** and examples from the text to talk about your ideas.

Respond and Extend

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:

Focus	Questions
1. Text	<i>What does the author describe? What does the author explain?</i>
2. Photos and Captions	<i>What do the photos show? What do the captions tell you?</i>
3. Charts	<i>What do the charts compare? Is this new information, or does it repeat information from the text?</i>
4. Diagrams	<i>What do the diagrams show? Is this new information, or does it repeat information from the text?</i>

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 <i>(describes/explains)</i> _____. • 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.

PART 2 LESSON 10
7 Wrap-Up

Wrap-Up

OBJECTIVES

Concepts and Vocabulary


- Use Grade-Level Vocabulary
- Use Academic Vocabulary
- Use Learning Strategies: Graphic Organizers

Language

- Language Function: Persuade, Express Intentions, Make Comparisons
- Discuss Ideas

Science

- Explore Renewable and Nonrenewable Resources
- Explore Resource Conservation



Write an Editorial

Write an editorial for a school newspaper persuading readers why we need to create less garbage and recycle. Include examples of items that are being recycled and their effect on the environment. Use your concept map to help you.

Share Your Ideas

Choose one of these ideas to share your ideas about the Big Question.

Write a Poem

Write a poem about garbage. Choose four words from your concept map and write them in your poem. Use your concept map to help you choose words that are related to the poem.

Talk About It!

Give a speech about garbage. Choose four words from your concept map and write them in your speech. Use your concept map to help you choose words that are related to the speech.

Do It!

Perform a Skit

Write a skit about garbage. Choose four words from your concept map and write them in your skit. Use your concept map to help you choose words that are related to the skit.

Do It!

Create a Piece of Art

Draw a picture about garbage. Choose four words from your concept map and write them in your picture. Use your concept map to help you choose words that are related to the picture.

Resources

- Self-Assessment
- Unit Test

Share Your Ideas

Read aloud the presentation options on Student's Book page 235. Explain that some options can be completed alone, but that others involve working in groups. You may choose to assign students to specific activities or allow them to self-select.

Presentation Options	Learning Level			
Writing Activity: Write a Poem As a prewriting activity, have students list gross garbage words they might use in their poem. Beside each gross word, have them brainstorm one or more rhyming words. Tell students to use this list as a resource for their writing.	B <input type="checkbox"/>	I <input type="checkbox"/>	A <input checked="" type="checkbox"/>	AH <input checked="" type="checkbox"/>
Oral Activity: Give a Speech Remind students that their speeches should be persuasive, not simply a list of ideas. Provide students with persuasive language frames, such as: "We should do this because _____ This will improve our environment by _____."	B <input checked="" type="checkbox"/>	I <input checked="" type="checkbox"/>	A <input checked="" type="checkbox"/>	AH <input type="checkbox"/>
Kinesthetic Activity: Perform a Skit To prepare for the activity, have partners work together to make character trait webs for Elena and Sarah. Tell students to use ideas from the webs as they prepare their skits.	B <input type="checkbox"/>	I <input checked="" type="checkbox"/>	A <input checked="" type="checkbox"/>	AH <input checked="" type="checkbox"/>
Kinesthetic Activity: Create a Piece of Art Have students revisit the picture on the first two pages of the unit. Ask them to identify any of the building materials. Engage them in discussing other trash that could be used to create art.	B <input checked="" type="checkbox"/>	I <input checked="" type="checkbox"/>	A <input checked="" type="checkbox"/>	AH <input checked="" type="checkbox"/>

Respond and Close

Have students share one thing they learned about how trash can be useful.

Monitor

Use **Self-Assessment** in **Assessment Resources** to encourage students to reflect on their own learning. Then administer **Unit Test** in **Assessment Resources** to assess students' progress on vocabulary, reading, and grammar skills taught.

Talk Together

Complete the Unit Concept Map

- Read aloud the instructions in **Talk Together** on Student's Book page 234. Encourage students to skim the selections in the unit and think about class discussions.
- Have students complete the concept map. Use these possible answers to the unit concept map to guide the discussion.

Write an Editorial

Read aloud the instructions. Have students look back at the Language Frames on Student's Book page 168. As students write their editorial, encourage them to use the language frames as sentence starters.

Community Connection

- Ask students to investigate how trash is collected and stored in their community. As part of their investigation, students should interview adult family members or neighbors to find out how much their garbage pickup service costs.
- Encourage students to find out as much as possible about where their garbage and recyclables go after they are taken away.

- 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.