



# PRIME V2<sup>TM</sup>

Protocol for Review of  
Instructional Materials for ELLs V2

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**WIDA PRIME V2 CORRELATION**





## 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](mailto: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): Vista Higher Learning *Get Ready! Grades 9–12* ©2021

Publisher: Vista Higher Learning

Materials/Program to be Reviewed: Core

Tools of Instruction included in this review: Grades 9–12 Teacher’s Edition, Student Book, Practice Book, Assessments

Intended Teacher Audiences: Grades 9–12 teachers of English Language Newcomers/ELLs

Intended Student Audiences: Grades 9–12 English Language Newcomers/ELLs

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

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

☐ WIDA Spanish Language Development Standards

☒ WIDA English Language Proficiency Standards

WIDA Language Development Standards addressed: (e.g. Language of Mathematics). Social and Instructional Language Standard 1, Language of Language Arts Standard 2, Language of Mathematics Standard 3, Language of Science Standard 4, Language of Social Studies Standard 5

WIDA Language Proficiency Levels included:

Although the WIDA ELP levels are not explicitly addressed in the materials, Differentiated Instruction prompts throughout each unit provide strategic Scaffold and Amplify instruction prompts, as well as targeted instruction for SLIFE students.

Most Recently Published Edition or Website: ©2021

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

Vista Higher Learning *Get Ready!* is the publisher’s first English Language Learner program and is specifically designed to address the needs and assets of Newcomer students. The comprehensive, standard-centered program supports CCSS, NGSS, NCSS, WIDA, CA ELD, TX ELPS, and other standard sets. *Get Ready!* provides Newcomers and ELLs a full curriculum that focuses on fundamental language skills and incorporates associated essential academic content and language. Technology and multimodal components, as well as prompts for Differentiated Instruction, aid interactive participation and progress among proficiency levels.



## 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 *Get Ready!* materials. While the lesson instruction incorporates regular exercises in which students practice self-reflection and share information about themselves, the Activate Prior Knowledge activities in each unit encourage students to access and share prior knowledge and experiences to interact and explore the unit concepts. Likewise, Culture notes throughout each lesson not only provide tips for instruction, but also allow Newcomers to share information from their native language and worldview. For example, in Unit 3, students are asked to share poems and plural nouns from their home language. See the following examples from Unit 1 of the Teacher's Edition:

- **Culture note** Point out that in the United States, people generally give their first and last names during introductions. Write and explain your own name on the board as an example. Label first, last, and any other names.
- Invite students to share how names are given in their home languages and cultures. For example, in some Latino cultures, people use their first, middle, paternal last name, and maternal last name.

(TE Unit 1, p. 12)

### **Reading strategy: Activate prior knowledge**

Read the strategy aloud. **Say:** Prior knowledge *is what you already know. Activate means to think about it. Say: As I look at the pictures, I see the world (a globe), and I know it shows countries. I know about other countries from TV and places I've traveled. That's my prior knowledge.*

(TE Unit 1, p. 31)

- 2) Student assets and contributions are systematically considered throughout the materials. As mentioned above, the lesson exercises and Activate Prior Knowledge and Culture note activities in each unit provide English Language Learners opportunities to connect their skills and knowledge to the unit concepts. The criterion is addressed throughout each unit of the *Get Ready!* program, allowing students routine self-reflection and consistent opportunities to bring their individual assets to the shared learning experience.

## **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.*

- The instructional materials address language features at the discourse dimension in a consistent manner for all identified proficiency levels. Students answer questions about texts and respond to discussion prompts in each unit of the *Get Ready!* program. Activities, such as those in the Communicate and Connect to Language in Action features, provide opportunities for students to respond to and discuss Essential Questions, share background knowledge, and engage in discussions related to the selection concepts. Differentiated Instruction prompts help instructors amend instruction to target SLIFE students and others at varied levels of proficiency. See the following examples:

**UNIT 1 / CONNECT TO LANGUAGE**

Instructional Routine: Vocabulary p. Txxiv

**EXPLORE AND LEARN**

**Essential question:** How do you greet people?

- Have students look again at what the boy, girl, student, teacher, woman, and man are doing.  
Say: Look. What do you see?
- Conversational exchanges** Call a student to the front of the class. Say: *Hi, \_\_\_\_! My name is \_\_\_\_.* Shake the student's hand. Call up another student. Say: *Hi, \_\_\_\_! My name is \_\_\_\_.* Give the student a fist bump. Wave at the whole class. Say: *I am greeting my students. Hi is a greeting. I also do an action. I shake hands or wave. Emphasize the word greeting.*
- Cultural note** Invite students to share some of the physical actions that accompany greetings in their home culture. Ask: *Do you shake hands? Do you make eye contact? In American culture, eye contact shows respect.*

**Hello and good-bye!**

- Give students at least two minutes to view the illustration closely. (There is a hidden duck inserted in each illustration for humor.)
- Point to the word wall. Spiral back to words students have heard: *boy, girl, student, teacher.* Next, point out and name *classroom, hallway, locker, man, office, and woman.* Have students repeat each word as they point to them.
- Ask and answer simple wh-questions** Ask questions about the scene to check for additional vocabulary knowledge. Ask: *Where are the students? What time is it? What is the boy doing? The teacher? Do you see any greetings?*
- Point out that *Miss* means Miss Adams is not married. Point out that *Mr.* is pronounced “mister” and is used for all male teachers (married or single). (*Mrs.* does not occur in the illustration, but share that it is used for married female teachers.)

CONNECT TO → Language
Tutorial

## Hello and good-bye!

**ESSENTIAL QUESTION**

How do you greet people?

(TE Unit 1, p. 8)

#### DIFFERENTIATED INSTRUCTION

##### Scaffold

**Repetition to reinforce vocabulary** Point out and name the boy, girl, man, woman, teacher, student, classroom, hallway, locker, and office in the illustration. Have students repeat and point to each one as they speak. Have students state a greeting as they say what they see. Offer an example. Lean to one side and **Say:** *Hey, Mr. Lin.* Lean to the other side and use a deep voice and **reply:** *Good morning, Sara.* Remind students there are several ways to say *hello* and *good-bye*.

**Culture note** Invite students to share whether there are differences for greeting elders, professionals, relatives, males, females, and/or friends in their home languages and cultures.

##### Amplify

Have students say the names of their teachers and indicate how they might greet them. Offer sentence frames if needed: *Hello, Mr./Miss \_\_\_\_.* *Good morning, Mr./Miss \_\_\_\_.*

Ask students how they would greet a friend (*Hey, \_\_\_\_!*).

Invite students to share other greetings they have heard at school. (*What's up? How's it going?* etc.) **Ask:** *Do you greet your friends the same way you greet your teacher?* Have students discuss the difference.

Introduce a Venn diagram (explain and model). Use it to compare greeting friends vs. teachers.

(TE Unit 1, p. 8)

## Communicate



Work with two classmates. Reread the poem “Weather Days” on page 159. Then reread the news article “Warm US Cities See Snowy Weather.” Compare and contrast the poem and the news article. Discuss the questions.

**EXAMPLE:** What is a connection between the two texts?

The poem says, “It’s snowy.  
The snowflakes fall gently to  
the ground.”

The news article says,  
“snow fell near San  
Francisco, California.”

1. What is a connection between the two texts?
2. What is similar in both the poem and the news article?
3. What is different about the poem and the news article?



(SB Unit 5, p. 165)



- 2) As stated above, the *Get Ready!* instructional materials address language features at the discourse dimension in a consistent manner for ELLs of differing proficiency levels. Given the organization of the program sections, students learn vocabulary and skills and practice them in communicative situations in each part of each unit. Differentiated Instruction for ELLs at different levels of proficiency are addressed consistently, allowing students time to master fundamental skills and build upon their knowledge with each successive unit.

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

- |  |            |    |
|--|------------|----|
| 1) <b>Do the materials address language features at the sentence dimension for all of the identified proficiency levels?</b> | <b>Yes</b> | No |
| 2) <b>Are the language features at the sentence dimension appropriate for the identified proficiency levels?</b>             | <b>Yes</b> | No |
| 3) <b>Are the language features at the sentence dimension addressed systematically throughout the materials?</b>             | <b>Yes</b> | No |

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

- 1) Vista Higher Learning *Get Ready!* addresses language at the sentence dimension in a consistent manner for students at varied proficiency levels. The unit instruction and assessments provide students of varied proficiency opportunities to engage in sentence-focused exercises, whether using sentence frames to complete sentences, practicing end punctuation, or connecting words and phrases to create sentences. Differentiated Instruction prompts allow teachers to shape instruction to meet needs of students at differing levels of proficiency. See the following:

## Capitalization

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm  
Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

↑  
capital  
letter

↑  
lowercase  
letter

Capital letters	Examples
beginning of a sentence	My name is Anita.
first and last names	My name is Anwar Nasser.
languages	You speak English.
the word I	Dan and I speak English.
countries	I am from Venezuela.
titles of people	My math teacher is Mr. Lu.

My name is Farouk Farah.

**1** Write the sentences. Use capital letters.

EXAMPLE: hello, mateo. . Hello, Mateo.

- do your best.
- my english teacher is mr. cole.
- i am sam.
- i speak spanish.
- work hard.
- my first name is ana.
- good morning, ms. garcia.
- have fun in english class!

**2** Write three sentences. Use capital letters. Share with a classmate.

- 
- 
- 

**CULTURE NOTE**

Are the rules for capital letters in your home language the same or different? Explain.

UNIT 1 / CONNECT TO GRAMMAR

EXPLORE AND LEARN

**Capitalization**

Discover and pre-teach vocabulary

Teach the words *capital* and *capitalization* using the instructional routine. Add the words to the academic word wall.

**Grammar chart**

- Recognize uppercase letters as *capitals*. Direct students to view the English alphabet. Write an uppercase A and lowercase a on the board. Clarify that uppercase letters and lowercase letters share the same name. Read the alphabet chorally.
- Write the example sentences on the board and use colored letters to draw the eye to the capital letters. Add additional examples using the names of students from the class.

PRACTICE

**1**

- Use **correct capitalization**. Point to the first word in the example sentence. Reiterate that the beginning of a sentence must have a capital letter.
- Point to the first letter in the name and reiterate that the first letter of a name must be capitalized. Model how to rewrite the sentence using capital letters. Add color or underline the capital letters as an added visual cue.

**ANSWERS**

1. Do your best. 2. My English teacher is Mr. Cole. 3. I am Sam. 4. I speak Spanish. 5. Work hard. 6. My first name is Ana. 7. Good morning, Ms. Garcia. 8. Have fun in English class.

**2**

Use **correct capitalization**. Model an example. On the board write *My name is* \_\_\_\_\_. Point out where the capital letters go.

**ANSWERS**

Answers will vary.

(TE Unit 1, p. 21)

**1**

Look at the results of "What Career Is Right for You?" Work with a classmate. Complete the sentences. Make an inference about the careers.

EXAMPLE: A translator has verbal abilities because he or she speaks other languages \_\_\_\_\_.

- A musician has \_\_\_\_\_ abilities because \_\_\_\_\_.
- A mechanic has \_\_\_\_\_ abilities because \_\_\_\_\_.
- A nurse has \_\_\_\_\_ abilities because \_\_\_\_\_.
- A news reporter has \_\_\_\_\_ abilities because \_\_\_\_\_.
- An astronomer has \_\_\_\_\_ abilities because \_\_\_\_\_.
- A construction worker has \_\_\_\_\_ abilities because \_\_\_\_\_.
- A graphic artist has \_\_\_\_\_ abilities because \_\_\_\_\_.
- An accountant has \_\_\_\_\_ abilities because \_\_\_\_\_.

(SB Unit 8, p. 279)

- 2) The language features at the sentence dimension are appropriate for the identified proficiency levels. Activities in the unit instruction offer differentiated language instruction to support and ensure access for SLIFEs and all ELLs. Throughout the program, students engage in a variety of sentence-reading and sentence-building exercises, whether using sentence frames to complete simple declarative sentences or connecting words and phrases to create complex sentences. Differentiated Instruction prompts (Scaffold/Amplify) aid students who may not know enough English to construct complete sentences and provide challenges to ELLs at higher levels of proficiency. See the following:

DIFFERENTIATED INSTRUCTION	
<b>Scaffold</b> Pair ELs who have lower levels of English proficiency. Offer them sentence frames for ways to talk about electives. <i>I like ____ I take ____ I like ____ I want to take ____</i> . Have students discuss at least three possible electives they could take.	<b>Amplify</b> <b>College and career readiness</b> Offer an example of ways an interest can lead to a career or college major. Say: <i>I know ____ (name) likes to write. She is also good at taking pictures. She can take journalism as an elective. Then in college, she can study journalism. When she graduates, she can write articles and take pictures for a newspaper, a website, or a magazine!</i> Have students say what their friend likes. Then, have them think of an elective class and a career connection. Offer sentence frames: <i>My friend ____ (name) likes ____ He can take the elective class ____ In college he can study ____ As a career, he can ____</i>

(TE Unit 1, p. 39)

UNIT 1 / CONNECT TO GRAMMAR

Instructional Routine: Grammar

p. Txxvi

Instructional Routine: Vocabulary

p. Txxiv

EXPLORE AND LEARN

?

Essential question: What is a sentence?

- Remind students that a sentence is a group of words expressing a complete thought.
- Identify complete sentences. Say: A sentence can give information. Write statement on the board. Say: A sentence can tell someone what to do. Write command on the board. Say: A sentence can ask something. Write question on the board. Say: A sentence can also tell information in an excited way. Write exclamation on the board.

Sentences and punctuation marks

Grammar chart

- Use correct end punctuation. Have students write a large period, question mark, and exclamation point on small sheets of paper. Read the sentences again and have students hold up the correct punctuation mark after each sentence.
- Point out the different intonation between a period and exclamation point since either can be used.

Culture note

Have students turn and talk about punctuation marks in their home languages.

PRACTICE

1

?

Vary sentence types

Read each sentence. Ask: Which punctuation mark do you need?

ANSWERS

1. ; 2. ! 3. ? 4. ! 5. ; 6. ; 7. ; 8. ?

2

Clarify that students need to write three sentences.

ANSWERS

Answers will vary.

Assessment Program

Quiz: Connect to Grammar: Sentences and punctuation marks

CONNECT TO Grammar

Tutorials

Sentences and punctuation marks

Type of sentence	Example	Punctuation mark at the end
statement	My name is Jia.	period
command	Listen.	period
question	What's your name?	question mark
exclamation	Welcome, Jorge!	exclamation point

1

Write a period, a question mark, or an exclamation point.

EXAMPLE: What's your last name ?

- Sit down.
- Hey, Mike.
- How do you spell that.
- Have fun.
- My name is Sara.
- Listen to the teacher.
- I am a student.
- What's your first name.

2

Write one sentence for each punctuation mark. Share with a classmate.

- 
- 
-

What's your first name?

CULTURE NOTE

Are the punctuation marks in your home language the same or different? Explain.

MORE EXPRESSIONS

Stand up.

Sit down.

Raise your hand.

Open your book.

Close your book.

Write your name.

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LANGUAGE & LITERACY

DIFFERENTIATED INSTRUCTION

Scaffold

Use correct end punctuation. Activity 1 may pose a challenge for SLIFE due to the amount of information covered. Break up each section and work with students in a small group. Have them create several more sample sentences of all types using language from earlier in the unit and their own names. Use exaggerated intonation when you speak. Repetition is key, and this will involve a lot of practice given the differences between the students' home languages and English.

Amplify

Have students form small groups to create more sample sentences of all types. Student 1 writes a sentence without punctuation, reads it aloud, and passes the paper on to Student 2 who writes the correct punctuation mark to reflect the intonation he or she heard. Then Student 2 writes another sentence without punctuation, reads it aloud, and then passes the paper on to Student 3. The task repeats as time allows.

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(TE Unit 1, p. 20)

3) As stated above, the language features at the sentence dimension are addressed systematically throughout the *Get Ready!* program. Activities in the Teacher's Edition and Student Book offer differentiated language instruction to support and ensure access for all ELLs. Throughout the program, students engage in a variety of sentence-reading and sentence-building exercises, gaining and building upon knowledge in each successive unit and grade level.

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

- |   |            |    |
|---|------------|----|
| 1) <b>Do the materials address language features at the word/phrase dimension in a consistent manner for all identified proficiency levels?</b> | <b>Yes</b> | No |
| 2) <b>Are words, expressions, and phrases represented in context?</b>   | <b>Yes</b> | No |
| 3) <b>Is the general, specific, and technical language appropriate for the targeted proficiency levels?</b>                                     | <b>Yes</b> | No |
| 4) <b>Is the general, specific, and technical language systematically presented throughout the materials?</b>                                   | <b>Yes</b> | No |

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

- Vista Higher Learning *Get Ready!* addresses language features at the word/phrase dimension in a consistent manner for all proficiency levels. The Teacher’s Edition and Student Book provide both written and oral activities for ELLs to learn, practice, and integrate new grade-level and academic vocabulary and grammar skills at the word/phrase dimension in every unit of the 9–12 program. For example, Newcomers study singular subject pronouns in Unit 2, the verb *have* in Unit 3, and prepositions and weather-related vocabulary in Unit 5. Most activities at the word/phrase dimension feature prompts for Differentiated Instruction, offering support for students of differing proficiency. See the following examples:

### Possessive adjectives

Possessive adjectives describe who owns or possesses something. They are used before nouns. Read the sentences in the chart.

► What word do you use for something a girl has?  
► What word do you use for something a boy has?

I am tall.	<b>My</b> mother is short.
<b>You</b> have curly hair.	<b>Your</b> brothers have straight hair.
<b>He</b> has a younger sister.	<b>His</b> sister is ten years old.
<b>She</b> has long hair.	<b>Her</b> father has short hair.
It is big.	<b>Its</b> windows are tall.
<b>We</b> are cousins.	<b>Our</b> mothers are sisters.
<b>They</b> have one grandfather.	<b>Their</b> grandfather lives in Hanoi.

Today—April 23—is my birthday!  
When is your birthday?



(SB Unit 6, p. 206)

## UNIT 1 / CONNECT TO GRAMMAR

Instructional Routine: Grammar p. Txxvi

Instructional Routine: Vocabulary p. Txxiv

### EXPLORE AND LEARN

#### Nouns

##### Discover and pre-teach vocabulary

Use the vocabulary routine to teach the words *noun*, *person*, *place*, *thing*, *common*, *proper*, and *specific*. Write them on the academic word wall.

##### Grammar charts

- Gather realia you can use to introduce nouns (a school badge, a pen, etc.).
- **Identify nouns** Say: *Words name things. These are nouns.* Point to the first photo and say: *This man is a person. He is a teacher.* Next, show what you selected to represent *place*. Explain that it is a place you can go. Point to the second photo (a school). Pick up a book. Say: *This is not a person or a place. It is a thing.*
- **Distinguish common and proper nouns** Have students look at the first letter of the words and say if they are capital or lowercase letters. Say: *The nouns in the first chart are common nouns. They are not specific. A noun is specific when it tells the name of the person, place, or thing. It's a proper noun. Ask: What is the name of the specific teacher in the photo? (Mr. Ortiz) The school? The book?*
- Read about subjects aloud. Have students name several proper nouns.

### PRACTICE

1. **Recognize subjects** Say: *Look at the example sentence. The sentence is about Mrs. Bloom. Mrs. Bloom is the subject. Ask: Is Mrs. Bloom a proper noun? (yes)*

#### ANSWERS

1. Central High School, proper noun; 2. locker, common noun; 3. Farouk, proper noun; 4. students, common noun

2. Say: *The subject tells who does the action of the sentence. Write two sentences. Your partner will identify the subjects.*

Assessment Program Quiz: Nouns

### DIFFERENTIATED INSTRUCTION

#### Scaffold

ELs with lower levels of English proficiency may not be ready for a detailed grammatical explanation. However, they can recognize that there are different kinds of words.

Introduce nouns as people, places, or things. Have students name their teachers or family members (person). Write examples on the board and point out the capital letters. Explain that they are proper nouns. Ask: *What is the name of our school? It's a place you go, a specific place. Write the name and point out the capital letters. Pick up a book. Ask: What is this? (book) Read the title. Say: The specific name of this thing is \_\_\_\_\_. The title has capital letters because it is a proper noun.*

#### Amplify

For Activity 2, explain that sentences need subjects. The subject tells who or what the sentence is about. Besides being a person, place, or thing, a noun can also be an idea. Show an image of a flag or point to an actual flag. In one way it is a thing (paper, an image, or cloth), but it represents more. The American flag can symbolize freedom. Offer additional examples: money (wealth); calendar (time). Challenge students to write additional sentences and use a noun that is an idea in at least one of them.

## CONNECT TO Grammar

### Nouns

A noun is a person, place, or thing.  
A common noun is not specific. It starts with a lowercase letter.

person	place	thing
		
a teacher	a school	a book

► Name some common nouns.

A proper noun names a specific person, place, or thing.  
A proper noun starts with a capital letter.

specific person	specific place	specific thing
		
Mr. Ortiz	Greenwood High School	the book <i>Romeo and Juliet</i>

► Name some proper nouns.

A sentence starts with a subject. The subject can be a noun.

		
Mr. Saleem is a teacher.	The school is big.	<i>Romeo and Juliet</i> is a book by William Shakespeare.

1. Read the sentences. Identify the subjects.

EXAMPLE: Mrs. Bloom is in the classroom. Mrs. Bloom, proper noun

1. Central High School is in the United States.
2. The locker is in the hallway.
3. Farouk is a first name.
4. The students have fun!

2. Write two sentences. Then work with a classmate. Your classmate identifies the subjects.

Nadia is a student.

subject = Nadia = proper noun

22 twenty-two | Unit 1

LANGUAGE & LITERACY

### Discover the world of social studies

24 40 Social studies **integrates** different areas of learning.

Some areas are:

culture	history	place	environment	government	good citizenship

History is one kind of social studies class. In history, you study **events** from the past.

A person who studies history is called a historian. Historians come from many cultures and backgrounds. Anyone can be a historian!

### Complete the graphic organizer.

Write the words in the chart.

Words to use

Africa	customs	democracy	respect others
river	follow rules	Honduras	Abraham Lincoln
ocean	way of life	monarchy	World War II

culture	history	place	environment	government	good citizenship

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CONTENT

### UNIT 1 / CONNECT TO SOCIAL STUDIES

**Reading strategy: Activate prior knowledge**

Read the strategy aloud. Say: Prior knowledge is what you already know. Activate means to think about it. Say: As I look at the pictures, I see the world (a globe), and I know it shows countries. I know about other countries from TV and places I've traveled. That's my prior knowledge.

**Discover the world of social studies**

- Give students time to preview the pictures and think about what they know prior to reading. Then, read the text aloud or play the audio as students follow along in a whisper read.
- Culture note** Be cautious about the "good citizenship" heading. In this case, it refers to being a responsible member of the community. It has nothing to do with legal status.

**Academic vocabulary**

- Briefly introduce the highlighted terms *integrates, culture, history, place, environment, government, good citizenship, and events*. Use the visuals provided. You don't need to add these to the word wall at this time as they come up in later units in more meaningful ways. Reiterate that these are different areas of social studies.
- Culture note** Invite students who feel comfortable to share about their home cultures or places they have lived and make connections to culture, government, and/or history. Be sensitive to SLIFE or others who may have experienced traumas.

**PRACTICE**

- Guide students in understanding how the graphic organizer is structured. Project it or recreate it on the board. Go over each column and name it. Then point to the Words to use box and the word *Africa*. (See the Scaffold below if students need added guidance.)
- Say: *Africa is a place you can go. Africa goes under the word place.*
- Pair students with similar proficiency levels or who share the same home language.

**ANSWERS**

culture: customs, way of life; history: World War II, Abraham Lincoln; place: Africa, Honduras; environment: rivers, oceans; government: democracy, monarchy; good citizenship: follow rules, respect others

### DIFFERENTIATED INSTRUCTION

**Scaffold**

Gather students in small groups to assist with the graphic organizer. Offer another example, as much as one per column if needed. Point to each visual that aligns with the column above. Students can verbalize in their home language first as a bridge if necessary.

**Amplify**

For the graphic organizer, challenge students to add more words to the columns based on what they know about social studies.

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(TE Unit 1, p. 31)

- 2) Words, expressions, and phrases are addressed in context. Students are given opportunities to explore words and phrases in a variety of contexts, including their use in reading selections from a host of genres. In each Connect to Reading, Connect to Science, Connect to Social Studies, and Connect to Mathematics lesson, students read a selection and explore fundamental vocabulary and language concepts related to the reading. Teachers are provided differentiated supports to guide activities. Students discuss not only the meaning of words and phrases, but also why they are important and how they are used properly in context. See the following examples:

### UNIT 1 / CONNECT TO MATHEMATICS

**Instructional Routine: Vocabulary** p. Txiv

#### EXPLORE AND LEARN

**Welcome to math!**

Point out that there are different areas of math. Read aloud or play the audio for "Welcome to math!" Invite students to share what they know about each area.

**Academic vocabulary**

Briefly introduce the terms *arithmetic* (addition, subtraction, multiplication, and division), *algebra*, and *geometry*. Point out the multiple meaning word *figure* and note that in geometry it means a shape or form. You do not need to add these to the word wall at this time as they come up in later units in more meaningful ways. Reiterate that these are different areas of study in math.

#### PRACTICE

**Name areas of math** Have students view each picture. Model how to determine the area of math. **Ask:** What math do you see in the first picture? I see lines, shapes, and figures. I think this means the boy studies geometry. The answer is c, geometry.

**ANSWERS**  
1. c; 2. b; 3. a

### CONNECT TO → Mathematics +

**Welcome to math!**

**Arithmetic** is about numbers.

The basic operations		
addition	$6 + 4 = 10$	six plus four equals ten
subtraction	$12 - 5 = 7$	twelve minus five equals seven
multiplication	$3 \times 3 = 9$	three times three equals nine
division	$18 \div 6 = 3$	eighteen divided by six equals three

**Algebra** is about relationships between numbers and quantities. Letters represent the unknown quantities.

$2 + x = 5$     $y - 9 = 11$

**Geometry** is about shapes, sizes, and the relationships between figures. Some examples of geometric shapes and figures are:

circle   square   point   line   angle

**Which area of math is it?**

**Match. Explain.**

a. arithmetic   b. algebra   c. geometry

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

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CONTENT

#### DIFFERENTIATED INSTRUCTION

**Scaffold**

Write different examples of simple arithmetic on the board and see if students know the answers. Invite them to use their home language as a bridge.

**Culture note** In other countries and international areas, students may have seen different symbols for division. (Long division is sometimes depicted differently.) Also, decimal points are indicated differently in some languages (e.g., sometimes they are shown as a comma).

Point out shapes and figures around the room (circle, square, line, etc.) and name each. **Ask:** What area of math am I talking about—geometry or arithmetic? If students are unclear, ask again as a yes/no question.

**Amplify**

Have students share additional information about each math area. Ask how it was shown in their previous school setting. What symbols were used, and how it was expressed. For example, multiplication and division may be depicted differently.

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(TE Unit 1, p. 36)



- 1 Think about the sequence in "The Space Librarian." Retell the events.

EXAMPLE: First, Mrs. Madera has a dream.

1. Second, she \_\_\_\_\_.
2. Third, she \_\_\_\_\_.
3. Fourth, she \_\_\_\_\_.
4. Fifth, she \_\_\_\_\_.
5. Sixth, she \_\_\_\_\_.
6. At the end, she \_\_\_\_\_.

**The events**

has a dream  
sees books and is happy  
goes to sleep  
sees a spaceship in the  
shape of a book  
builds a spaceship  
does a space walk  
blasts off

- 2 Work with a classmate. Reread "The Space Librarian." Talk about the science in the story. What is real? What uses imagination?

The story tells about a spaceship.  
A spaceship is real.

- 3 Work with a group. Look at the picture. Write a short science fiction story. Ask your classmates and your teacher for help.





**Words to use**

spaceship	blast off
space suit	fly
extraterrestrial	go into space
moon	space walk
sun	discover
planet	

## Communicate

- Work with a classmate. Reread the story "Sofia Is Lost" on page 47. Retell the events in order. Use words like *first*, *second*, *third*, *then*, and *next*.

## Communicate

-  **1**  Folktales teach a lesson. *The Paper Crane* teaches us about the importance of kindness. A kind person thinks about other people's feelings. A kind person helps other people and does nice things. Look at each sentence. Does it show kindness? Check (✓) Yes or No. Explain your answer.

EXAMPLE: The owner likes to cook food, and he likes to serve it to people.



☒ Yes    ☐ No

Yes, this shows kindness because the owner does something nice for the guests.

1. The travelers no longer stop at the restaurant.  
☐ Yes    ☐ No
2. The stranger does not have money to pay for the food, but the owner cooks him a good meal.  
☐ Yes    ☐ No
3. The stranger does not have money to pay for the food, but he thanks the restaurant owner by making a paper crane.  
☐ Yes    ☐ No

### Words to use

buy	share
help	give
cook	take
make	go
do	

-  **2**  Think of ways you can be kind. Tell your classmates.

I can cook dinner for my family.

LANGUAGE & LITERACY

Unit 9 | three hundred seventeen 317

(SB Unit 9, p. 317)

- 3) The general, specific, and technical language is appropriate for the targeted proficiency levels. As illustrated above, each *Get Ready!* unit provides activities that focus on elements of grade-level and academic vocabulary and word study and is differentiated to reach learners of varied skill levels. The *Get Ready! 9–12* program introduces Newcomers to fundamental English language concepts and systematically provides opportunities for students to master skills and build upon their knowledge in successive lessons and activities.

- 4) The general, specific, and technical language is systematically presented throughout the materials. Again, every unit in the Vista Higher Learning *Get Ready! 9–12* program provides activities that focus on elements of vocabulary and word study. The program instruction is organized in a cyclical fashion, beginning with the Connect to Language and Connect to Language in Action lessons. Students learn and explore vocabulary and expressions in practical contexts. Units also integrate the Connect to Reading and Connect to Grammar lessons, allowing students opportunities to build upon successive skills and knowledge. The Connect to Science, Social Studies, Mathematics, and Electives lessons in each unit present basic information, academic language, and provide opportunities for practice via speaking, reading, writing activities. As shown above, lessons and exercises in the *Get Ready!* program present skills and strategies systematically and are differentiated to reach learners of different skill levels.

### 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) <b>Do the materials differentiate between the language proficiency levels?</b>   | <b>Yes</b> | No |
| 2) <b>Is differentiation of language proficiency developmentally and linguistically appropriate for the designated language levels?</b> | <b>Yes</b> | No |
| 3) <b>Is differentiation of language systematically addressed throughout the materials?</b>   | <b>Yes</b> | No |

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

- 1) As illustrated previously, Vista Higher Learning *Get Ready! 9–12* materials provide differentiation of language that targets students at various levels of proficiency. Differentiated Instruction prompts of every lesson type offer suggestions for

scaffolding and amplification and support language teachers in tailoring instruction to address the needs and individual assets of SLIFE students. See the following examples:

DIFFERENTIATED INSTRUCTION	
<p><b>Scaffold</b></p> <p>Write <i>past</i> on the board. <b>Say:</b> <i>This morning I did things before I came to school. I ate breakfast. I brushed my teeth.</i> (Act out eating and brushing your teeth.) <i>This happened in the past—an earlier time.</i> Point to the clock. Draw a dot on the board. <b>Say:</b> <i>I was born many years ago.</i> Draw another dot and arrows pointing back. <b>Say:</b> <i>My mother was born in the past.</i> Add a hand gesture motioning backward. Next, contrast this with the word <i>present</i>. Write <i>present</i> on the board. <b>Say:</b> <i>Right now we are in English class. At this moment. We are in the present.</i> Point to yourself, students, and the clock. Write the current time.</p>	<p><b>Amplify</b></p> <p>Share the same concrete comparison of <i>past</i> and <i>present</i> from the <b>Scaffold</b> section. Point out the stress on the first syllable of <i>present</i>. Stretch out the sounds so the short vowel /e/ can be heard. <b>Say:</b> PREsent. <i>This word is about time. It means something that happens now. That same word, present, can mean a gift, as in I get a present for my birthday. That is called a homograph (spelled the same, but different meaning). On the other hand, this word can also be spelled the same but pronounced differently: preSENT (stress the second syllable). When pronounced that way, it means sharing or giving a report. That is also called a homograph (spelled the same, but different pronunciation).</i></p>

(TE Unit 1, p. 30)

DIFFERENTIATED INSTRUCTION	
<p><b>Scaffold</b></p> <p>The silent period is common for newcomers. Do not pressure students to speak immediately. They can gesture (such as waving) and use their home language as an initial greeting. Ask <i>yes/no</i> or single-answer questions such as <i>Is this the boy? Is this the girl? Who is this?</i> (boy/girl)</p> <p>When viewing the icons, be aware that you may have SLIFE (Students with Limited or Interrupted Formal Education) who may not have been exposed to these subjects. <b>Ask:</b> <i>Did you study language arts? Science? Social studies? Math? Did you take electives?</i></p> <p>There may be students who do not understand what you are asking, so point to pictures in the book and use gestures as much as possible.</p>	<p><b>Amplify</b></p> <p>Invite students who have greater proficiency to say more about what they see in the photo on page 7. They may discuss clothing, where the students are, or what they're doing. Prompt students for more language. <b>Ask:</b> <i>Where are they? How do they feel? How do you know?</i></p> <p>When closely viewing the icons, be aware that you may have students who were advanced in one or more of these subject areas in their previous school and who know a lot about it in their home language. <b>Ask:</b> <i>Did you study language arts? Science? Social studies? Math? Did you take electives? Have you ever written something or posted anything online?</i></p>

(TE Unit 1, p. 7)

DIFFERENTIATED INSTRUCTION	
<p><b>Scaffold</b></p> <p>As students watch the video, have them use a capture sheet to write, circle/underline, or trace words they hear.</p> <p><b>SLIFE</b> Provide visual support for SLIFE. Have them say the words they recognize and write the words for them.</p> <p>Before completing Activity 1, gather any students needing more support and play the video again. Pause at specific scenes and read aloud some of the dialogue from the book to reinforce what students hear in the video. Pause after Mrs. Carter introduces herself. <b>Ask:</b> <i>Is Mrs. Carter a math teacher or an English teacher?</i> (English teacher) Use this type of information to assist with completion of the activities that follow.</p>	<p><b>Amplify</b></p> <p>Before completing Activity 1 after watching the video "What's your name?", gather any students who have higher levels of language proficiency and have them role-play the dialogues from the video. They can read the text (if able) or paraphrase, but should strive to use greetings, say names, and spell out the names.</p>

(TE Unit 1, p. 12)

The Connect to Phonics and Connect to Grammar instruction in the Language & Literacy sections often provide Differentiated Instruction to address issues of transfer. For example, in Unit 2, p. 52, and Unit 3, p. 94, the Differentiated Instruction prompts provide suggestions to aid language transfer and interference. These exercises encourage Newcomers to discuss grammatical and phonological differences between English and their home languages and help teachers identify related barriers to student progress as they practice the skills at hand. See the following example from TE Unit 1, p. 17, in which cross-linguistic transfer is addressed:

### Short vowels: **a** and **i**

**1** Listen to the letter sounds. Listen to the words. Repeat.

**A a**

ask class map

**I i**

bin lid ink

**2** Listen. What is the beginning sound? Point to the letter.

**a i**

**2** Listen. What is the middle sound? Point to the letter.

**a i**

**2** Listen. Point to the word you hear.

man student teacher folder desk ask ink

**4** Say each word. Focus on the beginning letter.

man student teacher folder desk ask ink

**5** Decode. Listen and repeat.

- Ask the man.
- The folder fell.
- The student sits at the desk.
- The teacher uses red ink.

### Communicate

**5** Work with a classmate. Look around the room. Say words with **a**, **e**, **i**, **o**, **u**, **f**, **d**, **s**, and **t**. Take turns.

man teacher

**UNIT 1 / CONNECT TO PHONICS**

**EXPLORE AND LEARN**

**Short vowels: *a* and *i***

- Tell students that vowels are open sounds.
- Learn relationships between sounds and letters Write *Aa* and *Ii* on the board. Say: These letters can be short vowels. They make an open sound.

SCRIPT ask, class, map, bin, lid, ink

**PRACTICE**

**1** Recognize initial vowel sounds Read the words aloud. Emphasize the beginning sounds.

SCRIPT ask, ink

ANSWERS *a* (ask) and *i* (ink)

**2** Recognize middle vowel sounds Read the words aloud. Emphasize the middle sounds.

SCRIPT class, map, bin, lid

ANSWERS *a* (class, map); *i* (bin, lid)

**3** Learn relationships between sounds and letters Read the words aloud.

SCRIPT man, student, teacher, folder, desk, ask, ink

**4** Read the first word aloud, emphasizing the beginning sound. Say: When you say the word, focus on the beginning letter.

SCRIPT man, student, teacher, folder, desk, ask, ink

**5** Play the audio or read the sentences aloud.

**COMMUNICATE**

ANSWERS Students might know map, desk, door, telephone, etc.

**DIFFERENTIATED INSTRUCTION**

**Cross-linguistic transfer**

The home languages of many ELs have different sounds associated with English vowels. For students whose home language is Spanish, the short vowel *i* is pronounced as /ee/ in English. Tagalog (Filipino) speakers may be challenged to hear this phoneme in isolation and reproduce it orally. Show the position of the mouth and tongue when forming the short vowels in English. In addition, the consonant *d* will be difficult for speakers of Mandarin to hear and produce.

**Cross-linguistic transfer**

For additional practice, separate students into small groups and assign a consonant and vowel to each group. Have each group come up with five words for each consonant and each vowel and write them on a chart. Then, have students read the words aloud to the class, having their classmates repeat the words. If space allows, leave the charts up for future reference. If time allows, invite students to share vowel sounds from their home languages. Have them offer sample words and see if the class can identify a beginning, middle, or ending sound in isolation.

Unit 1 | 17

- 2) Differentiation of language proficiency is developmentally and linguistically appropriate for the designated language levels. As shown above, differentiation is present in each lesson of the *Get Ready! 9–12* instructional text. High school English language Newcomers learn and apply age-appropriate skills as related to a reading selection, grammar or word study lesson, or writing exercise. Supports for scaffolding and amplification aid teachers in providing the appropriate guidance to SLIFE students and ELLs of varied backgrounds and levels of language proficiency. Differentiated Instruction employs a wide variety of methods and activities, including modeling, discussion, writing and organizing information, group and partner exercises, and more.
  
- 3) Differentiation of language is systematically addressed throughout the Vista Higher Learning *Get Ready!* program. As illustrated previously, differentiation is present throughout each unit of the Teacher’s Edition, offering suggestions for scaffolding, amplification, and language transfer, and tips for addressing the needs and experiences of SLIFE students. Differentiated Instruction also provides additional challenges to students who complete exercises early.

## 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) <b>Are the language domains (listening, speaking, reading, and writing) targeted in the materials?</b> | <b>Yes</b> | No |
| 2) <b>Are the targeted language domains presented within the context of language proficiency levels?</b>  | <b>Yes</b> | No |
| 3) <b>Are the targeted language domains systematically integrated throughout the materials?</b>           | <b>Yes</b> | No |

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

- 1) All four language domains are targeted in the Vista Higher Learning *Get Ready!* materials. Each unit of the 9–12 program addresses the four language domains as students progress through the lesson instruction and practice. Throughout the Student Book, Listening icons delineate where students should prepare to practice listening skills. Students may be listening to recorded audio of a text or real-world conversation or listening to the instructor model reading or some element of spoken language. See the following example from Student Book Unit 7, p. 230:

## Communicate

 **1**  Listen to Jonas and Celina. Check (✓) if the sentences are true or false.

EXAMPLE: You hear: He lives on Main Street.  
You read: Ray lives on Main Street.  
You check: **true**      **false**  
                 ☒      ☐

	true	false
1. Ray lives at 40 Main Street.	<input type="checkbox"/>	<input type="checkbox"/>
2. Ray's apartment number is 4B.	<input type="checkbox"/>	<input type="checkbox"/>
3. Jonas lives on Main Street.	<input type="checkbox"/>	<input type="checkbox"/>
4. Jonas lives at 73 Main Street.	<input type="checkbox"/>	<input type="checkbox"/>
5. Jonas's apartment is 4A.	<input type="checkbox"/>	<input type="checkbox"/>
6. Celina lives on 17 <sup>th</sup> Street.	<input type="checkbox"/>	<input type="checkbox"/>
7. Celina lives in Apartment 5.	<input type="checkbox"/>	<input type="checkbox"/>

The Student Book and Teacher's Edition also provide the Listening Strategy feature to encourage deeper exploration of the material at hand and to provide assistance to teachers as they help students become more adept at active listening. Each *Get Ready!* unit may focus instruction on one or more specific listening strategies. For instance, Unit 2 targets listening for key words in the Connect to Language section, listening for locations in the Language in Action section, and listening for the subject in the Connect to Grammar section. See the following example from Unit 1:



### UNIT 1 / CONNECT TO LANGUAGE

**Instructional Routine: Listening and Speaking**  
p. 1000

**Instructional Routine: Reading**  
p. 1001

### COMMUNICATE

**Listening strategy: Listen for key words**

- Demonstrate active listening** It is crucial that students develop active listening skills. They should be able to answer basic questions from an oral presentation. Explain that they will listen for important words. Say: *A strategy is a special way to help you understand.*
- Remind students that they have been working on words for greetings and saying good-bye.
- Teacher modeling** Before students begin, model the task. Cup your hand to your ear. Say: *I hear, Hi, Rosal! I write a checkmark under the column for hello.*
- Model writing a checkmark on the board for students. I write a checkmark under the correct answer: hello or good-bye.

**SCRIPT**  
Example: Hi, Rosal!  
1. Good morning, Miss Canton.  
2. See you later, Tom.  
3. Good-bye, Mr. Kim.  
4. Hey, Nicholas!  
5. Bye, Nadia!

**ANSWERS**  
1. hello; 2. good-bye; 3. good-bye; 4. hello; 5. good-bye

**Conversational exchanges** Before beginning, model the example conversation with a volunteer.

**ANSWERS**  
Answers will vary. Students should use words from the box. They may also use words learned from peers if they are school-appropriate and mean either hello or good-bye.

### CONNECT TO → Language

### Communicate

**1** Listen. Check (✓) hello or good-bye.

**EXAMPLE:** You hear: Hi, Rosal!  
You check: hello    good-bye

	hello	good-bye
1.	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>

**2** Work with a classmate. Write conversations. Read them aloud.

**EXAMPLE:**

Hi, Lucas!    Hello, Mimi!

**Conversation 1**

\_\_\_\_\_, Janet    \_\_\_\_\_, Mr. Brown!

**Conversation 2**

\_\_\_\_\_, Mr. Diaz    \_\_\_\_\_, Anita!

**Conversation 3**

\_\_\_\_\_, Albert    \_\_\_\_\_, Ari!

**Words to use**  
Hi  
Hello  
Hey  
Good morning  
Bye  
Good-bye  
See you later

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LANGUAGE & LITERACY

### DIFFERENTIATED INSTRUCTION

**Scaffold**  
**Classroom management** Be purposeful about pairing. Instead of pairing students by proximity, consider pairing students with lower levels of proficiency with students who have higher levels of proficiency. The students with higher levels of proficiency can serve as peer tutors who can prompt and reinforce language.

**Amplify**  
If students finish quickly, have them act out greetings in a role play. For example, one student might be a grandparent or doctor and the other a grandchild or patient. Have students discuss if they changed their greeting according to the person they were speaking to. If so, why? Ask: Does gender (man or woman) matter in English greetings? (No)  
**Culture note** In some ELs' home languages, greeting a maternal grandfather may use a different form than other greetings. In English, the formality might change, but the word itself does not.

(TE Unit 1, p. 10)

The Student Book also uses the Speaking icon to delineate where students will practice applying oral language skills. These speaking activities range from isolating and pronouncing sounds in written words to giving oral presentations to a group. See the following examples:

**3** Say each word aloud. Focus on the beginning letter.

pen    yard    box    quarter    zero

**4** **Decode.** Listen and repeat.

- Ask for a **pen**.
- We play soccer **in** the **yard**.
- The **box** costs a **quarter**.
- It is **ten** degrees below **zero**.

(SB Unit 4, p. 125)

CONNECT TO → **Media**


 **Back to School Song**

   Read the questions. Watch the video. Then answer the questions. Share your answers with the class.

1. Who do you see? \_\_\_\_\_  
2. Where are they? \_\_\_\_\_  
3. What is the song about? \_\_\_\_\_  
4. List words from the song that you know. \_\_\_\_\_  
\_\_\_\_\_

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PUT IT ALL TOGETHER

**ESSENTIAL QUESTION**  
How does media connect the world? 

**VIEWING STRATEGY**  
**Visual thinking**  
What do you see? What does that tell you?

(SB Unit 1, p. 42)

The *Get Ready!* program provides myriad opportunities for English Newcomers and ELLs to practice reading skills. Each Connect to Reading section provides language learners engagement with reading selections of various genres. In Units 1–4, selections are shorter and feature more rudimentary language, while the later units are progressively more challenging. Students read the selection and apply skills of listening, speaking, and writing to explore the material. Likewise, each unit focuses on one or more reading strategies to aid comprehension and help newcomers develop better English reading habits. See the following examples from the texts:

<b>UNIT 4</b> <b>MY DAY</b> page 115 	pages 116–119 <b>How many are there?</b> • identify numbers to 100 <b>LISTENING STRATEGY:</b> Listen for specific information <b>READING:</b> The Survey Says... <b>READING STRATEGY:</b> Draw a conclusion	pages 120–123 <b>What time is it?</b> • ask for and give the time • talk about activities <b>LISTENING STRATEGY:</b> Listen for specific information <b>READING:</b> A Meeting with Mr. Clark <b>READING STRATEGY:</b> Summarize	pages 124–125 • consonants: <b>p, y, x, q, z</b> • review: short vowels: <b>a, e, i, o, u</b>	pages 126–127 <b>Science fiction</b> <b>READING:</b> The Space Librarian <b>READING STRATEGY:</b> Identify sequence	pages 128–133 • <b>there is</b> and <b>there are</b> • verbs (with I, <b>you, he, she, it</b> ) • telling time (part 1) • telling time (part 2) <b>LISTENING STRATEGY:</b> Listen for key words <b>READING:</b> She Takes the Bus <b>READING STRATEGY:</b> Visualize
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(TE Scope and Sequence, p. viii)

#### READING STRATEGY

##### Predict

Predict means guess. Look at the English Class List. Predict what it is about.

English Class List		
Teacher: Mrs. Carter		
Students:	First name	Last name
	Jamal	Abadi
	Martina	Blanco
	Lin	Chen
	Farouk	Farah
	Ana	Flores
	Jorge	Hernández
	Jia	Kim
	Nicolas	Silva
	Alejandra	Vegas



(SB Unit 1, p. 15)

## UNIT 1 / CONNECT TO LANGUAGE IN ACTION




### Reading strategy: Predict

- Be explicit about the reading strategy. Begin with a concrete example to illustrate it. Walk over to the light switch in the classroom. Gesture as if you will turn it off. **Ask:** *What happens if I flip this switch?* (The lights will turn off.) Tell the class they have just predicted what will happen. They used what they already know to think about what will happen next.
- Add the word *predict* to the academic word wall.

### English Class List

Point out the reading strategy and read it aloud. **Say:** *Predict. This is an English Class List. Turn and talk to another student and predict what is the reading about.*

(TE Unit 1, p. 15)

 **3**   Read the poem. Then retell the poem.

**I Am Offering This Poem**  
by Jimmy Santiago Baca

I am offering this poem to you,  
since I have nothing else to give.  
Keep it like a warm coat  
when winter comes to cover you,  
or like a pair of thick socks  
the cold cannot bite through,  
I love you,

I have nothing else to give you,  
so it is a pot full of yellow corn  
to warm your belly in winter,  
it is a scarf for your head, to wear  
over your hair, to tie up around your face,  
I love you,


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**LANGUAGE & LITERACY**

**READING STRATEGY**  
**Retell**  
When you retell, you talk about the important parts of a text. You use your own words.

(SB Unit 9, p. 322)


Each *Get Ready!* unit features varied opportunities for ELLs to practice writing skills and strategies. Exercises range from writing at the word/phrase dimension to producing biographies or stories. Each unit also provides a focused writing lesson and associated writing strategies. The Connect to Writing exercises support instruction with prompts for Differentiated Instruction. See the following examples of writing exercises from the texts:

**CONNECT TO**  **Writing**

**A poem about your classroom**

**Remember:** A poem tells about experiences, ideas, or feelings. It is written in separate lines.

**Write a poem about your classroom experience.**  
First, brainstorm ideas with a classmate.  
When you write your poem, you can use the outline below.

**ESSENTIAL QUESTION**  
Why do people write poems? 

**WRITING STRATEGY**  
**Brainstorm**  
Work with classmates to think of many ideas. Then choose the ones you want to use.

(SB Unit 3, p. 112)

## UNIT 1 / CONNECT TO WRITING

- ← **Instructional Routine: Writing** p. Txxix
- ← **Instructional Routine: Vocabulary** p. Txxiv
- ← **Instructional Routine: Grammar** p. Txxvi

### EXPLORE AND LEARN

#### ? Essential question: Why do we write?

Have students think about the essential question. **Say:** *I write a list of things I need to buy. I write a text message to my friend. What do you write?* On the board, write examples students share. **Say:** *We write to communicate.*

#### Writing strategy: Think about what you know

Read the strategy aloud while students follow along in a whisper read. **Say:** *Turn and talk to a classmate and share what you know about school. Use the word wall for ideas.*

#### A story about school

##### Vocabulary review

Have students view the academic word wall. Point out key vocabulary. Select words that might prompt a story idea.

##### Grammar review

Have students review nouns and the verb be. They should also review punctuation marks, capitalization, subjects, and sentences.

##### Writing prompt

**Brainstorm** Prompt students to think of the classes introduced in this unit: science, social studies, math, and electives. They should think of one or two that they could write about.

##### Student model

Use the steps in the writing process. Read the student model aloud. **Ask:** *What do you notice about the story?* (It is organized; it has sentences; the words are spelled correctly; it uses punctuation; etc.) *Do you think the author did this in one step? No, he used the writing process. Write Plan, Draft, Revise, and Present on the board. See differentiation for suggestions.*

## CONNECT TO → Writing



### ESSENTIAL QUESTION

Why do we write? ?

## A story about school

### Write a story about school.

- Choose a class.
- Write a story about the class.
- Draw pictures.

#### WRITING STRATEGY

Think about what you know. What words and expressions do you know? What do you know about writing sentences?

### Science class, by Pedro Santiago



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PUT IT ALL TOGETHER

### DIFFERENTIATED INSTRUCTION

#### Scaffold

Guide students through the story. **Say:** *In the first box, two friends meet in science class. He writes an introduction using words he knows. In the third box, he writes about the science teacher. Next, he writes about what they do in the class. Finally, he writes ways to say good-bye.*

**Say:** *The steps are: 1. He thinks about a science class. That's planning. 2. He writes the story. That's drafting. 3. He checks his draft to make sure it has sentences, correct spelling, punctuation, and makes sense. He corrects the errors and makes changes. That's revising. He adds pictures, and we read it. That's presenting.*

#### Amplify

Use the same guidance through the science story that is listed in the Scaffold column to explain the writing process. Have students restate the steps and think about things they may have written in previous schooling. **Ask:** *Is this writing process familiar? Is it the same or different from what you have done before? Explain how it is the same or different to another student.*

**Culture note** Not all languages approach the writing process in a sequential manner. Some use a circular approach; others dive in directly.

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(TE Unit 1, p. 40)

**CONNECT TO → Writing**

**A description**


**Write a description of your family.**

- Describe three to five people in your family.
- Include photos or draw pictures.

**WRITING STRATEGY**  
Give details  
Descriptions need details.  
Write many details so the reader can visualize.

**My Family, by Aamiine Sadiq**

Hi! My name is Aamiine. I'm from Somalia. I have one sister. Her name is Hodon. She is six years old. She's tall. She has long hair. Yasir is my stepbrother. Yasir's hair is short and straight. He's 12 years old. My father's name is Mogan. He's from Mogedishu. His wife is Nola. She's my stepmother. My father is tall. He has short hair. His hair is straight. My stepmother is from Kismayo, Somalia. She is pretty. She has short, curly hair.



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PUT IT ALL TOGETHER

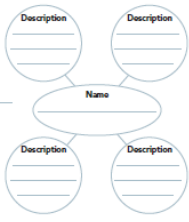
**ESSENTIAL QUESTION**  
How do our families change us?

**Plan**  
Think of the people in your family. Complete the graphic organizer. Write the name of one person. Write the person's age, hair type, and height. Write other descriptions if you want. Do this for each person.

**Draft**  
Look at your graphic organizers. Choose who to describe first. Write the person's name. Write their relationship to you (father, brother...). Describe three to five people.


**Revise**  
Reread your draft. Look at the Checklist. Make changes. Ask a classmate or your teacher for help. Rewrite your description.

**Present**  
Add a picture. Share with a classmate. Read your classmate's description.



**Checklist**

- ☐ Is my description clear?
- ☐ Do I use the correct words?
- ☐ Do I need to add a detail?
- ☐ Is the spelling correct?
- ☐ Did I use possessives correctly?
- ☐ Did I use adjectives correctly?



Unit 6 | two hundred twenty-five 225

(SB Unit 6, pp. 224–225)

Throughout each unit, the Writing icon easily identifies where students will be applying writing skills to lesson concepts. See the following examples:

**1** **Complete the sentences. Use the possessive adjective for the person indicated.**

**EXAMPLE:** (she) Her sister is 15 years old.

1. (I) Today is \_\_\_\_\_ birthday.
2. (they) \_\_\_\_\_ science teacher is Mr. Tawfiq.
3. (we) \_\_\_\_\_ parents are from Somalia.
4. (you) Where are \_\_\_\_\_ parents from?
5. (he) He needs \_\_\_\_\_ backpack.
6. (she) She doesn't have \_\_\_\_\_ notebooks.

(SB Unit 6, p. 207)

**4** Complete the sentences.

EXAMPLE: Mr. Lee is a teacher. Mr. Lee is a man.

1. Mr. May is a \_\_\_\_\_. Mr. May is a \_\_\_\_\_.

2. Mrs. Bloom is a \_\_\_\_\_. Mrs. Bloom is a \_\_\_\_\_.

3. Crocker is a \_\_\_\_\_. Crocker is a \_\_\_\_\_.

4. Alice is a \_\_\_\_\_. Alice is a \_\_\_\_\_.

**Words to use**

teacher  
student  
man  
woman  
boy  
girl

(SB Unit 1, p. 11)

- 2) Vista Higher Learning *Get Ready!* differentiates instruction in the four domains based on language proficiency levels. As illustrated above, each unit and lesson integrates opportunities to strengthen listening, speaking, reading, and writing skills and provides prompts to scaffold and amplify instruction for SLIFE students and ELs at different levels of proficiency. See the following examples:

### Short vowels: a and i

Listen to the letter sounds. Listen to the words. Repeat.

**A a**

ask class map

**I i**

ink bid ink

Listen. What is the beginning sound? Point to the letter.

**a i**

Listen. What is the middle sound? Point to the letter.

**a i**

Listen. Point to the word you hear.

man student teacher folder desk ask ink

Say each word. Focus on the beginning letter.

man student teacher folder desk ask ink

Decode. Listen and repeat.

- Ask the man.
- The folder ink.
- The student ate at the desk.
- The teacher uses red ink.

### Communicate

Work with a classmate. Look around the room. Say words with m, a, s, f, d, n, and i. Take turns.

man teacher

### UNIT 1 / CONNECT TO PHONICS

#### EXPLORE AND LEARN

**Short vowels: a and i**

- Tell students that vowels are open sounds.
- Learn relationships between sounds and letters. Write *Ask* and *ink* on the board. Say: These letters can be short vowels. They make an open sound.

SCRIPT ask, class, map, bin, bid, ink

#### PRACTICE

Recognize initial vowel sounds. Read the words aloud. Emphasize the beginning sounds.

SCRIPT ask, ink

**ANSWERS a (ask) and /ink/**

Recognize middle vowel sounds. Read the words aloud. Emphasize the middle sounds.

SCRIPT class, map, bin, bid

**ANSWERS a (class, map) /bin, bid**

Learn relationships between sounds and letters. Read the words aloud.

SCRIPT man, student, teacher, folder, desk, ask, ink

Read the first word aloud, emphasizing the beginning sound. Say: When you say the word, focus on the beginning letter.

SCRIPT man, student, teacher, folder, desk, ask, ink

Play the audio or read the sentences aloud.

#### COMMUNICATE

**ANSWERS** Students might know map, desk, door, telephone, etc.

### DIFFERENTIATED INSTRUCTION

**Cross-linguistic transfer**

The home languages of many ELs have different sounds associated with English vowels. For students whose home language is Spanish, the short vowel *i* is pronounced as *ee* in English. Tagalog (Filipino) speakers may be challenged to hear this phoneme in isolation and reproduce it orally. Show the position of the mouth and tongue when forming the short vowels in English. In addition, the consonant *d* will be difficult for speakers of Mandarin to hear and produce.

**Cross-linguistic transfer**

For additional practice, separate students into small groups and assign a consonant and vowel to each group. Have each group come up with five words for each consonant and each vowel and write them on a chart. Then, have students read the words aloud to the class, having their classmates repeat the words. If space allows, leave the charts up for future reference.

If time allows, invite students to share vowel sounds from their home languages. Have them offer sample words and see if the class can identify a beginning, middle, or ending sound in isolation.

(TE Unit 1, p. 17)



### DIFFERENTIATED INSTRUCTION

#### Scaffold

**Repetition to reinforce vocabulary** Point out and name the boy, girl, man, woman, teacher, student, classroom, hallway, locker, and office in the illustration. Have students repeat and point to each one as they speak. Have students state a greeting as they say what they see. Offer an example. Lean to one side and **Say:** *Hey, Mr. Lin.* Lean to the other side and use a deep voice and **reply:** *Good morning, Sara.* Remind students there are several ways to say *hello* and *good-bye*.

**Culture note** Invite students to share whether there are differences for greeting elders, professionals, relatives, males, females, and/or friends in their home languages and cultures.

#### Amplify

Have students say the names of their teachers and indicate how they might greet them. Offer sentence frames if needed: *Hello, Mr./Miss \_\_\_\_.* *Good morning, Mr./Miss \_\_\_\_.*

Ask students how they would greet a friend (*Hey, \_\_\_\_!*).

Invite students to share other greetings they have heard at school. (*What's up? How's it going?* etc.) **Ask:** *Do you greet your friends the same way you greet your teacher?* Have students discuss the difference.

Introduce a Venn diagram (explain and model). Use it to compare greeting friends vs. teachers.

(TE Unit 1, p. 8)

### UNIT 1 / CONNECT TO READING

**Instructional Routine: Reading** p. Txx

**Instructional Routine: Vocabulary** p. Txxiv

### EXPLORE AND LEARN

**Essential question: Why do we read?**

Ask students to answer the essential question. **Say:** *When you read, you learn new information.*

**Reading strategy: What do you know?**

**Teacher modeling** Model the reading strategy. **Say:** *Before I read, I look for words I know. Model moving your finger quickly beneath the text in the book. Say: I don't read every word. Teacher: I know that word. Have students find the word classmates.*

**Informational text**

**Discover and pre-teach vocabulary**

- Use the vocabulary routine to teach or review the words *rules, listen, polite, work, ask, best, time, and fun*. Add *classroom, rules, and informational text* to the academic word wall.
- Discuss the words *informational text*. **Say:** *Some texts give us information. The information tells us facts. Facts are things that are true. On the board, write My teacher's name is \_\_\_\_ 2 + 2 = 4. Say: These sentences are both true. They are facts.*
- On the board, write. *Math is easy!* **Say:** *Is this statement a fact? No. We cannot say it's definitely true. Maybe you don't agree; maybe other people don't agree. This statement is an opinion. It's a personal perspective. It isn't a fact.*


**Classroom Rules**

- Understand what makes a text informational Read the title aloud. Point back to *classroom, rules, and informational text* on the academic word wall. **Say:** *This informational reading tells us how to behave in the classroom.*
- Read the text aloud or play the audio. Have students follow along in a whisper read.
- Say:** *These are rules for school. Are they facts or opinion? (facts) So, this text is \_\_\_\_ (informational)*

### CONNECT TO Reading

## Informational text

An **informational text** gives you information about a topic. A science article on a science website is an informational text.








**ESSENTIAL QUESTION**  
Why do we read?

**READING STRATEGY**  
What do you know? Identify the words you know. What do they tell you about the text?

Read. What words do you know?

### CLASSROOM RULES

 Listen to the teacher.
 Listen to your classmates.
 Be polite. Say "Please" and "Thank you."
 Work together.
 Work hard.
 Ask questions.
 Come to class on time.
 Do your best.
 Have fun!

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LANGUAGE & LITERACY

### DIFFERENTIATED INSTRUCTION

#### Scaffold

Offer concrete examples of things that are facts and opinions. Show an image of a superhero that can fly. Compare that to an image of an airplane. Point to the airplane. **Say:** *Airplanes can fly. Is that a fact? (yes) Point to the superhero. Say: Superheroes can fly. Is that a fact? (no) Invite students to share their own examples that are either informational (contain facts) or opinions.*

Continue with additional examples until the concept is clear. Offer examples of informational texts such as rules for the bus, rules at a community center, rules for driving, rules on an airplane, etc.

#### Amplify

Explain that an informational text is also nonfiction. Explain that *fiction* means something that is not real. Point out the prefix *non*. Explain that this prefix creates the opposite of a word's meaning.

Offer an additional example of fiction. **Say:** *Romeo and Juliet is a play that many people read in high school. The story is about a boy and a girl who fall in love, but their families are enemies. It is an interesting story, but it is not true. Invite students to share their own examples of stories or books they know that are either informational (contain facts) or fiction.*

(TE Unit 1, p. 18)

### UNIT 1 / CONNECT TO WRITING

- Instructional Routine: Writing p. Txxix
- Instructional Routine: Vocabulary p. Txxiv
- Instructional Routine: Grammar p. Txxvi

### EXPLORE AND LEARN

**Essential question: Why do we write?**  
Have students think about the essential question. *Say: I write a list of things I need to buy. I write a text message to my friend. What do you write? On the board, write examples students share. Say: We write to communicate.*

**Writing strategy: Think about what you know**  
Read the strategy aloud while students follow along in a whisper read. *Say: Turn and talk to a classmate and share what you know about school. Use the word wall for ideas.*

**A story about school**  
**Vocabulary review**  
Have students view the academic word wall. Point out key vocabulary. Select words that might prompt a story idea.

**Grammar review**  
Have students review nouns and the verb be. They should also review punctuation marks, capitalization, subjects, and sentences.

**Writing prompt**  
**Brainstorm** Prompt students to think of the classes introduced in this unit: science, social studies, math, and electives. They should think of one or two that they could write about.

**Student model**  
**Use the steps in the writing process** Read the student model aloud. *Ask: What do you notice about the story? (It is organized; it has sentences; the words are spelled correctly; it uses punctuation; etc.) Do you think the author did this in one step? No, he used the writing process. Write Plan, Draft, Revise, and Present on the board. See differentiation for suggestions.*

### CONNECT TO Writing

## A story about school

**Write a story about school.**

- Choose a class.
- Write a story about the class.
- Draw pictures.

**WRITING STRATEGY**  
**Think about what you know**  
What words and expressions do you know? What do you know about writing sentences?

**ESSENTIAL QUESTION**  
Why do we write?

Science class, by Pedro Santiago

Work with a team. Investigate together.

Corner information. Discuss ideas.

40 Story | Unit 1

**PUT IT ALL TOGETHER**

### DIFFERENTIATED INSTRUCTION

**Scaffold**  
Guide students through the story. *Say: In the first box, two friends meet in science class. He writes an introduction using words he knows. In the third box, he writes about the science teacher. Next, he writes about what they do in the class. Finally, he writes ways to say good-bye.*  
*Say: The steps are: 1. He thinks about a science class. That's planning. 2. He writes the story. That's drafting. 3. He checks his draft to make sure it has sentences, correct spelling, punctuation, and makes sense. He corrects the errors and makes changes. That's revising. He adds pictures, and we read it. That's presenting.*

**Amplify**  
Use the same guidance through the science story that is listed in the Scaffold column to explain the writing process. Have students restate the steps and think about things they may have written in previous schooling. *Ask: Is this writing process familiar? Is it the same or different from what you have done before? Explain how it is the same or different to another student.*  
**Culture note** Not all languages approach the writing process in a sequential manner. Some use a circular approach; others dive in directly.

40 | Unit 1

(TE Unit 1, p. 40)

- The targeted language domains are systematically integrated throughout the materials in the Vista Higher Learning *Get Ready!* program. As shown above, students are provided opportunities to practice listening, speaking, reading, and writing skills in every unit. Instructional lessons are organized to target the four language domains and scaffold instruction for students of varied proficiency levels. As students progress throughout each module, they learn and review skills and systematically build a broader skill set based upon what they have already learned.

#### 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) <b>Do the materials connect the language development standards to the state academic content standards?</b>            | Yes | No |
| 2) <b>Are the academic content standards systematically represented throughout the materials?</b>                         | Yes | No |
| 3) <b>Are social and instructional language and one or more of the remaining WIDA Standards present in the materials?</b> | Yes | No |

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

- 1) The materials do not connect the language development standards to state academic content standards. However, each unit addresses grade-level content related to science, mathematics, social studies, or other academic concepts. As illustrated previously, Connect to Reading lessons are based on a particular reading selection that may represent one of any of a variety of genres. See the following examples:

CONNECT TO **Reading**

**Biography**

A biography tells the story of a real person's life. The story contains facts and information about the person. It tells about the important things the person did. We can learn lessons from the person. You also see biographies in film, theater, and other media.

Look at the features of a biography.

Biography features	
people	other people who are important in the person's life
events	important things that happen in the person's life
descriptions	details that tell more about the times or places in the person's life

The author of the biography *Jim Thorpe's Bright Path* is Joseph Bruchac. Bruchac is Native American, just like Jim. The author writes so everyone can learn about Jim and be inspired!

**ESSENTIAL QUESTION**

How can our skills and talents help us achieve our goals and dreams?

**READING STRATEGY**

**Monitor comprehension**

Pay attention to meaning as you read. Think about what you understand. Identify what you do not understand.

You can:

- Reread a sentence.
- Retell a part of the reading in your own words.
- Ask a question.

**Read.**

From **JIM THORPE'S BRIGHT PATH**  
by Joseph Bruchac

They say Jim Thorpe's story began in May of 1887 in a small log cabin on the North Canadian River. There in the **Indian territory** that became the state of Oklahoma, Charlotte Vieux Thorpe, a Pottawatomie woman, gave birth to twin boys. Her husband, Hiram, a mixed-blood Indian of the Sac and Fox nation, stood close by on that spring day.

The sun was in Hiram Thorpe's heart as he looked down at the sons he named Charles and James. Jim's mother gave him another name.

"We-eh-huck," she said, thinking of how the light shone on the road to their cabin. "Bright Path." As good as that name was, neither of them knew just how far the path would lead their son.

One day a **recruiter** from the Carlisle Indian School in Pennsylvania came to Garden Grove. Carlisle was always looking for Indian students who were good **athletes**.

"Would you like to be a Carlisle man?" the recruiter asked.

**READING STRATEGY**

**Monitor comprehension**

Stop and think about the reading so far. Practice the strategy. Retell this part in your own words.

**LANGUAGE & LITERACY**

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(SB Unit 7, pp. 238–239)

CONNECT TO **Reading**

**Science fiction**

Science fiction is a special type of fiction. A science fiction story is not true. It uses imagination. The story also uses science. Real science and technology make the story interesting.

**Read. Think about the sequence.**

**ESSENTIAL QUESTION**

Why do people like to read science fiction?

**READING STRATEGY**

**Identify sequence**

The events in a story have a sequence, or order. The words first, second, then, and next tell you the sequence.

**THE SPACE LIBRARIAN**  
by Donna Loggins

Mrs. Madero is the librarian at school. She has a special dream. She wants to make a spaceship. She wants to fly into space.

First, Mrs. Madero draws pictures. She solves math problems. Then she measures 50 feet of metal. Next, she builds the spaceship.

It's eight o'clock. It's time to go. Mrs. Madero blasts off. In the spaceship, Mrs. Madero sees the stars. She goes to sleep.

It is 48 hours later. Mrs. Madero is at the International Space Station. She looks out the window. She sees a spaceship in the shape of a book!

Mrs. Madero does a space walk. She goes into the spaceship. She sees books and books and books!

Mrs. Madero sees two extraterrestrials. They are reading the books. Mrs. Madero is a happy space librarian!

**LANGUAGE & LITERACY**

Unit 4 | one hundred twenty-six 126

**Think about the sequence in "The Space Librarian." Retell the events.**

EXAMPLE: First, Mrs. Madero draws pictures.

- Second, she \_\_\_\_\_.
- Third, she \_\_\_\_\_.
- Fourth, she \_\_\_\_\_.
- Fifth, she \_\_\_\_\_.
- Sixth, she \_\_\_\_\_.
- At the end, she \_\_\_\_\_.

**The events**

has a dream  
sees books and is happy  
goes to sleep  
sees a spaceship in the shape of a book  
builds a spaceship  
does a space walk  
blasts off

**Work with a classmate. Reread "The Space Librarian." Talk about the science in the story. What is real? What uses imagination?**

The story talks about a spaceship.  
A spaceship is real.

**Work with a group. Look at the picture. Write a short science fiction story. Ask your classmates and your teacher for help.**

**Words to use**

spaceship  
space suit  
extraterrestrial  
moon  
sun  
planet

blast off  
fly  
go into space  
space walk  
discover

**Communicate**

**Work with a classmate. Reread the story "Sofia Is Lost" on page 47. Retell the events in order. Use words like first, second, third, then, and next.**

**LANGUAGE & LITERACY**

Unit 4 | one hundred twenty-seven 127

(SB Unit 4, pp. 126–127)

Additionally, each unit is accompanied by four *Get Reading!* leveled readers—one each in the realms of fiction, science, social studies, and mathematics. Each reader is available at three levels of proficiency—Newcomer/Beginning, Intermediate, High Intermediate.

As shown previously, each unit contains the Connect to Science, Connect to Mathematics, and Connect to Social Studies lessons, as well as one other “Connect to” lesson. These address grade-level content related to each area of study and present fundamental concepts and academic language and provide opportunities for English Language Learners to apply these concepts to speaking, reading, and writing activities. See the following examples from the texts:

### UNIT 1 / CONNECT TO SCIENCE

Instructional Routine: Vocabulary

p. Txxiv

Instructional Routine: Reading

p. Txx

#### EXPLORE AND LEARN

- **Read, speak, and write about science** This content section focuses on introducing students to science subjects and topics, along with vocabulary needed to access scientific concepts.
- **Culture note** Inquire about your students' prior experiences with science (studied in school? In the natural world?).
- **Essential question:** When do you see and use science? Ask students to answer the essential question. Offer prompts as needed (when you observe nature; use your five senses; ask questions; etc.).
- **Introduction to science**
  - Say: *Science is the study of the natural world. We ask questions and make observations. We also use technology. Engineers build and design things, too.*
  - Say: *Look at the picture of the box. What do you notice? What questions can you ask? Preview the steps students could use to investigate the box.*
- **Academic vocabulary**
  - Use the vocabulary routine to teach the terms *science*, *process*, *observe*, *investigate*, *gather*, *discuss*, and *explain*. Write the terms on the academic word wall.
  - Place students in groups of four to answer the question about the box. Lead them through the steps and offer prompts for each. Say: *I observe that there are circles on the box. I think they are holes. What needs holes in a box? Talk about why they are there. Discuss. (maybe something that breathes or needs air)*

CONNECT TO Science

Readings

### Introduction to science

This is a box.

What is in the box?

Answer the question.

Follow these steps.

- Work with a team.
- **Observe** the box.
- **Investigate** together.
- **Gather** information.
- **Discuss** your ideas.
- **Explain** your ideas.




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newgate | Unit 1

CONTENT

(TE Unit 1, p. 26)

CONNECT TO **Mathematics** +





**Data and graphs**

Readings

**ESSENTIAL QUESTION**

How do you decide which tools to use in math?

**What math tools do you know?**

<p>calculator</p> 	<p>Use this tool to do addition (+), subtraction (-), multiplication (x), and division (÷).</p>
<p>measurement tools</p> 	<p>Use these tools to measure length, weight, volume, and temperature.</p>
<p>spreadsheets</p> 	<p>Use this tool to save <b>data</b> and make graphs, charts, and functions.</p>
<p>compass or protractor</p> 	<p>Use these tools to measure or draw <b>angles</b>.</p>

Answer the questions. Explain your answers.

Your class schedule tells you what time to be in class. A calendar app on your phone is a tool that helps you know your schedule.

What tool helps you...

- ...know how much money (\$) you spend on lunch in a week?
  - protractor
  - scale
  - calculator
  - ruler
- ...collect data about temperatures for a science project?
  - compass
  - spreadsheet
  - measuring cup
  - thermometer
- ...show and compare the number of hours you do homework for each class?
  - calculator
  - scale
  - spreadsheet
  - ruler

180 one hundred eighty | Unit 5

CONTENT

(SB Unit 5, p. 180)

UNIT 1 / CONNECT TO ELECTIVES

**Instructional Routine: Vocabulary** p. Txiv

**EXPLORE AND LEARN**

This content section focuses on introducing students to elective classes, along with vocabulary needed to access concepts from elective classes.

**Essential question:** What are electives?

- Engage in conversational exchanges about electives**  
Ask students to answer the essential question. Offer prompts as needed (classes where you make art, exercise, use computers, etc.).
- Culture note** Some students may come from schools or backgrounds where electives were not offered or were less extensive or different. Ask students to share about special classes in their background, if any.

**Introduction to electives**  
**Academic vocabulary**  
Use the vocabulary routine to teach the term *electives*. Add it to the word wall. Then, briefly introduce the terms *drama*, *journalism*, *music*, *physical education* (P.E., gym), *business*, *computer science*, *career and technical education*, *art*, and *world languages*. You don't need to add these words to the word wall at this time as they come up in later units in more meaningful ways. Reiterate that these are different classes to choose from.

**PRACTICE**  
**Match oral language to pictures** Model how to match the pictures to the terms in the word bank. Point to the first image. Say: *I see a teacher. I see students. I see a tablet computer. I see a chart. Now I look at the word bank. Trace a finger from the image to the words. This one says business. I think the answer to number 1 is e.* Model crossing out that choice.

**ANSWERS**  
1. e; 2. i; 3. a; 4. d; 5. h; 6. c; 7. b; 8. f; 9. g

CONNECT TO **Electives** +



**Readings**

**ESSENTIAL QUESTION**

What are electives?

**Introduction to electives**

**What's the name of the class?**  
Work with a classmate. Match each picture to a class.

- 
- 
- 
- 
- 
- 
- 
- 
- 

- drama
- journalism
- music
- physical education
- business
- computer science
- career and technical education
- art
- world languages

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CONTENT

(TE Unit 1, p. 38)



- 2) The academic content standards are not systematically represented throughout the materials. However, *Get Ready!* systematically addresses topics in math, science, and social studies. As illustrated above, each unit explores the Essential Question by integrating reading of informational and fiction selections, as well as texts relative to topics in the areas of science, mathematics, and social studies. Lessons are extended to include the Leveled Readers, also spanning science, math, and social studies. See the variety of genres and themes addressed in the Connect to Mathematics and other lessons shown above.
  
- 3) Social and instructional language standards and one or more of the remaining WIDA Standards are present in the materials. As addressed above, the Language of Language Arts Standard, as well as the language of instruction for social studies, mathematics, and science, are addressed throughout the Vista Higher Learning *Get Ready! 9–12* materials. These skills are practiced and applied in various real-world exercises and communicative-language scenarios. Throughout each unit and at each grade level, English Language Learners discuss and use academic language in a variety of activities involving reading, speaking, listening, and writing. As shown above, the Connect to Science, Connect to Mathematics, Connect to Social Studies, and other “Connect to” lessons engage students with topics in science, math, technology, and social studies and provide practice using associated academic language via writing and spoken-language activities.

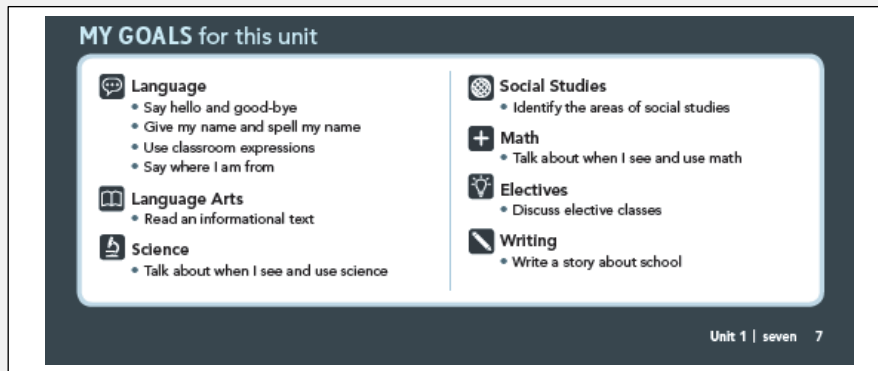
## B. Cognitive Challenge for All Learners at All Levels of Language Proficiency

- |   |            |    |
|---|------------|----|
| 1) <b>Do materials present an opportunity for language learners to engage in various cognitive functions (higher order thinking skills from Bloom’s taxonomy) regardless of their language level?</b> | <b>Yes</b> | No |
| 2) <b>Are opportunities for engaging in higher order thinking systematically addressed in the materials?</b>  | <b>Yes</b> | No |

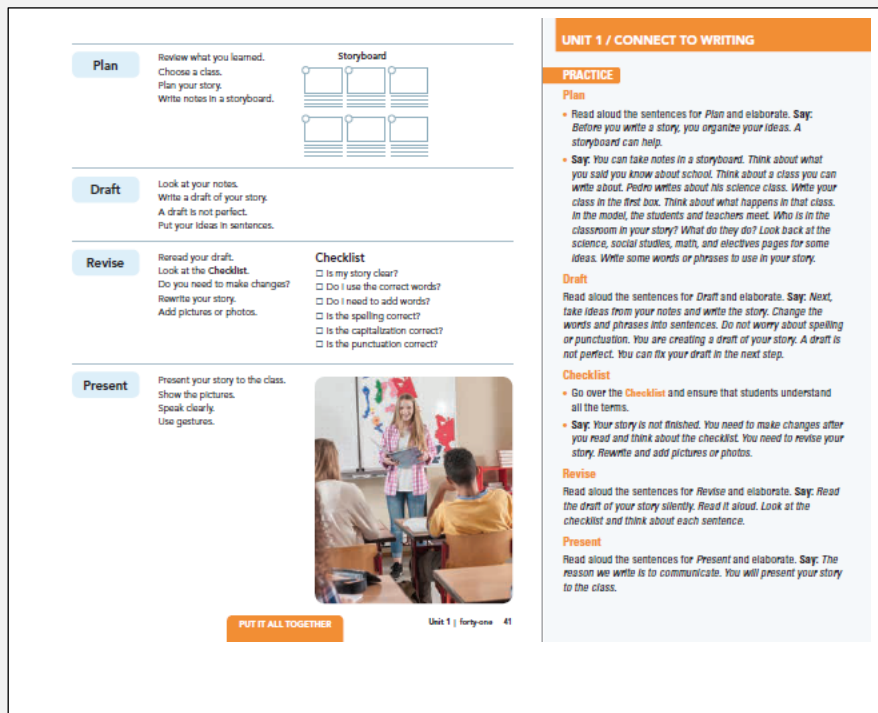
*Justification: Provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.*



1) The Vista Higher Learning *Get Ready!* materials effectively challenge students to achieve higher order thinking. Each unit and lesson in the program provides opportunities for ELLs to engage in a variety of cognitive functions, such as those represented by Bloom's taxonomy. Bloom's taxonomy verbs, such as *describe*, *sketch*, *revise*, and *create* are embedded in the MY GOALS learning objectives and instructional language for each unit in the Teacher's Edition and Student Book, applying to all students, irrespective of proficiency level. See the following examples:



(TE Unit 1, p. 7)



(TE Unit 1, p. 41)

### MY GOALS for this unit

**Language**

- Give my address
- Talk about activities I like and don't like
- Ask for information

**Language Arts**

- Read a biography

**Science**

- Explain forces and motion

**Social Studies**

- Describe symbols

**Math**

- Talk about geometry

**Computer Science**

- Talk about the importance of technology

**Writing**

- Write a biography

Unit 7 | two hundred twenty-seven 227

(SB Unit 7, p. 227)

**Plan**

Review the vocabulary you learned.  
Plan your science fiction story.  
Look at the questions.  
Brainstorm more ideas with one or two classmates.

**Questions:**

1. What does Earth look like?
2. There are regions on Earth. Where do you go?
3. What is there on Earth?
4. What is there on Planet Q?
5. What is not on Earth?

**Draft**

Write what there is and isn't on Earth.  
Remember you are an extraterrestrial.  
A draft is not perfect.  
Put your ideas in paragraphs.

**Revise**

Reread your draft.  
Look at the Checklist.  
Make changes.  
Ask a classmate or your teacher for help.  
Rewrite your description.  
Add pictures of Earth or of Planet Q.

**Checklist**

- ☐ Is my information clear?
- ☐ Do I use the correct words?
- ☐ Do I need to add words?
- ☐ Is the spelling correct?
- ☐ Is the capitalization and punctuation correct?
- ☐ Do I say what there is and isn't?

**Present**

Present your story to the class.  
Show the pictures.  
Speak clearly.  
Answer questions.

PUT IT ALL TOGETHER

Unit 4 | one hundred forty-nine 149

(SB Unit 4, p. 149)

- 2) Opportunities for engaging in higher order thinking are systematically addressed in the materials. As mentioned above, the Bloom’s taxonomy verbs are embedded not only in the MY GOALS learning objectives, but also throughout the general instruction in each unit and lesson in both the Student Book and Teacher’s Edition. Higher order thinking skills are practiced consistently by ELs throughout each high school grade level.

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

- |  |            |    |
|--|------------|----|
| 1) <b>Do the materials provide scaffolding supports for students to advance within a proficiency level?</b>              | <b>Yes</b> | No |
| 2) <b>Do the materials provide scaffolding supports for students to progress from one proficiency level to the next?</b> | <b>Yes</b> | No |
| 3) <b>Are scaffolding supports presented systematically throughout the materials?</b>                                    | <b>Yes</b> | No |

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

- 1) The Vista Higher Learning *Get Ready!* materials provide scaffolding supports for students to advance within a proficiency level. As stated previously, English Language instructors can access resources to aid struggling beginners, while ELLs of higher proficiency gain support and engage challenges from tailored differentiated prompts. Exercises throughout the Teacher’s Edition include scaffolding and amplification prompts for Differentiated Instruction to aid SLIFE students and other ELs not only in reading comprehension, writing, speaking, and listening skills, and linguistic transfer. As students gain mastery of language skills, they are able to progress naturally within their own proficiency level. See the following examples:

#### DIFFERENTIATED INSTRUCTION

##### Scaffold

Pair ELs who have lower levels of English proficiency. Offer them sentence frames for ways to talk about electives. *I like \_\_\_\_\_. I take \_\_\_\_\_. I like \_\_\_\_\_. I want to take \_\_\_\_\_. Have students discuss at least three possible electives they could take.*

##### Amplify

**College and career readiness** Offer an example of ways an interest can lead to a career or college major. **Say:** *I know \_\_\_\_\_ (name) likes to write. She is also good at taking pictures. She can take journalism as an elective. Then in college, she can study journalism. When she graduates, she can write articles and take pictures for a newspaper, a website, or a magazine!* Have students say what their friend likes. Then, have them think of an elective class and a career connection. Offer sentence frames: *My friend \_\_\_\_\_ (name) likes \_\_\_\_\_. He can take the elective class \_\_\_\_\_. In college he can study \_\_\_\_\_. As a career, he can \_\_\_\_\_.*

(TE Unit 1, p. 39)

#### DIFFERENTIATED INSTRUCTION

##### Scaffold

Guide students through the story. **Say:** *In the first box, two friends meet in science class. He writes an introduction using words he knows. In the third box, he writes about the science teacher. Next, he writes about what they do in the class. Finally, he writes ways to say good-bye.*

**Say:** *The steps are: 1. He thinks about a science class. That's planning. 2. He writes the story. That's drafting. 3. He checks his draft to make sure it has sentences, correct spelling, punctuation, and makes sense. He corrects the errors and makes changes. That's revising. He adds pictures, and we read it. That's presenting.*

##### Amplify

Use the same guidance through the science story that is listed in the **Scaffold** column to explain the writing process. Have students restate the steps and think about things they may have written in previous schooling. **Ask:** *Is this writing process familiar? Is it the same or different from what you have done before? Explain how it is the same or different to another student.*

**Culture note** Not all languages approach the writing process in a sequential manner. Some use a circular approach; others dive in directly.

(TE Unit 1, p. 40)

#### DIFFERENTIATED INSTRUCTION

##### Scaffold

Offer additional practice using the verb *be* before doing Activities 1 and 2. Label four index cards with subjects and four index cards with forms of *be*. Pass them out to eight students. Start with the subjects (I, Juan, you, Emily). Then pass out forms of the verb *be* (am, are, is, is). These students should find a subject that matches their verb form. When all four pairs are formed, have students say the sentences aloud. Redistribute the cards and repeat. When pairs read their sentences aloud, challenge them to use a contraction. Students should view the chart in the book as a resource.

##### Amplify

For students who finish quickly and can be challenged to write more, have them create additional sentences about themselves or their classmates using the sentence patterns from the chart.

Invite them to discuss the sentence structure and see if there is a translation for the verb *be* in their home language(s).

(TE Unit 1, p. 23)

- 2) The materials provide scaffolding supports for students to progress from one proficiency level to the next. As students progress through the units, the scaffolding supports help them gain mastery of concepts and skills and build upon what they have learned. As students' overall comprehension and capability become greater, students are gradually able to progress to higher levels of proficiency. Again, the Teacher's Edition units provide instructors with a wealth of targeted support strategies aiding students' progress both within and among levels of proficiency.
- 3) The scaffolding supports are presented systematically throughout the Vista Higher Learning *Get Ready!* materials. As shown above, the instructional texts and support features in each lesson use scaffolding and amplification, such as sentence frames, modeling, and proficiency-specific questions and responses, to support newcomers and other ELLs at their individual skill levels and to help them achieve mastery. Lesson activities and prompts provide students with extra support as they learn to comprehend and master particular skills and strategies. Students gain better understanding of skills and concepts by exploring them in a consistent fashion requiring increasingly complex higher order thinking.

#### D. Accessibility to Grade Level Content

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

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

- 1) Linguistically and developmentally appropriate grade-level content is present in the Vista Higher Learning *Get Ready!* materials. Students read and analyze texts of a variety of genres in the Student Books and the *Get Reading!* Leveled Reading Library. Content is grade-level appropriate while language is designed with English Language newcomers at heart. As stated above, each unit is accompanied by four *Get Reading!*

leveled readers, addressing either fiction, science, social studies, or mathematics, and each reader is available at three levels of proficiency—Newcomer/Beginning, Intermediate, High Intermediate. See the following examples of grade-level content from the texts:

### UNIT 1 / CONNECT TO SCIENCE

**Instructional Routine: Vocabulary** p. Txxiv

#### EXPLORE AND LEARN

**Science skill: Compare and contrast**

Teach the terms *same* and *different*. Say: *All chairs in this classroom have four legs. But the teacher's chair looks different (or pick another example where most items are the same, but something is different). I can compare and see what is the same. I can contrast and see what is different.* Give another contrast example with *living* and *non-living* (students are living; pens and pencils are non-living). Add the terms *compare* and *contrast* to the academic word wall.

**Welcome to science!**

**Academic vocabulary**

Briefly introduce the highlighted terms *life science*, *physical science*, *living*, *non-living*, *Earth science*, *space science*, *engineering*, and *technology*. You don't need to add these to the academic word wall at this time as they come up in later units in more meaningful ways. Retterate that these are different areas of science to study.

#### PRACTICE

**Teacher modeling** Have students view each picture and name or point to something they recognize. Model how to select. Say: *I see a plant in the picture about life science. I also see a plant in picture #3. I think the area of science is life science (c) because the students study a plant that is alive (living).*

**ANSWERS**

1. b; 2. d; 3. c; 4. a


### CONNECT TO → Science

#### Welcome to science!


In school, you study different areas of science.

**Compare** and **contrast** the areas of science.

**Life science** is about things that are alive. You study the life processes of **living** things.



**Earth and space science** is about our planet and the universe.



**Physical science** is about things that are not alive. You study how **non-living** things work.




Science classes focus on **engineering**, **technology**, and the applications of science.




#### Which area of science is it?


Match. Explain.

a. engineering  
b. Earth and space science  
c. life science  
d. physical science

1. 

2. 

3. 

4. 

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CONTENT

(TE Unit 1, p. 28)

From *The Kite Fighters*  
by Linda Sue Park

Seoul, Korea 1473

Young-sup watched as his older brother, Kee-sup, ran down the hill with the kite trailing behind him. The kite bumped and skittered along the ground, but if Kee-sup got up enough speed, it sometimes caught a low puff of wind and rose into the air. Sometimes.

Not very often.

Every tenth try or so.



In the air the kite would hold steady for several moments, then dive without warning. Kee-sup ran in different directions, pulling desperately on the line, but to no avail. The kite always ended up on the ground with its twin "feet" crumpled beneath it, looking, Young-sup thought, both angry and ashamed.

Young-sup watched silently. He did not bother to ask for a turn; Kee-sup would offer when he was ready. It was his kite, after all.

Kee-sup had been given the kite as a birthday present several days before, as part of the New Year celebration. The New Year was everyone's birthday.

It didn't matter on which date you were born; you added a year to your age at the New Year holiday.

Young-sup's gift had been a yui set. Normally, he would have been delighted to receive the popular board game, with its little carved men. But when they opened their gifts, his first feeling was one of envy. His brother's kite was wonderful.

Continued—






## ESSENTIAL QUESTION

What makes a good poem?



## Poetry

**Poetry** is a type of writing. A work of poetry is called a **poem**. A poem tells about experiences, ideas, or feelings. A poem is written in separate lines. Sometimes the lines rhyme. Sometimes they do not rhyme. Poems sometimes have repeated rhythm.

   **Read.** Who is the author? What is the author's message?

## READING STRATEGY

**Understand the author's message**

An author is a person who writes something—a story, a poem, a play, or a report. The author writes a message. A message is the idea the author wants to teach you or tell you.

**New Things**

By J. Trujillo

I have a brand-new backpack,  
a folder, and a pen.  
But as I walk the hallway,  
do I see a friend?

So much to learn,  
So much to see,  
So many different faces.  
So much to ask,  
So much to try,  
So many different places.

I do not know my teachers  
Or where my desk will be.  
I do not know if I like the class  
Or if my classmates will like me.

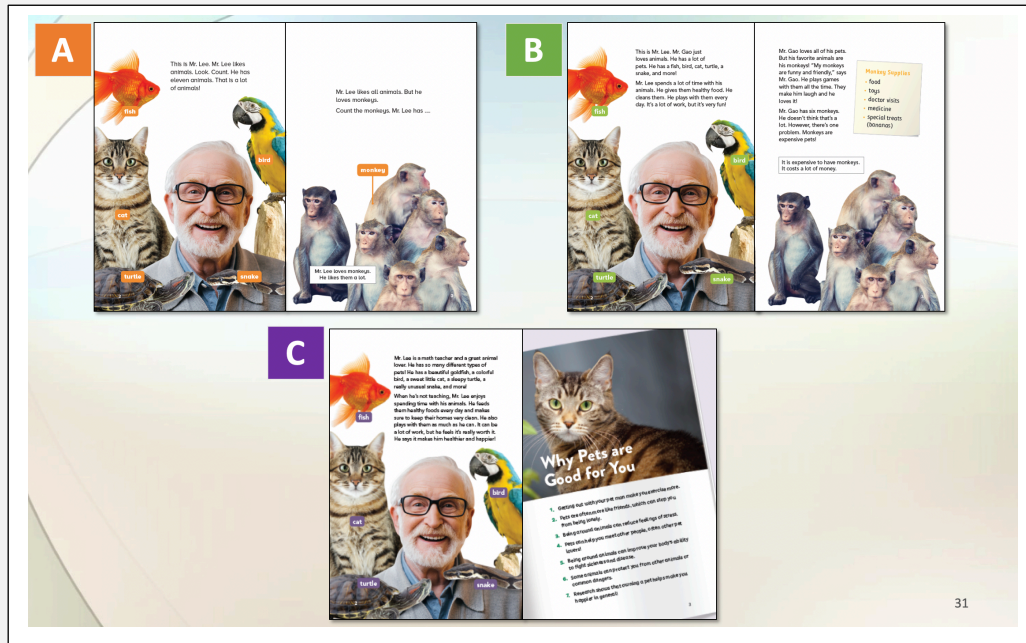
So much to learn,  
So much to see,  
So many different faces.  
So much to ask,  
So much to try,  
So many different places.

I stand beside the classroom.  
I wait there for a while.  
My teacher asks me to come in.  
I enter with a smile.



## CULTURE NOTE

What poems do you know in your home language?



(Comparative view of *Get Reading!* Leveled Reader samples)

- 2) Grade-level content is accessible for the targeted levels of language proficiency. As illustrated above, Vista Higher Learning *Get Ready!* provides varied opportunities for English Language Learners to read and explore grade- and level-appropriate selections using the Student Books and Leveled Readers. Meanwhile, teachers are provided instructional supports for scaffolding and amplification in the Teacher's Edition. Thus, students of varied levels of proficiency are given the targeted support they need to be successful at developing language skills through reading. See the following examples:

UNIT 1 / CONNECT TO READING

Instructional Routine: Reading

p. Txx

Instructional Routine: Vocabulary

p. Txxiv

EXPLORE AND LEARN

?

Essential question: Why do we read?

Ask students to answer the essential question. Say: When you read, you learn new information.

Reading strategy: What do you know?

Teacher modeling Model the reading strategy. Say: Before I read, I look for words I know. Model moving your finger quickly beneath the text in the book. Say: I don't read every word. Teacher, I know that word. Have students find the word classmates.

Informational text

Discover and pre-teach vocabulary

- Use the vocabulary routine to teach or review the words rules, listen, polite, work, ask, best, time, and fun. Add classroom, rules, and informational text to the academic word wall.
- Discuss the words Informational text. Say: Some texts give us information. The information tells us facts. Facts are things that are true. On the board, write My teacher's name is \_\_\_.  $2 + 2 = 4$ . Say: These sentences are both true. They are facts.
- On the board, write. Math is easy! Say: Is this statement a fact? No. We cannot say it's definitely true. Maybe you don't agree; maybe other people don't agree. This statement is an opinion. It's a personal perspective. It isn't a fact.

Classroom Rules


- Understand what makes a text informational Read the title aloud. Point back to classroom, rules, and informational text on the academic word wall. Say: This informational reading tells us how to behave in the classroom.
- Read the text aloud or play the audio. Have students follow along in a whisper read.
- Say: These are rules for school. Are they facts or opinion? (facts) So, this text is \_\_\_. (informational)

CONNECT TO → Reading

Reading

Informational text

An informational text gives you information about a topic. A science article on a science website is an informational text.




READING STRATEGY


What do you know? Identify the words you know. What do they tell you about the text?

Read. What words do you know?


CLASSROOM RULES




Listen to the teacher.




Listen to your classmates.




Be polite. Say "Please" and "Thank you."




Work together.




Work hard.




Ask questions.



Come to class on time.



Do your best.



Have fun!

18 | Unit 1

LANGUAGE & LITERACY

DIFFERENTIATED INSTRUCTION

Scaffold

Offer concrete examples of things that are facts and opinions. Show an image of a superhero that can fly. Compare that to an image of an airplane. Point to the airplane. Say: Airplanes can fly. Is that a fact? (yes) Point to the superhero. Say: Superheroes can fly. Is that a fact? (no) Invite students to share their own examples that are either informational (contain facts) or opinions.

Continue with additional examples until the concept is clear. Offer examples of informational texts such as rules for the bus, rules at a community center, rules for driving, rules on an airplane, etc.

Amplify

Explain that an informational text is also nonfiction. Explain that fiction means something that is not real. Point out the prefix non. Explain that this prefix creates the opposite of a word's meaning.

Offer an additional example of fiction. Say: Romeo and Juliet is a play that many people read in high school. The story is about a boy and a girl who fall in love, but their families are enemies. It is an interesting story, but it is not true. Invite students to share their own examples of stories or books they know that are either informational (contain facts) or fiction.


(TE Unit 1, p. 18)


46 | Page


**1** Complete the classroom rules.  
EXAMPLE: Listen to the teacher.


1. Listen to your \_\_\_\_\_ 4. Do \_\_\_\_\_  
2. Say \_\_\_\_\_ 5. Be \_\_\_\_\_  
3. Ask \_\_\_\_\_ 6. Have \_\_\_\_\_


**2** Work with a classmate. Act out the rules.


**3** Write the rules. Share with the class.  
EXAMPLE:  
 Listen to the teacher.


  
1. \_\_\_\_\_

  
2. \_\_\_\_\_

  
3. \_\_\_\_\_

  
4. \_\_\_\_\_

  
5. \_\_\_\_\_

  
6. \_\_\_\_\_

**Communicate**

**4** Work with a classmate. Write two more rules. Share with the class.

1. \_\_\_\_\_  
2. \_\_\_\_\_

**UNIT 1 / CONNECT TO READING**

**PRACTICE**

**1**  
**Say:** Rules are important. They help create a safe classroom and a good place to learn. Read the classroom rules aloud. Direct students' attention to the close sentences in Activity 1.  
**Say:** Part of the rule is there. Write the missing words. Complete the rules. Point to the example sentence. On the board write Listen to the \_\_\_\_\_. Cup your hand to your ear and point to the word listen. **Ask:** Who does the rule say to listen to? Point to yourself. (teacher) Model writing the correct word. Have the class repeat the word chorally and then read the whole sentence again as a class.  
**ANSWERS**  
1. classmates; 2. please and thank you; 3. questions; 4. your best; 5. polite; 6. fun

**2**  
**Repeat set phrases** Act out one of the rules. Point to the clock and walk quickly to your desk. **Ask:** Which rule? (Come to class on time.) Have students act out the classroom rules.

**3**  
Direct students' attention to Activity 3. **Say:** Look at the picture and write the whole rule. Write all the words in the sentence. Point to the image in the example. Cup your hand to your ear and say: Listen. Point to teacher in the image. On the board write Listen to the teacher. Ensure students understand they will use the rules from the reading on page 18.  
**ANSWERS**  
1. Ask questions. 2. Come to class on time. 3. Work hard. 4. Have fun! 5. Work together. 6. Be polite.

**COMMUNICATE**

Act out being very noisy. **Ask:** Can students learn when it is loud? (no) Model writing two rules to address the behavior. On the board write Work quietly. and Pay attention. Meta-model why you chose these two rules and how they help the class. Invite students to add ideas.  
**ANSWERS**  
Answers will vary.

LANGUAGE & LITERACY

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**DIFFERENTIATED INSTRUCTION**

**Scaffold**  
If necessary, offer a word bank to help students complete Activity 1. Alternatively, you can highlight key words in the "Classroom Rules" reading to help students visualize what to write.  
Offer sentence frames for students having difficulty writing additional classroom rules in the last activity. Come to class with \_\_\_\_\_. Ask what they need to have, such as a pencil. Ask where they should put trash. Put trash in the \_\_\_\_\_. (trash can)  
**SLIFE** Work with students in a small group and delve into the rules as they may have come from a community that had different rules from U.S. schools.

**Amplify**  
**Ask:** Which rule in Activity 3 is the most important? Have students share why they think a rule is the most important. Invite students to share rules from their home countries or previous schools.

**Formative Assessment**

• **Collect the rules and listen in on the conversations**  
Using your class list, write 3 if students have the gist and are using correct terminology. Write 2 if they have most of the terms. Write 1 for needs help if they don't know what to do.

Unit 1 | 19

(TE Unit 1, p. 19)

**UNIT 1 / CONNECT TO SCIENCE**

**Instructional Routine: Vocabulary** p. Txxiv

**Instructional Routine: Reading** p. Txx

**EXPLORE AND LEARN**

- **Read, speak, and write about science** This content section focuses on introducing students to science subjects and topics, along with vocabulary needed to access scientific concepts.
- **Culture note** Inquire about your students' prior experiences with science (studied in school? in the natural world?).

**Essential question:** When do you see and use science?

Ask students to answer the essential question. Offer prompts as needed (when you observe nature; use your five senses; ask questions; etc.).

**Introduction to science**

- **Say:** *Science is the study of the natural world. We ask questions and make observations. We also use technology. Engineers build and design things, too.*
- **Say:** *Look at the picture of the box. What do you notice? What questions can you ask? Preview the steps students could use to investigate the box.*

**Academic vocabulary**

- Use the vocabulary routine to teach the terms *science, process, observe, investigate, gather, discuss, and explain*. Write the terms on the academic word wall.
- Place students in groups of four to answer the question about the box. Lead them through the steps and offer prompts for each. **Say:** *I observe that there are circles on the box. I think they are holes. What needs holes in a box? Talk about why they are there. Discuss. (maybe something that breathes or needs air)*

CONNECT TO **Science**

**Introduction to science**

Readings

**ESSENTIAL QUESTION**



When do you see and use science?

**This is a box.**

**What is in the box?**

Answer the question. Follow these steps.

- Work with a team.
- **Observe** the box.
- **Investigate** together.
- **Gather** information.
- **Discuss** your ideas.
- **Explain** your ideas.

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**CONTENT**

**DIFFERENTIATED INSTRUCTION**

**Scaffold**

Create groups of four students that are comprised of varying levels of English proficiency. Students with higher levels of English proficiency can serve as a linguistic model when going through the steps of learning about the box. Ensure that they speak slowly and clarify what they mean by pointing to pictures or objects and use physical gestures to communicate. They should point to the illustration for each step in order to ensure that their peers know where they are in the process.

**Amplify**

Focus on the investigate step. Write words or phrases for how students could investigate. (*Look at the holes closely. Pick the box up. Shake it. Smell it. Listen to it.*)

Write the information gathered. (*We see \_\_\_\_ We hear \_\_\_\_*)

Then discuss what each group member thinks could be inside. Have students explain their answers orally.

(TE Unit 1, p. 26)

- 3) Grade-level content is systematic in its presentation. In every unit of the *Get Ready! 9–12* program, students analyze grade-appropriate texts in a blend of genres in the Student Book and Leveled Reading Library and practice related language skills. The differentiated supports are continuous throughout each unit, as concepts and materials become more challenging and higher DOK levels are integrated.

## E. Strands of Model Performance Indicators

- |   |     |    |
|---|-----|----|
| 1) Do materials include a range of language functions?                            | Yes | No |
| 2) Are the language functions incorporated into a communicative goal or activity? | Yes | No |
| 3) Do the language functions support the progression of language development?     | Yes | No |

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

- 1) The Vista Higher Learning *Get Ready!* materials include a range of language functions. Students practice and develop language skills in every unit of the 9–12 program. Each unit begins with the Connect to Language section, focusing on a range of vocabulary words and expressions, and allowing students to practice new terms in communicative situations. Next, students engage with the Connect to Language in Action exercises, giving students exposure to and practice with functional English language skills. The Connect to Phonics section provides opportunities for newcomers to practice phonics concepts and skills appropriate to their age and ability. The Connect to Grammar feature encourages ELLs to explore new grammar skills and apply them to exercises in listening, speaking, reading, and writing. See the following examples from the texts:

UNIT 1 / CONNECT TO LANGUAGE

Instructional Routines: Listening and Speaking  
p. Tami

Instructional Routines: Reading p. Tex

COMMUNICATE

Listening strategy: Listen for key words

- Demonstrate active listening. It is crucial that students develop active listening skills. They should be able to answer basic questions from an oral presentation. Explain that they will listen for important words. Say: A strategy is a special way to help you understand.
- Reinforce students that they have been working on words for greetings and saying good-bye.

**Teacher modeling** Before students begin, model the task. Cup your hand to your ear. Say: I hear. Hi, Ron! / write a checkmark under the column for hello.

Model writing a checkmark on the board for students. / write a checkmark under the correct answer; hello or good-bye.

SCRIPT

Example H: Host  
1. Good morning, Miss Canton.  
2. See you later, Tim.  
3. Goodbye, Mr. Kim.  
4. Hey, Michael!  
5. Bye, Heidi!

ANSWERS

1. Hello, 2. good-bye, 3. good-bye, 4. Hello, 5. good-bye

**Communicational exchanges** Before beginning, model the example conversation with a volunteer.

ANSWERS

Answers will vary. Students should use words from the box. They may also use words learned from prior if they are culture-appropriate and mean either hello or good-bye.

DIFFERENTIATED INSTRUCTION

Sealsaid

**Culture connection** Be respectful about pairing. Instead of pairing students by proficiency, consider pairing students with lower levels of proficiency with students who have higher levels of proficiency. The students with higher levels of proficiency can serve as peer tutors who can prompt and reinforce language.

CONNECT TO → Language

Communicate

Listen. Check ☐ hello, ☐ or good-bye.

EXAMPLE: You hear: Hi, Ron!  
You check: hello      good-bye  
☒                  ☐

	hello	good-bye
1.	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>

Work with a classmate. Write conversations. Read them aloud.

EXAMPLE:

Hi, \_\_\_\_\_!      Hello, \_\_\_\_\_!

Conversation 1  
\_\_\_\_\_!      \_\_\_\_\_, Hi, Ronni!

Conversation 2  
\_\_\_\_\_, Hi, Heidi!      \_\_\_\_\_, Anika!

Conversation 3  
\_\_\_\_\_, Anika!      \_\_\_\_\_, Arif!

Words to use  
Hi  
Hey  
Good morning  
Good-bye  
See you later!

10 | Unit 1

LANGUAGE & LITERACY

Amplify

If students finish quickly, have them set out greetings in a role play. For example, one student might be a grandparent or doctor and the other a grandchild or patient. Have students discuss if they changed their greeting according to the person they were speaking to. If so, why? Ask: Does gender (man or woman) matter in English greetings? (No)

**Culture note** In some ELL home languages, giving a maternal grandmother may use a different term than other greetings. In English, the formality might change, but the word RAS does not.

10 | Unit 1



### UNIT 1 / CONNECT TO LANGUAGE

**Instructional Routines: Listening and Speaking**

**COMMUNICATE**

**Understanding strategy:** Listen for key words

- Students will be listening to a recording that students develop active listening skills. They should be able to answer basic questions from an advertisement. Again, they will listen for important words. Say: A strategy is a special way to help you understand.
- Have students that they have been working on words for greetings and saying good-bye.

**Teacher modeling:** Before students begin, model the task. Copy your teacher's part out. Say: (Say it.) Read: (Write a checklist under the correct answer.)

**Model writing a checklist on the board for students. / Write a checklist under the correct answer.**

**SCRIPT**

Example 1: Read

- Good morning, Mrs. Carter.
- Good morning, Mrs. Carter.
- Good morning, Mrs. Carter.
- Good morning, Mrs. Carter.
- Good morning, Mrs. Carter.

**ANSWERS**

1. Hello, good-bye, good-bye, good-bye, good-bye

**Comprehension question:** Listen for key words before beginning, model the strategy.

**Assess:** Ask any student about one word from the list. They may use a checklist and say: I see it.

### CONNECT TO Language

**Communicate**

**Listening Strategy:** Listen for key words. Key words are the important words.

**Work with a classmate. Write conversations. Read them aloud.**

**Model writing a checklist on the board for students. / Write a checklist under the correct answer.**

**SCRIPT**

Example 1: Read

- Good morning, Mrs. Carter.
- Good morning, Mrs. Carter.
- Good morning, Mrs. Carter.
- Good morning, Mrs. Carter.
- Good morning, Mrs. Carter.

**ANSWERS**

1. Hello, good-bye, good-bye, good-bye, good-bye

**Comprehension question:** Listen for key words before beginning, model the strategy.

**Assess:** Ask any student about one word from the list. They may use a checklist and say: I see it.

### UNIT 1 / CONNECT TO LANGUAGE

**Reading Strategy:** Look at the pictures

Use students time to view all the pictures before reading and listening to the audio.

**Understanding strategy:** Look at the pictures. Pictures help you to understand what you read. Look at the first picture. I see Mr. Lee. I see students going to their pictures. Then have them point to the pictures. I see Mr. Lee. Read the sentences and check. Have students point to each word and read clearly on your read it aloud. Then have them repeat the whole sentence orally. Say: As you read and read, use the pictures.

**People at School**

Read this reading great information about the people at a school.

**Model writing a checklist on the board for students. / Write a checklist under the correct answer.**

**SCRIPT**

Example 1: Read

- Good morning, Mrs. Carter.
- Good morning, Mrs. Carter.
- Good morning, Mrs. Carter.
- Good morning, Mrs. Carter.
- Good morning, Mrs. Carter.

**ANSWERS**

1. Hello, good-bye, good-bye, good-bye, good-bye

**Comprehension question:** Listen for key words before beginning, model the strategy.

**Assess:** Ask any student about one word from the list. They may use a checklist and say: I see it.

(TE Unit 1, pp. 10–11)

### CONNECT TO Language in Action

**What time is it?**

**ESSENTIAL QUESTION**

Why does it help to watch a video more than once?

**1** Lin Hey! What time is it?

**ALEJANDRA** Martina, are you OK?

**MARTINA** I'm fine.

**ALEJANDRA** Hmm. OK.

**MARTINA** Oh, excuse me, Alejandra. I'm sorry. What time is it?

**ALEJANDRA** It's eight o'clock.

**2** Alejandra: What time do you go to sleep at night?

**ALEJANDRA** I go to sleep at nine o'clock.

**3** Alejandra: What time do you eat breakfast?

**ALEJANDRA** I eat breakfast at seven o'clock. And then I go to school.

**4** Alejandra: What time do you eat dinner?

**ALEJANDRA** I eat dinner at five o'clock. And then I go to bed.

### CONNECT TO Language

**Communicate**

**Listening Strategy:** Listen for key words. Key words are the important words.

**Work with a classmate. Write conversations. Read them aloud.**

**Model writing a checklist on the board for students. / Write a checklist under the correct answer.**

**SCRIPT**

Example 1: Read

- Good morning, Mrs. Carter.
- Good morning, Mrs. Carter.
- Good morning, Mrs. Carter.
- Good morning, Mrs. Carter.
- Good morning, Mrs. Carter.

**ANSWERS**

1. Hello, good-bye, good-bye, good-bye, good-bye

**Comprehension question:** Listen for key words before beginning, model the strategy.

**Assess:** Ask any student about one word from the list. They may use a checklist and say: I see it.

### UNIT 1 / CONNECT TO LANGUAGE

**Reading Strategy:** Look at the pictures

Use students time to view all the pictures before reading and listening to the audio.

**Understanding strategy:** Look at the pictures. Pictures help you to understand what you read. Look at the first picture. I see Mr. Lee. I see students going to their pictures. Then have them point to the pictures. I see Mr. Lee. Read the sentences and check. Have students point to each word and read clearly on your read it aloud. Then have them repeat the whole sentence orally. Say: As you read and read, use the pictures.

**People at School**

Read this reading great information about the people at a school.

**Model writing a checklist on the board for students. / Write a checklist under the correct answer.**

**SCRIPT**

Example 1: Read

- Good morning, Mrs. Carter.
- Good morning, Mrs. Carter.
- Good morning, Mrs. Carter.
- Good morning, Mrs. Carter.
- Good morning, Mrs. Carter.

**ANSWERS**

1. Hello, good-bye, good-bye, good-bye, good-bye

**Comprehension question:** Listen for key words before beginning, model the strategy.

**Assess:** Ask any student about one word from the list. They may use a checklist and say: I see it.

(SB Unit 4, pp. 120–121)



CONNECT TO → **Phonics**

**Consonant digraphs**

Listen to the blended sounds. Listen to the words. Repeat.

chin

inch

shirt

cash

think

math

mother

where

wheelchair

cough

night

phone

alphabet

graph

Listen. Write the missing letters.

1. \_\_\_\_in    3. \_\_\_\_one    5. \_\_\_\_mchair    7. ma\_\_\_\_    9. mo\_\_\_\_er    11. \_\_\_\_ore    13. ni\_\_\_\_s
2. \_\_\_\_ink    4. \_\_\_\_irt    6. \_\_\_\_in    8. ca\_\_\_\_    10. cou\_\_\_\_    12. gra\_\_\_\_    14. al\_\_\_\_abet

Decode. Listen and repeat. Focus on the digraphs.

- I have enough **cash** to buy the shirt.
- My mother is on the **phone** every night.
- I think the **graph** shows one **inch**.
- Cover your mouth and **ch**in when you **cough**.
- Push the **wheelchair** up the ramp.

**Communicate**

Work with a classmate. Look around the room. Say words with digraphs. Take turns.

teacher

chair

236 two hundred thirty-six | Unit 7

LANGUAGE & LITERACY

**Complex blends and trigraphs**

Listen to the letters. One letter is silent. Listen to the words. Repeat.

knock

gnat

dgn

write

walk

badge

crunch

Listen. Write the missing letters.

1. \_\_\_\_at    3. cru\_\_\_\_    5. \_\_\_\_ack    7. wa\_\_\_\_
2. \_\_\_\_ite    4. si\_\_\_\_    6. ba\_\_\_\_

Decode. Listen and repeat. Focus on the complex blends and trigraphs.

- Knock on the door before you walk **in**.
- Write your name on the **badge**.
- The **gnats** swarm by my ear.
- I hurt my leg and need a **crunch**.

**Communicate**

Work with a classmate. Act out the sentences in Activity 2.

LANGUAGE & LITERACY

Unit 7 | two hundred thirty-seven 237

(SB Unit 7, pp. 236–237)

CONNECT TO → **Grammar**

**Dates**

Look at the charts. When you write a date...

- what comes first—the day or the month?
- what punctuation do you put after the day and before the year?

You write: May 1, 2021

You say: May first, twenty twenty-one

OR

You can write: May first, two thousand twenty-one

You write: October 12, 1963

You say: October twelfth, nineteen sixty-three

You can write: 10/12/1963

Work with a classmate. Say the dates. Take turns.

EXAMPLE: July 20, 1969  
July twentieth, nineteen sixty-nine

1. July 4, 1776    6. May 10, 1869
2. April 12, 1861    7. January 24, 1849
3. August 26, 1963    8. May 14, 1607
4. November 9, 1620    9. January 20, 2009
5. March 2, 1836    10. April 19, 1775

Rewrite the dates.

EXAMPLE: 7/4/2015 → July 4, 2015

1. 3/10/1554 \_\_\_\_\_
2. 8/19/1993 \_\_\_\_\_
3. 12/23/1642 \_\_\_\_\_
4. 9/17/1822 \_\_\_\_\_
5. 2/4/1766 \_\_\_\_\_

204 two hundred four | Unit 6

LANGUAGE & LITERACY

**Adjectives**

Adjectives are words that describe. Read the sentences with adjectives.

- When there is a noun, is the adjective before or after the noun?

I have a **big** family.

Florina is **tall**.

Marco has a **small** family.

Jaime is **short**.

Write sentences to describe the people in the pictures. Share your sentences with a classmate.

EXAMPLE: Aileen has long hair. Zola is little.

Aileen

Huan

Zola

Dimitri

Shira

Rafa

Tem

Jude

Describe friends and people you know.

My friend Vinod has **short** hair.

Veronica is **pretty**.

**MORE EXPRESSIONS**

pretty woman

handsome man

long hair

short hair

straight hair

curly hair

LANGUAGE & LITERACY

Unit 6 | two hundred five 205

(SB Unit 6, pp. 204–205)

- 2) The Vista Higher Learning *Get Ready!* language functions are incorporated into communicative goals and activities. As stated above, students practice and develop a range of language functions in every unit and lesson of the *Get Ready! 9–12* program. Each instructional “Connect to” lesson in the text provides crucial instruction in phonics, grammar, vocabulary, and word study. These lessons each include the Communicate activity, in which students apply their new skills to discussions, completing sentence frames, and various other demonstrations of comprehension and communicative language proficiency. See the following examples:

CONNECT TO → Grammar

## Communicate

1 Match the people with the objects or people.

EXAMPLE: You hear: Hi. I'm Oscar. I have pens on my desk.  
You match: Oscar c

1. Ling	a. buses
2. Armando	b. babies
3. Katia	c. pens
4. Ali	d. dictionaries
5. Mrs. Parker	e. woman
6. Duc	f. women
7. Suzi	g. TVs
8. Abdi	h. dictionary
	i. pencils

**LISTENING STRATEGY**  
Listen for noun forms  
The noun form—singular or plural—gives you important information.

2 Work with a classmate. Look around the classroom. Find the items and people in the list. Write the number.

EXAMPLE:

12 boys  
1 clock  
20 desks  
0 dictionaries

**items and people**

boy	glass
clock	man
desk	table
dictionary	TV
door	window
girl	woman


3 Work with another pair. Ask and answer questions about the items and people.

Do we have a boy in the classroom?

Yes, we do. We have 12 boys in the classroom.

Do we have a dictionary in the classroom?

No, we don't.



96 ninety-six | Unit 3

LANGUAGE & LITERACY

(SB Unit 3, p. 96)

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## Communicate

1 Listen to Carmen. Then answer the questions.

EXAMPLE: You hear: I wake up at six o'clock.  
You read: What time does Carmen wake up?  
You write: 6:00

1. What time does Carmen eat breakfast? \_\_\_\_\_
2. What time does Carmen go to school? \_\_\_\_\_
3. What time does Carmen go home? \_\_\_\_\_
4. What time does Carmen eat dinner? \_\_\_\_\_
5. What time does Carmen go to sleep? \_\_\_\_\_

2 Work with a classmate. Ask and answer the questions. Say the hour or half hour.

EXAMPLE:

What time do you wake up?

I wake up at six thirty.  
What time do you wake up?

I wake up at seven o'clock.

1. What time do you wake up?
2. What time do you eat breakfast?
3. What time do you go to school?
4. What time do you eat lunch?
5. What time do you go home?
6. What time do you eat dinner?
7. What time do you do homework?
8. What time do you watch TV?

### LISTENING STRATEGY

Listen for specific information

Listen for the times. The information helps you answer the questions.

### MORE EXPRESSIONS

eat lunch



do homework



watch TV



## Communicate

- 1 Listen to Michael talk about activities.  
Check (✓) the activities he likes.

EXAMPLE: You hear: I like to read!  
You check: read

- |                                   |  |   |
|-----------------------------------|--|---|
| <input type="checkbox"/> watch TV | <input type="checkbox"/> play the drums  | <input type="checkbox"/> play the guitar  |
| <input type="checkbox"/> dance    | <input checked="" type="checkbox"/> read | <input type="checkbox"/> play video games |
| <input type="checkbox"/> sing     | <input type="checkbox"/> play baseball   | <input type="checkbox"/> play basketball  |
| <input type="checkbox"/> run      | <input type="checkbox"/> play soccer     | <input type="checkbox"/> sleep            |

- 2 Write three activities you like to do.  
Write three activities you don't like to do.

EXAMPLE: I like to play the drums.  
I don't like to sing.

Like

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Don't like

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

- 3 Work with a group. Talk about your answers to Activity 2.

I like to play the drums. I don't like to sing.  
What about you?

### LISTENING STRATEGY

Listen for verb forms

Listen for the affirmative and negative verb forms: *like* and *don't like*. These forms tell you about the speaker.

### MORE EXPRESSIONS

cook



swim



draw



listen to music



- 3) The language functions support the progression of language development. Vista Higher Learning *Get Ready!* supports newcomers and other ELLs by integrating grade-appropriate texts with additional graphic elements to support comprehension and progression. Each unit begins by introducing and exploring an Essential Question. Students then explore and practice vocabulary words and expressions. The Connect to Language and Language in Action sections then provide students opportunities to use new terms in communicative situations and apply them to listening, speaking, reading, and writing skills. In all the "Connect to" sections, students learn to apply new language and literacy skills for a variety of functions, aided by suggestions for Differentiated Instruction. From the initial unit launch and throughout the lessons, English Language Learners progressively gain strength in applying foundational skills to language functions, systematically helping them to advance through the *Get Ready!* program and from one level of proficiency to the next. Each year, English Language Learners build upon what they have already learned, interact with literature and language concepts of increasing complexity, and progress toward mastery of language and literacy skills.