PRI✔ME™

Protocol for Review of Instructional Materials for ELLs

WIDA PRIME Correlation

RIGBY
On Our Way
to English®

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Introduction

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

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

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

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

WIDA welcomes the opportunity to work with both publishers and educators. WIDA realizes that it has a unique perspective on the conceptualization of language proficiency standards and how it envisions their use. It is our hope that by using this inventory, publishers will gain a keener understanding of some of the facets involved in the language development of English language learners as they pertain to their products.

Organization

The Protocol for Review of Instructional Materials for ELLs (PRIME) is organized into two parts that, as a whole, are intended to provide information about instructional materials in each of 14 criteria. **Part 1** contains information about the materials that are to be reviewed. **Part 2** is the protocol used for the review of instructional materials and includes space for publishers to explain the answers to the questions. An Appendix at the end of the document provides definitions of the categories included in the PRIME correlation.

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

STEP 1: Complete information about materials being reviewed.

STEP 2: Respond to the "Yes/No" questions about the presence of the criteria in the materials.

STEP 3: Provide justification to support your "Yes" responses. (Note: If additional explanation for "No" answers is relevant to readers' understanding of the materials, this may also be included.)

Organization of the WIDA English Language Proficiency Standards In Relation to the Protocol for Review of Instructional Materials for ELLs

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

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

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

II. English Language Proficiency Standards

IIA. **Presence of WIDA ELP Standards**

IIB. **Representation of Language Domains (Listening, Speaking, Reading, Writing)**

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

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

IV. Strands of Model Performance Indicators

IVA. *Language Functions*
 • **Attached to Context**
 • **Higher Order Thinking**
IVB. *Content Stem*
 • **Coverage and Specificity of Example Topics**
 • **Accessibility to Grade Level Content**
IVC. *Instructional Supports*
 • **Sensory Support**
 • **Graphic Support**
 • **Interactive Support**

Part 1: Information About Materials

Publication Title(s): ___On Our Way to English___

Publisher: ___Houghton Mifflin Harcourt/Rigby___

Materials/ Program to be Reviewed: ___On Our Way to English ©2010___

Tools of Instruction included in this review: ___Thematic Teacher's Guide and Leveled Reading Teacher's Guide, G3___

Intended Teacher Audiences: ___Grade K-5 Teachers of ELLs___

Intended Student Audiences: ___ELLs, Grades K-5___

WIDA Framework(s) considered: ___Summative and Formative___

Language domains addressed in material: ___Listening, Speaking, Reading, Writing___

WIDA English Language Proficiency Standards addressed: ___ALL___

WIDA language proficiency levels included: ___Entering, Beginning, Developing, Expanding, Bridging___

Most Recently Published Edition or Website: ___2010___

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

On Our Way to English is a comprehensive language and literacy program for English language learners in grades K-5. On Our Way to English provides English instruction in all four domains through Science and Social Studies thematic units and differentiated reading instruction.

Part 2: PRIME Correlation Tool

I. PERFORMANCE DEFINITIONS

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

YES	NO		
☑	❏	A.	Do the instructional materials take into account linguistic complexity for language learners?
☑	❏	B.	Do the instructional materials address linguistic complexity for all of the targeted proficiency levels?
☑	❏	C.	Is linguistic complexity systematically addressed, in multiple lessons, chapters, or units, in the materials?

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

A. In the On Our Way to English program, students learn English grammar, sounds, word forms, and word meaning (syntax, phonology, morphology and semantics). They learn to use the language to communicate in social situations as well as in academic functions in the school setting and in the content areas. For academic success, students must be proficient in all four language processes—reading, writing, speaking, and listening. Throughout the program, the instruction for each week begins with the Oral Language—Academic Language Development as the lessons introduce the theme and build background. The lessons extend the instruction to the writing activities. See these pages for a typical unit from one Week in Grade 3 Thematic Teacher's Guide U1 Oral Language, Tap Prior Knowledge, and Build Background: 12, 14, 16, 18, 20, 24, 26, 28, 30, 32, 36, 38, 40, 42, 44, 48, 50, 52, 54, 56. For the writing see: 13, 15, 17, 19, 21, 25, 27, 29, 31, 33, 37, 39, 41, 43, 45, 49, 51, 53, 55. These skills are further developed in the Build Background sections of each lesson in the Leveled Reading Teacher's Guide. See pages 4 to 7 of Grade 3 Leveled Reading Teacher's Guide for an example of the structure of the lesson and these pages for Build Background in a typical level: Level H 4, 6, 8, 10, 12, 14, 16, 18, 20, 22.

B. The weekly lesson structure described in part A is further expanded with Differentiation for Language Stages contained on the lesson pages. This section of the lessons provides instruction to accommodate language and concept development as well as background. Vocabulary development is further developed using the Six-Step vocabulary activities. For Grade 3 Unit 1, see the Differentiation for Language Stages on pages in the Thematic Teacher's Guide: 12, 14, 16, 18, 24, 26, 28, 33, 36, 38, 40, 44, 45, 48, 50, 57.

C. The program was developed with a consistency of instruction so that the lesson features described above are used in each of the units of the program. Both the Thematic Teacher's Guide and the Leveled Reading Teacher's Guide contain the instruction to assist students in developing key language skills.

IB. Vocabulary Usage (specificity of words, from general to specific to technical)

YES NO

☑ ❏   A. Is vocabulary usage represented as words, phrases, and expressions in context?

☑ ❏   B. Is vocabulary usage addressed in the materials for all of the targeted levels of proficiency?

☑ ❏   C. Are general, specific, and technical language usage systematically presented throughout the materials?

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

A. The focus on academic language and vocabulary development is stressed in the program. On Our Way to English incorporates Robert Marzano's six-step process for vocabulary instruction. This process includes: Step 1 Explain (Teachers provide a student-friendly description, explanation, or example of the vocabulary term.) Step 2 Demonstrate Understanding (Students non-verbally demonstrate their understanding of the vocabulary terms and then verbally restate the meaning of the term.) Step 3 Show and Write (Students construct a picture, symbol, or graphic representation of the term and then label or write about the vocabulary term in their vocabulary journals.) Step 4 Discuss (In response to prompts, students discuss the vocabulary term to sharpen their understanding of it.) Step 5 Reflect and Refine (Students think about what they have learned about the vocabulary term and revisit their vocabulary journals to add to their entries.) Step 6 Apply in Learning Game (Students apply their knowledge of the vocabulary term by engaging in a learning game.) These features are woven into the structure of each lesson. See Grade 3 Thematic Teacher's Guide U1: 14–15, 16, 18, 26, 28, 30, 38, 40, 42, 48, 50, 52.

B. The program includes both content-specific vocabulary (classroom vocabulary particular to a single content area such as scales, phase, and mammal for science context) and general academic vocabulary (vocabulary used across the content areas, such as advice, describe, and cause for several academic settings). For Grade 3 Unit 1, see the Differentiation for Language Stages on these pages in the Thematic Teacher's Guide: 12, 14, 16, 18, 24, 26, 28, 33, 36, 38, 40, 44, 45, 48, 50, 57.

C. The consistent and systematic structure of the program includes general, specific, and technical language. The thematically related selections and instruction help all levels of students build on their prior knowledge to develop and extend their knowledge of content and develop the related vocabulary.

IC. Language Control/Conventions (comprehensibility of language)

YES NO

☑ ❑   A.   Are opportunities to demonstrate language control presented in the materials?

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

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

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

A. The On Our Way to English program was designed to help English language learners use English to communicate in social settings and to achieve academically in all content areas. The program helps teachers provide comprehensible input—language that is understandable to language learners because it is contextualized and meaningful in both oral and written English. This instruction in the language-learning classroom should be contextualized and supported by strategies such as gesturing, restating, and acting out—strategies that enhance and support meaning. In this way, instruction becomes meaningful to students whose command of English is limited. The program helps to create a classroom atmosphere that is inviting and comfortable for language learners so that they will be motivated and interested. Such conditions allow language acquisition to take place. The lessons provide a setting that fosters collaborative activities, encourages volunteering, validates attempts to produce language, and uses a variety of ways to assess performance. See the Unit 1 Week 1 At a Glance chart on pages 10–11 of the Grade 3 Thematic Teacher's Guide for a listing of the lesson concepts and the components that help to establish an inviting learning environment. The Week 1 lesson on pages 12 to 21 provides explicit instructions for using the components and integrating them into a valuable learner-friendly learning experience.

B. The program was developed to ensure that skills are introduced, practiced, and reviewed following the instructional plan described in part A. The activities include many ways to assist all levels of learners. This carefully developed instructional plan is used in all grades. See the On Our Way to English Thematic Teacher's Guide Program Overview page T56 to review the characteristics of classrooms that support language learning and that form the basis for the core instruction techniques used in the program.

C. In each grade, the skills have been structured in each skill strand to provide instruction for all levels as students' progress. Each skill is introduced, practiced, reviewed, and tested to check and expand students' knowledge of the skill. The Thematic Instruction focuses on oral language, reading, and writing within the context of the same content-area theme and the Differentiated Reading Instruction provides tools needed to read text at varying levels. See page T6 of the Grade 3 Leveled Reading Teacher's Guide for charts to show the skill structure of the program.

II. ENGLISH LANGUAGE PROFICIENCY (ELP) STANDARDS

IIA. Presence of WIDA English Language Proficiency Standards

YES NO

☑ ❏   A.   Are social and instructional language and one or more of the remaining WIDA Standards (the language of Language Arts, of Mathematics, of Science, and of Social Studies) present in the materials?

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

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

A. The On Our Way to English program helps develop language and literacy skills in the context of content-based themes. The program is organized in thematic units around the science and social studies content and also includes math-based instruction to cover the national standards by grade level. The materials include the listening, speaking, reading, and writing skills using the content-area themes to build knowledge that is transferable to the mainstream classroom. See the On Our Way to English Thematic Teacher's Guide Program Overview pages T10–T11 to review the characteristics of thematic, content-based instruction. Within every level, the program contains content-area icons to identify the subject, genre information, listening, writing, speaking, and reading skills in the lessons, and Options for Stages features within the lesson. See a typical lesson on pages 4–7 of the Grade 3 Leveled Reading Teacher's Guide (page 4 content icon, Options for Stages, Build Background, Learn by Doing, Use Language; page 5 Guided Reading; page 6 Guided Reading, Oral Language Development, Grammar/Conventions activities; and page 7 Comprehension Strategy, Literacy Skills, Decoding in Content, Responding to the Text (speaking and writing activities).

B. The systematic and structural development of the content and skills in the program incorporates all the features of language development for literacy and is based on well-defined goals for each lesson. As described in part A, the thematic units and the leveled reader selections cover a wealth of content in science, social studies, and related math skills as well as all areas of curriculum for listening, speaking, reading, and writing. In addition to the basic lesson in the Thematic Teacher's Guide, specific notes are included to address all aspects of the skills and the needs of the learners. See pages 12, 13, 14, 17, 18, 19, and 20 for a typical assortment in a weekly lesson in the Grade 3 Thematic Teacher's Guide.

IIB. Representation of Language Domains

YES   NO

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

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

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

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

A. Every lesson in the On Our Way to English program includes instruction and practice in the domains of listening, speaking, reading, and writing. Thematic instruction is at the core of On Our Way to English. The thematic units help students learn academic English in context, engage and empower English language learners, and allow for multiple exposures to vocabulary. The program provides differentiated instruction for English language acquisition as well as literacy development. Using the On Our Way to English Thematic Teacher's Guide Program Overview, see the Building Literacy section page T60 that summarizes how comprehensive literacy (including speaking, listening, reading, writing) is an integral part of the instructional plan.

B. Using the On Our Way to English Thematic Teacher's Guide Program Overview, see the charts on page T12 to review the structure for the Stages of English Language Acquisition and the Levels of English Literacy Development. The chart explained on page T13 is found in all the weekly lessons to provide differentiation of instruction for language stages. See a typical lesson in Grade 3 Unit 1 Thematic Teacher's Guide on pages 12, 14, 16, 18. The lesson also contains several stages of writing activities using Shared Writing 13, Response Writing 15, and Modeled Writing 17, 19, 21.

C. In each Unit in the On Our Way to English Thematic Teacher's Guide, page 1 provides a listing of the basic skills included in the Unit for Oral Language (speaking and listening), Reading, Writing, and Content Objectives. The charts on pages A16 to A19 of the Leveled Reading Teacher's Guide provide a listing of the Reading Strategies for Grade K–5 and show how carefully integrated the instruction is within each level and across the levels. In each week of each grade, the program includes instruction in the language domains and includes a wide variety of instructional techniques to assist all levels of learners.

III.   LEVELS OF LANGUAGE PROFICIENCY

IIIA. Differentiation of Language (for ELP levels)

YES   NO

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

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

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

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

A.   The authors explain the structure and content of the program in the On Our Way to English Thematic Teacher's Guide Program Overview. See pages T12 and T13 for information about the development of the program based on the understanding that English language learners enter the classroom with a variety of English language development needs. The program was designed to provide curriculum access to English language learners who differ in language and in literacy proficiencies. The program includes methods to help teachers differentiate instruction in order to make content language comprehensible for English language learners at various levels of proficiency. See pages 12, 14, 16, and 18 for a typical assortment to address levels of language proficiency in a weekly lesson in the Grade 3 Thematic Teacher's Guide. See also pages 4, 6, and 7 for Options for Stages in the Grade 3 Leveled Reading Teacher's Guide. These references are typical of every week of instruction in each grade level.

B.   The introductory information in each Teacher's Guide provides a wealth of information about the development of the program and its structure to help identify, understand, and address the needs of students at all levels of language proficiency. In the Professional development section of the On Our Way to English Thematic Teacher's Guide Program Overview, pages T52 through T56 detail information about the developmental levels of the students and how the program helps meet the needs of these students. The focus of this instruction has been woven into every lesson in the program to help teachers accommodate the many and varied needs of the students.

C.   As stated in parts A and B, the program provides a complete instructional plan across grade levels to introduce skills within a lesson, across a unit, between units in a grade, and then across the grades. This carefully developed structure permits students to progress and attain goals.

IIIB. Scaffolding Language Development (from ELP level to ELP level)

YES NO

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

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

☑ ❏   C. Are scaffolding supports presented systematically throughout the materials?

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

A. In the On Our Way to English Thematic Teacher's Guide, the lessons work with whole class activities that are subdivided into partner and individual activities to modify the learning environment. The "Turn and Talk" feature helps students talk about the content together to lead to mastery. The Leveled Reading Teacher's Guide is divided into small group and independent learning experience. See pages 10 and 11 for a weekly lesson opener where the learning environments are specified in the first column. This flexible lesson structure allows students to advance within a level and then across levels. This structure is designed to accommodate all levels of learners in the development of language proficiency.

B. See pages T24 and T25 in the On Our Way to English Thematic Teacher's Guide Program Overview for a summary of the program's design that promotes skill acquisition and mastery to move from section to section, unit to unit, and level to level. The information on pages T26 and T27 provides research results to clearly confirm the success of the program where students improved in oral language development as well as reading and writing ability. As described in part A, the lessons provide scaffolding support as students work at specific tasks and then move into related materials to guide instruction and practice from the very simple to more complex skill levels.

C. In each grade, the program follows the systems outlined in parts A and B. There are multiple opportunities to progress through the instruction and to change from level to level as skills are mastered. All instruction is monitored by Unit Progress Tests, Open-Ended Oral Language Assessments, and Unit Assessment Checklists. See pages T48 and T49 in the On Our Way to English Thematic Teacher's Guide Program Overview for a summary of the ways to monitor students to accommodate development.

IV. STRANDS OF MODEL PERFORMANCE INDICATORS

IVA. Language Functions

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

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

A. The program provides predictable routines that include daily oral language, reading, and writing. For the teacher, the routines build instructional consistency, maximize classroom instructional time, minimize planning time, and provide smooth classroom transitions. For the students, the routines increase exposure to and practice with new strategies and skills, provide students with known expectations, and minimize students' anxiety. Within these routines, language functions are presented comprehensively, socially, and academically. A description of how the program teaches English language learners at various levels of proficiencies can be found on pages T78–T79 of the On Our Way to English Thematic Teacher's Guide Program Overview. The description also explains how the program teaches reading (T80–T81 and T86–T87), writing (T82–T83), and phonics (T84–T85) to English language learners.

B. The thematic structure at the core of the program enables students to learn academic English in context, engages and empowers English language learners, and allows for multiple exposures to vocabulary. See the lesson plan description on pages T30 to T51 of the On Our Way to English Thematic Teacher's Guide Program Overview. As students tell about and describe an object or concept, express an opinion, or interpret a visual, the language function is clearly monitored and suggestions are given to expand the learning process.

C. As stated in part B, the program was developed with a thematic structure so that content areas incorporated into the lessons and skills are organized into a complete scope and sequence that covers all areas of reading and language arts instruction. Each grade level is based on the thematic, well-constructed plan for skills and strategies that are included across the grade and from grade to grade.

YES   NO   **Higher Order Thinking**

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

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

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

D.   Each selection has teaching information in the Leveled Reading Teacher's Guide. The Guide Reading Book Talk (see Grade 3 page 5) section gives specific page-by-page questions with key vocabulary emphasized in bold type. These questions fit all levels of comprehension from simple literal questions to more complex higher-order thinking skills to use as students read the selection. The Guided Reading Individual Reading section (see Grade 3 page 6) provides instruction based on the teacher copy (see Grade 3 page 7). On page 7, the Comprehension Strategy section has a bold title that identifies the skill, and the Reading Strategy Review identifies the strategies being used in the lesson. This carefully structured plan includes skills from identify main idea (page 7), make and confirm predictions (page 19), compare and contrast (page 23), make generalizations (page 39), summarize information (page 43) to identify cause and effect (page 63) and draw conclusions (page 67).

E.   The information provided in part D explains how the skills and strategies are included in each lesson. The opener chart on the first page of each selection (see Leveled Reading Teacher's Guide page 4) identifies the Comprehension Strategy as well as the Reading Strategies, Oral Language Development, Literacy Skills, and Decoding Skills. A review of these charts shows the careful structure used to develop the program and how carefully a wide range of higher-order thinking skills are introduced and reviewed throughout the lessons in the level and then across the levels.

IVB. Content Stem

YES   NO   **Coverage and Specificity of Example Content Topics**

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

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

☑   ❑   C.   Are example topics systematically presented throughout the materials?

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

A.   The On Our Way to English Thematic Teacher's Guide Program Overview (pages T10 –T11) provides a section with information about the Thematic, Content-Based Instruction in the program. The program includes fiction and nonfiction selections as well as songs and chants that are linked to themes. These themes are based on national standards for each grade level. The authors state: "The best way to help students learn both English and school subjects is to teach language through content that is organized thematically." In each Unit Thematic Teacher's Guide, page 1 identifies the Content Objectives and the content area being addressed. See Unit 1 Faces and Places at the bottom of page 1 (Social Studies and the three objectives). Additionally, each selection lesson in the Leveled Reading Teacher's Guide has an icon to identify the subject area. See page 4 of the Grade 3 Leveled Reading Teacher's Guide for the icon at the top of the page under the cover picture for the selection.

B.   The Cross-Curricular Learning Stations in each Unit Thematic Teacher's Guide (for Grade 3 Unit 1, see pages 8 and 9) shows the Science, Social Studies, Theme Library, Math, and Technology activities to use with the unit. The total lesson structure for a unit can be found in the At a Glance section on pages 10 and 11. The Grades K to 5 Leveled Reader charts on pages A8 to A12 in the Leveled Reading Teacher's Guide also show the array of content covered in the selections in the program.

C.   For On Our Way to English, the information presented in parts A and B shows the structure of the program for every grade level. At each grade, content topics are included and were selected based on the content standards for that grade from the various subject area standards. This careful structure guarantees that the important topics are included and are systematically presented at and across the appropriate grade.

YES   NO   **Accessibility to Grade Level Content**

☑   ❑   D.   Is linguistically and developmentally appropriate grade level content present in the materials?

☑   ❑   E.   Is grade level content accessible for the targeted levels of language proficiency?

☑   ❑   F.   Is the grade level content systematically presented throughout the materials?

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

D. Each lesson is labeled with an icon to clearly identify the content area. See page 4 of the Grade 3 Leveled Reading Teacher's Guide for the icon at the top of the page under the cover picture of the reading selection. Content standards were used to identify science, social studies, mathematics, and literature content for each grade. As each content area is introduced, the content vocabulary is presented using the six-step process. The first three steps introduce a new term and the last three steps provide multiple exposures that English language learners experience over time to help integrate understanding of the term in their listening, speaking, reading, and writing vocabularies. See pages T74 and T75 of the On Our Way to English Thematic Teacher's Guide Program Overview for a complete description of the six-step process for teaching vocabulary to help students master content.

E. As vocabulary is developed in the Thematic Teacher's Guide and the Leveled Reading Teacher's Guide, content activities help students understand the terms. The Build Background, Learn by Doing, and Use Language sections along with the Options for Stages help to tailor instruction to the students' needs. See page 4 of the Grade 3 Leveled Reading Teacher's Guide for examples of these activities and page 7 for further activities in Responding to the Text. All of these activities incorporate the content and vocabulary to help students achieve.

F. The examples and information included in parts A to E can be found in each unit or set of leveled readers within a grade and then across the grades to allow for complete coverage for the topics and the content. The Differentiated Reading Instruction strand of On Our Way to English picks up where the Thematic Strand leaves off. It helps teachers set up students with the tools they need to independently read text at their level.

IVC. INSTRUCTIONAL SUPPORTS

YES NO **Sensory Support**

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

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

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

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

A. Instructional supports are available throughout the lessons and are used to make instruction comprehensible to students. Visuals, real-world objects, models, and audio visual aids are ways to provide examples of concepts and vocabulary. Touching, feeling, seeing, hearing, acting, and playing are integrated into the lessons so that students can become involved in the learning process. A physical response can be included. In this setting, techniques in which students respond physically to commands given orally by the teacher or another student demonstrate a term, concept, or idea. See the Learn by Doing activity on page 4 of the Grade 3 Leveled Reading Teacher's Guide where students combine sensory activities to play basket. That activity is followed by the Use Language activity that asks them to translate their sensory activity into a verbal language description.

B. In addition to the information in part A, the gestures, movements, and other body language can be employed to emphasize meaning and it addresses all the of the senses. Activities encourage students to hear, say, see, and touch while learning skills and concepts. Many of the questions in the Guided Reading sections of the Leveled Reading Teacher's Guide ask students to interpret and address how the characters would feel and how they would feel as they discuss the content of the selection. The students use their sensory supports to become involved in the content and integrate the concepts and ideas into their world. (See example page 5 Guided Reading Questions for 4–5.)

C. Paraphrasing or saying the same thing in a different way helps to make the language accessible to all. This includes using frequent repetition and restatement to add understanding. Directly related is the use of short and simple explanations to assure understanding. A language experience approach encourages students to dictate words, phrases, or sentences about a shared experience to the teacher. Such experiences actively involve the students and show how what they say converts to words with meaning. This structure incorporates sensory support as it involves not only feelings but also the concepts of seeing, touching, and hearing.

YES   NO   **Graphic Support**

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

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

☑   ❏   F.   Are graphic supports systematically presented throughout the materials?

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

D.   Graphic organizers, semantic webs, and charts show the relationships between ideas and are effective tools woven into the instruction in the program. See the Component Path on pages T22 and T23 of the On Our Way to English Thematic Teacher's Guide Program Overview. The materials show the wide variety of graphic supports included in the program to help students acquire language and skills. The colorful Concept Posters include a variety of graphic organizers to summarize the concepts in a concise, understandable way. The Vocabulary Cards and the Academic Language Builders all contain relevant graphic devices to help students learn. The Student Anthology as well as the Leveled Readers includes a wealth of graphics to help interpret the content. Picture graphics on a map are included in the Grade 3 Student Anthology on pages 12–13, time lines on pages 68 to 87, captions for the pictures in the selection beginning on page 126, and problem/solution charts on pages 173, 186, and 201.

E.   The program incorporates the graphic sources throughout the components to assist the learners in developing content and concept language skills. In addition to the items listed in part D, the Grade 3 Leveled Reading Teacher's Guide shows how the instruction is included and how it functions within the learning process. See pages 23 and 39 of the Teacher's Guide for using photo and illustrations, page 15 for using references, page 31 for graphic treatments of type to convey meaning, page 35 for use of index, and page 55 for captions. Throughout the program at each grade, the graphic supports extend understanding and play a key role in vocabulary and content development.

F.   Graphic supports are found in all levels of the program. At the beginning levels, the graphics are tailored to the developmental level of the learner. The complexity and extensiveness is broadened as students progress in the grades. The examples listed in parts D and E show the scope and depth of the Grade 3 materials.

YES   NO   **Interactive Support**

☑   ❑   G. Are interactive supports present and varied in the materials?

☑   ❑   H. Are interactive supports present and relevant to concept attainment for the targeted
               proficiency levels?

☑   ❑   I.   Are interactive supports varied and systematically presented in the materials?

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

G. Interactive supports are a valuable part of the learning experience and are thoroughly
    incorporated into the lessons. Beginning with the six-step vocabulary plan (see
    Grade 3 Thematic Teacher's Guide page 28), Step 4 Discuss asks students to talk with
    a partner about the vocabulary terms. Partners engage in discussions about open-
    ended prompts that contain the new vocabulary terms. During this time, students
    also record in their journals and/or help each other revise their entries. Step 6 Apply in
    Learning Games (page 30) is included periodically to allow students to play with the
    terms that are appropriate to their individual stages of English language acquisitions.
    This interactive activity is extended by the Turn and Talk features on pages 27 and
    33. These items appear regularly in the program. See also the Week At a Glance on
    pages 10 and 11 of the Grade 3 Unit 1 Thematic Teacher's Guide for lesson features
    where interactive learning concepts are identified for whole class, small group, and
    independent learning.

H. The variety of interactive learning experiences is included for all proficiency levels.
    The lessons are designed for all groups of learners and are included throughout the
    program. The lessons contain a variety of ways to assist the learners. In the Grade 3
    Thematic Teacher's Guide, see the Differentiation for Language Stages for activities
    that address small group, partner, and individual exercises: 12, 14, 16, 18, 24, 26, 28, 33,
    36, 38, 40, 44, 45, 48, 50, 57. In the Grade 3 Leveled Reading Teacher's Guide, see the
    Options for Stages features within the lesson on these initial selection pages: 4, 6, 7, 8,
    10, 11, 12, 14, 15, 16, 17, 18.

I. A review of the references in parts G and H shows the variety of methods and the
    systematic structure in the program that includes these items with each lesson in a
    grade as well as in every grade. The On Our Way to English program was developed to
    provide very flexible groupings. Flexible groups are temporary and change according
    to students' interests, needs, social interactions, and development. Within the teaching
    environment, instruction allows for students to work in all types of groups to help
    individuals be successful in content, concept, and skill acquisition.

Appendix

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

    IA. **Linguistic Complexity** – the amount and quality of speech or writing for a given situation

    IB. **Vocabulary Usage** – the specificity of words (from general to technical) or phrases for a given context

    IC. **Language Control/Conventions** – the comprehensibility and understandability of the communication for a given context

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

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

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

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

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

    IIIB. **Scaffolding** – building on already acquired skills and knowledge from level to level of language proficiency based on increased linguistic complexity, vocabulary usage, and language control through the use of supports.

IV. **Strands of Model Performance Indicators** – examples that describe a specific level of English language proficiency for a language domain. Each Model Performance Indicator has three elements: Language Function, Content Stem, and Support

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

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

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