



**PRIME**<sup>TM</sup>

Protocol for Review of  
Instructional Materials for ELLs

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WIDA PRIME Correlation

WIDA Protocol for Review of Instructional Materials for ELLs  
WIDA PRIME Correlation Form for Educators

## Introduction

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

The intent of this review is for users to identify the ways in which elements of the *WIDA English Language Proficiency Standards, 2007 Edition, PreKindergarten through Grade 12* are represented in instructional 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 assist educators in making informed decisions in selecting instructional materials for programs serving English language learners and
- to aid publishers and correlators in developing materials and communicating how their materials address key elements of the WIDA English Language Proficiency Standards

## Organization

The Protocol for Review of Instructional Materials for ELLs (PRIME) is organized into two parts that together 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 page number examples and responses to the questions. An Appendix at the end of the document provides definitions of the categories included in the PRIME correlation.

Please note that the questions contained in this form are identical to those in the completed correlations on our website.

## 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): Treasure Chest

Publisher: Macmillan/McGraw-Hill

Materials/ Program to be Reviewed: Treasure Chest, Grades KE6 with examples from Grade 2

Tools of Instruction included in this review: Teacher's Edition

Intended Teacher Audiences: \_\_\_\_\_

Intended Student Audiences: English Language Learners in Kindergarten through Grade 6 at all levels of language proficiency

WIDA Framework(s) considered: Summative and Formative

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

WIDA English Language Proficiency Standards addressed: Social and Instructional Language, The Language of Language Arts, Mathematics, Science, and Social Studies

WIDA language proficiency levels included: Levels 1E5

Most Recently Published Edition or Website: 2011

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

Macmillan/McGraw-Hill's Treasure Chest is a comprehensive program for English Language Learners in Grades KE6 that provides instruction in the four areas of listening, speaking, reading, and writing.

## 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. The Treasure Chest program for English Language Learners is designed to increase students' ability to understand and produce language. Each week includes oral language, vocabulary, comprehension, and writing exercises that allow students to learn and practice using language related to the unit theme, the selection, and the concept for the week. These daily opportunities to produce language address linguistic complexity for language learners and provide instruction to help students internalize and grow in their knowledge of the English language.

B. The Teacher's Edition contains information to help teachers understand the different levels of language proficiency and provides behaviors and techniques teachers can utilize to help facilitate language growth in students. Daily oral language exercises include activities for Beginning, Intermediate, Advanced, and Advanced High students. Each week includes a list of Vocabulary words from the selection that are appropriate to teach at each proficiency level. Comprehension, Fluency, Phonics, Grammar, Writing, and Spelling lessons also include activities for students at all proficiency levels.

C. Linguistic complexity is systematically addressed throughout each week of the Treasure Chest program. Each day begins with an Oral Language exercise to give students the opportunity to practice using language related to the week's concept and selection. Vocabulary and Listening Comprehension lessons on Days 1-4 of each week preteach and review selection vocabulary and provide interactive question-response ideas to help students understand and talk about the selection. Small group activities are provided on Days 1-4 for Phonemic Awareness, Phonics, Grammar and Usage, Writing, Spelling, Comprehension, or Fluency to help students at all proficiency levels access English language arts content. Day 5 provides opportunities for students to produce language as they write a summary and participate in a book talk about the selection.

Examples: Grade 2 Teacher's Edition: xEixiii, 6E25

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**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. Each week in the Treasure Chest program contains daily vocabulary activities and practice. Vocabulary is first introduced in the context of a picture on the first day of each week. Teachers engage students in structured partner talk about the image using the key word. Prior to reading the selection on Day 2, vocabulary words are taught using the Define/Example/Ask routine. As they read the selection, students encounter the words in context. Students then apply the vocabulary words as they use them to talk and write sentences with partners or groups and to use the Visual Vocabulary Resources. The vocabulary is also used as students write about the selection later in the week.

B. The vocabulary activities described in part A provide opportunities for students to work at an appropriate level, to develop skills, and to reinforce skill acquisition. The lessons provide instruction to accommodate language and concept development as well as expand background knowledge. The charts on pages 4 and 5 of the Grade 2 Teacher’s Edition show the Suggested Lesson Plan for the 5-Day structure with the Vocabulary Development row. The charts also include instructional designations for the level of proficiency for each section of the daily plan.

C. The program was developed with a consistency of structure and instruction so that the features described above are used in all the lessons in each unit in the program. All of the materials contain the instruction needed to assist students in developing key language skills. General, content specific, academic, and technical language are systematically presented in the program materials and the consistency of presentation and practice ensures that language once introduced is reviewed and recycled to ensure understanding and mastery. To view vocabulary presented in each week, see the Week 1 At a Glance chart on page 4. The chart lists the vocabulary words and the academic vocabulary used in the week. This systematic structure is used in every unit.

Examples: See the charts for Grade 2 Teacher’s Edition Unit 1 on the following pages: Week 2 page 26, Week 3 page 48, Week 4 page 70, Week 5 page 92. Week 6 Monitoring Progress is listed on pages 116 and 117.

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**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. Each unit is divided into weekly lessons that are divided into a 5-day plan. Each day of a lesson begins with two pages that are filled with opportunities to produce language, incorporating vocabulary, language structures, and academic language. Research-based strategies allow students of different language proficiency levels to produce language. These strategies include the Visual Vocabulary Routines for building vocabulary, the Interactive Question-Response Discussion prompts, the Think/Pair/Share scaffolded discussions that incorporate language structures and academic vocabulary taught, and leveled prompts provided on the Retelling Cards. The lessons provide explicit, sequential, linguistically logical, and systematic instruction in English language arts content. The weekly lesson plans focus on the following areas in which English language learners are likely to have difficulty: phonemic awareness and phonics; word recognition and spelling; vocabulary and morphology; grammar and usage; listening and reading comprehension; sentence structure; speaking and writing; and reading, writing, and discussing expository text.

B. Each day of the lesson ends with two pages that provide differentiated instruction to help address the specific content needs of students at different language proficiency levels. The annotations in the columns identify specific teaching methods and materials for the Beginning, Intermediate, Advanced, and Advanced High levels and newcomers. The chart for Unit 1 Week 1 on Grade 2 Teacher’s Edition pages 4 and 5 identifies activities and the proficiency level along with the whole group and small group activities. The partner icon in the lessons also identifies activities designed for partners to work together on a language development task.

C. In every unit in each level, the Unit Theme is presented along with suggestions for Developing English Language Proficiency, Newcomers Survival Skills, Home-School Connection, and Online Support. This is followed by the weekly lessons for the unit in which the items described in parts A and B are included. The unit ends with Connect to Content on Grade 2 Teacher’s Edition pages 114-115, Unit Monitoring and Assessment on pages 116-117, and Reteaching on pages 118-121. This carefully developed structure is found in all units to demonstrate that the lessons support language control throughout the grade.

## 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 Treasure Chest program for English Language Learners is organized in units that are developed around topics related to the study of language. The units are divided into weeks that focus on content related to the unit topic. The language of instruction for reading, language arts, social studies, and science is explicitly taught, practiced, and applied. Students discuss and use academic language in speaking, listening, reading, and writing activities. As each lesson is developed, the content provides a basis for the skill study. The content is used in context to introduce, practice, apply, and review the language skills. See Grade 2 Teacher’s Edition pages xiv to xix for the unit structure. The unit topic is identified and the weekly topics that correlate with the unit topic are listed.

B. In each level, the unit structure with the 5-day weekly lessons is centered around a content topic. This content-oriented unit organization helps to ensure that vocabulary and skills for content are included with a complete set of language arts skills to foster the development of listening, speaking, reading, and writing skills. The content of the unit structure as described in part A helps students learn the language centered around an appropriate context to help use and apply the newly developing language for the targeted content area.

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**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. Each weekly lesson is based on a 5-day plan. Days 1 through 4 begin with Oral Language, Vocabulary, and Listening Comprehension with the Interactive Question-Response exercise to Access Content. Vocabulary and Academic Language are included in the lesson annotations. See Grade 2 Teacher's Edition pages 6E7, 10E11, 14E15, 18E19. The Phonemic Awareness/Phonics, Grammar and Usage, Writing/Spelling, High-Frequency Words, and Comprehension/Fluency are on the other two pages of the daily plan. See Grade 2 Teacher's Edition pages 8E9, 12E13, 16E17, 20E21. Language Transfers, Vocabulary, Academic Language, Speaking and Listening, Writing, Newcomer Survival Skills, and Corrective Feedback are included in the lesson notes. Day 5 includes Oral Language, Writing, Comprehension with Listening and Speaking, and Strategy and Skill Assessment. See pages 22E25.

B. The lesson features clearly identify the instruction and practice in the domains of listening, speaking, reading, and writing. Language proficiency levels are integrated into each unit opener and lesson in the program. See Grade 2 Teacher's Edition page 6 with the Oral Language lesson including the sections for Beginning, Intermediate, Advanced, and Advanced High instructional levels. Page 7 has the Listening Comprehension for all levels and Academic Language for all levels with writing on a Practice Book page. Pages 8 and 9 work with all aspects of listening, speaking, and reading and are clearly designed for the various proficiency levels. Pages 12, 16, and 20 include listening, speaking, and reading instruction with writing on pages 20 and 22 and identify the proficiency level for the instruction. Additionally, annotations in the side column feature items that help to meet all language learning and related levels of proficiency.

C. Parts A and B provide the explanation of the lesson items that show how language domains are systematically integrated in each weekly lesson. These instructional features are found in every week in every unit in the Treasure Chest program. They are included to provide thorough, systematic instruction in the listening, speaking, reading, and writing language domains. The lessons are designed to include instruction to assist a wide range of language learners and are clearly identified for each section. Grade 2 Teacher's Edition pages 4 and 5 have the Week At a Glance and the Suggested Lesson Plan to summarize how the program is structured. Pages 2 and 3 show the Unit Planner that identifies the lesson structure. Every week and every unit has such charts to readily review the content and instruction.

### 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 Treasure Chest program for English Language Learners is a seven level program for Grades K to 6. The program is designed to provide systematic, explicit, and appropriately scaffolded instruction and sufficient time to help English language learners attain English proficiency and meet high standards in core academic subjects. Research-based strategies are used within each lesson and include SIOP Model for Comprehensible Input, Interactive Question-Response Techniques, and Visual Vocabulary Routines. Every lesson identifies language proficiency level for the instruction. The Weekly Planner on pages 4 and 5 provides codes for Beginning, Intermediate, Advanced, and Advanced High levels of language proficiency. The lesson pages also identify the level. See Grade 2 Teacher’s Edition pages 6, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 20, 21, 22, 24, 25. There are group and partner activities for all to complete and individual activities to help each student work at his or her level to gain language mastery.

B. The Treasure Chest program was created to specifically address the differentiation of language proficiency and to be developmentally and linguistically appropriate for the designated language levels. Each week the Oral Language Assessment allows teachers to informally assess students' language acquisition, focusing on vocabulary, academic language, language conventions in speaking, and general comprehension of topics read and discussed during the week. The outcomes of the tests can assist teachers in identifying the focus of the instruction for the following weeks. The Progress Monitoring Assessment Book also includes checklists to informally monitor students' progress in listening, speaking, and use of social language in classroom conversations with peers. With this careful monitoring system, students can be placed in the correct materials with instruction and practice to improve their language proficiency.

C. The information in parts A and B identify the structure of the instructional plan within the unit and across the units in the level. Since Treasure Chest was designed to assist English Language Learners, it contains the differentiation of language being systematically addressed through the materials. A review of the Scope and Sequence on Grade 2 Teacher’s Edition pages 732 to 740 shows the broad categories of skills in Reading Process, Writing, Conventions, Listening and Speaking, and Research. The tinted panels show where the skills and strategies are presented with teaching opportunities and the check marks identify the assessed skills.

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**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. Grade 2 Teacher's Edition page iv explains how to use the program with English Language Learners and why the Treasure Chest program is effective. The program uses a direct, explicit instructional approach that allows teachers to present lessons and provide practice that help students master the vocabulary and skills so that they can progress to higher levels. The materials are specifically designed to help students work as a group, work with a partner, or work independently to progress through activities with specific objectives, obtain instructional feedback, review the content, and make strides toward successful completion of each activity. Scaffolding occurs in every daily lesson where instructional activities are given for each language proficiency level. With the well-constructed plan, there are ample opportunities to meet the needs of each proficiency level with a wide variety of lesson activities.

B. As described in part A, the daily lessons provide scaffolding support as students work at specific tasks and then move into related activities to guide instruction and practice from the very simple to more complex skill levels. Working as a class, with a partner, individually, or in a small group allows flexibility to encourage language and related skill development. In addition to the lesson structure that encourages scaffolding between proficiency levels, the assessment information at the end of each lesson (see an example on pages 24 and 25 of the Teacher's Edition) gives concrete methods to define language development as well as content knowledge. Additional reteaching information on Grade 2 Teacher's Edition pages 118 to 121 is referenced in the Strategy and Skill Assessment on page 25. See also page v for a description of the Progress Monitoring Assessment Book as another aid to help students.

C. The instructional and educational experiences described in parts A and B are systematically included in every week of every unit in every level. This well-organized plan helps to ensure that students will be able to move from level to level and will be given the needed instruction with immediate feedback. There are multiple opportunities for students to progress through the lessons in the weekly instruction and to move from unit to unit as skills are mastered. The scoring system in the weekly lessons and the Assessments included in the Teacher's Edition after each unit help track achievement and monitor progress as students master skills.

#### 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 Treasure Chest program for English Language Learners has been designed to incorporate a systematic instructional plan to assist students in acquiring language proficiency. The units are developed around real-world content skills, and each lesson is a part of an integrated plan to develop language skills related to academic language and everyday vocabulary. See Grade 2 Teacher's Edition pages xx and 1 for the introduction to Unit 1. The Unit theme Friends and Family has students identify what makes a good friend and discuss places or situations where children may make new friends as well as activities friends can do together. Each week identifies the Vocabulary words and the Academic Language to be learned about the unit theme. See the Week 1 At a Glance chart and Weekly Planner on pages 4 and 5. This carefully organized system provides a wide range of activities to help students develop language proficiency and apply verbal and written skills to content areas. See pages 6 to 25 for a complete review of a typical Weekly lesson plan.

B. Each unit theme is developed around a specific context. The organizational structure of the program helps students to learn academic language in context. This structure allows multiple exposures to vocabulary on a daily basis throughout the week. See the lesson plans on Grade 2 Teacher's Edition pages 6 to 25. As students participate in the Oral Language activities, Vocabulary, Listening Comprehension, Phonics/Phonemic Awareness, Comprehension/Fluency, Grammar and Usage, and Writing/Spelling exercises, they develop the skills and extend the learning process in the context of the specific content areas. For the program, the content is an integral part in the various subject areas in the lessons.

C. Language functions are included in all aspects of the lessons across all units and levels of the Treasure Chest program. As instruction is presented each day of the weekly lesson plan, language functions are used to support the communicative needs of the students. The following activities are from Grade 2 Teacher's Edition Day 1 Week 1 and are representative of the use of language functions in every day of every lesson:

- Think/Pair/Share and Visual Vocabulary Resources (page 6)
- Interactive Question-Response (page 7)
- Blending Routine from the Online Instructional Routine Handbook, Model with Guided Practice (page 8)
- Read/Spell/Write Routine from the Online Instructional Routine Handbook, Choral-reading for the Decodable Reader (page 9)

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- |                                     |                          |   |
|-------------------------------------|--------------------------|---|
| YES                                 | NO                       | <b>Higher Order Thinking</b>  |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | D. Are opportunities to engage in higher order thinking present for students of various levels of English language proficiency? |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | 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. Every weekly lesson in a unit includes Listening Comprehension activities and Comprehension/Fluency and Comprehension sections. After students listen and read the selection, they are asked a variety of questions about character, plot, and setting; cause and effect; compare and contrast; and main ideas. Each set also has students respond to apply, synthesize, and evaluate levels of questions. See the Grade 2 Teacher’s Edition Day 1, Day 2, and Day 3 comprehension work. In each Weekly lesson, Day 4 provides a Think and Compare section that uses applying, synthesizing, and evaluating levels of questioning. See Unit 1 pages 21, 43, 65, 87, and 109. Students learn to identify cause-and-effect relationships, draw conclusions, use compare and contrast skills, and make inferences. See the Scope and Sequence for a listing of the Comprehension Skills and Strategies on pages 734 and 735 for the higher-order thinking skills included in the lessons. A review of pages 21, 43, 65, 87, and 109 also shows how the Think and Compare exercise is divided into appropriate questions for the Beginning, Intermediate, and Advanced/Advanced High levels of language proficiency.

E. In the Treasure Chest program, higher-order thinking skills are included throughout the program. The information given in part D identifies how the skill development is present in one unit of study. This structure is found in every unit throughout the program. The skills are systematically addressed in the context of each lesson and across the lessons in the book. In each of the lessons, simple literal skills are addressed as well as more complex higher-order thinking skills. Within a lesson and across lessons and levels, the materials incorporate a variety of higher-order thinking skills. See Grade 2 Teacher’s Edition pages 734 and 735 to identify how the skills are systematically included in each grade level and assessed at the appropriate levels.

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**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 unit themes (topics) selected for each grade are related to science, social studies, or language arts/literature concepts. The Grade 2 Unit topics are Friends and Family, Community Heroes, Let's Create, Better Together, Growing and Changing, and The World Around Us. Students work with concepts by reading the five sets of Leveled Readers for the unit. For example, Growing and Changing deals with Science concepts as they encounter and use information about the ways that animals and plants change as they grow and why the changes are important. Community Heroes deals with Social Studies concepts as they discuss heroes in communities helping others, being President, and what doctors do. The selection activities provide content connections where students see, listen, speak, and read about curriculum context with real-world experiences. Placing the activities in a real-world setting helps students understand and use the language and terms successfully.

B. The program structure makes all unit topics accessible to English language learners at all levels of language proficiency. Every lesson includes specific instructional activities for each of the proficiency levels. See Grade 2 Teacher's Edition pages 6 to 9 for a typical day's work and how the levels of proficiency are built into the lesson structure. Because of the systematically organized program, each unit is divided into the daily lessons with the same well-coordinated structure to make the topics accessible to all targeted levels.

C. The content depth and consistency of the Treasure Chest program is discussed in parts A and B. Each unit is organized around content themes (topics) that form the basis for application of the skills and strategies presented. This structure is developed at every level and is based on the content curriculum. This well-designed structure ensures that the varieties of themes (topics) are included and are systematically presented throughout the materials.

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- | YES                                 | NO                       | <b>Accessibility to Grade Level Content</b>  |
|-------------------------------------|--------------------------|--|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | D. Is linguistically and developmentally appropriate grade level content present in the materials? |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | E. Is grade level content accessible for the targeted levels of language proficiency?              |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | 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. Treasure Chest for English Language Learners is a program that was created using a systematic and structured plan with linguistically and developmentally appropriate content for each grade level. Starting with the Unit Openers (see Grade 2 Teacher's Edition for Unit 1 pages xx and 1), the instructional materials include a variety of methods to totally integrate the learning and the content. The Week 1 At a Glance and Suggested Lesson Plan on Grade 2 Teacher's Edition pages 4 and 5 show the concepts to be presented and the Resources, Manipulatives, and Digital Solutions to use to present and integrate the instruction. To ensure mastery of the English language arts content standards at each grade level, the weekly lesson plans focus on the following areas in which English language learners are likely to have difficulty: phonemic awareness and phonics, word recognition and spelling, vocabulary and morphology, grammar and usage, listening and reading comprehension, sentence structure, speaking and writing, reading, writing, and discussing expository text. The lessons provide explicit, sequential, linguistically logical, and systematic instruction in English language arts content.

E. To help all levels of learners master the grade level content, the activities have students answer questions, match vocabulary terms to visuals, complete sentences with the vocabulary, create sequences as they follow auditory descriptions, use graphics to organize content, and practice many other communicative functions. The activities have been designed to make the grade level content accessible to the targeted levels of language proficiency and to help the various levels succeed. The last two pages of each daily lesson provide differentiated instruction to help address the specific content needs of students at different language proficiency levels.

F. The description provided in parts A through E shows how carefully designed the program is and how every lesson in a unit is composed of the daily lesson format that addresses the content and the language proficiency levels of the students. This system is consistently followed within each unit, within each grade, and across the grade levels so that appropriate grade level content is systematically presented throughout the materials. The materials include many methods for teachers to provide well-developed lessons in a user-friendly environment that helps all students learn, apply, and master the skills and strategies of the program.

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**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. The Treasure Chest program includes all forms of sensory supports. See the Components list in the Grade 2 Teacher's Edition on pages vi and vii. To make instruction interesting and comprehensible to students, a wide variety of instructional supports are used throughout the lessons. See a typical daily lesson in the Teacher's Edition on pages 6 to 9 for sensory supports for a typical set of activities that involve a variety of sensory responses to incorporate all the learning styles. Students become involved in the learning process using the hearing, seeing, feeling, touching, responding, and thinking activities that are integrated into each lesson.

B. In the Treasure Chest program, the learning process actively involves the learner in worthwhile exercises to positively affect skill development. An assortment of instructional techniques is provided in each lesson that encourages students to hear, say, see, and touch while learning skills and concepts. The lessons include graphic organizers, illustrations, diagrams, charts, real-world objects, models, and other visual aids to provide examples of concepts and vocabulary. All sensory tools are used to help students become involved in the learning process. The Access Content Interactive Question-Response section (see Week 1 pages 7, 11, 15, 19) uses the Leveled Reader with seeing, touching, telling, hearing, and writing to comprehend the selection and reinforce all aspects of communicative goals. Each lesson weaves the unit theme, selection, and vocabulary into a real-world experience for the students.

C. The Treasure Chest program incorporates a wide variety of learning modalities to help students develop language proficiency and skills for success. The methods and examples included in parts A and B are found throughout the unit and level. See the Grade 2 Teacher's Edition pages 22-23 for the Day 5 wrap up to survey the sensory tools included: Retell with leveled acquisition prompts; Think/Pair/Share using Retelling Cards; Writing with a Summary Chart; Book Talk with a leader, word finder, summarizer, illustrator; Listening and Speaking for Share and Present. The many and varied activities are included through the weekly lessons to use sensory supports to assist students in being actively involved in the learning process.

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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. The materials shown and listed on the Components charts in the Grade 2 Teacher's Edition on pages vi and vii show the wide variety of instructional supports used throughout the lessons. The graphic supports are included in every daily lesson to help students comprehend the vocabulary, concepts, and content of the program. See page 6 for the idea web to organize the content to build background, the chart on page 7 to visually present the character and setting; pages 8 and 9 for the illustrations and graphics in the Leveled Reader as well as the graphics in the Practice Book. Throughout every daily lesson in the program, the visual techniques help students to understand the concepts, become familiar with the topic, and incorporate the vocabulary and content into their world of learning.

E. The graphic supports are included through the components of the program and integrated with the content. Graphics are present in all forms of lesson features to help students use these effective tools to develop language skills and understand and apply the skills in worthwhile content. The graphics are well-constructed tools to help students gain meaning, extend or expand vocabulary, and interpret and use content. The Visual Vocabulary Resources online as well as the Photo Cards, Sound-Spelling Cards, and Graphic Organizers help students learn the lesson vocabulary and concepts in the online and the printed materials format. The appealing graphics simplify instruction with real-world visuals to help students obtain communicative goals. Throughout the materials, the graphic supports extend understanding and play a key role in vocabulary and content development.

F. In the Treasure Chest program, graphic supports are found on almost every page of every lesson. Students at every level of language proficiency can use the graphics to help them learn everyday language, academic vocabulary to comprehend the content, and all related skills and concepts in the lesson. The online technology and digital materials use graphics that help students learn content and concepts and develop language proficiency. All the materials in every daily activity for the week of instruction and within the weeks for the unit in every lesson across all grades provide a complete array of interactive graphic supports.

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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. The Treasure Chest program for English Language Learners includes many instructional plans from whole class to small groups to partners to individual activities. The program provides many different types of interactive supports in the lessons. As stated on Grade 2 Teacher's Edition pages viii-ix, one of the most effective ways in which to increase the oral language proficiency of English language learners is to give students many opportunities to do a lot of talking in the classroom. The program provides the opportunities and welcomes all levels of participation to motivate students to take part in class discussions using the following teaching strategies to foster class discussion: wait/different responses, repeat, revise for form, revise for meaning, elaborate, elicit. The page also provides for Making the Most of Classroom Conversations on page ix and Facilitating Language Growth on page xiii. Interactive supports are a valuable part of the learning experience and are thoroughly incorporated into the lessons. See pages 6 to 9 of the Teacher's Edition where whole class activities on pages 6 and 7, partner activities are identified by the Partners icon on pages 6 to 7, and pages 8 and 9 are labeled for Small Group work. These representative activities show how a variety of interactive learning styles are used in a daily lesson and are found throughout the materials.

H. As a lesson starts, whole class activities are included. For pages 6-7 of the first lesson, the main instruction is done with the group. The Think/Pair/Share activity is done with a partner. On pages 8 and 9, the variety of interactive learning experiences is included for all proficiency levels and clearly labeled on each page. Language Transfers notes on page 8 help students integrate instruction using their home language and page 9 Newcomer Survival Skills presents concepts of print, sentence form, and vocabulary. Each daily lesson contains a variety of ways to assist the learners with interactive methods at all levels.

I. The program was developed to work with English language learners from varying backgrounds. The activities within the student and teacher materials provide very flexible groupings to work for a variety of group needs. Within the teaching environment, flexible groupings and varied instruction allow for students to work in all types of groups to help individuals be successful in content, concept, and skill acquisition. The program provides instruction that motivates all learners to participate in activities in which they work with the language in meaningful real-world situations and develop functional language skills.

## 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.

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**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.