



PRIME V2TM

Protocol for Review of
Instructional Materials for ELLs V2

WIDA PRIME V2 CORRELATION



PRIME V2™

Introduction to PRIME

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

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

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

New in This Edition

PRIME has been expanded to include

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

Primary Purposes

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

Primary Audience

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

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

Overview of the PRIME Process

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

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

PRIME at a Glance

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

PRIME Part 1: Provide Information about Materials

Provide information about each title being correlated.

Publication Title(s): Welcome to Our World

Publisher: National Geographic Learning, a part of Cengage Learning

Materials/Program to be Reviewed: Welcome to Our World: Lesson Planner, Student Activity Book and Student Workbook

Tools of Instruction included in this review: Lesson Planner, Student Workbook, Activity Book

Intended Teacher Audiences: Preprimary Language teachers

Intended Student Audiences: Preprimary school students between the ages of 3-5

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

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

- WIDA Spanish Language Development Standards
- WIDA English Language Proficiency Standards

WIDA Language Development Standards addressed: (e.g. Language of Mathematics). The WIDA Language Development Standards are not explicitly identified, however there is evidence that Social and Instructional Language and the Language of Math are addressed.

WIDA Language Proficiency Levels included: The WIDA Language Proficiency levels are not explicitly identified in this program. Additionally, the materials are geared for preprimary students and the WIDA levels are not designed for this age level.

Most Recently Published Edition or Website: 2015

In the space below explain the focus or intended use of the materials: *Welcome to Our World* is a three-level program for children at the preprimary school level, between the ages of 3 and 5. It uses songs, games, activities, and National Geographic content to introduce the English language to children. The program focuses on content that is relevant to children's lives. The content encourages children to interact meaningfully with the world around them. In addition, the program connects children to the world beyond their everyday experiences.



PRIME Part 2: Correlate Your Materials

1. Asset-Based Philosophy

A. Representation of Student Assets and Contributions

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

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

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

- 1) Student assets and contributions are considered in the materials. As it says in the introduction of the Lesson Planner, "The program focuses on content that is relevant to children's lives." There is also a focus on the global community in the program-identifying traditions from around the world, typically in the form of songs and helping students understand about the world they live in. Because this program is designed for very young children, it is interactive and engaging and involves student participation throughout. This teacher tip, from page 38 of the Lesson Planner 3, exemplifies this:

Teacher Tip

Young children sometimes have difficulty understanding that other people may like different things than they do. Encourage children to be respectful of others, even when they do not share the same opinions.

Another Teacher Tip, found in the first Unit Lesson in the Level 1 Lesson Planner, encourages teachers to take pictures of the children as soon as possible and hang them in the classroom in order give students a feeling of belonging in the classroom:

Teacher Tip

If possible, take a picture of each child within the first few lessons. Then hang the pictures at the front of the room so children will see themselves the next time they come to class. This will help give children a feeling of belonging in the class.

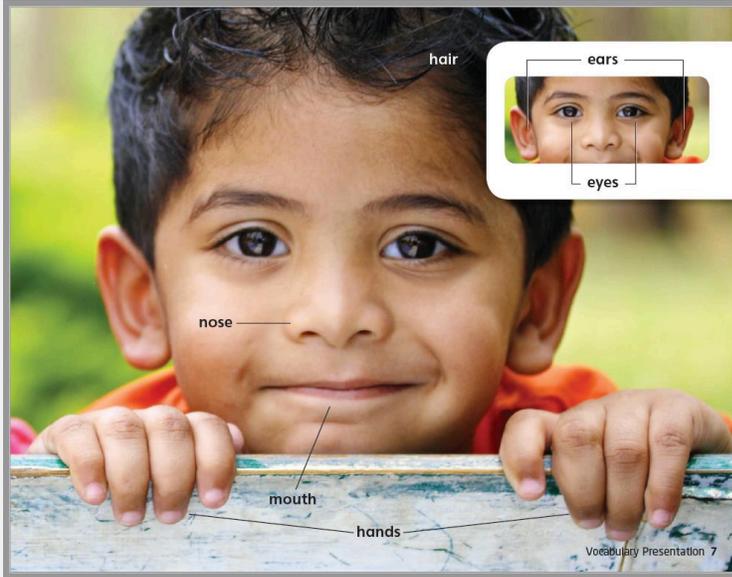
- 2) Students' assets and contributions are systematically considered throughout the materials. As mentioned above, the program is designed for 3-5 year-olds, so there is a lot of interactive participation to keep students engaged and interested in the lessons. Lesson 7 in Unit 1 in the first level of the materials talks about using the phrase "I have" to talk about what is on the face. Through a variety of songs, chants, and other activities, students will talk about what they have on their own faces. The lesson also has a teacher tip, to remind teachers to be sensitive to any differences children in their class may have:

Teacher Tip

Before each lesson, take a moment to think about whether anything in the lesson could be personally uncomfortable for any of the children in your class. Remember to consider children's family differences, health situations, and cultural backgrounds. Be sensitive to these issues. With small changes, most lessons can be made to meet the needs of children in different situations.

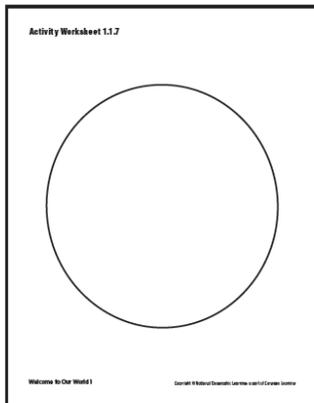
46 Unit 2

The student workbook, on page 7, has a photograph of a child with the target vocabulary words labeled:



The students then have a chance to practice the target vocabulary with songs and other pictures before using a worksheet to draw themselves and then then tell about it using the target phrase “I have”:

- **Worksheet** Show children how to use the worksheet. Draw two simple eyes on the face and say *I have two eyes*. Then draw a simple nose and say *I have one nose*. Last, draw a simple mouth and say *I have one mouth*.



The lessons proceed this way, using age appropriate, student centered topics, that appeal to these very young children.

2. Academic Language

WIDA believes that developing language entails much more than learning words. WIDA organizes academic language into three dimensions: discourse, sentence, and word/phrase dimensions situated in sociocultural contexts. Instructional material developers are encouraged to think of how the design of the materials can reflect academic language as multi-dimensional.

A. Discourse Dimension (e.g., amount, structure, density, organization, cohesion, variety of speech/written text)

- | | | |
|---|-------------------|----|
| 1) Do the materials address language features at the discourse dimension in a consistent manner for all identified proficiency levels? | <u>Yes</u> | No |
| 2) Are the language features at the discourse dimension addressed systematically throughout the materials? | <u>Yes</u> | No |

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

1) The materials address language features at the discourse dimension in a consistent manner for the proficiency levels addressed. Because this is a program designed for preprimary students, they are really at a beginning proficiency level and the main source of the discourse used is in the form of songs and chants. Many of these songs are integrated into the daily routine, such as the hello song:

Hello Song
Hello, How Are You?
(Adapted from: *La Cucaracha*, Mexico)
Hello! How are you?
Hello! How are you?
Hello! Hello! How are you?
I'm very good. Yeah!
I'm very good. Yeah!
Thank you very much. And you?

Similarly, there is a cleanup song and also a goodbye song:

Clean Up Song

Clean Up, Clean Up

(Adapted from: *Twinkle Twinkle Little Star*, United Kingdom/
France)

Clean up, clean up everywhere
Pick up trash and put it there.
Clean up here. Clean up there.
Then put your hands up in the air.
Clean up, clean up everywhere.
Pick up trash and put it there.

Goodbye Song

It's Time to Go

(Adapted from: *London Bridge Is Falling Down*, United
Kingdom)

Goodbye! It's time to go.
Time to go.
Time to go.
Goodbye! It's time to go.
See you later!

- 2) The language features at the discourse dimension are addressed systematically throughout the materials as mentioned above, mostly through the use of songs and chants. In addition to the routines mentioned, there are also songs and chants used throughout the lessons for the students to listen to then practice singing. An example is seen below, from Level 3, Lesson 2 where the students are using the language to make a suggestion and give compliments. After modeling a dialogue about sharing, the teacher plays the song "I Need the Blue Paint":

Song: I Need the Blue Paint

*I need, I need the blue paint.
I need, I need the blue paint, too!
Oh! We both need the blue paint.
Let's share the blue paint,
my friend.*

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

1) **Do the materials address language features at the**

Yes No

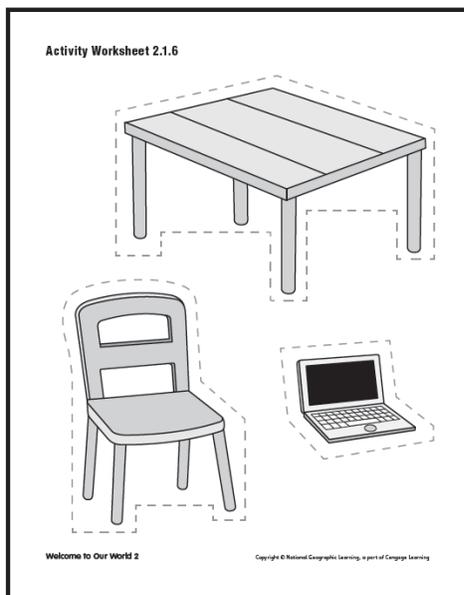
sentence dimension for all of the identified proficiency levels?

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

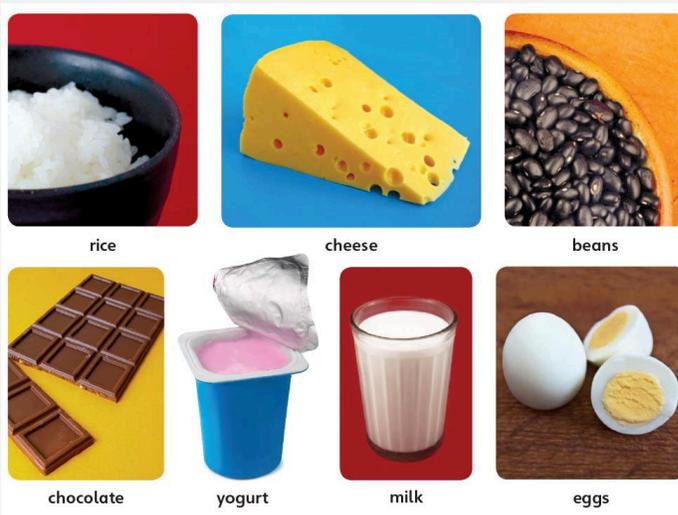
3) Are the language features at the sentence dimension addressed systematically throughout the materials? Yes No

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

1) The materials address language features at the sentence dimension for the beginning proficiency level the program is designed for. Much of the language the teacher uses in the program is chunked and repetitive. At the sentence level, teachers often ask questions that are repetitive to convey meaning, such as “What is this?” and “Who is this?” In Level 2, Lesson 6 is about demonstrating understanding of the prepositions *on*, *in* and *under*. The students will engage in a variety of activities to learn this, including using a puppet, singing a song and manipulating cut out objects from the sheet seen below and following the teacher’s sentence-level instructions such as “Put the computer on the table.”



2) The language features at the sentence level are appropriate for the identified proficiency level of the students in the program. This is a preprimary program, for students who are ages 3-5 and they are all beginning language learners. The sentence level features the student sees and hears throughout the program are simple and repetitive which is appropriate for this age group and level. When the teacher introduces new vocabulary words in a lesson, it is done using sentence level structures. An example is seen below, from Level 2, Unit 3, Lesson 1 called “I Like Rice” where the objective is to “Identify and name: *rice, cheese, beans.*” As the teacher introduces the lesson, there are labeled picture cards to show the students from their book, seen below:



The teacher will show this to the students and say “This is food” and “Look at the food” many times as a way to introduce the theme of the Unit. This component is mostly using receptive language but the students will have an opportunity to respond to questions about the picture(s) like “What is this?” and “What are these?”

3) The sentence dimension language features are addressed systematically throughout the materials. There is a great deal of repetition and use of simple, present tense sentence structures throughout the lessons. Because the students

are very young, much of the language at this level is receptive, with the student producing mostly words and phrases. However, the songs the students learn throughout the program give the students an opportunity to practice sentence level language on a consistent basis. An example is seen here, with the Days of the Week Song that the students sing as part of their daily routine:

Days of the Week Song
Days of the Week
(Adapted from: *The Bear Went Over the Mountain*, United States)
There are seven days in a week.
Seven days in a week.
Seven days in a week.
And I can say them all!
Sunday, Monday, and Tuesday.
Wednesday, Thursday, and Friday.
Saturday is the last day.
And I can say them all!

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

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

4) Is the general, specific, and technical² language systematically presented throughout the materials?

Yes No

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

1) The materials address the language features at the word/phrase dimension in a consistent manner for all identified proficiency levels. There is a strong emphasis on vocabulary in the program as it is designed for students aged 3-5. The program's philosophy for vocabulary development is seen here, from page 10 of the Level 2 Lesson Planner:

Vocabulary Development

A number of important principles for teaching vocabulary to young learners are integral to vocabulary instruction in *Welcome to Our World*.

- It is essential that vocabulary be presented to young learners in small, manageable amounts.
- Vocabulary should be introduced and initially taught through activities that focus on listening and doing. Such an approach allows children to focus on the new vocabulary receptively.
- Once children have a strong receptive understanding of the vocabulary, the same vocabulary should be practiced with activities that encourage children to use the words.
- In order for vocabulary to be retained by young children, they must have frequent opportunities to revisit and recycle vocabulary. Recycling builds upon and reinforces previously learned language, and exposes children to the vocabulary in multiple contexts.

The targeted proficiency level is beginner in the program and the vocabulary reflects themes that are relevant to preschool age children. The lessons have three different types of language that is taught to the students: New, Review, and Receptive. A

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

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

Technical language refers to the most precise words or expressions associated with topics within academic content areas in school and is reflective of age and developmental milestones.

description of each is seen here:

- New: Language presented for the first time
- Review: Recycled language
- Receptive: Language children will be exposed to, but are not responsible for learning

2) Words, expressions and phrases are represented in context in the materials. The materials use songs, chants, pictures, worksheets, games and other age appropriate methods of introducing new vocabulary to these young students. In Level 2, Unit 2, Lesson 2, the objective is for the students to identify and name the words *jump*, *play*, *run*, and *climb*. The teacher will show the picture cards below while using the Total Physical Response (TPR) method to demonstrate the actions they might do on the equipment pictured:



In this example, the review language is on top—a swing, a slide, and a seesaw. Later in the Unit there is a song the students will sing that puts the new vocabulary further in context:

Song: What Can You Do?

[Spoken]

*What can you do? What can you do?
What can you do? What can you do?*

*I can run around the playground
with you.*

*I can run around the playground
with you.*

*What can you do? What can you do?
What can you do? What can you do?*

*I can jump around the playground
with you.*

*I can jump around the playground
with you.*

*What can you do? What can you do?
What can you do? What can you do?*

*I can climb around the playground
with you.*

*I can climb around the playground
with you.*

*What can you do? What can you do?
What can you do? What can you do?*

*I can dance around the playground
with you.*

*I can dance around the playground
with you.*

*What can you do? What can you do?
What can you do? What can you do?*

3) Due to the young, preprimary age of the students targeted in the program, there is no real technical language presented in the materials, but the general and specific language is appropriate for the age and beginning level of the students. Each Unit of the three levels has a theme, which are what you would expect to find of interest for 3-5 year-olds. Example of themes for Level 2 include Classroom Objects, Play Time, Food/Snacks and Farm Animals. The theme of food/snacks contain many general vocabulary words like rice, eggs, and chocolate. Some more specific words and phrases are introduced later in Lesson 4 with the introduction of The Rice Pudding Song:

Song: What Can You Do?

[Spoken]

*What can you do? What can you do?
What can you do? What can you do?*

*I can run around the playground
with you.*

*I can run around the playground
with you.*

*What can you do? What can you do?
What can you do? What can you do?*

*I can jump around the playground
with you.*

*I can jump around the playground
with you.*

*What can you do? What can you do?
What can you do? What can you do?*

*I can climb around the playground
with you.*

*I can climb around the playground
with you.*

*What can you do? What can you do?
What can you do? What can you do?*

*I can dance around the playground
with you.*

*I can dance around the playground
with you.*

*What can you do? What can you do?
What can you do? What can you do?*

In Level three, more appropriate specific language is used when the theme is It's Raining. Students will interact with general and specific vocabulary such as umbrella, windy, cloudy and rainy through songs, pretend-play and art activities.

4) The general and specific language is presented systematically throughout the materials. At the beginning of each of the three Lesson Planners, on page 18, there is a scope and sequence table that outlines, by Unit, the theme and both the new and recycled (previously learned) vocabulary:

Student Book 3			
Unit	Theme	Vocabulary	Recycled Vocabulary
0 Let's Share!	Express Needs Apologies Make Suggestions Give Compliments		Hello, Hi, My name is ... I have [two brothers], I like [chocolate]. I can [climb], I'm [happy]. Thanks. box, cat, dog, doll, eyes, flower, happy, pencil, tree
1 Stand Up, Sit Down	Classroom Activities	stand up, sit down, touch, read, count, write, draw, color	I can [run], I have [seven]. airplane, ant, apple, blocks, book, box, car, climb, cookie, crayon, doll, door, eyes, flower, hair, hands, in, jump, mouth, nose, numbers I (one) – 10 (ten), pants, pencil, play, please, run, same, scissors, shirt, shoes, table, window
2 It's Raining	Weather	an umbrella, raining, windy, cloudy, sunglasses, sunny, mittens, snowing	I see a [ball]. My [table] is [wet]. ball, big, black, blue, boots, bread, brother, brown, butterfly, circle, coat, cookie, crayon, daddy, different, dog, doll, door, fish, flower, grass, hair, hands, hat, in, leaf, numbers I (one) – 6 (six), on, orange, red, rice, rock, same, sandals, shorts, sister, small, sock, square, table, triangle, under, water, white, window, yellow
3 Wild Animals	Wild Animals	a monkey, a penguin, a zebra, an elephant, a tiger, a lion, a frog, a panda	Look at [the lion]. I see [the lion]. It's [big]. I see [a penguin]. This is [smaller]. apple, baby, ball, banana, bee, big, bird, black, brother, brown, butterfly, car, cat, chicken, climb, cold, cow, daddy, dog, doll, donkey, duck, eyes, fast, fish, flower, goat, grandma, grandpa, horse, hot, leaf, mommy, nose, orange, rabbit, run, shoes, sister, slow, small, tree, turtle, white, yellow
4 Singing and Dancing	Music	signing clapping, stomping, dancing, shouting, a drum, a guitar, a piano	I like [drum]. airplane, ant, baby, bicycle, book, butterfly, chicken, circle, climb, crying, different, dog, doll, dress, fire truck, fish, flower, green, hair, happy, laughing, leaf, motorcycle, numbers I (one) – 10 (ten), on, orange, play, rabbit, red, run, same, smiling, square, sun, tree, yellow
5 See, Smell, Hear	The Senses	eat, drink, see, smell, feel, hear, taste	This is [hard]. It's [hard]. airplane, apple, ball, banana, beans, bike, bird, blocks, blue, book, box, bread, brown, cat, car, chair, cheese, chicken, chocolate, close, computer, cookie, cow, crayon, dog, doll, door, duck, ears, eyes, fire truck, fish, flower, hands, hat, in, juice, leaf, milk, mouth, nose, numbers I (one) – 10 (ten), on, open, pencil, rabbit, red, rice, rock, same, scissors, shirt, shoes, sun, table, tree, truck, turtle, water, window, yellow

Each Lesson also contains a breakout box which (depending on the lesson) identifies the new, review and receptive language used in the lesson. See an example here, from Level 1, Unit 1, lesson 5:

Language

New: 1 (one), 2 (two)

Review: eyes, nose, mouth, ears

Receptive: Look!; One lion.; Two lions.; One or two?; Yes!; Show me [one].

3. Performance Definitions

The WIDA Performance Definitions define the WIDA levels of language proficiency in terms of the three dimensions of academic language described above (discourse,

sentence, word/phrase) and across six levels of language development.

A. Representation of Levels of Language Proficiency

- | | | |
|---|-----|------------------|
| 1) Do the materials differentiate between the language proficiency levels? | Yes | <u>No</u> |
| 2) Is differentiation of language proficiency developmentally and linguistically appropriate for the designated language levels? | Yes | <u>No</u> |
| 3) Is differentiation of language systematically addressed throughout the materials? | Yes | <u>No</u> |

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

- 1)** Because this program is designed for preschool aged children, there is a focus on learning routines and beginning level language that will be reinforced and repeated throughout the program through activities, movement, songs and chants. The program provides additional activities that “can be used to extend learning for classes with additional classroom time and resources” (page 8, Lesson Planner), but they do not focus on language differentiation.
- 2)** See above explanation.
- 3)** See above explanation.

B. Representation of Language Domains

WIDA defines language through expressive (speaking and writing) and receptive (reading and listening) domains situated in various sociocultural contexts.

- | | | |
|---|-------------------|------------------|
| 1) Are the language domains (listening, speaking, reading, and writing) targeted in the materials? | <u>Yes</u> | No |
| 2) Are the targeted language domains presented within the context of language proficiency levels? | Yes | <u>No</u> |
| 3) Are the targeted language domains systematically integrated throughout the materials? | <u>Yes</u> | No |

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

1) Because of the nature of the program, all four language domains are targeted in the materials. The program, designed for preschool aged children, incorporates music, movement, visuals, and art/worksheet activities throughout, thus incorporating the four language domains. Listening and speaking are the primary focus domains. The program establishes classroom routines early in the program because it helps these young students feel comfortable and confident in what's happening in class. There are several songs the students listen to and sing, that are part of each lessons routine. See examples below:

Hello Song

Hello, How Are You?

(Adapted from: *La Cucaracha*, Mexico)

Hello! How are you?

Hello! How are you?

Hello! Hello! How are you?

I'm very good. Yeah!

I'm very good. Yeah!

Thank you very much. And you?

Goodbye Song

It's Time to Go

(Adapted from: *London Bridge Is Falling Down*, United Kingdom)

Goodbye! It's time to go.

Time to go.

Time to go.

Goodbye! It's time to go.

See you later!

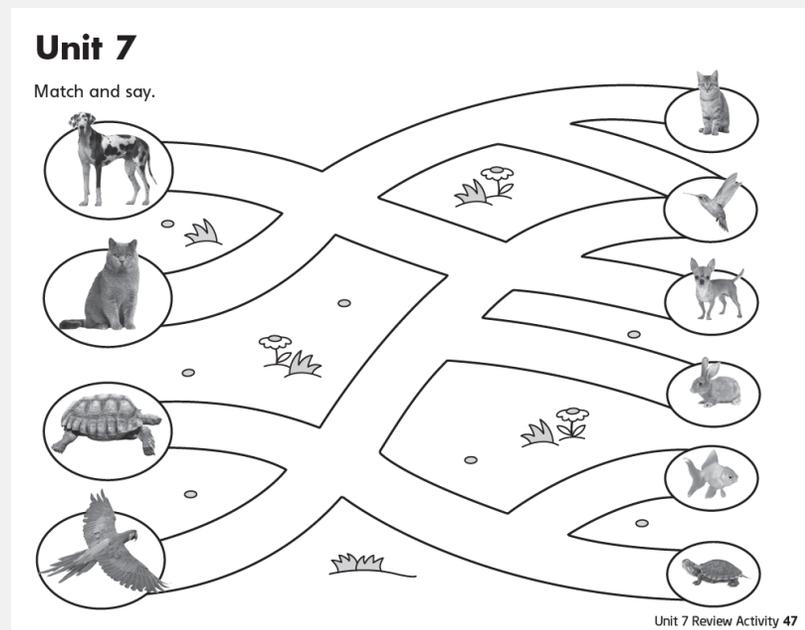
Clean Up Song

Clean Up, Clean Up

(Adapted from: *Twinkle Twinkle Little Star*, United Kingdom/
France)

Clean up, clean up everywhere
Pick up trash and put it there.
Clean up here. Clean up there.
Then put your hands up in the air.
Clean up, clean up everywhere.
Pick up trash and put it there.

There are also activities throughout the program in the student's activity book where they can practice the different domains. See the example below from Level 1, Unit 7, a review activity where the students are listening to the teacher say the animal names and the vocabulary *big* and *small*, then students will be drawing the line between the large and small animals:



2) Because there are no language proficiency levels identified in the program other than the beginning level of language inherent to preschool aged children, the targeted language domains are not presented within this context.

3) All four language domains are systematically integrated throughout the materials.

The program establishes routines early with the students, and page 7 and 8 of the Lesson Planners describe in detail these routines and the overall structure of the lesson. Students engage in both receptive and productive language, such as singing songs, listening and watching videos, looking at pictures or doing TPR activities. The program, on page 9 of the Lesson Planner, discusses how using TPR helps young English learners build receptive language in order to then progress into productive language:

Children also learn through physical movement. A majority of activities in *Welcome to Our World* focus on teaching through Total Physical Response (TPR). With TPR, learners hear prompts and show their understanding through physical responses and actions. TPR is an extremely effective approach to teaching young language learners. TPR allows children with limited English to build receptive understanding of language. It is only when receptive understanding is solid that children can comfortably and effectively progress to productive use of the language.



4. The Strands of Model Performance Indicators and the Standards Matrices

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

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

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

- | | | |
|--|------------|-----------|
| 1) Do the materials connect the language development standards to the state academic content standards? | Yes | <u>No</u> |
| 2) Are the academic content standards systematically represented throughout the materials? | Yes | <u>No</u> |
| 3) Are social and instructional language and one or more of the remaining WIDA Standards present in the materials? | <u>Yes</u> | No |

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

1) The materials do not discuss state academic content standards. In the introduction, on page 1, it states that “The program focuses on content that is relevant to children’s lives. The content encourages children to interact meaningfully with the world around them. In addition, the program connects children to the world beyond their everyday

experiences.”

2) While the academic content standards are not systematically represented throughout the materials, the program’s description states that “Early introduction to content concepts in subject areas such as science, math, and language arts builds knowledge and understanding, as well as develops children’s interest and curiosity about the world around them.”

3) While the materials do not identify specific content area or WIDA Standards, the program’s themes mostly fall into the Social and Instructional language category. There are also some examples of units that touch on the language of Math and the language of Science. Examples can be seen here, from page 18 of the Level 2 Lesson Planner Scope and Sequence, where the themes of each Unit are listed:

Student Book 2			
Unit	Theme	Vocabulary	Recycled Vocabulary
0 Can You Help Me?	Requests Polite Language		Hello, Hi, My name is ... apple, ball, blue, book, cat, dog, doll, red
1 Table, Scissors, Crayons	Classroom Objects	a crayon, scissors, a pencil, a box, a table, a chair, a computer	apple, ball, banana, bird, blue, book, bread, cat, circle, close, cookie, dog, doll, flower, grass, green, hand, numbers 1-5, open, orange, pink, puzzle, rabbit, red, shirt, square, train, tree, triangle, truck, turtle, window, yellow
2 Let's Play	Play Time	a swing, a slide, a seesaw, jump, play, run, climb	ball, bird, bug, cat, pants, sun, truck
3 I Like Rice	Food / Snacks	rice, cheese, beans, chocolate, yogurt, milk, eggs	apple, banana, blue, bread, circle, cookie, eyes, green, hair, mouth, nose, numbers 1-5, puzzle, red, shirt, square, triangle
4 Animals on the Farm	Farm Animals	a chicken, a cow, a horse, a donkey, a duck, a goat	ball, banana, bird, blocks, cat, circle, cookie, dog, doll, door, fish, numbers 1-5, rabbit, shoe, sun, turtle, window
5 Shorts and Sweaters	Clothes	a coat, a hat, boots, a sweater, sandals, a T-shirt, shorts	ball, big, blocks, blue, doll, dress, eyes, green, hair, mouth, nose, numbers 1-5, orange, pants, purple, rabbit, shirt, shoes, short, small, socks, sun, tall, water, window, yellow
6 I See a Bee	Nature	a ladybug, a butterfly, a leaf, an ant, a caterpillar, a bee, a rock	I have a rock. It's [black], big, blue, bug, flower, grass, green, numbers 1-5, orange, pink, purple, red, small, sun, tree, yellow
7 I'm Happy	Feelings	happy, laughing, smiling, tired, sad, crying, mad	apple, banana, blue, book, bread, circle, cookie, ears, eyes, hair, juice, mouth, nose, red, shirt, shoe, socks, square, triangle, water, yellow
8 Boats, Cars, Bikes	Transportation	an airplane, a bike, a boat, a bus, a car, a motorcycle, a fire truck	ball, big, blue, bug, numbers 1-5, orange, rabbit, red, small, train, truck, turtle, water, yellow

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

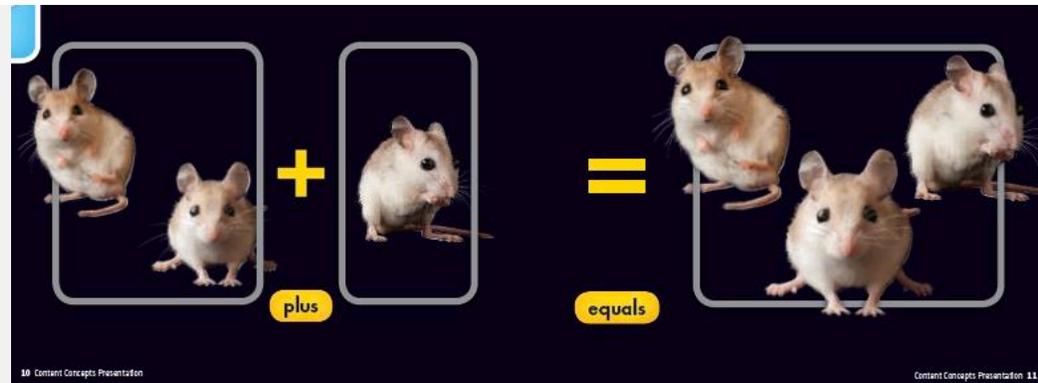
-
- 1) Do materials present an opportunity for language learners to engage in various cognitive functions (higher order thinking skills from Bloom's taxonomy) regardless of their language level? **Yes** No
- 2) Are opportunities for engaging in higher order thinking systematically addressed in the materials?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

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

1) The program is designed for very young, new English language learners, however, students are still engaging in higher order thinking skills. Students apply what they see the teacher doing and what they see in the videos to their own use of movements in the songs and activities found throughout the materials. The program also focuses on repetition and routine, and the students remember the 8 established songs they sing in each lesson, as seen here:

Hello Song: *Hello, How Are You?*
Transition Song: *Stand Up Tall*
Clean Up Song: *Clean Up, Clean Up*
Goodbye Song: *It's Time to Go*
Days of the Week Song: *Days of the Week*
Circle Time Song: *Make a Circle*
Celebration Song: *Celebration Song*
Attention Getter Song: *Stop, Look, and Listen*

2) Opportunities for higher order thinking are systematically addressed in the materials. In addition to the remembering routines, students also apply, analyze and understand throughout. In the example below, from Level 3, Unit 1, Lesson 5, students understand the concept of *plus* and *equals*:

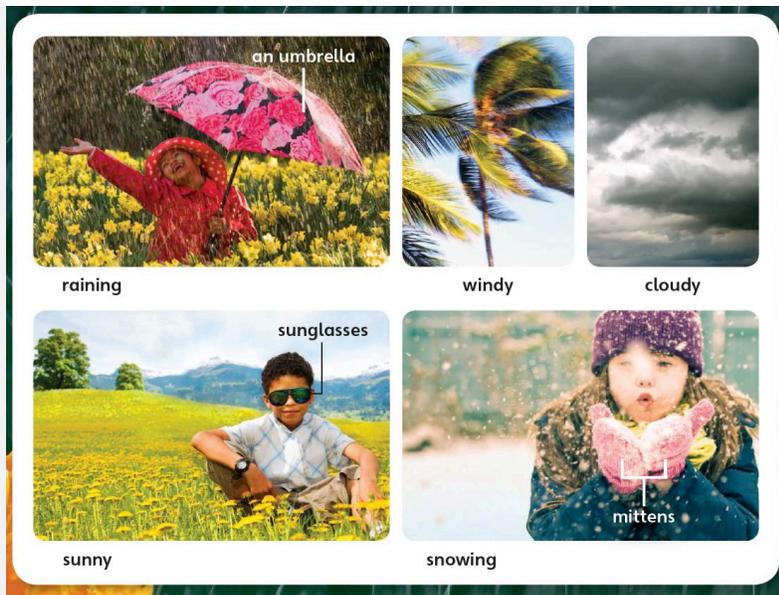


C. Supports for Various Levels of Language Proficiency

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

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

1) While students are really at the beginning level in this program, the materials provide scaffolding supports for them to make progress throughout the Units in each level. The description of the Unit Structure on pages 7 and 8 of the Lesson Planner illustrates the scaffolding used. The units all begin with a theme introduction which is done through a video of children singing the unit song, a photo, video presentation of one to three vocabulary words and an introduction to the unit chant. Photographs, songs, videos and other scaffolding elements are present throughout each practice lesson to help students gain a solid understanding of the unit vocabulary so they can, according to the explanation on page 8, “move from receptive use of previously introduced language to productive use.” An example of a scaffolding support is seen below, from the Level 3 student book, page 15, about the weather:



2) While the materials do provide scaffolding supports, there is not a focus on moving from one proficiency level to the next. The materials only focus on the acquisition of basic classroom and other relevant vocabulary for children ages 3-5.

3) Scaffolding supports are presented systematically throughout the materials. Page 10 of the Lesson Planner explicitly outlines the program’s philosophy on using scaffolding and supports:

Support

The younger the learner, the more important the teacher’s role is in scaffolding the learning process. Teachers must make tasks comprehensible for young learners. They must also provide clear, simplified explanations and model their expectations, when appropriate. The *Welcome to Our World* Lesson Planner provides the teacher with detailed instructions and scripting for each step of every lesson so that she can confidently provide all the support her students need.

An example of these detailed instructions, is seen below, form Unit 0 of the Level 2 Lesson Planner, along with a “Teacher Tip” which is also found throughout the program:

1 Warm Up

- Greet each child at the door. Say *Hello!* or *Hi!* as children enter the class.
- Help children sit in a circle.
- Play the **Hello Song** (Audio: TR 2 / Video: Routine). Wave to children during the song. Encourage children to wave to you as they listen.
- Have children stay in the circle. Stand up and say *My name is [your name]*. Encourage children to say *Hello!* to you.
- Going around the circle, starting with the child to your right, have each child stand up and say *My name is [Mae]*. Have the other children say *Hello, [Mae]!* Then have that child sit down.
- Continue the game until each child has had a chance to stand up and say his or her name.

Challenge! As a challenge, point to children in a different order and see if the class can remember each child's name. When children guess the name correctly, say *That's right!* [*His*] *name is [Jun]*. When children do not guess the name correctly, say [*His*] *name is [Jun]*. Then have children repeat the name.

2 Review

- As a review, model the full dialogue learned during the last lesson with the Freddy the Frog punch out puppet. Have Freddy drop a pencil and try to pick it up a couple of times. Then have Freddy ask you *Can you help me?* Say *Yes, I can*. Pick up the pencil and pretend to hand it to him. Have Freddy say *Thank you!* Say *You're welcome!* to him.
- One at a time, let children come to the front and try to do the dialogue with Freddy. **NOTE:** If a child forgets what to say at any point during the dialogue, quietly tell the child what to say next.

Teacher Tip

Using puppets can be very helpful in the preschool classroom. Puppets can get children's attention and keep them focused on the lesson. Puppets also give you someone to model dialogues with. Remember to give puppets a special voice so that it sounds different from yours.

3 Teach the Language

- **Bookwork** Help children open their book to pp. 4–5. Hold up the page. Point to the picture on p. 4 and say *Look!* Then point to your ear and say *Listen!* Play Audio: TR 8. Point to each character as it speaks. **NOTE:** You can also read the dialogue on the page, using different voices for each character.
Monkey: *May I have the book, please?*
Frog: *Yes.*
- Point to the picture on p. 5 and say *Look and listen!* Play Audio: TR 9 or read the dialogue. Point to each character as it speaks.
Monkey: *Thanks, Freddy!*
Frog: *You're welcome, Mia.*
- **Video Option** You can also use the video to present the dialogues. (Video: SC 1).
- Model the dialogue with the Freddy the Frog punch out puppet. Have Freddy hold and look at a book. Ask Freddy *May I have the book, please?* Have Freddy look up at you and say *Yes*. Say *Thanks!* Then have Freddy say *You're welcome!*

D. Accessibility to Grade Level Content

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

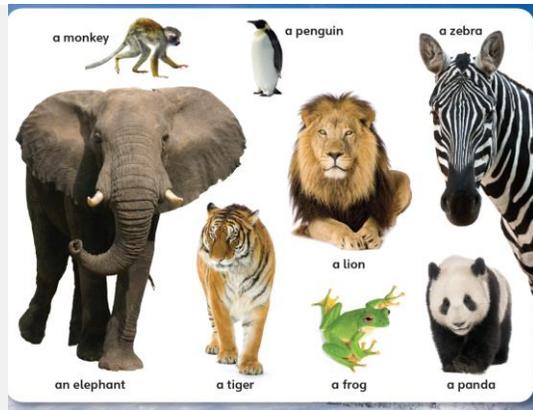
Justification: Provide examples from materials as evidence to support each "yes" response for this section. Provide descriptions, not just page numbers.

- 1) The grade-level in the case of this program is really preschool aged children, 3-5 years old. The content is linguistically and developmentally appropriate for this age

group. The unit topics and themes are all age appropriate and of interested to preschoolers. See below a list of the units and themes from the Level 2 Lesson Planner:

Unit	Theme
0 Can You Help Me?	Requests Polite Language
1 Table, Scissors, Crayons	Classroom Objects
2 Let's Play	Play Time
3 I Like Rice	Food / Snacks
4 Animals on the Farm	Farm Animals
5 Shorts and Sweaters	Clothes
6 I See a Bee	Nature
7 I'm Happy	Feelings
8 Boats, Cars, Bikes	Transportation

Linguistically, the program is appropriate for this age group. The language is simple and focuses mainly on introducing new vocabulary words in small chunks to the students in a repetitive and engaging way. A variety of child friendly graphics are used to support language acquisition throughout the program, as seen below, from the Level 3 Student Book:



2) The grade level content is accessible for the young, beginning level students in the program. A predominant feature of the program is learning language through music and movement, which is appropriate and fun for preschoolers. Students view videos of the songs and then also establish the routines with their teacher of singing the various songs and performing the accompanying movements. The teacher also uses puppets with the children to introduce and practice the songs, such as this *Nice to Meet You* song:

Song: Nice to Meet You!

Hello hello! My name is [teacher's name].

Hello! My name is [child's name].

Nice to meet you.

Nice to meet you.

Nice to meet you, too!



3) Grade-level content (in this case, preschool) is systematically presented throughout the materials. Each of the three lesson planners contain Units that are child friendly, appropriate and relevant, and include engaging songs, pictures and other activities to hold the interest of these young children. Page 10 of the Lesson Planner sums up this concept here:

Relevant and Meaningful Language

Research has shown that language is acquired most effectively when it is relevant to the learner and used in meaningful contexts. Each unit of *Welcome to Our World* focuses on a theme chosen for its relevance, importance, and interest to children of this age. This relevance gives meaningful context to language learning, which helps children use and remember the language they have learned. It is also important that children have the opportunity to personalize the language they have learned and to connect it to real-life, meaningful contexts. Such opportunities exist throughout *Welcome to Our World*.

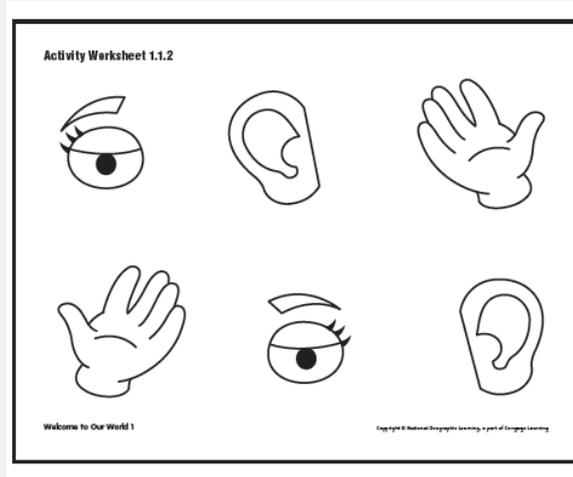
E. Strands of Model Performance Indicators

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

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

1) The materials do not explicitly identify language functions, however there are a variety of language functions embedded in them. Children are repeating, pointing, finding, identifying, following directions and commands among other things in the lessons. An example is seen below from Level 1, Unit 1, Lesson 2, where the students will identify body parts:

- **Worksheet** Hold up the worksheet. Ask *Where are the eyes?* Point to each of the eyes and say *Eyes!* Show children how to draw a line to connect the two eyes. Then say *You do it!* Walk around the room, watching as children draw their lines and providing help as needed.
- After children finish drawing the line, ask *Where are the ears?* Have children point to the two ears on the worksheet. Say *Good! Draw a line.* Again, walk around the room, providing help as needed.
- Repeat this activity with the hands on the worksheet.



2) The language functions are incorporated into communicative goals and activities. Because of the preschool age of the children and the short attention span associated with children this age, each lesson contains a variety of activities. An example is seen below, from Level 2, Unit 1, Lesson 1 where the students are identifying and naming objects and also describing them (by color):



2 Introduce the Theme

- **Bookwork** Show children pp. 6–7. Say *Look!* Point to the crayons on p. 6 and say *These are crayons.*
- Ask questions about the crayons:
 - *What color crayons do you see?* (pink, orange, yellow, green, blue) **NOTE:** Although there are different shades of the same color, children can describe the crayons using the color words they know. For example, children can use *pink* to describe the first, sixth, and seventh crayons.
 - *How many pink crayons are there?* (three)

Students follow this with learning a chant about crayons and pencils:

*Crayon. Crayon.
May I have the crayon?
Crayon. Crayon.
Look, it's in the box.*

*Pencil. Pencil.
May I have the pencil?
Pencil. Pencil.
Look, it's in the box.*

3) The language functions support the progression of language development. In each lesson there is a lot of repetition of vocabulary and songs and by the end of the lessons, students are sometimes giving opinions and explaining. An example of this is seen here, from Level 3, Unit 1, Lesson 7 where students are identifying through the review portion, then at the Use Language section, they are expressing opinions:

2 Review

- Hold up the *plus* picture card, and ask *What sign is this?* Hold up the *equals* picture card, and ask the question again.
- Place children in pairs. Give each pair of children ten squares, as well as a *plus* and *equals* mini picture card. Help children put them all in a pile, out of the way. Then say *Listen. Put down two squares.* Model putting down two squares together. Have children do the same. Then say *Put down plus.* Model putting down the

same question. Then ask *What do you like to do?* Point to the picture of the child drawing, and ask *Do you like to draw? Yes?* Nod your head happily, and say *Then circle the picture.* Then ask *Do you like to draw? No?* Shake your head and look unhappy. Say *Then don't circle the picture.*

Give children time to do the activity. Move around the room, watching children work and providing help as needed.

Say *Look!* Point to the picture of the mascots at the bottom of p. 13. Then say *Listen.* Play the audio of the language model two times (Audio: TR 17).

Parrot: *What do you like to do?*
Monkey: *I like to draw.*

Video Option Use the video (SC 5) to present the language model.

Ask *What do you like to do?* Circle three or four items on p. 13. Then hold up your book for children to see. Point to each picture you circled as you say *I like to [read]. I like to [draw]. I like to [count].*

