



PRIME V2TM

Protocol for Review of
Instructional Materials for ELLs V2

WIDA PRIME V2 CORRELATION





Introduction to PRIME

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

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

Those who complete WIDA PRIME Correlator Trainings receive PRIME Correlator Certification. This may be renewed annually. Contact WCEPS for pricing details at store@wceps.org 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. Part 1 is an inventory of the materials being reviewed, including information about the publisher, the materials’ intended purpose, and the intended audience.

Part 2 comprises a series of yes/no questions related to the presence of the criteria in the materials. All “yes” responses include supporting justifications. If additional explanations for “No” answers are relevant to readers’ understanding of the materials, they are included. Part 2 is divided into the four major components of the WIDA Framework shown below.

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): **GetReady! - Sail**

Publisher: **Vista Higher Learning**

Materials/Program to be Reviewed: **GetReady! – Sail**

Tools of Instruction included in this review: **Student Book and Teacher’s Edition**

Intended Teacher Audiences: **Teachers of Newcomer and Beginning Proficiency Elementary Students**

Intended Student Audiences: **Newcomer and Beginning Proficiency Elementary Students**

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

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

WIDA Language Development Standards addressed: (e.g. Language of Mathematics): **Although the WIDA Language Development Standards are not explicitly referenced in the materials, there is evidence of Social and Instructional Language and the Language of Language Arts, Math, Science & Social Studies.**

WIDA Language Proficiency Levels included: **The materials are designed for English Learners identified as Newcomers or those designated as WIDA Levels 1 and 2.**

Most Recently Published Edition or Website: **2022**

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

According to the front matter in the Teacher’s Edition: “Get Ready! Sail is a comprehensive program for newcomer and beginning proficiency elementary students. The curriculum is built on specialized knowledge necessary for working with culturally and linguistically diverse learners, the assets they bring into the classroom, and the academic challenges they face. This powerful print and digital solution develops literacy skills and academic language while addressing the needs of every student.”

Student Book

- **Twelve thematic units**
- **Highly visual presentations and activities designed to develop language, literacy, and content**
- **All four domains—listening, speaking, reading, writing—as well as grammar and vocabulary**
- **Presentations, practice activities, and engaging media**

Teacher’s Edition

- **Point-of-use teaching suggestions**
- **Differentiated instruction**
- **Formative assessment**
- **Lesson plans**
- **Instructional routines**

PRIME Part 2: Correlate Materials

1. Asset-Based Philosophy

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.

A. Representation of Student Assets and Contributions

- | | | |
|---|-----|----|
| 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 |

- 1) Student assets and contributions are considered in the materials. Each unit ends with a project designed to provide experiential ways to synthesize learning in concrete, creative and engaging ways by building on funds of knowledge and promoting cultural learning.

In the example below students are asked to create a poster about what they like to do and to share it with a partner.

The image shows a digital project page. At the top, there is a blue header with the word 'Project' and a folder icon. Below this, the title 'Poster' is displayed. The instructions are as follows: '1 Make a poster. Use pictures and words to show:' followed by a bulleted list: '• something you do' and '• when you do it'. Below the text is a drawing of a hand holding a black marker, drawing a poster on a white sheet of paper. The poster features a yellow sun, blue clouds, a soccer ball, and a cartoon boy in a yellow shirt and blue shorts. Below the drawing, the text reads: 'I play soccer! I play in the afternoon.' At the bottom of the page, there is a second instruction: '2 Share your poster. Talk about what you do.' In the bottom left corner, there is a small box with the number '94' and the text 'ninety-four | Unit 4'. In the bottom right corner, there is a blue box with the text 'PUT IT ALL TOGETHER'.

Unit 4, p. 94

2) Because each unit includes a project described above, students' assets and contributions are considered systematically throughout the materials.

The examples below are a representative sample of the project assignments throughout the text.

Project

Backpack

1 Draw a backpack. Show what is in the backpack. Use pictures and words.

2 Share your picture. Talk about the pictures and words.

72 seventy-two | Unit 3

PUT IT ALL TOGETHER

Unit 3, p. 72

Project

Weather picture

1 What weather do you like? Make a picture of the weather. Show:

- the Sun, clouds, rain, snow, or wind
- what you do in the weather

2 Share your picture. Talk about the weather. Talk about what you do.

I walk in the rain.

116 one hundred sixteen | Unit 5

PUT IT ALL TOGETHER

Unit 5, p. 116

Project

Family collage

1 Make a family picture collage. Cut out shapes. Glue them on paper. Show:

- family members
- names

2 Share your collage. Talk about your family.

This is my mother. Her name is Djamila.

138 one hundred thirty-eight | Unit 6

PUT IT ALL TOGETHER

Unit 6, p. 138

Project

Make a brochure

1 Make a brochure about a community helper. Show pictures and labels for:

- a community helper
- where the community helper works
- what the community helper does

Firefighters keep people safe!

A firefighter is a community helper. Firefighters keep people safe.

2 Share your brochure. Talk about the community helper.

186 one hundred eighty-six | Unit 8

PUT IT ALL TOGETHER

Unit 8, p. 186

2. Academic Language

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

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

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

- 1) The materials address language features at the discourse dimension in a consistent manner for all identified proficiency levels. Each unit contains a "Connect to Reading" and a "Connect to Writing" section that engages students in discourse-dimension language.

The steps outlined in the example below show the way in which students engage with discourse-dimension language through a variety of tasks.

CONNECT TO → Writing

At school
Write a story about a place at school.
Follow the steps.

STEP 1

Olga

Write your name.

STEP 2



Plan your story.

STEP 3



Draw a picture of a place at school. Show people. Show what you do.

STEP 4

Olga

I go to the playground.
I play on the swings.
I play with my friends.

Add words or sentences.

48 forty-eight | Unit 2

PUT IT ALL TOGETHER

STEP 5



Show your teacher.

STEP 6



Read your story to a classmate.



Olga

I go to the playground.
I play on the swings.
I play with my friends.

Unit 2 | forty-nine 49

PUT IT ALL TOGETHER

2) The language features at the discourse dimension are addressed systematically throughout the materials since each unit includes both reading and writing activities that engage students in discourse-dimension language.

In the examples below, students engage in language at the discourse dimension by learning what fables are, reading one, and retelling it. Then, later they are asked to write a folktale of their own.

CONNECT TO → **Reading**  

Fable

A **fable** is a story that teaches you a lesson. A lesson helps you learn something.

A story has:

- characters (people or animals)
- a setting (the place)
- an ending

1   Read the fable. Find the characters, the setting, and the ending.

Bug and Bird

One day, Bug goes to the lake.

He is hot. He needs a drink of water.

Bug falls in the lake.

Oh, no! Bug cannot swim. "Help! Help!"

READING STRATEGY
Retell
After you read, retell the story. Tell the important parts of the story.

82 | eighty-two | Unit 4

CONNECT TO LANGUAGE & LITERACY

Bird sees Bug. Bird can help.

Bird gives Bug a leaf.

Bug is on the leaf. Bug thanks Bird!

But Bug is still in the lake.

A man comes to the lake. He helps Bug.

"Thank you! It is nice when friends help you," says Bug.

2  Retell the fable. What lesson does Bug learn?

3  Write the lesson.

CONNECT TO LANGUAGE & LITERACY

Unit 4 | eighty-three 83

Unit 4 pp. 82-83

CONNECT TO → **Writing** 

A folktale

Write a folktale about a home.

Follow the steps.

STEP 1

Talia

Write your name.

STEP 2

Plan your folktale.

STEP 3

Draw pictures.

STEP 4

Talia

This is the boy. This is the boy who runs up to the room. This is the broom. This is the boy who runs up to the room and sweeps with a broom. He sweeps before his mom can find him. This is the broom that goes zoom, zoom!

Add words or sentences.

160 | one hundred sixty | Unit 7

PUT IT ALL TOGETHER

STEP 5

Show your teacher.

STEP 6

Read your folktale to a classmate.

Talia

This is the boy. This is the boy who runs up to the room. This is the broom. This is the boy who runs up to the room and sweeps with a broom. He sweeps before his mom can find him. This is the broom that goes zoom, zoom!

PUT IT ALL TOGETHER

Unit 7 | one hundred sixty-one 161

Unit 7 pp. 160-161

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

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

- 1) The materials address language features at the sentence dimension for all the identified proficiency levels. In many sections of every unit, a variety of activities engage students in sentence-dimension language.

In the example below, the sentences come in the form of class rules.

CONNECT TO → Reading   Reading

Rhyme

A **rhyme** has words that sound the same.

READING STRATEGY
What do you know?
Look for words you know. Think about the meaning.

1   Read. Which words do you know? Which words rhyme?

Our Class Rules

Listen to your teacher. 

Work quietly at your seat. 

Raise your hand to talk. 

Go slowly when you walk. 

Always be polite. 

You will be all right. 

16 sixteen | Unit 1

CONNECT TO LANGUAGE & LITERACY

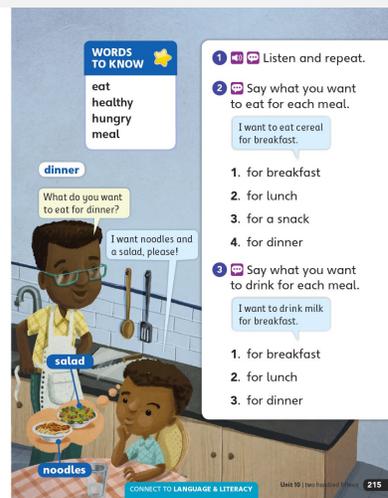
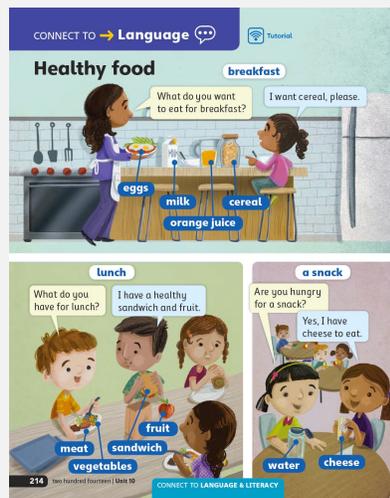
Unit 1, p. 16

2) The language features at the sentence dimension are appropriate for the identified proficiency levels. The materials are designed for students at beginning levels of English proficiency, so each unit includes a “Connect to Language” section that provides students with valuable language at the sentence dimension for navigating school.

In the examples below, students learning language for greeting and introducing as well talking about food and meals.



Unit 1, pp. 10-11



Unit 10, pp. 214-215

3) The language features at the sentence dimension are addressed systematically throughout the materials because, as mentioned above, each unit includes a section that provides valuable language at the sentence dimension.

C. Word/Phrase Dimension

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

1) The materials address language features at the word/phrase dimension in a consistent manner for all identified proficiency levels. "Connect to Words" sections that have students practice saying and writing selected words are included in every unit. Some examples are shown below.

CONNECT TO → Words abc

Words: the in it where at

Listen to the words. Repeat the words.

the in it where at

1 Listen. Point to the word you hear.

in where at the it

2 Listen. Repeat the word.

3 Listen. Write the word three times.

EXAMPLE: the the the

4 Write a sentence. Use two of the words. Say the sentence.

CONNECT TO LANGUAGE & LITERACY Unit 2 | thirty-seven 37

Unit 2, p. 37

CONNECT TO → Words abc

Words: when of your time day

Listen to the words. Repeat the words.

when of your time day

1 Listen. Point to the word you hear.

your when of day time

2 Listen. Repeat the word.

3 Listen. Write the word three times.

EXAMPLE: when when when

4 Write a sentence. Use two of the words. Say the sentence.

CONNECT TO LANGUAGE & LITERACY Unit 4 | eighty-one 81

Unit 4, p. 81

CONNECT TO → Words abc

Words: who we all are each

Listen to the words. Repeat the words.

who we all are each

1 Listen. Point to the word you hear.

all we each are who

2 Listen. Repeat the word.

3 Listen. Write the word three times.

EXAMPLE: who who who

4 Write a sentence. Use two of the words. Say the sentence.

CONNECT TO LANGUAGE & LITERACY Unit 6 | one hundred twenty-five 125

Unit 6, p. 125

¹General language refers to words or expressions not typically associated with a specific-content area (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.

2) Words, expressions, and phrases are represented in context. In several different sections within each unit, vocabulary is introduced in context.

In the examples below, words are presented in context in the following sections: "Connect to Grammar," and "Connect to Language."

CONNECT TO → **Grammar** 

Verbs: action words

Action words are called **verbs**. You use verbs to say what people do. You use verbs to say what happens.

1    Look. Listen and repeat.

<p>person</p>  <p>a student</p>	<p>action</p>  <p>walk</p>	<p>I am a student. I walk to school.</p>
<p>place</p>  <p>the classroom</p>	<p>action</p>  <p>learn</p>	<p>I learn math in the classroom.</p>
<p>thing</p>  <p>a pencil</p>	<p>action</p>  <p>write</p>	<p>I write with a pencil.</p>

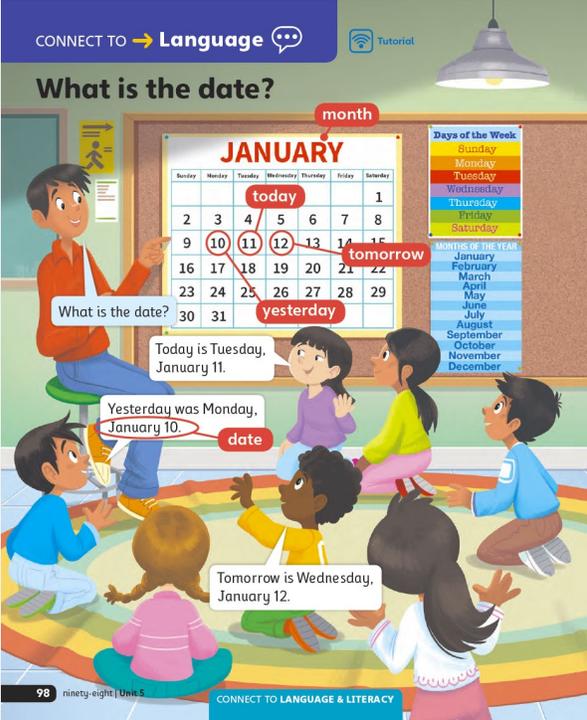
84 eighty-four | Unit 4

CONNECT TO LANGUAGE & LITERACY

Unit 4, p.84

CONNECT TO → **Language** 

What is the date?



month

JANUARY

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Days of the Week
Sunday
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday

MONTHS OF THE YEAR
January
February
March
April
May
June
July
August
September
October
November
December

What is the date?
Today is Tuesday, January 11.
Yesterday was Monday, January 10.
Tomorrow is Wednesday, January 12.

98 ninety-eight | Unit 5

CONNECT TO LANGUAGE & LITERACY

Unit 5, p. 98

- 3) The general, specific, and technical language is appropriate for the targeted proficiency levels. Each unit includes connections to concepts and vocabulary related to math, science and social studies.

Below, students are introduced to the concepts of force and motion in science, addition and subtraction in math, and landforms in social studies.

CONNECT TO **Science**

Forces: push and pull

Look. Listen and repeat.

push pull force motion

44 forty-four | Unit 2

Unit 2, p. 44

CONNECT TO **Mathematics**

Addition and subtraction

Look. Listen and repeat.

A to add

plus more

$3 + 1 = 4$

B to subtract

minus to take away

$3 - 2 = 1$

C equals

64 sixty-four | Unit 3

Unit 3, p. 64

CONNECT TO **Social Studies**

Bodies of water and landforms

Look. Listen and repeat.

water

A a lake B the ocean

land

C a mountain D a plain

E a map

112 one hundred twelve | Unit 5

Unit 5, p. 112

- 4) The general, specific, and technical language is systematically presented throughout the materials. As mentioned above, concepts and vocabulary associated with math, science and social studies are included in each unit.

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 WIDA language proficiency levels? | Yes | No |
| 2) Is differentiation of language proficiency developmentally and linguistically appropriate for the designated language levels? | Yes | No |
| 3) Is differentiation of language systematically addressed throughout the materials? | Yes | No |

- 1) Since the materials are designed for newcomers and students designated at WIDA Levels 1 and 2, they do not differentiate for all WIDA language proficiency levels. However, extensive, specific, and targeted differentiation is provided throughout the materials. Each page of the Teacher's Editions include suggestions to both scaffold and amplify. Examples are shown below.

DIFFERENTIATED INSTRUCTION

Scaffold

Act out each of the sentences to further illustrate their meaning. Add more visuals to make the input more comprehensible, such as images of a school restroom, photographs of teachers in your school, and your school's playground area. Have children draw their own pictures to demonstrate they understand the meaning of each question. On the bottom of each picture, they can add the matching sentence.

Amplify

Have pairs work together to establish gestures for the seven instructions in Activity 2. Then, have one child make the gesture and the classmate says the action. Have children switch roles.

Teacher's Edition, p. 3

DIFFERENTIATED INSTRUCTION

Scaffold

Some children may have difficulty hearing rhyming words. Provide additional oral practice. Say aloud pairs of rhyming words, and have children repeat them. Create a simple gesture for each pair of words. Examples of rhyming words include: **hot/not**, **play/say**, **hop/stop**, **cat/hat**, and **go/slow**.

Amplify

Challenge pairs of children to come up with a set of rhyming words. Ask volunteers to share their words with the class. Use the opportunity to explain what the words mean to the large group. As needed, provide simple words to start, such as **cat**, **hot**, **play**, or **go**.

Teacher's Edition, p. 6

- 2) Differentiation of language proficiency is developmentally and linguistically appropriate for the designated language levels. As mentioned earlier, the text is designed for newcomers and student at beginning levels of English proficiency, specifically WIDA Levels 1 and 2. The sequencing of unit topics and language is developmentally and linguistically appropriate.

According to the Teacher’s Edition: “EL instruction is supported and designed specifically to advance ELs’ knowledge and use of English—moving from survival language to a level of proficiency that maximizes their capacity to engage successfully in academic studies taught in English.”

The table of content below supports this assertion.

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UNIT 11	The Body	236
	Language & Literacy	238
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3) Differentiation of language is systematically addressed throughout the materials. The following scope and sequence pages further support the systematic progression of section topics and language as students build their capacity to engage successfully in academic studies taught in English.

CONNECT TO	→ Language	→ Language in Action	→ Phonics and Words	→ Reading	→ Grammar
UNIT 1 All About Me page 8	pages 10–11 Hello and good-bye! • say hello and good-bye • give your name	pages 12–13 READER'S THEATER Do You Want to Play?	pages 14–15 • letters: b, s, t • words: is, I, my, what, name	pages 16–17 Rhyme READING Our Class Rules READING STRATEGY: What do you know?	pages 18–19 • I, you • my, your
UNIT 2 At School page 30	pages 32–33 Where is the principal? • ask about people and places at school	pages 34–35 READER'S THEATER It's Time to Play!	pages 36–37 • letters: f, m, a • words: the, in, it, where, at	pages 38–39 Story READING Sofia Is Lost! READING STRATEGY: Visualize	pages 40–41 • he, she • his, her
UNIT 3 In the Classroom page 52	pages 54–55 Do you have a pencil? • name your school supplies	pages 56–57 READER'S THEATER The Missing Book	pages 58–59 • letters: c, d, i • words: do, a, you, and, have	pages 60–61 Poem READING The Bug READING STRATEGY: Repeat the reading	pages 62–63 • nouns: person, place, thing
UNIT 4 My Day page 74	pages 76–77 What time is it? • talk about activities • talk about time	pages 78–79 READER'S THEATER I Missed the Bus!	pages 80–81 • letters: h, r, o • words: when, of, your, time, day	pages 82–83 Fable READING Bug and Bird READING STRATEGY: Retell	pages 84–85 • verbs: action words

→ Math	→ Science	→ Social Studies	→ Writing	→ Project	→ Media
pages 20–21 Introduction to math • tell when you see and use math • numbers 1 to 20	pages 22–23 Introduction to science • talk about what you do in science • talk about the world around you	pages 24–25 Introduction to social studies • talk about social studies • talk about the world around you	pages 26–27 A story WRITING STRATEGY: Use pictures to show meaning	page 28 Class book	page 29 Hello Song 
pages 42–43 Shapes • identify shapes and patterns	pages 44–45 Forces: push and pull • talk about forces	pages 46–47 Signs and symbols • identify signs and symbols around you	pages 48–49 A story WRITING STRATEGY: Think about what you know	page 50 School map	page 51 School Subjects 
pages 64–65 Addition and subtraction • use addition and subtraction • understand number sentences	pages 66–67 What makes colors? • talk about light and colors	pages 68–69 A good citizen • describe a good classroom citizen	pages 70–71 A poem WRITING STRATEGY: Think about what you know	page 72 Backpack	page 73 Let's Go to School 
pages 86–87 What time is it? • tell time	pages 88–89 What is the path of the Sun across the sky? • talk about the path of the Sun across the sky	pages 90–91 Time goes by • make and use a timeline	pages 92–93 Information WRITING STRATEGY: Give examples	page 94 Poster	page 95 The Ant and the Dove 

Scope and Sequence, pp. iv–v

CONNECT TO	→ Language	→ Language in Action	→ Phonics and Words	→ Reading	→ Grammar
UNIT 5 The Calendar page 96	pages 98–99 What is the date? • talk about days, months, and dates	pages 100–101 READER'S THEATER The Sun and the Wind	pages 102–103 • letters: k, l, e • words: about, like, see, look, up	pages 104–105 Information (chart) READING A Busy Week READING STRATEGY: Scan for information	pages 106–107 • proper nouns
UNIT 6 My Family page 118	pages 120–121 Who are the people in a family? • name and describe the people in a family	pages 122–123 READER'S THEATER A Family Trip	pages 124–125 • letters: g, p, u • words: who, we, all, are, each	pages 126–127 Fiction (fairy tale) READING The Sleepy Princess READING STRATEGY: Look for key details	pages 128–129 • plural nouns
UNIT 7 At Home page 140	pages 142–143 Inside my home • say where I live • tell about rooms in a home	pages 144–145 READER'S THEATER The Fun House!	pages 146–147 • letters: j, n • c-v-c pattern: short vowel a • words: go, park, down, by, which	pages 148–151 Folklore READING The House That Shaq Built READING STRATEGY: Understand text structure	pages 152–153 • prepositions: in, on, by, between
UNIT 8 My Community page 164	pages 166–167 In my community • name places in the community • talk about people in the community	pages 168–169 READER'S THEATER The Fire Station Field Trip	pages 170–171 • letters: v, z • c-v-c pattern: short vowel i • words: many, some, people, an, find	pages 172–175 Biography READING President Barack Obama READING STRATEGY: Pay close attention	pages 176–177 • verbs: past tense

→ Math	→ Science	→ Social Studies	→ Writing	→ Project	→ Media
pages 108–109 Numbers up to 100 • Count up to 100	pages 110–111 What is the weather? • talk about weather patterns	pages 112–113 Bodies of water and landforms • Read and make a map	pages 114–115 A weather report WRITING STRATEGY: Write for an audience	page 116 Weather picture	page 117 What's the Weather Like Today? 
pages 130–131 Place value • use place value models to add	pages 132–133 Plants • label the parts of a plant • talk about parent plants and young plants	pages 134–135 Families are the same and different • make a chart • say how families are the same and different	pages 136–137 Write a personal narrative WRITING STRATEGY: Give examples	page 138 Family collage	page 139 Hippo Hop 
pages 154–155 Measurement • talk about how to measure • measure objects	pages 156–157 Sound waves • talk about sound and vibration	pages 158–159 Symbols of the United States • name symbols of the United States	pages 160–161 A folktale WRITING STRATEGY: Use repetition as the structure of your story	page 162 Draw a home	page 163 Goldilocks and the Three Bears 
pages 178–179 Data • use data to answer questions	pages 180–181 The solar system • name objects in the sky	pages 182–183 Transportation • describe types of transportation	pages 184–185 A biography WRITING STRATEGY: Paraphrase	page 186 Make a brochure	page 187 I Want to Be a Doctor 

Scope and Sequence, pp. vi–vii

B. Representation of Language Domains

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

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

- 1) All four language domains are targeted in the text. In each unit, students are routinely engaged in the use of all four language domains.

The screenshots below are representative of all the domains in which students engage in each unit.

MY GOALS for this unit



Language

Talk about days, months, dates, and weather



Reading

Read a text for information



Math

Count up to 100



Science

Talk about weather patterns



Social Studies

Read and make a map



Writing

Write information about the weather

Unit 5, p. 97

MY GOALS for this unit



Language

Describe clothes and colors



Reading

Read a fantasy story



Math

Identify money by name and value



Science

Explain why Earth has seasons



Social Studies

Identify the difference between wants and needs



Writing

Write my opinion

Unit 9, p. 189

- 2) The targeted language domains are presented within the context of language proficiency levels. As mentioned earlier, the text is designed to be appropriate for newcomers and students at beginning levels of English proficiency.

The sample activities shown below represent how students engage in all four language domains in ways that are appropriate for the targeted proficiency levels.

Parent plants and young plants

1 Listen. Repeat the sentences.

I observe.
I look at the parts of a plant.



I ask questions.
Do the young plants have the same parts as the parent plants?



I discover.
I compare the plants. I draw what is the same.



2 Draw a plant. Label the parts.

3 Talk about parent plants and young plants.

Parent plants and young plants have stems.



CONNECT TO CONTENT Unit 6 | one hundred thirty-three 133

Unit 6, p. 133

Sound and vibration

1 Listen. Repeat the sentences.

I observe.
I hear a sound. I see the guitar strings move.



I ask questions.
Why do I hear a sound? How does the guitar make a sound?



I discover.
Vibration causes sound. Sound causes vibration.



2 Talk about sound and vibration. What do you see? What do you feel? What do you hear?

an elastic



3 Talk about objects at home or at school that vibrate and cause sound.

an electric toothbrush



CONNECT TO CONTENT Unit 7 | one hundred fifty-seven 157

Unit 7, p. 157

CONNECT TO Grammar Tutorial

Prepositions: in, on

1 Look at the pictures and words. Listen to the sentences and repeat.

in on




The cat is **in** the box. The cat is **on** the box.

2 Write in or on.

EXAMPLE: The book is on the bed.



1. The lamp is _____ the table.



2. The stove is _____ the kitchen.



3. The baby is _____ the tub.



152 one hundred fifty-two | Unit 7 CONNECT TO LANGUAGE & LITERACY

Unit 7, p. 152

CONNECT TO Grammar Tutorial

Verbs: past tense

An action word is called a **verb**. The verb tense tells when the action happened. Use the past tense for actions in the past.

1 Look at the chart. Listen and repeat.

verb	past tense (add -ed)
walk	 The mail carrier walked by my house.
talk	 The police officer talked to my class.
work	 The construction worker worked on a project.

176 one hundred seventy-six | Unit 8 CONNECT TO LANGUAGE & LITERACY

Unit 8, p. 176

- 3) The targeted language domains are systematically integrated throughout the materials. As can be seen by the screenshots above, students are routinely and systematically engaged in the use of all four language domains.

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, Language Arts, Mathematics, Science, and Social Studies as well as complementary strands including Music and Performing Arts, Humanities, and Visual Arts.

The Standards Matrices are organized by standard, grade level, and language domain. They 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 WIDA Language Development Standards to state academic content standards? | Yes | No |
| 2) Are academic content standards systematically represented throughout the materials? | Yes | No |
| 3) Are Social and Instructional Language and one or more of the remaining WIDA Standards present in the materials? | Yes | No |

- 1) Although the materials do not explicitly connect the WIDA language development standards to state content standards, the materials include grade-appropriate content topics for Language Arts, Math, Science and Social Studies.
- 2) The academic content standards are systematically represented throughout the materials. Grade-appropriate content topics for Language Arts, Math, Science and Social Studies are included in each unit.
- 3) Social and Instructional Language as well as the Language of Language Arts, Math, Science and Social Studies. Each unit includes the following “Connect To” sections: Math, Science and Social Studies.

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 language level? | Yes | No |
| 2) Are opportunities for engaging in higher-order thinking systematically addressed in the materials? | Yes | No |

- 1) The materials provide opportunities for students to engage in various cognitive functions. The Scope and Sequence documents above show a range of cognitive functions, including remembering, understanding, applying and analyzing.
- 2) Opportunities for students to engage in higher order thinking skills are systematically addressed in the materials. Most of the are connected to reading and writing strategies. Some examples include visualizing, predicting, and inferring.

C. Supports for Various Levels of Language Proficiency

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

- 1) The materials provide differentiation through a Universal Design for Learning approach by providing multiple means of representation, engagement, and action and expression. This design is intended to support students in advancing within a proficiency level.

Connect is designed with choices for action, expression, and engagement. The curriculum includes:

- Varied ways of presenting information and content,
- Varied ways for students to express what they know, and
- Varied ways of stimulating students' interest and motivation for learning.

Teacher's Edition, p. xxxix

- 2) The materials provide scaffolding supports for students to progress from one proficiency level to the next through a Universal Design for Learning. Inclusion of multiple means of representation is critical to the acquisition of content knowledge and development of academic language. These various representations include visual supports, multimedia (including videos and audio support), graphic organizers, and kinesthetic activities. The materials also encourage students to engage in multiple means of expression, including drawing, speaking, writing and participating in Reader's Theatre.

- 3) Scaffolding supports are presented systematically throughout the materials, in both the Teacher’s Edition and the Student Book.

Every page of the Teacher’s Edition includes two ways of differentiation: scaffold and amplify.

- **Scaffold** includes suggested supports at a more basic and concrete linguistic level, and
- **Amplify** includes suggested ways to extend and enhance the language and concept.

These two areas are lesson-responsive and are designed to be completed at point-of-use. They are specific and are intended to meet students at their level—to support them and push them forward.

Teacher’s Edition, p. xxxiii

Since every unit in the Student Book is based on a theme and includes the same progression of activities, the scaffolding is systematic.

The examples below show the sequence of activities included in each unit.



Big Idea, Connect to the Theme and Goal, Unit 7, pp. 140-141

CONNECT TO → Language  Tutorial 

Inside my home



142 one hundred forty-two | Unit 7

CONNECT TO LANGUAGE & LITERACY

WORDS TO KNOW 

address
room
furniture

-  Listen and repeat.
-  Where do you live?
Say your address.
I live on Park Street. My address is 29 Park Street.
-  Point to each thing in the big picture. Say the word. Say the room. Take turns.

-  mirror
-  toilet
-  sofa
-  bed
-  stove
-  lamp

Where do you live?
I live on Park Street.

What is your address?
My address is 29 Park Street.

CONNECT TO LANGUAGE & LITERACY Unit 7 | one hundred forty-three 143

Connect to Language and Literacy, Unit 7, pp. 142-143

CONNECT TO → Language in Action 

Reader's Theater



Ms. Garcia: We are going to have an audience for our play. We are going to invite family and friends to watch us. Mia and Juan! You make invitations for classes at our school. Invite the principal, too. Li and Max! You make invitations for families.

The Fun House!  Reading  

Characters:  Narrator  Lila  Jack  Carlos

SCENE 1



Narrator: Three friends go to the Fun House at the carnival.

Lila: This room is small! My hand can hit the wall.

Jack: Come see this room. This room is big. You can run in here!

Carlos: Wow! The mirror in this room makes me look small.

144 one hundred forty-four | Unit 7

CONNECT TO LANGUAGE & LITERACY

SCENE 2

Narrator: The three friends go down the hall. They see many walls.

Lila: There are walls all around! How do I get out?

Jack: This house is different! There is no kitchen, no bathroom, no living room! There are no windows!

Carlos: This is a carnival. It's not a real house. It's a "fun house"!



SCENE 3



Narrator: Lila wants to get out.

Lila: This house is not fun! I feel sick.

Carlos: Here is the door. Let's get out!

Jack: Your mom can take you home. You can rest in your bedroom.

CONNECT TO LANGUAGE & LITERACY Unit 7 | one hundred forty-five 145

Connect to Language in Action, Unit 7, pp. 144-145

Letters: j, n; Short vowel a

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



consonant + vowel +
consonant (c-v-c) =
short vowel sound

jam bag
nap cat

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

j n

2 Listen. What is the pattern?
Point to the word.

cat jam nap bag

3 Look around the room.
Say words with the c-v-c
pattern for a.



Connect to Phonics, Unit 7, p. 146

Words:

Listen to the words. Repeat the words.

go park down by which

1 Listen. Point to the word you hear.

down which park go by

2 Listen. Repeat the words.

3 Listen. Write the word three times.

EXAMPLE: which which which

4 Write a sentence. Use two or more of the words.
Say the sentence.

Connect to Words, Unit 7, p. 147

Folktale

A **folktale** is a traditional story.
People often tell the story
out loud.

1 Read. Look for words
that repeat.

READING STRATEGY**Understand text structure**

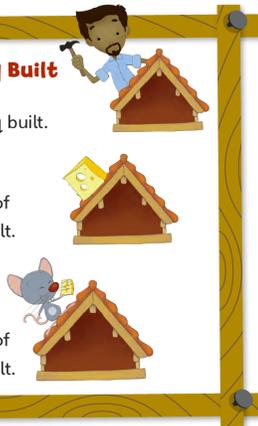
Authors write some
stories with a pattern.
The pattern is a
structure to help you
understand the story.

The House That Shaq Built

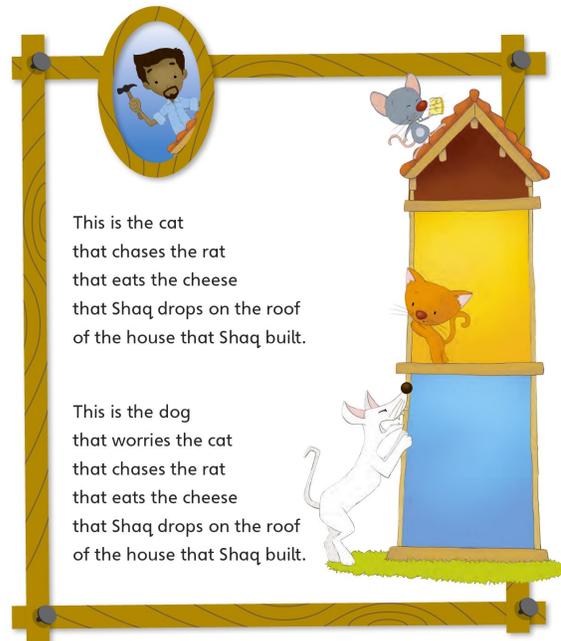
This is the house that Shaq built.

This is the cheese
that Shaq drops on the roof
of the house that Shaq built.

This is the rat
that eats the cheese
that Shaq drops on the roof
of the house that Shaq built.



Connect to Reading, Unit 7, p. 147-148



This is the cat
that chases the rat
that eats the cheese
that Shaq drops on the roof
of the house that Shaq built.

This is the dog
that worries the cat
that chases the rat
that eats the cheese
that Shaq drops on the roof
of the house that Shaq built.

2  Answer.

EXAMPLE: Who built the house? _____ Shaq _____

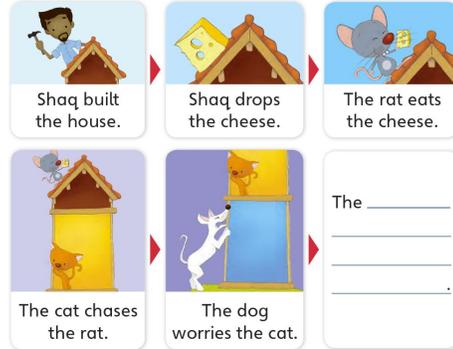
1. Who drops the cheese? _____
2. Who eats the cheese? _____
3. Who chases the rat? _____
4. Who worries the cat? _____

3  Act out the folktale.



4  Look at the pattern of the story. What happens next? Add one more sentence.

EXAMPLE: The man chases the dog.



Shaq built the house. Shaq drops the cheese. The rat eats the cheese.

The cat chases the rat. The dog worries the cat. The _____

5  Draw a picture of your sentence. Tell the whole story out loud.



Connect to Reading (cont'd), Unit 7, pp. 150-151



Prepositions: in, on

1  Look at the pictures and words. Listen to the sentences and repeat.



The cat is **in** the box. The cat is **on** the box.

2  Write in or on.

EXAMPLE: The book is on the bed.

1. The lamp is _____ the table.

2. The stove is _____ the kitchen.

3. The baby is _____ the tub.

Prepositions: by, between

1  Look at the pictures and words. Listen to the sentences and repeat.



The cat is **by** the boy. The cat is **between** the boxes.

2  Write in, on, by, or between.

EXAMPLE: _____ on _____



1. _____



2. _____



3. _____



4. _____

3  Say where the green ball is.

The green ball is _____.

Connect to Grammar, Unit 7, pp. 152-153

Measurement

Look. Listen and repeat.



How long?



measurement



paper clips

How wide?



a ruler

How tall?



a measuring tape

Measure

1 Use paper clips to measure classroom objects. Say the units.



2 paper clips

1. _____ paper clips



2. _____ paper clips



2 Use a ruler to measure classroom objects. Say the units.



3 inches tall

1. _____ inches _____



2. _____ inches _____



3 Write the numbers on the ruler.



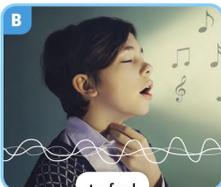
Connect to Mathematics, Unit 7, pp. 154-155

Sound waves

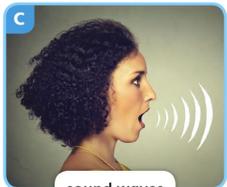
Look. Listen and repeat.



a sound



to feel



sound waves



a vibration

Sound and vibration

1 Listen. Repeat the sentences.

I observe.

I hear a sound.
I see the guitar strings move.



I ask questions.

Why do I hear a sound?
How does the guitar make a sound?



I discover.

Vibration causes sound.
Sound causes vibration.



2 Talk about sound and vibration. What do you see? What do you feel? What do you hear?

an elastic



3 Talk about objects at home or at school that vibrate and cause sound.

an electric toothbrush



Connect to Science, Unit 7, pp. 156-157

Symbols of the United States

Look. Listen and repeat.



the flag



the White House



the Statue of Liberty



a president

The United States is my home

1 Complete the sentences.

EXAMPLE: The Statue of Liberty is a symbol of welcome.

- The _____ is a symbol of the United States.
- The _____ is the leader of the United States.
- The president works in the _____.

2 Talk about the symbols of the United States.

The flag is red, white, and blue.

3 Make a poster of the symbols of the United States. Draw the symbols. Add words or sentences.



Connect to Social Studies, Unit 7, pp. 158-159

A folktale

Write a folktale about a home.

Follow the steps.

STEP 1

Talia

Write your name.

STEP 2



Plan your folktale.

WRITING STRATEGY
Use repetition as the structure of your story.

STEP 3



Draw pictures.

STEP 4

Talia

This is the boy. This is the boy who runs up to the room. This is the broom. This is the boy who runs up to the room and sweeps with a broom. He sweeps before his mom can find him. This is the broom that goes zoom, zoom!

Add words or sentences.

STEP 5



Show your teacher.

STEP 6



Read your folktale to a classmate.



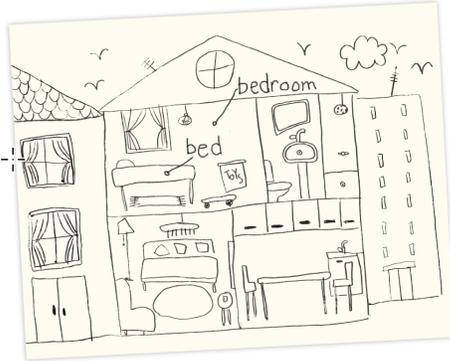
Talia

This is the boy. This is the boy who runs up to the room. This is the broom. This is the boy who runs up to the room and sweeps with a broom. He sweeps before his mom can find him. This is the broom that goes zoom, zoom!

Project

Draw a home

- 1 Draw a home. Use pictures and labels for:
 - rooms
 - furniture



- 2 Share your picture. Talk about the rooms and the furniture.

162 one hundred sixty-two | Unit 7

PUT IT ALL TOGETHER

Project, Unit 7, p. 162

CONNECT TO → Media

Goldilocks and the Three Bears



- 1 Watch the video.
- 2 Write the answers. Share with the class.
 1. Write two rooms you see in the video.

2. Write one problem in the video.

- 3 Draw your favorite scene from the video.
- 4 Talk about your favorite scene. Describe the room and what the character is doing.



PUT IT ALL TOGETHER

Unit 7 | one hundred sixty-three 163

Connect to Media, Unit 7, p. 163

D. Accessibility to Grade Level Content

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

- 1) As mentioned earlier, grade-level content topics are included in the materials and are presented in linguistically and developmentally appropriate activities.
- 2) The content is accessible for the targeted proficiency levels.
- 3) Grade-level content is systematically presented throughout the materials. As mentioned earlier, each unit contains a section that connects very explicitly to grade-level topics in Language Arts, Math, Science, and Social Studies.

E. Strands of Model Performance Indicators

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

- The materials do include a range of language functions, which can be seen in the Scope and Sequence documents included earlier.
- All units include language functions that are incorporated into communicative goals of activities. The range of functions increase across the units. The examples below, from later units, show some language functions that are incorporated into communicative goals and activities.

CONNECT TO → Media 

 I Want to Be a Doctor



- Watch the video.
-  Write the answers. Share with the class.
 - Who do you see in the video? Write a sentence.

 - Write one word you know from the video.
Write one word you learned from the video.

- Draw your favorite scene from the video.
-  Talk about what you want to be.
I want to be _____



PUT IT ALL TOGETHER Unit 8 | one hundred eighty-seven 187

Connect to Media, Unit 8, p. 187

CONNECT TO → Media 

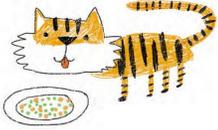
 Tiger



- Watch the video.
-  Write the answers. Share with the class.
 - What are some foods you see?

 - What does the tiger do?

-  Draw a tiger eating from the healthy plate.
-  Talk about your drawing. Do you eat healthy foods, too?



PUT IT ALL TOGETHER Unit 10 | two hundred thirty-five 235

Connect to Media, Unit 10, p. 235

- The language functions support a progression of language development. Grammar progresses intentionally and suggestions for differentiation are included throughout.