



# PRIME V2<sup>TM</sup>

Protocol for Review of  
Instructional Materials for ELLs V2

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**WIDA PRIME V2 CORRELATION**





## Introduction to PRIME

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

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

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

## New in This Edition

PRIME has been expanded to include

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

## Primary Purposes

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

## Primary Audience

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

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

as they pertain to products.

## Overview of the PRIME Process

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

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

## PRIME at a Glance

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): Look

Publisher: National Geographic Learning

Materials/Program to be Reviewed: Look

Tools of Instruction included in this review: Lesson Planner, Student Book and Workbook for Starter level and Levels 1-6 in the primary grades

Intended Teacher Audiences: English Learners Teachers

Intended Student Audiences: English Learner Primary Students

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

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

WIDA Spanish Language Development Standards

WIDA English Language Proficiency Standards

WIDA Language Development Standards addressed: (e.g. Language of Mathematics). Social & Instructional Language, Language of Language Arts, Language of Math, Language of Science, Language of Social Studies

WIDA Language Proficiency Levels included: WIDA's Language Proficiency Levels are not explicitly identified in the materials, however, the materials do cover a similar range of levels, Books are leveled from 1-6. There is also a Starter level, designed for young students just starting to learn English.

Most Recently Published Edition or Website: 2020 Cengage Learning

Inc./Website: [https://eltngl.com/search/productOverview.do?N=200+4294918395&Ntk=NGL%7CP\\_EPI&Ntt=2101029750200191113320180829140518672&Ntx=mode%2Bmatchallpartial&homePage=false](https://eltngl.com/search/productOverview.do?N=200+4294918395&Ntk=NGL%7CP_EPI&Ntt=2101029750200191113320180829140518672&Ntx=mode%2Bmatchallpartial&homePage=false)

In the space below explain the focus or intended use of the materials: Look Starter can be used before the Look series and is for early childhood learners with no previous exposure to English. It is designed to give learners the basic skills for learning the language. Look is a seven-level primary series from National Geographic Learning which uses real-world content, stunning photographs and video from National Geographic, and a variety of interactive digital resources to fully engage and motivate students as they learn about the world in English. It gives young learners the essential language, skills, and knowledge they need to understand the world.

## 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) <b>Are the student assets and contributions considered in the materials?</b>                        | <b>Yes</b> | No |
| 2) <b>Are the student assets and contributions systematically considered throughout the materials?</b> | <b>Yes</b> | No |

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

- 1) Student’s assets and contributions are considered in the Look materials. All lessons, follow a specific format, beginning with establishing students’ background knowledge about a particular topic when introducing the theme. An example can be found in the teacher’s lesson planning book on page 77a, where the teacher is instructed to bring in photos of other animals to discuss with students in order to gather information about what they know about farms and animals. Teachers ask, “*What is your favorite animal?*” In the student book, students are asked, “*What can you see,*” as they look at a colorful picture of a sheep.

# UNIT 8 On the Farm

## In this unit, students will:

- talk about farm animals.
- talk about things animals are able to do using can and can't.
- read about a farm.
- use can to ask about abilities.
- listen to and sing a song about animals.
- identify and pronounce words with /l/ in the middle.
- watch a video about farm animals in other countries.
- identify the value of being kind to animals.

## Language

- Words**  
bee, bird, chicken, cow, dog, donkey, duck, sheep, farmer, food, pen
- Grammar**
- A dog can run. A cat can't swim.
  - Can you see the lamb? Yes, I can.
  - Can a duck talk? No, it can't.
- Phonics**  
/l/ bed, leg, pen, pet, yes

## Twenty-First Century Skills

- Collaboration**  
Take turns to identify animal sounds. Lesson 1
- Communication**  
Find animals in a picture. Lesson 5
- Creativity**  
Draw and speak about your favorite animal. Lesson 7
- Critical Thinking**  
Identify the value of being kind to animals. Lesson 3

## In the Unit Opener, students will:

- respond to a photo of a sheep.
- talk about animals.

**Resources:** Home School Connection Letter, Classroom Presentation Tool

**Materials:** photos of animals (farm, wild/zoo, and pets), sticky tack

## Introduce the Theme

- Bring to class photos of animals. Make sure you have a mix of farm animals, wild animals, and pets. Hold up a few photos and say *Animals*. Write the word *animal* on the board. Say it aloud and have students repeat after you. Point out that *animal* begins with /æ/.
- Draw a barn and farmland on the board. Say *This is a farm*. Then hold up the photos one at a time and ask *Is this animal on a farm?* Ask a few other questions about each animal too. Ask *Is it big or small? What color is this animal?*
- Say *On the farm*. Hold up the photos one at a time again. Have individual students point to photos of animals which can be on a farm.
- Don't worry about the names of the animals, but if any students know the name of an animal, have them say it for the rest of the class.
- Display the animal photos on the wall of the classroom. Ask *What's your favorite animal?* Have students think and choose their favorite animal from the selection. Say *Point to your favorite animal*.
- You might like to play a guessing game. Choose an animal from the photos and describe it in a few sentences. Have students point to the correct photo. For example, say *This is a big animal. It's white. It lives on a farm.* (sheep) Students do not need to say the name of the animal at this point.

## Use the Photo

- Have students open their books to p. 77. Read aloud the instructions at the bottom of the page and point to the photo.
- Ask *Is this an animal?* (yes) *What color is it?* (white)
- Give instructions to students. Say *Point to the head*. Repeat with *body, nose, mouth*. Then say *Point to the ears*. Repeat with *eyes, legs*. Ask *What color are the eyes?* (yellow) *How many legs does it have?* (four)
- Read aloud the caption. Say *A sheep*. Point and say *This animal is a sheep. It's on a farm*.

## TEACHER TIP

Have students work in pairs as much as possible. Working in pairs will make them feel more confident, and encourage them to share their ideas and knowledge. Make sure students change partners frequently, too. With students this age, it is best to organize pairs and not have students choose their own partners. This will help keep students from getting too talkative with their partners. It will also help students to get to know classmates other than their close friends. Pairing can also be fun. For example, have students find somebody who has the same favorite color, who is the next person alphabetically in a list of first names, and so on. This variety will ensure that students get the chance to work with many different classmates.



UNIT 8

**On the Farm**

A sheep

**ABOUT THE PHOTO**

This photo shows a sheep in a field in Cornwall, UK. Sheep were first domesticated more than 10,000 years ago in Central Asia. However, we have been making wool from sheep since long before then, probably since around 3500 BCE. A female sheep is called a ewe (*juː*), and a male sheep is called a ram. Sheep live together in groups called flocks.

Look at the photo. What can you see?

77

77a UNIT 8 On the Farm

- 2) Student assets and contributions are systematically considered throughout the Look series. The Lesson Planners at all levels point out a potential issue or pertinent idea and/or consideration a teacher may want to point out during the lesson. In the Starter Lesson Plan on page 5, there is a Teacher Tip that reminds teachers: “that some students may be starting school for the first time and that they should be patient with them and model good social skills. Say hello to your students and encourage them to reply. Model turn-taking, hand raising, and other classroom norms. When a student acts out of turn, don’t get angry. Patiently explain that this is not how we act in a classroom. This type of instruction may not take place in English at first, and that’s OK. Be prepared to work on proper school behavior and norms throughout the year.”

## TEACHER TIP

Some students may be attending school for the first time. Be patient with them and model good social skills. Say *Hello* to your students individually and encourage them to reply. Model turn-taking, hand-raising, and other classroom norms. When a student acts out of turn, don’t get angry. Patiently explain that this is not how to act in a classroom. This type of instruction may not take place in English at first, and that’s OK. Be prepared to work with students on proper school behavior and norms throughout the year.

Another example can be found in Look Lesson Plan Book 4 on page 17a. This Teacher Tip encourages teachers to slow down when new learning can be difficult for a new student.

#### TEACHER TIP

If a student is having difficulty with an activity, avoid rushing in too quickly to provide help. It's natural for a student to struggle with learning something new. They'll feel more of a sense of accomplishment when they do something difficult on their own. Give students enough time to work through the activity on their own, even if they find it difficult to do so. Offer help if the struggling goes on for more than a couple of minutes, and the student begins to get frustrated or drift off-task.

## 2. Academic Language

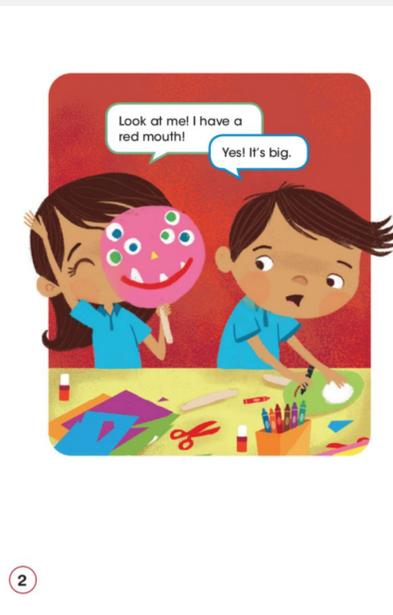
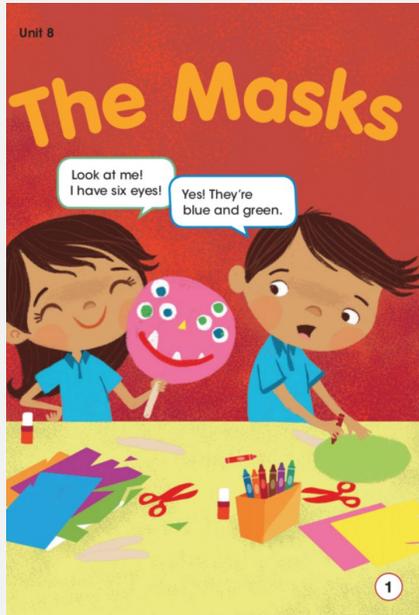
WIDA believes that developing language entails much more than learning words. WIDA organizes academic language into three dimensions: discourse, sentence, and word/phrase dimensions situated in sociocultural contexts. Instructional material developers are encouraged to think of how the design of the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

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

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

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

- 1) The Look series addresses language features at the discourse dimension in a consistent manner at all identified proficiency levels. The Starter level includes reproducible texts at the back of the student and teacher book that brings the new language from the units into one text for beginning students to practice their new language at the discourse level in reading and listening.



At higher levels in the Look series more discourse is presented to the students in both orally and in writing. An example can be found in Unit 4, Level 6 on page 40 in the student book. The students are expected to listen and to read an excerpt about “camera traps,” then discuss the guiding questions.

**Lesson 3 Reading**

**1 Look at the photos. Discuss the questions.**

1. How do you think the photographer took the photo of the jaguar?
2. What do you think the jaguar is looking at?
3. Do you think taking photos of wild animals is difficult? Why? / Why not?

**2 Listen and read.** **Tr 27**

### Camera Traps

Technology is being used more and more in video and photography. For example, wildlife photographers sometimes use camera traps. When a photographer uses a camera trap, the camera is hidden—for example, in a tree or on the ground—so the animals cannot see it. When an animal moves near the camera, the camera is **attached to** an animal so it can take a photo or a short video. Sometimes, the camera is **attached to** an animal so it can take a video as the animal moves. The video then helps us to learn much more about the animal's life.

Photo **engineers** at National Geographic design camera traps to help photographers hide cameras—for example, in birds' nests or on the ocean floor. They've designed camera traps for National Geographic photographers like Steve Winter, who takes photos of wild animals such as tigers, leopards, jaguars, and bears. The animal looks **straight into** the camera. Steve thinks that if people see good photos of wild animals, they'll understand more about the animals and want to protect them.

Photo engineers have to design cameras that will not break when they're being used in places like jungles or the ocean. Sometimes, photographers use small **remote-controlled** cars to carry cameras.

Technology is always improving, and it's helping photographers to take amazing photos. Thanks to the technology of camera traps, we can all see the world in new and interesting ways.

**New words:** attached to engineers straight (into) remote-controlled

**3 Read again. Complete the sentences with the words from the box.**

designed engineers protect turned on

1. Camera traps are \_\_\_\_\_ by photo \_\_\_\_\_.
2. The camera is \_\_\_\_\_ when an animal moves near it.
3. Photos of wild animals might make people want to \_\_\_\_\_ them.

**4 Work in pairs. Discuss the questions.**

1. Do you enjoy taking photos? What do you usually take photos of?
2. If you had a camera trap, what kind of animal would you photograph? Where would you put the camera trap?

40 UNIT 4 Let's Get Technical

- 2) The language features at the discourse dimension are addressed systematically throughout the Look series. The four language domains of Listening, Speaking, Reading, and Writing are addressed at each level, although the starter level focuses mostly on listening and speaking. Throughout the units there are many varied experiences opportunities for students to engage with language through each of these domains. Some examples:

Look Level 1, Student Book, Pages 70-71, Listening and Speaking

### LESSON 1 Words

**1 Listen and point.** TR: 101

library

park

playground

store

street

swimming pool

town center

zoo

**2 Listen and repeat.** TR: 102

**3 Point and say.**

It's a street.

It's a library.

70 UNIT 7 My Town

### Grammar LESSON 2

**1 Listen and chant.** TR: 103

There's a street, a street, a street in the town.  
There's a store, a store, a store on the street.  
There's a girl, a girl, a girl in the store.  
There's a store, a store, a store on the street.  
There's a street, a street, a street in the town.

**2 Listen and read.** TR: 104

There's a store on the street.  
There's a library in the town center.

**3 Write.**

1.

2.

3.

4.

1.        There        is a swimming pool in the park.
2.        is a store on the street.
3.        a girl in the store.
4.        a boy on the playground.

UNIT 7 My Town 71

Look Level 5, Student Book, Page 80, Reading, Listening, and Speaking

## LESSON 3 Reading

**1 Work in pairs. Discuss the questions.**

1. Have you ever been to the circus?
2. What was it like?

**2 Listen and read.** TR: 59

### The Circus for All

This is amazing! I'm standing in a tent next to old railroad tracks in the city of Bogota, Colombia. All around me, I can see young people, from the ages of about seventeen to twenty-eight. They're doing incredible things: dancing, throwing and catching fire sticks, making human pyramids, flying through the air. One young woman is **performing acrobatics** on a **hoop** high up in the tent. A young man is walking on a tightrope. He jumps up high in the air and then lands on the tightrope again. For a moment, as he lands, I think he's going to fall. But no, he stays on the tightrope and smiles as the audience shouts and claps.

I'm at the *Circo Para Todos*—the "Circus For All." It's a special circus school for young people who live in Colombia. They study for four years, learning circus skills such as juggling and acrobatics. More than one hundred students have studied at the *Circo Para Todos*, and are now working at different circuses all around the world. Many of these young people used to have difficult **lives**. Some of them had **problems** at home, or left school when they were very young. The *Circo Para Todos* has given them a chance to be world-class performers.

**New words:** acrobatics    hoop  
lives (plural of life)    perform    problem

VALUE
Work together.  
Workbook, Lesson 6

A performer at the  
*Circo Para Todos*

80 UNIT 8 Come to the Show!

8 | Page

**Writing** An Advertisement LESSON  
6

**1** Read the advertisement. Answer the questions.

1. How long has the *Albuquerque International Balloon Fiesta* been taking place?
2. Where does it take place?

**Come and Enjoy a Day of Food, Fun, and Amazing Hot-Air Balloons!!**

The *Albuquerque International Balloon Fiesta* takes place every fall in Balloon Fiesta Park in Albuquerque, New Mexico in the US. It started in a parking lot in 1972 with just thirteen hot-air balloons, and it becomes more and more popular every year. Now hundreds of beautiful, colorful balloons float in the clear, blue sky above Albuquerque and thousands of people come to watch and have fun at the festival every year.

There are picnic tables and places to buy delicious food and drinks, so you can sit and enjoy a meal while you watch the fantastic show. If you want to take part in the fun, you can join a team and help to set up the balloons, follow them, and help them land.

Don't miss this amazing show. It'll be a wonderful experience that you'll never forget!



**2** Read about writing an advertisement for an event. Then look at the advertisement and do steps 1-3.

When we're giving information about an event, we say:

- what the event is.
- when it's happening.
- where it's happening.
- how to pay or where to get tickets.

We also use words to make the event sound exciting and interesting, so people will want to come.

1. Underline the information about where the event takes place.
2. Circle the information about when the event takes place.
3. Check (✓) the words that make the event sound interesting and exciting.

**3** Writing Skill Using positive language

**a. Read the sentences. Circle the positive adjectives.**

The beautiful balloons are a wonderful sight. You can also enjoy delicious food and drink. The Balloon Fiesta is an amazing experience.

**b. Read the sentences. Underline the positive verbs and expressions.**

Come and enjoy the Balloon Fiesta. It's becoming more and more popular every year. Hurry up and buy your ticket. You'll have a great time!

**4** Write an advertisement to persuade people to come to a real or imaginary event.

The *Albuquerque Balloon Fiesta*, Albuquerque, New Mexico, US

**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 of 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 |

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

- 1) The Look series addresses language features at the sentence dimension for all of the identified proficiency levels. The Starter Level is designed for the beginning English learners by building on vocabulary. Students have an opportunity to explore the sentence dimension through the grammar portion of lessons learning about sentence structure using repetition.



This is similarly done in Look Level 3, but adds sentence complexity with asking students to complete sentences with the correct vocabulary word and through asking students to write and orally share their answers with a partner.

**Grammar** LESSON **4**

**1 Listen and read.** TR: 44

*How often do children in the city help at home?  
 Every morning they collect eggs for their breakfast.  
 They help three or four times a day.  
 The recycling truck comes to pick up the garbage once a week.  
 I feed the dog twice a day.  
 I help my mom on weekends.*

**2 Complete.**

every   how   twice   week   weekends

- On \_\_\_\_\_, Felix and Rita go shopping with their parents.
- After Rita gets up \_\_\_\_\_ morning, she makes her bed.
- Felix takes plastic bottles to the supermarket to recycle them once a \_\_\_\_\_.
- Felix feeds the cat \_\_\_\_\_ a day.
- What about you? \_\_\_\_\_ often do you help out?

**3 Write and say.**

How often do you...	You	Your friend
clean up your room?		
help your mom?		
ride your bike?		
watch a movie?		
wash your hair?		

You clean up your room twice a week.

No! I clean up my room every day.

UNIT 3 Helping Out 33

2) The language features at the sentence dimension are appropriate for the identified proficiency levels. The Starter Level is intended for newcomers and/or beginning language production and the proficiency levels increase from there up to level 6. At the Starter Level, students begin to learn English through chants, repetition, movement and teacher modeling. They begin with simple greeting and classroom commands as shown here on page 6 in the student book.

LESSON **1** **Words**

**1 Listen and point.** TR: 1

Hello.   Goodbye.   Sing.   Sit down.   Stand up.   Thank you.

**2 Listen and repeat.** TR: 2

**3 Listen and circle.** TR: 3

1

2

3

4

5

6

As the levels increase, the sentence level language features become more complex. For example, at Level 5, Unit 5 there is a lesson that focuses on the future verb tense form of *be*. On page 79, students work in pairs to explain orally what they are going to do when their “pen pal” visits from another country next weekend.

**Grammar** LESSON **2**

**1 Study the grammar box.**

**be going to for future plans** **be + going to + verb**  
 We use *be going to* to talk about intentions and things we are planning to do in the future.  
*The queen is going to live in the mountains.*  
*Are you going to go cycling this weekend?*  
*No, I'm not / Yes, I am.*  
*He isn't going to play soccer tonight. He's going to watch TV.*

**2 Listen to the conversation. Check the things that the speaker is going to do tomorrow.** STR. 58

**Things to Do in Hanoi**

Buy flowers at the Quang Ba flower market

Watch a water puppet show

Listen to music at the Hanoi Opera House

Eat lunch at a restaurant

Walk around the beautiful Hoan Kiem Lake

Take a boat down the Red River

**Quang Ba flower market, Hanoi, Vietnam**



**3 Work in pairs. Check your answers to Activity 2.**

Is he going to watch a water puppet show?

No, he isn't. He's going to...?

**4 Work in pairs. Imagine a pen pal from another country is visiting you next weekend. Discuss the questions.**

- Where are you going to go?
- What are you going to eat?
- What are you going to do?

**Then tell the class about your plans.**

First, we're going to walk through Ai-Azhar Park. Then, we're going to visit the Ai Qapao Citadel.

UNIT 8 Come to the Show! 79

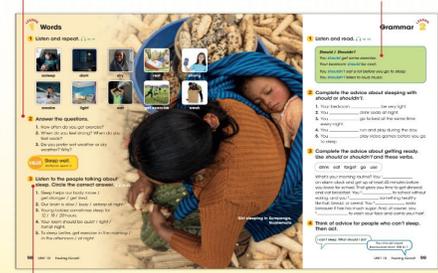
3) Language features at the sentence dimension are addressed systematically throughout the Look series. Each unit of each lesson contains grammar lessons that include real life examples. In this example, Lesson Planner for Unit 4 shows how the grammar lessons are thematically linked to the units of study and the real world.

**LESSON 1** Words and **LESSON 2** Grammar

The vocabulary and grammar lessons are stand-alone lessons that are thematically linked. Students hear some of the target vocabulary recycled in a listening text. The listening text also contextualizes the target grammar from Lesson 2.

Students practice the target vocabulary in context.

Target grammar is presented in the grammar box and then practiced in one or two controlled practice activities. The final activity is more open and productive.



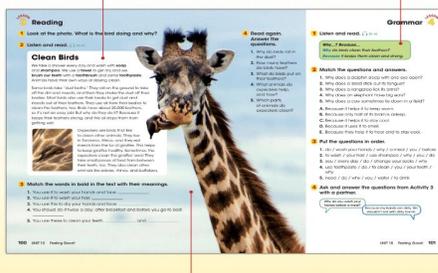
The final activity is a listening activity, and the topic is a new approach to the lexical set of the lesson.

**LESSON 3** Reading and **LESSON 4** Grammar

The reading and grammar lessons are also stand-alone lessons. Students learn about the world as well as learning vocabulary and grammar that they then use to discuss the topics.

The reading text is about the real world. All the reading texts are recorded, so students can listen and read simultaneously.

Target grammar is contextualized in the reading text, presented in the grammar box, and then practiced in controlled and more open activities.



A high-impact photo brings the real world into the classroom and provides further practice opportunities.

Additionally, the Starter Lesson Plans state that grammar targets are reached through games and songs for young learners. Students, listen and repeat chorally and individually. The songs contextualize grammar points of the unit. The catchy rhymes help fix the new structures in the beginning English learners mind.

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

#### language<sup>1</sup>)

- |  |     |    |
|--|-----|----|
| 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?                                     | Yes | No |
| 4) Is the general, specific, and technical <sup>2</sup> 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 Look series addresses language features at the word/phrase dimension in a consistent manner for all identified proficiency levels. The Starter Lessons are mostly focused on general language as you will see in the scope and sequence. As you move into Level 3 you will see evidence of the words/phrases become more specific and technical as shown in the scope and sequence. In Level 6 you will find evidence of more technical phrases being used that are directly tied to the thematic units being covered as shown in the scope and sequence.

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<sup>1</sup>

<sup>2</sup>General 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.



**LESSON 3 Reading**

**1 Listen and repeat.** (1) (1:34)

class homework  
grade garden

**2 Listen and read.** (1) (1:27)

Welcome to the Green School in Bali, Indonesia. It's a very cool school. At the Green School, students learn about animals and plants. A classroom at the Green School doesn't have normal walls or windows. The classrooms are open, and students can see the plants and trees.

From Monday to Friday, there are **classes** in English, math, computers, music, art, reading, and gym. There's **homework**, too. At the Green School, every **grade** has a **garden**. There are garden classes on Wednesday and Thursday. There are flowers, rice, and fruit in the garden. There's a farm, too. Students give food and water to the animals on the farm.

**3 Write T for True or F for False.**

1. You can't open and close all the classroom windows at the Green School.
2. There are classes in music, art, and reading.
3. There's no homework at the Green School.
4. There are garden classes every day.

12 UNIT 1 Back to School

**LESSON 3 Reading**

**1 Look at the photo. What do you think makes museums interesting?**

**2 Listen and read.** (1) (1:23)

**It's International Museum Day!**

Remember this date: May 18th. It's International Museum Day! On this day, museums across the world think of many activities to make museum visits even more interesting. Here are some examples of things you can do at museums in different parts of the world.

- The Museum of Modern Art in São Paulo, Brazil offers tours of the sculpture garden for visitors who cannot hear very well. The visitors are able to touch and feel the sculptures, and information is given in **sign language**.
- At the Museum of Paleontology in Santana do Cariri, also in Brazil, you can help dig for **dinosaur fossils**.
- There's a fascinating collection of insects at the Natural History Museum in Grenoble, France. Visitors who came to the museum on International Museum Day in 2017 had the chance to taste some very unusual things—for example, spider **cocoons** made of cotton candy!
- Many museums stay open very late on International Museum Day—until one o'clock in the morning! If you're very **lucky**, you might even have the chance to sleep in a museum. How would you like to sleep under the life-size blue whale in London's Natural History Museum, or near the Egyptian sculptures in the British Museum, also in London? You bring your sleeping bag and choose a place to sleep on the floor. You do a lot of special activities and listen to stories. You can even ask the museum guide to turn off the lights so that you can explore the museum by flashlight!

Find out what's going on at museums near you on International Museum Day. There might be some interesting experiences waiting for you!

**New words:** sign language fossils cocoons lucky

100 UNIT 10 Great Museums

In Unit 1, Book 2 you will notice that the vocabulary is more general and specific. You will notice words like *classes*, *homework*, *grade*, and *garden* are highlighted. These are words that are more common and found in social language. In Unit 10, Book 6 you will notice specific and technical vocabulary highlighted. This language is specific to what the students are studying. In this unit, students are working on a theme around museums and the vocabulary highlighted include: *sign language*, *fossils*, *cocoons* and *lucky*.

- 4) The general, specific and technical language is systematically presented throughout the materials. As mentioned above, each unit contains a Scope and Sequence chart in the Lesson planner that outlines the vocabulary to be presented in the 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

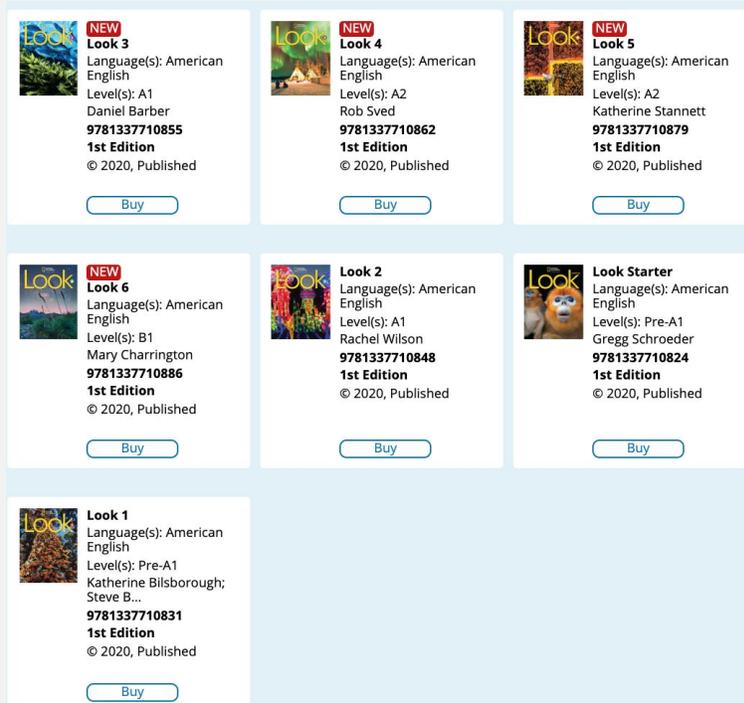
- |  |     |    |
|--|-----|----|
| 1) Do the materials differentiate between the language proficiency levels? | Yes | No |
| 2) Is differentiation of language proficiency developmentally              | Yes | No |

and linguistically appropriate for the designated language levels?

- 3) Is differentiation of language systematically addressed 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) Although the WIDA proficiency levels are not explicitly identified in the materials, The Look series addresses proficiency levels throughout the materials. The way the books are leveled support the differentiation between proficiency levels. The series starts at the Starter level and advances through level 6. There are a total of 7 students books and 7 teacher's editions that represent the growth in proficiency levels.



- 2) The differentiation of language proficiency is developmentally and linguistically appropriate for the designated language levels. There are examples of sensory, interactive, graphic and linguistic supports throughout the proficiency levels. The following types of differentiation are included but not limited to: Sensory supports include visuals, pictures, videos, diagrams and drawings. Interactive supports include working in pairs, groups, cooperative grouping, and conferences. Graphic supports include charts, tables, graphs, infographics, timelines, and graphic organizers. Linguistic supports include word banks, sentence frames, cloze passages.
- 3) Differentiation of language is systematically addressed throughout the Look materials. In each unit of study there are multiple opportunities and suggestions for differentiation within the teachers lesson plans. Some of these include suggestions on how to use the photos, a teacher tip to support students, and suggestions about how to activate students' background knowledge. In

the student books there are many opportunities for differentiation which include but are not limited to; Interactive supports which include working in pairs, groups, cooperative grouping, and conferences. Graphic supports include charts, tables, graphs, infographics, timelines, and graphic organizers. Linguistic supports include word banks, sentence frames, cloze passages throughout each unit.

#### Example from Teacher Book 1, Unit 1

##### Use the Photo

- Have students open their books to p. 9. Say *Look at page 9.* Hold up a copy of the Student's Book open to p. 9 to show students the correct page. Make sure all students are on the correct page. Have students check that their classmates are on the same page.
- Read aloud the instructions at the bottom of the page and point to the photo. Ask *What colors can you see?* Have students point to things in the photo and say the colors. (black, blue, brown, green, orange, pink, white, yellow)
- Ask *Where is the girl? Is she at home?* (no) If necessary, draw an outline of a house to clarify the meaning of *home*. Then say *She's at school.* Gesture around the classroom. Repeat the word and say *School.*

##### TEACHER TIP

The best way to teach students how to do an unfamiliar activity is by demonstrating it a few times so that they can see exactly what is expected. Use different students each time you want to model an activity and repeat it as many times as necessary. That way, every student is clear about what needs to be done. As students get used to different activities and routines, there will be less need for demonstrations and modeling.

#### Example from Student Book 4, Unit 10



Girl sleeping in Sumpango, Guatemala

## Grammar 2

### 1 Listen and read. TR: 93

#### Should / Shouldn't

You **should** get some exercise.

Your bedroom **should** be cool.

You **shouldn't** eat a lot before you go to sleep.

You **shouldn't** listen to loud music.

### 2 Complete the advice about sleeping with **should** or **shouldn't**.

- Your bedroom \_\_\_\_\_ be very light.
- You \_\_\_\_\_ drink soda at night.
- You \_\_\_\_\_ go to bed at the same time every night.
- You \_\_\_\_\_ run and play during the day.
- You \_\_\_\_\_ play video games before you go to sleep.

### 3 Complete the advice about getting ready. Use **should** or **shouldn't** and these verbs.

drink eat forget go use

What's your morning routine? You <sup>1</sup> \_\_\_\_\_ an alarm clock and get up at least 45 minutes before you leave for school. That gives you time to get dressed and eat breakfast. You <sup>2</sup> \_\_\_\_\_ to school without eating, and you <sup>3</sup> \_\_\_\_\_ something healthy like fruit, bread, or cereal. You <sup>4</sup> \_\_\_\_\_ soda because it has too much sugar. And, of course, you <sup>5</sup> \_\_\_\_\_ to wash your face and comb your hair!

### 4 Think of advice for people who can't sleep. Then act.

I can't sleep. What should I do?

You should count backwards from 100 to 1.

UNIT 10 Feeling Good! 99

## LESSON 3 Reading

### 1 Look at the photo. What is the bird doing and why?

### 2 Listen and read. TR: 94

#### Clean Birds

We take a shower every day and wash with **soap** and **shampoo**. We use a **towel** to get dry and we **brush our teeth** with a **toothbrush** and some **toothpaste**. Animals have their own ways of staying clean.

Some birds take "dust baths." They roll on the ground to take off the dirt and insects, and then they shake the dust off their bodies. Most birds also use their beaks to get dust and insects out of their feathers. They use oil from their bodies to clean the feathers, too. Birds have about 25,000 feathers, so it's not an easy job! But why do they do it? Because it keeps their feathers strong, and the oil stops them from getting wet.



Oxpeckers are birds that like to clean other animals. They live in Tanzania, Africa, and they eat insects from the fur of giraffes. This helps to keep giraffes healthy. Sometimes, the oxpeckers clean the giraffes' ears! They take small pieces of food from between their teeth, too. They also clean other animals like zebras, rhinos, and buffaloes.

### 3 Match the words in bold in the text with their meanings.

- You use it to wash your hands and face. \_\_\_\_\_
- You use it to wash your hair. \_\_\_\_\_
- You use this to dry your hands and face. \_\_\_\_\_
- You should do it twice a day: after breakfast and before you go to bed. \_\_\_\_\_
- You use these to clean your teeth. \_\_\_\_\_ and \_\_\_\_\_

100 UNIT 10 Feeling Good!

## 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 |

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

- 1) The language domains (listening, speaking, reading, and writing) are targeted in the Look materials. Each unit of study has opportunities for students to use the four domains of language. Examples of each are shown below from Book 5, Unit 3

**LESSON 1 Vocabulary**

1 Listen and repeat. 10:17

race rider stadium winner

2 Listen and read. 10:18

There are many different types of **competitions**—for example, music competitions, sports competitions, and writing competitions. For some people, the **prize** is the most important part of the competition. They always want to **win**. Other people enjoy **taking part**, and winning isn't so important. How about you?

3 Complete the text with words from Activities 1 and 2. Then listen and check. 10:19

"We're at the \_\_\_\_\_ and all the \_\_\_\_\_ and their horses are ready to begin. And they're off! Garcia is in front, and behind him is Yakamuri. Who is going to \_\_\_\_\_? This is a very exciting \_\_\_\_\_! And \_\_\_\_\_ the \_\_\_\_\_ is Yakamuri! He gets first! \_\_\_\_\_ Congratulations, Yakamuri!"

4 Listen to the report about the Naadam Festival in Mongolia. Circle the correct answer (A, B, or C).

1. How long was the festival?  
A. three days B. eleven days C. twelve days

2. How old were the youngest riders in the horse races?  
A. ten years old B. fifteen years old C. five years old

3. What did the slowest horse in each race get?  
A. a special prize B. a special poem C. a special song

4. How many horse riders are there every year in the Naadam Festival?  
A. hundreds  
B. more than four thousand  
C. more than forty thousand

5 Work in pairs. Describe a festival from your country.

30 UNIT 3 Challenges

**3 Reading**

1 Work in pairs. Look at the photo. Discuss questions 1-2.

1. What game are the people playing?  
2. Why are they not looking at the board?

2 Listen and read. 10:31

**The Best in the World**

It was 1985. In Hungary, Judit Polgár, who was nine, was playing **chess** with her sister Sofia, who was eleven. But they weren't moving the chess pieces. The girls weren't even looking at the **board**. They were playing "blind" chess. They called out their instructions and their father moved the **pieces**.

Judit, Sofia, and their older sister, Susan, were already fantastic chess players. Their love of chess began when Susan was four years old. She was looking for a toy when she opened a cabinet door and found a chess board. "What's that?" she asked. "It's a chess board," said her mother. "Daddy can teach you how to play when he gets home."

Chess soon became a fun game for the three sisters. They didn't go to school. They learned at home with their parents, and they played chess for hours every day. When they weren't playing chess, they were reading about it or talking about it. All three sisters became famous chess players. Susan won her first chess competition when she was four years old. Judit won her first international competition when she was nine. She is probably the best female chess player in the world today. And it all started because Susan was looking for a toy!

**New words:** chess board blind pieces

3 Read again. Write T (true) or F (false).

1. Judit and Sofia were playing a game of chess against their father in 1985.  
2. The three sisters couldn't play chess very well when they were children.  
3. Susan found a chess board in a cabinet at home.  
4. The girls practiced chess at home and at school.  
5. Susan is better at chess than Judit.

4 Work in pairs. The Polgár sisters didn't go to school. Do you think you would like to learn at home?

32 UNIT 3 Challenges

**LESSON**  
**5**

## Writing A Story

**1 Read the story. Why was the lunch unusual?**

### An Unusual Lunch

Last Saturday, Theo and Cora visited their cousins, Alexa and Xander. Uncle Damon was making pasta in the kitchen. Aunt Agatha was working on the computer. The children were bored. They decided to go outside and play tennis.

Theo loved tennis and he loved winning. He really wanted to win the game. He hit the ball hard, and it flew up into the air and through the open kitchen window.

Uncle Damon came out of the kitchen. He had tomato sauce on his face and his clothes. The children went into the kitchen. The tennis ball was in the pot with the tomato sauce.

"I'm very sorry, Uncle Damon!" said Theo. Uncle Damon was laughing.

"It's OK, Theo," he said. "But I hope you like pasta with tennis ball sauce!"



**2 Read the information in the box. Then look at the story in Activity 1 and find three examples of the past progressive.**

When we write stories about the past, we usually use the simple past and the past progressive.

We use the simple past to describe a series of events: *He picked up the ball and threw it.*

We use the past progressive to describe a scene or to talk about an action in progress. *Kate was watching TV and the cat was sleeping on the sofa.*

**3 Writing Skill** Check your work.

**a. Read the information in the box.**

When we check our work, we need to think about:

- spelling—for example, extra letters and plurals
- grammar—for example, correct tense and form
- punctuation—for example, capital letters and periods.

**b. Find and correct five mistakes in the text.**

It was monday. Umar and his friend Khalish were walked to school when they saw their teacher, Mr. Halim. Mr. Halim was ridding his bike, but he stopped when he saw the boys. He was very surprised to see them. "It's a holiday today!" he said Umar and Khalish were very happy.

**4 Look at the pictures and write a story. Use the words in the box.**

soccer enter a competition  
climb jump high prize trampoline



UNIT 3 Challenges 35

- 2) The targeted language domains are presented within the context of language proficiency levels. All four language domains are presented in each unit of each level of the Look series. The series uses real world content to teach English. In describing this philosophy, the program states that teaching real world content includes “the use of a variety of learner-appropriate tasks, both receptive and productive.” This is evident in all levels of Look.
  
- 3) The targeted language domains are systematically integrated throughout the materials. As mentioned above, each language domain is present in every unit of every level of Look. An example can be found on page 56 of the Look 3 Student Book, where the students are watching and listening to a video and expected to apply their new learning through writing by completing sentences about what they learned. In this portion of the lesson, they are listening, reading, and writing.

## 7 Video

1 Watch the video. Match.  Video 6

- 1. AJ
- 2. Jessica and Tracy
- 3. Lara



2 Watch the video again. Complete. There are two words you don't need.  Video 6

breakfast chocolate pasta pizza salad soup strawberry

1. I like milkshakes... \_\_\_\_\_ milkshakes are my favorite.
2. Sometimes I go out for \_\_\_\_\_ with Mom and Dad.
3. I like chicken pho... it's a kind of \_\_\_\_\_ with noodles and vegetables.
4. I like burgers and \_\_\_\_\_, but my favorite is *lahmacun*.
5. You can buy it in the street. We eat it with \_\_\_\_\_.

### Writing

We use quotation marks when someone speaks.

AJ says, "My favorite place is a local diner. It's really cool. I love going there."  
Tracy says, "It's the best place to eat!"

3 Choose a restaurant. Complete the comments.

Name of restaurant: \_\_\_\_\_  
My friend says, \_\_\_\_\_  
My mom says, \_\_\_\_\_  
My teacher says, \_\_\_\_\_  
I say, \_\_\_\_\_

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

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

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

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

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

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

- 1) While the Look series does cover all the major content areas, it does not state that the materials connect the language development standards to any particular state academic content standards.
- 2) The academic content standards are systematically represented throughout the materials. In the lesson planners for each unit, content objectives are listed for each unit. An example of a social studies lesson can be seen here, from Book 5, page 17, Lesson 1. Each lesson has its own set of content objectives throughout the units.

### In this lesson, students will:

- talk about celebrations and music.
- review the simple present and the present progressive.
- review the simple past.
- ask and answer questions about past activities.

**Resources:** Worksheets 5.0.1–5.0.3, Classroom Presentation Tool, Workbook pp. 4–5, Workbook Audio Track 1, Online Practice

**Materials:** a small, soft ball

The content is presented in a systematic way throughout the unit. There are seven lessons within each unit. The lessons are as follows for each unit: Lesson 1: Vocabulary, Lesson 2: Grammar, Lesson 3: Reading, Lesson 4: Grammar, Lesson 5: Song, Lesson 6: Song, Lesson 7: Video. Each lesson has guidance which is included in the Teacher’s Planner.

**LESSON 6 Writing**

**In this lesson, students will:**

- read an email to a pen pal and answer questions about it.
- identify and use different ways to start and finish informal emails.
- use paragraphs to separate different topics in an e-mail.
- write a reply to the pen pal, including personal information.

**Resources:** Classroom Presentation Tool, Graphic Organizer: Spider map, Workbook p. 12, Online Practice

**Warm Up**

- Draw a spider map on the board and complete it as follows:

• Give each student a copy of the spider map organizer. Using the spider map on the board, write *under* the **FAMILY** heading. Then say *My sister's name is [Sofia]*. In the **FREE TIME** section, write *guitar and say (in my free time, I play guitar).*

- Have students complete their own spider maps individually. Ask them to write at least two words in each section. Then in pairs, have students tell each other about their spider maps. Make sure that students keep their spider maps for the final writing activity in this lesson.

**1**

- Have students open their books to p. 15. Draw their attention to the text. Point out that it is an email. Ask, *Do you have an email address? If you don't, how do you communicate with friends or people in your family? Who would you send an e-mail to?*
- Have students read the e-mail and answer the questions. Have them check answers in pairs. Then do a whole-class check.

**Optional Activity 1**

- Write the following sentences on the board. Explain or elicit that these are all false sentences. Have students write corrected versions of the sentences.  
Sofia is Ayo's new teacher. (teacher pen pal)  
Ayo was born in Cairo. (Drew Allison)  
Ayo has two brothers and one sister. (two brothers one brother, one sister two sisters)  
She's studied English since she was three. (three six)  
She likes playing basketball. (basketball video games)

**2**

- Go through the information in the box. Make sure that students understand that the information is about informal e-mails to friends—format e-mails begin and end differently.
- Have students read Ayo's e-mail again and find how she begins and ends it.

**3**

- Draw students' attention to the five separate paragraphs in the e-mail (marked 1–5). Explain that using new paragraphs for each new topic makes a text much easier to read.
- Have students match the topics with the paragraphs in the e-mail.
- **Extra Challenge** Point out that paragraph 5 in the e-mail doesn't have a matching topic. Ask students to read this paragraph carefully and explain its purpose. Do ask some questions about her life!
- **Extra Support** Have students underline the words in each paragraph that help them identify the topic.

**Optional Activity 2**

- Type out the e-mail and cut it up into seven different sections: the greeting, the five paragraphs, and the final sentence. In groups, with books closed, have students try to put the e-mail back into the correct order. Then have them check their answers in the book.

**4**

- Have students write a reply to Ayo, imagining that she is their pen pal. Encourage them to use the spider maps they prepared in the Warm Up activity.
- Suggest that students bring in a photo of their family or friends and add a description of this to the e-mail.
- Allow time for students to write their e-mails. If necessary, have them finish their e-mails at home.
- Have students exchange e-mails with a partner. Have pairs give feedback to each other. Ask, *Did your partner answer all of Ayo's questions? Did he/she begin and end the e-mail correctly? Did he/she use a new paragraph for each topic?*

**Optional Activity 3**

- This could be a good opportunity for a discussion about the safe use of the Internet. In groups, have students brainstorm advice about how to use the Internet safely. Give feedback on their ideas. Remind students that they should never open e-mails from people they don't know and that they should only send personal information to pen pals who have been suggested by their teachers or families.

**Wrap Up**

- As a fun, final activity, ask students to work in pairs and write a quick fictional version of their e-mail. They could imagine, for example, that they live on the moon, that they have 30 sisters, or that their favorite leisure activity is flying planes.
- Invite different students to read about their e-mails. Have the class vote on their favorite e-mail.

**Additional Practice:** Workbook p. 12, Online Practice

**15a UNIT 1 Making Contact**

3) Social and instructional language is and one or more of the WIDA Standards are present throughout the Look materials. In this example from Book 5, Unit 2 you will find examples of social and instructional language, the language of science, social studies and ELA.

**LESSON 1 Vocabulary**

**1 Listen and repeat.** TR: 8

carpet electricity fire pillow  
pot refrigerator shelf stove

**2 Work in pairs. Ask and answer questions 1 and 2.**

1. Which of the items from Activity 1 do you have in:

- your bedroom
- your living room
- your kitchen?

I have a shelf in my bedroom...

2. Which three items from Activity 1 are the most important for you and your family?

**3 Cibriella is a Tuareg nomad from Niger in Africa. Listen to the description of his life. Then complete the text. Write one word in each blank.** TR: 9

Today, Cibriella has arrived at the town of Birma to sell onions and other vegetables. When Cibriella and the other nomads traveled through the desert, they walked for 1. \_\_\_\_\_ hours every day. At night, they 2. \_\_\_\_\_ in the desert. They needed 3. \_\_\_\_\_ because it was very 4. \_\_\_\_\_ at night. Of course, they don't have 5. \_\_\_\_\_, so they cooked dry food with camel milk in a 6. \_\_\_\_\_ over a fire. Today, many Tuareg people live in 7. \_\_\_\_\_.

**4 Work in pairs. Imagine you are interviewing Cibriella. Think of four questions to ask him about his life.**

Tuareg nomads in the Sahara Desert, Niger

18 UNIT 2 Life on the Road

In this example from the Starter Book, Unit 2 you will find examples of social and instructional language and the language of mathematics.

**LESSON 3 Grammar and Song**

**1 Listen and repeat.** TR: 16

1 one 2 two 3 three 4 four 5 five 6 six

**2 Listen and repeat.** TR: 17

one pencil two pencils

**3 Listen and check (✓). Say.** TR: 18

1.

2.

3.

**4 Listen and sing.** TR: 19 and 20

14 UNIT 2 At School

## 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) There is some opportunity for language learners to engage in various cognitive functions (higher order thinking skills from Bloom’s taxonomy) regardless of their language. You may find examples of this within the content goals for each lesson in the teachers book. Students are asked to use the different domains of language throughout the levels, however the opportunities to interact with language functions is not explicit. In this example from Book 6, Unit 2, Lesson 6 you will find an opportunity to “*identify the value of caring for the environment*”.

**LESSON 6 Writing**

**In this lesson, students will:**

- read a report about bees in danger.
- use *of* with facts and figures.
- write a report about an animal in danger.
- use facts and figures in a report.
- identify the value of caring for the environment.

**Resources:** Classroom Presentation Tool, Workbook pp. 18–19, Online Practice

**Materials:** a photo of a honeybee

In this example, from Book 4, Unit 2, Lesson 3 you will find an opportunity for students to ask and answer questions.

LESSON  
3

## Look and Remember

**In this lesson, students will:**

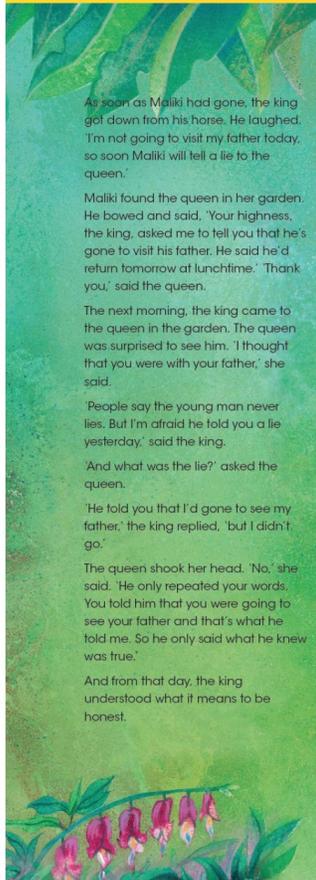
- review and use vocabulary from Level 3.
- ask and answer personal questions.
- talk about their favorite things.

**Resources:** Classroom Presentation Tool, Online Practice

**Materials:** colored pencils or markers, a soft ball

- 2) There are opportunities to engage in higher order thinking skills in the materials systematically. The Reading Extra lessons promote extensive reading through real-world stories and fables and challenge students to use higher order thinking skills. In book 6, one or more higher order thinking skills are present in every Reading Extra lesson. For example, Bonus Reading Extra question 1 asks, "If someone told you they never told a lie, would you believe them?" In question 5 after the student has read the story it asks, "Do you think it's ever OK to lie? If so, give an example of when. It then goes on to ask what is the story trying to teach us?"

## BONUS Reading extra



As soon as Maliki had gone, the king got down from his horse. He laughed. 'I'm not going to visit my father today, so soon Maliki will tell a lie to the queen.'

Maliki found the queen in her garden. He bowed and said, 'Your highness, the king, asked me to tell you that he's gone to visit his father. He said he'd return tomorrow at lunchtime.' 'Thank you,' said the queen.

The next morning, the king came to the queen in the garden. The queen was surprised to see him. 'I thought that you were with your father,' she said.

'People say the young man never lies. But I'm afraid he told you a lie yesterday,' said the king.

'And what was the lie?' asked the queen.

'He told you that I'd gone to see my father,' the king replied, 'but I didn't go.'

The queen shook her head. 'No,' she said. 'He only repeated your words. You told him that you were going to see your father and that's what he told me. So he only said what he knew was true.'

And from that day, the king understood what it means to be honest.

**1** Look at the title of the story. If someone told you they never told a lie, would you believe them? Why? / Why not?

**2** Listen and read. Did Maliki tell a lie to the queen?  
 4 TR: 96

**3** Read again. Circle the best answer (A, B or C).

1 Which word describes Maliki?

- A naughty
- B honest
- C dishonest

2 Why did the king want to play a trick on him?

- A He didn't believe that Maliki always told the truth.
- B He didn't like Maliki.
- C He'd heard that Maliki told lies.

3 Where did the king ride on his horse?

- A He went to his father's house.
- B He didn't ride anywhere.
- C He rode a short way from the stable.

4 Why was the queen surprised to see the king the next morning?

- A He didn't normally come into her garden.
- B She didn't expect to see him until lunchtime.
- C She thought he'd be with his father for two days.

5 What did the queen tell the king about Maliki?

- A That he only told a small lie.
- B That he only reported what the king had said.
- C That he thought the king was lying.

**4** Work in pairs. Retell the story. Use the words from the box.

lie	king	believe	trick	stable
horse	father	message	queen	repeat

**5** Work in groups. Discuss the questions.

- 1 What do you think this story is trying to teach us?
- 2 Do you think it's ever OK to lie? If so, give an example of when.

### GLOSSARY

**to bow** to bend over as a sign of respect

**honest** telling the truth

**a stable** a building where you keep horses

**to play a trick on someone** to make someone believe something that isn't true

BONUS READING EXTRA 133

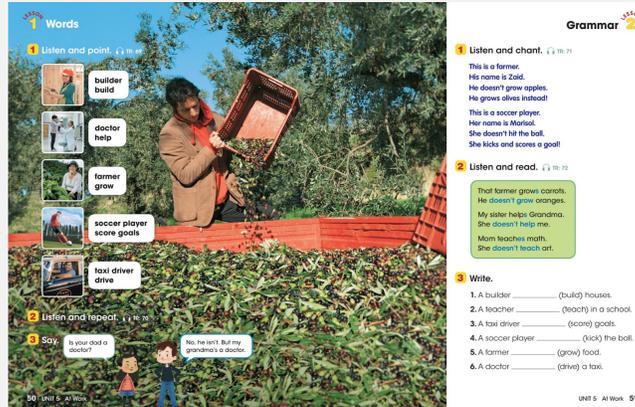
### C. Supports for Various Levels of Language Proficiency

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

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

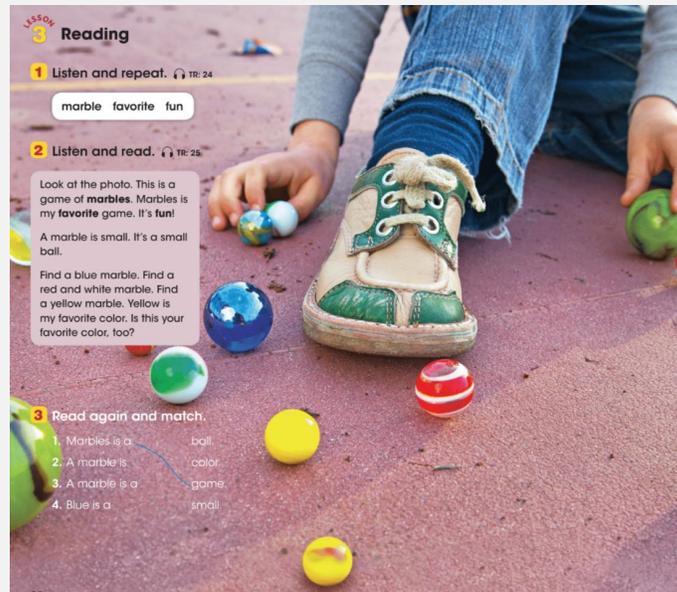
- 1) The materials provide scaffolding support for students to advance within a proficiency level. As mentioned earlier, each Unit of the Stater Level and Levels 1-6 contains multiple activities related to a particular theme. The supports include but are not limited to: Interactive supports which include working in pairs, groups, cooperative grouping, and

conferences. Graphic supports include charts, tables, graphs, infographics, timelines, and graphic organizers. Linguistic supports include word banks, sentence frames, cloze passages throughout each unit. In this example from Book 2, Unit 3, Pages 50-51 you will notice supports that include visuals, word banks, a chant, highlighted words, and sentence frames.



In this example from Book 2, Unit 11, Pages 110-111 you will notice similar support as in the last example but now students are asked to respond to one another using oral language which is supported with color coding for each student's language production.

- 2) The materials provide scaffolding support for students to advance from one proficiency level to the next. As mentioned earlier, each Unit of the Stater Level and Levels 1-6 contains multiple activities related to a particular theme. The supports include but are not limited to: Interactive supports which include working in pairs, groups, cooperative grouping, and conferences. Graphic supports include charts, tables, graphs, infographics, timelines, and graphic organizers. Linguistic supports include word banks, sentence frames, cloze passages throughout each unit. In this example from Book 1, Unit 2, Page 20 you will notice supports that include a word bank, opportunities to listen and repeat, visuals, and another opportunity to read again and match.



In this example from Book 6, Unit 9, Page 92 you will see that there is less support for higher proficiency levels. In this example, there is more text, however the support includes an option to

listen to the text, highlighted vocabulary and a word bank. This decrease in support is appropriate for high proficiency levels as we want students working at their zone of proximal development.

**Lesson 3 Reading**

1 Look at the photos. What do you think the boy is holding?

2 Listen and read.

**Three Lucky Explorers**

Can you imagine stepping onto an enormous tooth? This is what happened to Philip Stoll from Michigan in the US when he was exploring outdoors near his home. Philip took the tooth home and cleaned it. He and his mom asked an expert what it was. It was the tooth of a mastodon, an animal similar to an elephant that lived about ten thousand years ago. Mastodons are now extinct. The tooth was about twenty centimeters long, with six sharp **points**. What do you think mastodons ate with huge teeth like that?

Ten-year old Kathryn Gray from Canada was looking at new and old pictures of stars taken at an **observatory** when she saw one that she hadn't **noticed** before. She realized it was a "supernova"—a star, bigger than the sun, which burns very brightly before it disappears. Kathryn would have been the youngest person ever to discover a supernova. If her younger brother Nathan hadn't also discovered one two years later! How do you think you'd feel if you discovered a supernova?

Young children often dress up as pirates and some have toy treasure chests, but not many play with real gold **coins**. A little boy in England was playing with an old coin when his dad decided to check if it was real. It had been given to the boy's dad by his grandfather who had traveled all over the world and collected many old coins. He discovered that the coin in his son's toy box had come from a ship near the coast of Spain in 1702. It was made of real gold and was **worth** about 250 thousand pounds! What do you think he did with the coin?

**New words:** points observatory noticed coins worth

92 UNIT 9 Exploring the World

3) Scaffolding supports are presented systematically throughout the materials. Throughout the Starter Level and Levels 1-6 there are scaffolds and supports provided in each lesson so students can be successful as they grow their content and language knowledge. As the proficiency levels grow the support drops off appropriately in order to have students work at their zone of proximal development. See example above.

#### D. Accessibility to Grade Level Content

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

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

- 1) Linguistically and developmentally appropriate grade-level content is present in the materials. The Look series is designed for younger learners, elementary age, and the materials reflect that.

In the introductory pages of the Lesson Planners, there is a section called, “The World is an Amazing Place,” it explains the philosophy of the program. The Look series takes into account current research and approaches in teaching language to young learners. Students learn language and content at the same time, so it’s natural and authentic to incorporate academic content into the English language classroom.

- Grade-level content is accessible for the target levels of language proficiency. In the Starter and early levels of the program, the content is what one would expect to find as children are acquiring language at a beginning level.

Scope and Sequence				
Look!	Words	Grammar	Skills	Phonics
<b>Look!</b> p. 4	Numbers 1-10, cotton, big, small Hello! What's your name? My name's Xi. How old are you? I'm six. How are you? I'm fine, thanks.			
<b>1 Things for School</b> p. 9	bag, book, crayon, eraser, pen, pencil, pencil case, ruler Reading: poster, board, school desk	What's that? It's a pen. What's that? Is it a classroom? Yes, it is. / No, it isn't.	Read about a classroom. Listen and learn about things for school in other countries. Speak, draw, and write about your own things for school.	Words starting: Aa: apple Oo: clamor Bb: bag Dd: desk <b>TRAIL</b> Take care of your school things.
<b>2 Toys</b> p. 17	ball, bat, doll, game, kite, plane, teddy bear, train Reading: marbles, favorite, fun	This is my train. This is my game. Is this your ball? Yes, it is. / No, it isn't.	Read about marbles. Listen and learn about toys in other countries. Speak, draw, and write about your own toys.	Words starting: Ee: elephant Hh: hat Gg: goat Hh: horse <b>TRAIL</b> Share your toys.
<b>3 People</b> p. 29	boy, girl, student, classroom, friend, man, woman, teacher Reading: museum, staircase, trip	Hi! I'm a boy. He's my classmate. She's a girl. She's my friend. Is he a teacher? No, he isn't. Is she your friend? Yes, she is.	Read about a school trip. Listen and learn about famous paintings. Speak, draw, and write about people at school.	Words starting: Ii: insect Jj: jellyfish Kk: kite Ll: lamp <b>TRAIL</b> Make friends at school.
<b>4 My Family</b> p. 37	grandpa, grandma, aunt, mom, uncle, cousin Reading: middle, birthday party, birthday cake	I have a grandpa. I don't have a sister. Her name is Amelia. His name is Victor.	Read about a birthday party. Listen and learn about custom families in other countries. Speak, draw, and write about your family.	Mm: mom Nn: nose Oo: orange Pp: pencil <b>TRAIL</b> Give things to your friends.
<b>5 My Body</b> p. 49	leg, foot, mouth, eye, head, ear, arm, hand Reading: wheelchair, hair, body, face	This is my head. These are my hands. He has brown hair. She doesn't have blue eyes.	Read about face paint. Listen and learn about festivals in other countries. Speak, draw, and write about the color of your eyes and hair.	Qq: queen Rr: rabbit Ss: sofa Tt: table Uu: umbrella <b>TRAIL</b> Be active.
<b>6 Homes</b> p. 57	bathroom, bedroom, kitchen, living room, bed, cabinet, shower, TV Reading: house, clock, water	Where's the sofa? It's in the living room. The table is next to the bed. The game is on the bed. The bedroom is under the water.	Read about a bedroom under water. Listen and learn about houses in other countries. Speak, draw, and write about your own home.	Vv: violin Ww: wolf Yy: yogurt Zz: zebra Aa: box <b>TRAIL</b> Play with your friends.
	<b>Function 1</b> Classroom language 1 p. 25	<b>School Trip 1</b> Toy Museum, Prague, Czech Republic p. 26	<b>Review 1: Units 1-2</b> p. 28	
	<b>Game 1</b> p. 45	<b>Reading Extra 1</b> Day and Night p. 46	<b>Review 2: Units 3-4</b> p. 48	
	<b>Function 2</b> Classroom language 2 p. 65	<b>School Trip 2</b> Animals on the Savanna, Africa p. 66	<b>Review 3: Units 5-6</b> p. 68	

Towards the middle and end of the series the content is still accessible for the targeted proficiency levels. In this example from Book 5, Unit 12 you will notice more technical science vocabulary. This unit focuses on navigation and discoveries. Students are asked to try an experiment using a magnet and a needle. Students are also asked to discuss big concepts about how people in the past used the stars and the sun to navigate.

**LESSON 1** **Vocabulary**

**1 Listen and read.**  **TR 87**

**Navigation** means finding your way from one place to another. The **invention** of the compass helped **sailors** on boats and ships to navigate. After it was **invented**, they could always find **north**.

A compass shows where north, **south**, **east**, and **west** are. You can make a compass at home.



Take a **needle** and a **magnet**.



Move the magnet slowly up the needle several times. The needle is now also a magnet.

Put a plastic bottle top into a bowl of water. Put the needle on the plastic bottle top.



The top will move around, and the needle will point toward north.

**2 Complete the sentences with words in bold from Activity 1.**

- The opposite of north is **south**, and the opposite of east is **west**.
- Sailors** work on ships.
- A **magnet** can pull metal things toward it.
- The compass was a very important **invention**.

**3 Read sentences 1-5. Then listen to a radio program about the history of navigation. Write T (true) or F (false). Correct the false sentences.**  **TR 88**

- Thousands of years ago, most sailors didn't go very far from the land. **T**
- The Polynesians found new islands. **T**
- The Polynesians used compasses to help them navigate. **F** The Polynesians used the stars, sun, winds, waves, clouds, and birds to navigate.
- The first compasses used pieces of cardboard with words on them. **F** The first compasses used a needle on a piece of wood.
- Ships and airplanes still use compasses for navigation. **T**

**4 Work in pairs. How do you think people used the stars and the sun to navigate? Discuss your ideas.**

**They watched where the sun was and that helped them know where east and west were. They used certain stars (the North Star and the South Star) to show where north and south were.**



**ABOUT THE PHOTO**

The Hokule'a is a double-hulled sailing canoe built in the traditional Polynesian style. Hokule'a was named after a star that is one of the guiding stars that Polynesian navigators used to guide their way home. It was designed by Hawaiian artist Herb Kawainani Kane, who wanted to learn how ancient Polynesians had navigated without technology or instruments. The Hokule'a's first journey was from Hawaii to Tahiti in 1976, covering a distance of 4,000 kilometers. It was crewed by Hawaiians, and the navigator was Mau Piailug from Micronesia—one of the very few people alive who knew how to navigate using ancient techniques. The Hokule'a helped to revitalize an interest in Hawaiian culture. Between 2014 and 2017, the Hokule'a sailed around the world. Students may recognize the type of ship from the movie *Moana*.

**The Hokule'a, a traditional Polynesian ship, traveled around the world from 2014-2017. The sailors used traditional navigation skills with no modern technology.**

118 UNIT 12 Discoveries

- 3) The grade-level content is systematically presented throughout the materials. Each lesson in every Unit of every Level revolves around a content area theme. The Scope and Sequence chart at the beginning of each Lesson Planner outlines each unit, the theme, vocabulary, grammar and the skills. The Scope and Sequence from Book 4 outlines this:

**Scope and Sequence**

**Look and Remember** p. 4

**Words** **Grammar** **Skills**

**1 All kinds of Jobs** p. 9

**2 Move to the Music!** p. 11

**3 Let's Celebrate!** p. 29

**4 Sports** p. 31

**5 Incredible Places** p. 49

**6 Cool Clothes** p. 57

**Function 3: Group shopping** p. 45 **Lesson 10: Group Shopping** p. 45 **Review 3: Units 4-6** p. 48

**4**

**7 Life in the Past** p. 69

**8 Fresh Food** p. 71

**9 The World of the Future** p. 81

**10 Feeding Good!** p. 97

**11 City Life** p. 109

**12 You Can Do This!** p. 117

**Look Further**

**Function 3: Group shopping** p. 45 **Lesson 10: Group Shopping** p. 45 **Review 3: Units 4-6** p. 48

### E. Strands of Model Performance Indicators

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

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

- 1) The Look materials provide a somewhat a range of language functions. You can find examples of these language functions in the Teachers Books under the goals for each lesson. In this example from a grammar lesson, you will see an example of the language function of *identify*. The students are asked to identify the position of adverbs of frequency in sentences.

**In this lesson, students will:**

- talk about how often they do routine activities.
- identify the position of adverbs of frequency in sentences.

**Resources:** Audio Track 6, Classroom Presentation Tool, Workbook p. 11, Workbook Audio Track 4, Online Practice

**Materials:** 20 pieces of paper with everyday actions written on each, six pieces of poster paper with an adverb of frequency written on each, six sticky notes per student

In this example from a reading lesson, you will see another example of the language function of *identify*. Students will identify the value of learning about other cultures.

**In this lesson, students will:**

- read about festivals from around the world.
- talk about festivals.
- identify the value of learning about other cultures.

**Resources:** Audio Track 42, Classroom Presentation Tool, Workbook pp. 48 and 51, Online Practice

**Materials:** a photo of an interesting festival

- 2) The language functions are incorporated into a communicative goal or activity. Even though there are not a wide variety of language functions explicitly represented in the Look series, there are many opportunities for students to incorporate language through the productive domains of speaking and writing. See the example from Book 5, Unit 7, Pages 75-76. Students are asked to write an informational text about Venus and discuss whether or not they would want the job of National Geographic Explorer and a mechanical engineer for NASA.

### Writing An Informational Text

**1** Read the text. What's the most interesting fact?

**Mercury**

Mercury is the closest planet to the sun. Because it is so close to the sun, it gets very hot during the day: about 450°C. But at night, it gets very cold: about -180°C. It's also the smallest planet in the solar system—Earth is eighteen times bigger than Mercury!

It's difficult for us to see Mercury. This is because it is close to the sun, and the light from the sun is very bright. However, sometimes you can see it in the early morning or in the late evening.

Time on Mercury is different from time on Earth. One day on Mercury is the same as fifty-nine days on Earth. A year on Mercury is only eighty-eight days long.

Mercury looks like the moon. It's gray, it has a lot of rocks, and there is no atmosphere. Most scientists think that life on Mercury is impossible.



Mercury is the closest planet to the sun.

**2** Read the information in the box. Then match captions A-C with photos 1-3.

Informational texts often include photos with captions. A caption is usually one short sentence with information about the photo.

**A.** Jupiter has more than sixty moons.  
**B.** Mars is often called the "red planet."  
**C.** Saturn has rings of ice around it.





**3** Writing Skill Checking information  
**a.** Read the information in the box.

When we write an informational text, we need to make sure that all the information is correct. If the information is from a website, check these questions.

1. What is the date of the article/website?
2. What is the address of the website?
3. Can you find the same information on different websites?

**b.** Match questions 1-3 in the box with reasons A-C.

**A.** If you can find the information on one website only, it may possibly be wrong. \_\_\_\_

**B.** If it's a personal blog, the writer perhaps hasn't checked all the facts. Use official websites, such as museum or newspaper ones. \_\_\_\_

**C.** Information that is old may have changed. \_\_\_\_

**4** Write an informational text about the planet Venus. Include a photo with a caption. Make sure that you check all the information carefully.

### Lesson 7 Video



**1** The photo shows the Curiosity rover. It landed on Mars in 2012 and is still there. Work in pairs. Do you know the answers to these questions?

1. Why is the Curiosity rover on Mars?
2. What does it do on Mars?
3. Who built it?

**Kobie Boykins is a National Geographic Explorer and a mechanical engineer for NASA.**



**2** Watch the video. Then check (✓) the things you see. Video 9

<input type="checkbox"/> space	<input type="checkbox"/> the ISS	<input type="checkbox"/> the moon
<input type="checkbox"/> Earth	<input type="checkbox"/> the ocean	<input type="checkbox"/> Mars
<input type="checkbox"/> an astronaut	<input type="checkbox"/> the Curiosity rover	<input type="checkbox"/> a rocket

**3** Watch the video again. Circle the correct answer (A or B). Video 9

1. The spacecraft that go to Mars travel at a speed of \_\_\_\_.  
**A.** 21,000 kilometers per hour    **B.** 560 million kilometers per hour
2. The first Mars rover traveled to Mars in \_\_\_\_.  
**A.** 1987    **B.** 1997
3. Kobie's team is trying to build a machine that can make \_\_\_\_.  
**A.** carbon dioxide    **B.** oxygen
4. The next Mars rover will take off in \_\_\_\_.  
**A.** 2020    **B.** 2030

**4** Work in pairs. Discuss the questions.

1. Do you want to do Kobie Boykins' job? Why? / Why not?
2. Do you think it's more important to explore space or to explore our own planet?

- 3) The language functions do not support the progression of language development explicitly. The domains of language are represented abundantly throughout the Look series. However, language functions are not explicitly outlined. This will make it difficult for users of the curriculum to understand whether or not the progression of language functions are supported.