



# PRIME V2<sup>TM</sup>

Protocol for Review of  
Instructional Materials for ELLs V2

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**WIDA PRIME V2 CORRELATION**



# PRIME V2™

## Introduction to PRIME

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

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

Those who complete WIDA PRIME Correlator Trainings receive PRIME Correlator Certification. This may be renewed annually. Contact WCEPS for pricing details at [store@wceps.org](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

<b>Standards Framework Elements Included in the PRIME Inventory</b>
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): GrapeSEED

Publisher: GrapeSEED Media Ltd.

Materials/Program to be Reviewed: GrapeSEED Units 1-18

Tools of Instruction included in this review: Teacher's Manual (TM) plus GrapeLEAF online resource (GL), Quick Start Guide (QSG), Repeated Exposure and Practice (REP), Professional Development modules and modeling/coaching materials including Tonya's Tuesday Tips (TTT).

Intended Teacher Audiences: Early Elementary Educators including ELL teachers, classroom teachers, intervention teachers, language teachers

Intended Student Audiences: ELLs in early childhood, kindergarten, first grade, second grade, and third grade

Language domains addressed in material: Speaking, Listening, 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 and Instructional Language Standard 1, Language of Language Arts Standard 2

WIDA Language Proficiency Levels included: This program focuses on supporting the acquisition of oral language and foundational literacy for ELL students in early childhood, kindergarten, first grade, second grade, and third grade. The materials do not specifically reference WIDA Language Proficiency Levels.

Most Recently Published Edition or Website: [www.grapeseed.com/us/](http://www.grapeseed.com/us/)

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

GrapeSEED Units 1-18 is a comprehensive, standards-based program for English Language Learners (ELLs) designed to help early childhood, kindergarten, first grade through third grade students, and striving/struggling readers gain and develop English Language Proficiency and successfully benefit from classroom instruction. It provides educators with the tools, modeling/coaching and professional development necessary to empower ELLs to acquire the English language structures and vocabulary necessary to achieve competency in the four

language domains.

After students have had about 10-12 exposures to the instructional tools (stories, songs, action activities, poems, chants, big books), a text with the instructional tools for the unit is sent home. Repeated Exposure and Practice (REP) extends the learning from the school to each home. The text belongs to the student. It is not returned to the school; each unit has a text (REP) that creates a readable home library.

Carefully structured content-driven lessons expose students to grade-level academic English and provide models of Standard English. GrapeSEED is based on the most current scientific research and includes content-rich print and technology resources that work together to help teachers deliver direct, structured, and inclusive instruction.

## 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. The materials integrate students' assets and contributions throughout Units 1-18. The Units 1-18 themes focus on a child's world, allowing them to make connections between the language and their world.

In the Unit 1 story "Family and Friends", students focus on the language used to describe family members and friends. Once students know the language, teachers elicit responses about students' own families. As an extension activity, students may be asked to bring in photos of their family and introduce them to the class, giving teachers the opportunity to informally assess whether the language structure has been internalized.

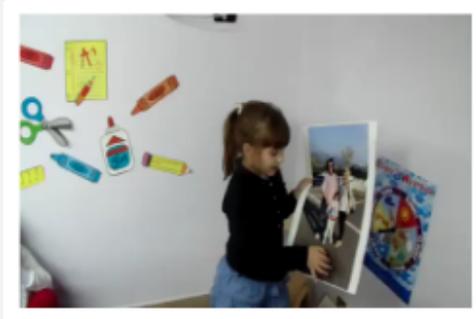
In the Unit 9 story "Bigger Than Me", students focus on the language used to describe items in their homes. Once students know and understand the language, teachers elicit responses about students' homes. What is bigger than you in your house? What is smaller than you in your house? What is taller than you in your house? Teachers may expand the concept by looking for things in the classroom that are bigger, smaller, taller, lower, shorter, and longer, giving teachers the opportunity to informally assess whether the language structure has been internalized.

In the Unit 12 story "Button, Zip, Snap, and Tie", students focus on the language used to describe clothing worn or not worn for different events and weather. Once students know and understand the language, teachers elicit responses about events students participate in at home or at school. What do they like to do? What clothing do they wear for their events such as soccer, swimming, basketball, or dancing? A teacher might ask, "What do you like to do in the winter when it is cold? Summer when it is hot? When it is raining?" Teachers may expand the concept by thinking about activities they do in school (ex. Gym class, swimming, recess in the winter, etc.), giving teachers the opportunity to informally

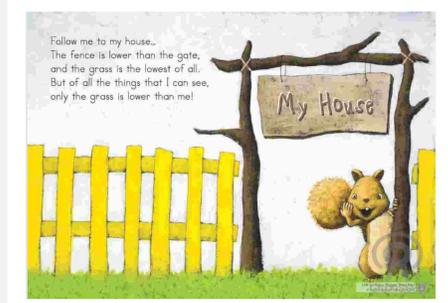
assess whether the language structures have been internalized.

2. The student assets and contributions are systematically utilized throughout the units through participation in stories, poems, big books, illustrations and songs.

Unit 1:



Unit 9:



Unit 12:



## 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) <b>Do the materials address language features at the discourse dimension in a consistent manner for all identified proficiency levels?</b> | Yes <b>No</b> |
| 2) <b>Are the language features at the discourse dimension addressed systematically 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. Stories, songs, big books, poems and chants address language features at the discourse dimension but are not identified in proficiency levels. Modeling, shared experience, and partnering ensure access for all learners.

With the chant in Unit 3 of *Yes, It Is!*, teachers use modeling, the shared experience and finally partner work to differentiate instruction, allowing all students to understand the give and take of conversation, question and answer, and the differing expressions and intonations.

With the chant in Unit 9 of *Yes, They Are!*, teachers build on differing expressions and intonations in asking questions and also answering, as well as understanding the pronoun *they*.

With the chant in Unit 12 of *Yes, We Do!*, teachers continue to work on differing expressions and intonations in asking questions and answering, as well as understanding the expression, Do we \_\_\_\_\_? (e.g. Do we have the same kind of shirts?) and Do these \_\_\_\_\_? (e.g. Do these jackets both have zippers?).

2. Songs, poems, stories, action activities and chants consistently use language features at the discourse dimension which are addressed systematically throughout Units 1-18. As stated above, students encounter spoken and written text, structure of dialogue, question and answer, sequence of directions, use of pronouns, narrative structures and other language features.



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

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

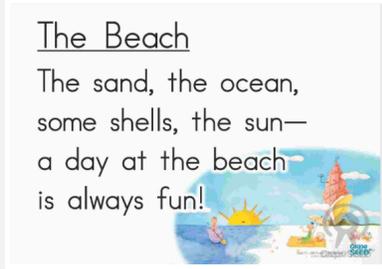
*Justification: Provide examples from materials as evidence to support each "yes" response for this section. Provide descriptions, not just page numbers.*

1. Action activities, songs, big books, stories and poems address language features at the sentence dimension so that students can gain new literacy skills and succeed; however, they are not identified by the proficiency levels. Students have the opportunity to practice, apply and extend language knowledge in a variety of oral activities. Materials consistently have sentences with a variety of sentence structures and genres to meet various purposes and perspectives.

One example is the Unit 3 song *Let's Spin* which has simple and compound sentences, gives directions to students to perform while singing the song, providing a match between the language form and purpose. Coordinating language and movement can be tricky at this age; this song provides students the opportunity to practice fluency of language, movements and thought.

Another example is the Unit 10 poem *Nest* which moves beyond simple sentences to compound and complex sentence structures and contains several clauses, multiple forms of punctuation gives students the opportunity to understand and practice prosody, expression and intonation, on a short but meaningful poem.

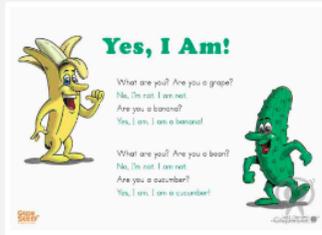
A final example is the Unit 11 poem *The Beach* which moves beyond simple sentences to compound and complex sentence structures and contains phrases, dependent clauses, multiple forms of punctuation, including comma in a series ending with the emphases of the em dash giving students the opportunity to understand and practice prosody, expression and intonation, on a short but meaningful poem.



2. The language features at the sentence level are not identified by the proficiency level. Language features build from Unit 1-18 and are developmentally appropriate. Units 1-5 are for early childhood through kindergarten students. Units 6-10 are developmentally appropriate for kindergarten and first grade students. Units 11-18 are appropriate for first grade through third grade students.

3. Language features at the sentence dimension are addressed systematically throughout the instructional materials. Sentence structures vary from simple to compound to complex to a mix of sentence structures used throughout the instructional materials. Opportunities are provided to build fluency of expression, intonation, and language forms to express different purposes and perspectives. Below are examples of how the sentence structure develops over the units.

In the chant *Yes, It Is!* from Unit 1, the sentence structure, is a simple declarative structure showing two ways to say “No, it isn’t” by changing the contraction to “No, it is not”. In the chant *Yes, I am!* from Unit 5, the change is structural and more complex from “Yes, I am” to “Yes, I am a banana”.



In the poem *Pizza* from Unit 6, the sentence structure is a simple declarative structure telling how the poet likes to eat pizza for every meal. In fact, the poet clearly exclaims his/her feelings prompting students to practice showing expression as they say it.

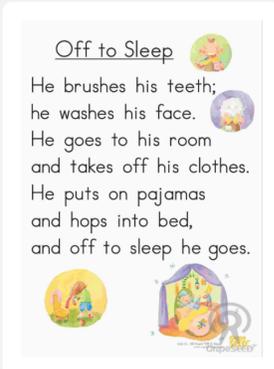


The Unit 10 poem *Nest* utilizes compound and complex sentence structures. The first sentence, present tense, describes baby birds waiting for their mother to feed them. The second sentence, future tense, describes a situation that students can relate to but

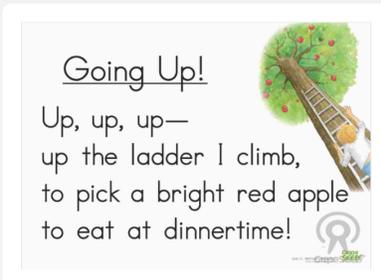
requires them to think on a deeper, more abstract level.



In the poem *Off to Sleep* from Unit 12, the sentence structure is a series of compound sentences explaining a boy's bedtime ritual before falling asleep. The first compound sentences connect the independent clauses using a semi-colon. The next compound sentences use the conjunction *and* to connect the clauses. Finally, the poem ends with a complex sentence using two independent clauses and one dependent clause all connected by the conjunction "and". The poet clearly builds the idea of routinized bedtime using short independent clauses connected by "and" (e.g. he did this and this, and he did this).



In Unit 15, the poem *Going Up!* utilizes a complex sentence structure. The poet begins by giving the feeling of upward motion with the repetition of "Up, up, up – up the ladder I climb,...". The comma in a series add to the upward feeling. The sentence ends with three prepositional phrases. The poem offers opportunity to understand the use of punctuation (difference between comma and dash), as well as prepositional phrases at the beginning, middle and end of the sentence. The complex structure and use of punctuation allows for practice with expression, intonation and pace.



### C. Word/Phrase Dimension (multiple meanings of words, general, specific, and technical language<sup>1</sup>)

- |   |            |           |
|---|------------|-----------|
| 1) <b>Do the materials address language features at the word/phrase dimension in a consistent manner for all identified proficiency levels?</b> | Yes        | <b>No</b> |
| 2) <b>Are words, expressions, and phrases represented in context?</b>   | <b>Yes</b> | No        |
| 3) <b>Is the general, specific, and technical language appropriate for the targeted proficiency levels?</b>                                     | Yes        | <b>No</b> |
| 4) <b>Is the general, specific, and technical<sup>2</sup> language 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. The material does address language features at the word/phrase dimension; however, proficiency levels are not identified. GrapeSEED's focus is on the acquisition stage of language development and on the emergent, early and transitional stage of reading and writing. Vocabulary is supported in all levels of Units 1-18 with colorful illustrations and photos. The teacher's manual helps identify possible challenging vocabulary and multi-meaning words.

2. Usage of language features at the word/phrase level is a vital component of the GrapeSEED program. General, specific and technical vocabulary is taught as words, phrases, and expressions in context. Before every instructional tool (stories, poems, big books, songs, chants, action activities), vocabulary is taught and then immediately applied in context using whole pieces of text. After using the instructional tools (songs, stories, poems, etc.), vocabulary, expressions, and phrases are used throughout discussions and questions.

Everyday words that have multiple meanings may be confusing for an ELL. Teachers pre-teach the appropriate meaning prior to using it in an instructional tool, enhancing student comprehension. Unit 3 utilizes "shake", meaning to shake your hand, to shake a bag of marbles, and a milkshake. Unit 5 utilizes "wave", meaning to wave goodbye, a wave on the beach, and the wave at a football game. Unit 8 has "well", meaning to be in good health, play soccer well, and get water from a well. Unit 10 has "change", meaning to change your shirt, a character change, or money received as change. Unit 18 uses "shop" as a noun as in

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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.

“Buy a book in the bookshop” and as a verb in “I shop in the store to buy food.”

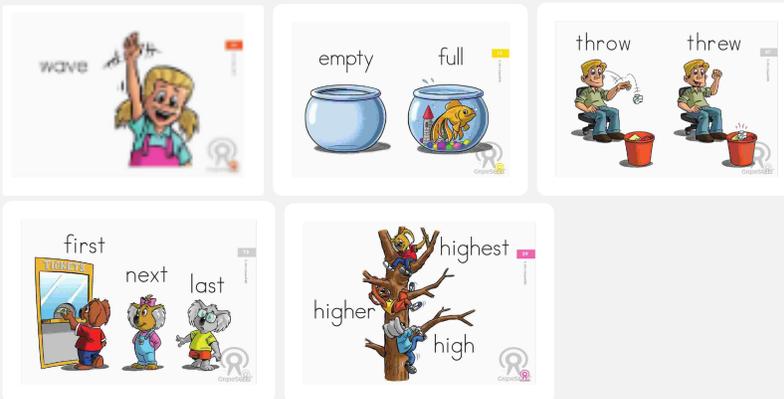
When teachers introduce a vocabulary word with obvious antonyms and synonyms, both are presented, giving a clearer understanding of the vocabulary word. Unit 1 utilizes “circle” and “line”. Unit 2 uses “open” and “close/shut, and Unit 4 has “clean” and “dirty”.

Units 6-10 introduce the language of comparatives (big, bigger, biggest; slow, slower, slowest; loud, louder, loudest; tall, taller, tallest; etc.). Unit 8 introduces “high, higher, highest”. These units also introduce vocabulary words with the idea of present and past tense and vocabulary for position words. Unit 7, for example, introduces present and past tense words like “throw/threw” and position words like “first, next, last”.

Units 11-18 introduce common vocabulary words that have irregular plurals, such as Unit 11’s “child/children”. Compound words like “sandcastle” and “necklace” and a continuation of preposition vocabulary like “beside” or “between” are also introduced.

Immediately after introducing a vocabulary word, it is used in continuous text to improve understanding of the word and comprehension. In Unit 1, circle and line are introduced using illustrations of kids; then immediately they participate in the action activity *Take a Step* where they are asked to line up and make a circle. In Unit 7, the concept of “with/without” are introduced using illustrations. Then immediately students participate in the chant *Yes, I Will!*. Once students know the text, they take part in the back and forth of reciprocal conversation or dialogue.

Examples of multiple meaning words, synonyms and antonyms, present and past, position words, and comparative words are represented in the pictures below.



3. Vocabulary is highly contextual and is from the three tiers (general, specific, and technical); however, it is not identified by proficiency levels.

4. General, specific and technical or academic language usage is age appropriate and systematically presented throughout GrapeSEED Units 1-18.

In Unit 1 there is an example where vocabulary moves from general language to technical or academic language, from students lining up in a line and making a circle, to using line and circle the way it would be used in mathematics.

Unit 3 has vocabulary that goes from general playing outside on the playground to specific equipment that Marvin likes to play with on the playground, such as sandbox, jungle gym, merry-go-round, swing, and slide.

*The Weather Song* in Unit 7 utilizes vocabulary that moves from the general term *weather* to specific vocabulary used for different kinds of weather (sunny, cloudy, windy, snowy, rainy). The song even goes one step further to identify a specific trait about the types of weather.

In Unit 8, the story *Marvin's Friends* are examples of vocabulary that is technical or academic language. Developmentally appropriate academic and technical language is used to compare animals, people, and objects. Terms used are from mathematics, science and social studies, and are used to describe size, height, and length.

The Unit 11 chant *What Do You See?* includes vocabulary that moves from the habitat: beach, rock, ocean, aquarium, and cages to the animals found in each habitat: crab, dolphin, whale, starfish, octopus, fish, lion and panda.

Below are examples from *The Weather Song* in Unit 7:



### 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) <b>Do the materials differentiate between the language proficiency levels?</b> | Yes | <b>No</b> |
|---|-----|-----------|

- |   |               |
|---|---------------|
| 2) <b>Is differentiation of language proficiency developmentally and linguistically appropriate for the designated language levels?</b> | Yes <b>No</b> |
| 3) <b>Is differentiation of language systematically addressed 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. In the Teacher’s Manual and through professional development, teachers are given suggestions for differentiating instructional tools (story, poem, song, action activity, shared big books, etc.) to meet the needs of students. Supports are not differentiated by language proficiency levels.

2. Supports and extensions are developmentally and linguistically appropriate for the development of speaking and listening and the acquisition of reading and writing. Supports and extensions are not differentiated by proficiency levels.

3. Units 1--18 offer differentiation that is systematically presented throughout all eighteen units. Each unit focuses on the progression of learning for every instructional tool. Teachers use the effective instructional strategy of gradual release of responsibility, from modeling to shared work to partner work and finally to independence. Big Books and shared poems, in which every student can see the print on the page, are used in every unit. There is an increase in linguistic complexity, forms and conventions used through Units 1--18.

Below are examples of Big Books from Unit 1, *Red* and Unit 4, *Green*. *Red* has a simple question format answered by two simple declarative statements. *Green* uses compound and extended sentences.



Below are examples of Big Books from Unit 6, *Yellow* and Unit 10, *Purple*. *Yellow* has simple declarative statements about things in everyday life that are yellow. A variety of punctuation marks are used: commas in a series, exclamation points, quotation marks, and periods. *Purple* uses compound and extended sentences with commas, exclamation marks, periods, apostrophes and many contractions.



Below are examples of the Big Book *Swimming* from Unit 11 and *Who Will Come?* from Unit 18. There is an increase in linguistic complexity, forms and conventions used throughout Units 11-18. *Swimming* has simple declarative statements about marine life found in the ocean and *Who Will Come?* uses a question and answer format written in future tense. Many sentences throughout the units have an assumed subject with prepositional phrases written in a variety of places and extended sentences using adverbial clauses.



Repetition is a powerful strategy used to support and differentiate students' needs in as they develop increased linguistic complexity. For example, in the first 5-8 readings, linguistic complexity is modeled by the teacher; for the next 8-14 readings students participate in a shared reading experience. Partner work takes place during discussion at centers and work stations. Finally, after 15-20 readings, linguistic complexity is informally assessed during discussion of text and independent work. Independence and the appropriate use of linguistic features is always the goal.

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

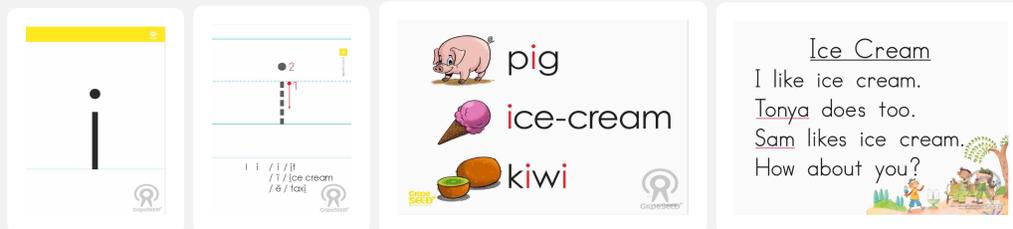
1. The four language domains of listening, speaking, reading, and writing are addressed in the program. In the Teachers Manual, every song, shared reading poem, shared

reading big book, story, action activity, and chant clearly state the language development objective, as well as extensions. Often, each language domain is used with another domain and is varied with modeling, shared practice, partnering, small group, whole group and individual practice.

2. Language domain activities are differentiated by students' needs, but are not presented within the context of language proficiency levels.

3. Listening, speaking, reading and writing are developmentally appropriate and systematically integrated throughout the material in Units 1-18. In all units, listening, speaking, reading and writing begin with phonological awareness, including both phonemic awareness and phonics.

In Unit 1-7, single letter phonemes appear, as in Unit 6: I, i, /i/. The teacher introduces three of the most common sounds for the phoneme /i/, letter *i* and the formations of the letter *i*. On the back side of the phoneme card, the letter formation appears with arrow directions; the teacher doesn't need to turn her/him back to the students as she/he teaches letter formation using 'air writing'. Next the focus is hearing the phoneme at the word level; hearing the phoneme at the beginning, middle, and end of words, and finally, looking for and hearing the phoneme in continuous text (a shared reading poem).



Multi-letter phonogram cards and phonogram word cards work together to help students identify multi-letter phonograms as a group of letters that represent a single sound, and these appear in Units 9-14. The multi-letter phonogram cards allow student to see the phonogram alone and learn its sound or sounds such /ck/, /ar/, /igh/ in Units 11-14. The students are never asked to air write or spell the multi-letter phonograms. Immediately after all the multi-letter phonogram cards are shown, teachers go through the phonogram word cards to show how multi-letter phonograms appear within words. The front of the phonogram word card is a key word. Teachers wait to show the back of the phonogram word card until the students are familiar with the front of the card and say it correctly when asked the first time. For example:



Every Unit 1-10 has shared reading Big Books and shared reading poems, which provide the opportunity for teachers to model the reading process, moving to a shared experience and then to independence. If students need print concepts, teachers model print concepts, such as: title, front/back cover, upper/lower case letters, where to begin to read, directionality, where to go at the end of a line of print (return sweep), left page before the right page, difference between letter and word, beginning and end of a word and page, identifying punctuation, etc. Teachers have the opportunity to model emergent and early reading strategies, such as: one-to-one match, identifying known words, and problem solving unknown words. Shared reading allows teachers to model and work with students as they understand: illustrations carry meaning, how to use context clues, identifying pronoun referents and how to retell a series of events. Below is an example from Unit 8 big book *Pink* giving the opportunity to focus on the pronoun referents he, his, and him.



Units 11-18 focus on both decodable-words and sight words. Below are examples of decodable word cards, words students are able to problem solve using phonics to decode them. The front of the card shows the word in standard print, the back shows the word with the chunk highlighted. Teachers show the front of the card and read the word with the students. Next, they turn the card around and have the students decode the word as the teacher point to the parts. Finally, back to the front to read the word once again.



Sight word cards are found in every unit; these are words that student simply must know. Students are not able to decode them because they don't follow any phonetic rules. The teacher shows the front of the card and reads the word with the students. The back of the card shows the word with a line under the entire word and an asterisk at

the beginning. The teacher spells the word with the students when showing the back of the card. Finally, the teacher shows the front of the card again and reads the word.



Units 1-10 contain stories that are read aloud, encouraging accountable talk, which develops and relies on ELL students' listening comprehension. Multiple readings of 15-20 exposures of a story lets students listen to and speak about story structure and story elements, narrative sentence structure, and vocabulary unique to the story characters, events, and themes. Students speak about and participate in a shared writing or interactive writing experience about the story characters or events or how the story ends.



Units 11-18 include individual readers where students can practice using sight words, decoding skills, and knowledge of how stories work. The Readers have short stories allowing students to use their skills independently and with comprehension. Before teachers begin using the Readers, students should be familiar with the multi-letter phonograms and reading words for the unit. The teacher begins by reading the book to the class. The next few lessons should be the whole class reading the selection in a shared reading experience. The goal is to reach independence which students will successfully accomplish when effectively supported. Readers include questions to encourage whole group or partner discussions. Below is an example of a Reader from Unit 14: *A Letter to My Father*.



When student can identify high frequency words and find them in continuous text, it is time to begin using Mr. Lineman's Notebook for dictation. There are two categories suggested in the Teachers Manual for dictation. The first is to dictate the high frequency words students have been learning; second is a sentence including several high frequency words. It is suggested teacher begin by telling students the sentence and having them repeat it out loud several times before beginning to write the sentence. In

each there are at least 20 suggested sentences for dictation.

#### 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> | No |
| 2) <b>Are the academic content standards systematically represented throughout the materials?</b>                         | <b>Yes</b> | No |
| 3) <b>Are social and instructional language and one or more of the remaining WIDA Standards present in 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. Every instructional tool (story, poem, song, chant, action activity and shared reading big book) has been aligned to the grade level Common Core English Language Arts Standards in Reading Foundational Skills including Concepts of Print, Phonological Awareness, Phonics and Word Recognition and Fluency. These tools are also aligned to Speaking and Listening and Language Standards. The instructional tools provide connections where students see, listen, and speak about real-world experiences. Placing the stories, songs, big books, and poems in a real-world setting helps students understand and use the language and terms successfully in their everyday experiences.

2. Appropriate grade level English Language Arts Standards are systematically presented throughout the materials. The materials include many methods for teachers to provide well-developed lessons in a user-friendly environment that helps all students learn, apply, and master the skills and strategies of the program.

For example, the Unit 13 story, *Fun with Kites*, focuses on the Speaking and Listening Standards of SL.2.1a, SL.2.1b, SL.2.1c, SL.2.2, SL2.2.4, and SL.2.6. Teachers are asked to share the story first on the DVD, then read it aloud to enhance comprehension (SL.2.2). There are still literal questions, however there is an open-ended question (ex. What was each group doing \_\_\_\_\_?). Not all answers are found in the text. *Fun with Kites* is a 'how to' story with two groups each making a kite. The questions lead students through a series of steps in building the kites.

**Teaching Notes**

- This is the focus story for Unit 13. Tell this story once during every lesson.
- After the students have heard the story a number of times, ask questions to provide opportunities for them to use the expressions taught in this story. Select one or two pages out of the story each time to ask these questions. Some possible questions and answers:
 

Q: How many groups were there?	A: Two groups.
Q: What was each group doing?	A: Each group was making a kite.
Q: How did they talk to each other as they worked?	A: They whispered.
Q: What did one group do?	A: They traced a picture of a bird on some paper.
Q: What color markers did they use?	A: They used red, tan, and gray markers.
Q: What did the other group do?	A: They traced a map on their paper.
Q: How did they color their map?	A: They used many different colors.
Q: Then what did both groups do?	A: They put their kites together.
Q: When it was time to go outside, what did the teacher say?	A: She said, "You must clean up before you go outside."



3. Units 1-18 focus on oral language skills, enabling ELL students to communicate for social and instructional purposes within the school and home setting. These units also target communication of information, ideas and concepts necessary for academic success in the content area of Language Arts. The WIDA Standards are not directly stated in the materials but they are addressed.

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

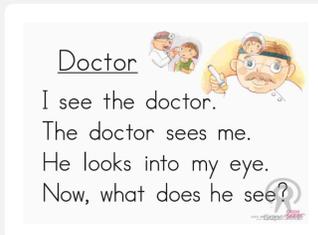
- |   |            |    |
|---|------------|----|
| 1) <b>Do materials present an opportunity for language learners to engage in various cognitive functions (higher order thinking skills from Bloom’s taxonomy) regardless of their language level?</b> | <b>Yes</b> | No |
| 2) <b>Are opportunities for engaging in higher order thinking systematically addressed in 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. Materials in Units 1-18 present the opportunity for language learners to engage various cognitive functions, based on their language level. GrapeSEED uses a natural progress of language learning to expose students to conceptual learning in English.

For Units 1-10, a key feature is guiding beginning readers to identify and remember features of print. For the Unit 8 poem, *Doctor*, after reading this story together, the teacher may want to focus on the high frequency word "the". Students have been introduced to the reading word "the", seeing the word "the", spelling the word "the", writing "the" on the carpet in front of them as they say it slowly. The teacher then moves to guiding students to find it in continuous text. The highest level of support is to tell students, "This is the word 'the'". Another level of support is to show the student the shared reading poem, *Doctor*, and ask, "Is this the word 'the' (run a finger under the word 'the') or is this the word 'the' (run a finger under the word 'the')? The teacher could also show the poem *Doctor* and ask, "Can you find 'the' on this page." The student could find "the" and highlights it with tape. Then, when the students find both examples in the poem, they could be asked to write "the" on their whiteboards, both a capital "The" (the way we would find it at the beginning of a sentence or in a title) and a lower-case "the". In professional development, teachers learn to support a student's language levels with different levels of questioning and picture support. There are also short instructional videos for teachers that model different levels of support to meet students differing language levels.



In Units 11-18, for example, when listening to or reading a big book or poem, students will encounter the use of pronouns. To understand the meaning of the big book or poem, students must determine who or what the pronouns are referring to in the text (pronoun referent). In the Unit 14 poem, *Mice in the Corn*, rather than teach the concept of pronouns, the teacher would share read this poem with pronouns referring to different characters and simply ask questions about the story to see if students can keep the characters, actions, and story events straight and assure that pronouns are not interfering with comprehension.



2. Skills are systematically addressed in the context of each lesson and across the units. In each lesson, simple literal skills are addressed as well as more complex higher-order thinking skills. The materials provide the opportunity for incorporating a variety of higher-order thinking skills. Progression training helps teachers to understand the levels of support needed for every instructional tool throughout a unit. For example, chants are used in all units and the progression of support is consistent through all units. Support begins with teacher modeling; when students know the chant and are ready, support moves to groups taking parts in the reciprocal conversation of the chant. Support finally moves to partners taking parts and performing the chants.

The Unit 17 chant, *Do You Think You Should?* presents language students can use to engage in higher order thinking in English and expressing what they should and should not do during discussions.



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

- |  |            |           |
|--|------------|-----------|
| 1) <b>Do the materials provide scaffolding supports for students to advance within a proficiency level?</b>              | Yes        | <b>No</b> |
| 2) <b>Do the materials provide scaffolding supports for students to progress from one proficiency level to the next?</b> | Yes        | <b>No</b> |
| 3) <b>Are scaffolding supports presented systematically 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. The materials centered on a unit are designed with a thematic focus that transpires over 5-6 weeks. Ongoing daily exposures lead to greater facility with the language and language structures provided by each instructional tool. The effect is further enhanced as more instructional tools are utilized. Examples of support include illustrations, photographs, realia, action activities, partners, whole group, songs and poems on charts. Supports are not stated

in proficiency levels.

2. The interactive, visual and graphic supports found throughout the materials work in conjunction with the language to advance language development over time. For example, by pre-teaching vocabulary with pictures and props prior to reading a story aloud, students can engage at their current level of language to improve their listening comprehension and move to the next level of understanding. However, scaffolding supports are not indicated by proficiency levels.

3. GrapeSEED uses a controlled vocabulary and carefully crafted stories and provide home/school connection activities to systematically scaffold internalization of language and meaning structures provided by the material.

For example, the Unit 15 story *It's OURS!* reviews possessive nouns within expressions by providing visual and dialogic scaffolds for developing language of both internal and interpersonal dialogue. Teacher notes recommend using real life props (fruits and vegetable) to practice using these expressions in small group and whole group interactions with teacher support.

Suggestions are given to facilitate dramatic enactment of the story. Students take on the parts of the Betty Bear, Wolf, Turtle, Duck, mice, Fox, Sal Snake, Olivia Owl, and crow; allowing a student to use one's voice to dramatize the tale. Teachers are trained to ask varied questions that move from literal to open-ended, and are of sufficient quantity to facilitate discussion of increasing complexity and development over the course of multiple readings. In the home/school connection, students listen to the story as much as they desire, while following along in a copy of the story, further developing their listening skills and/or their facility with the written word. In general, the activities serve to promote the extension and application of the language in the story, with the story serving as the scaffold.



#### D. Accessibility to Grade Level Content

- |   |            |           |
|---|------------|-----------|
| 1) <b>Is linguistically and developmentally appropriate grade-level content present in the materials?</b> | <b>Yes</b> | <b>No</b> |
| 2) <b>Is grade-level content accessible for the targeted levels of language proficiency?</b>              | <b>Yes</b> | <b>No</b> |
| 3) <b>Is the grade-level content systematically presented throughout 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. The stories, songs, poems, action activities, chants, and shared reading of big books

as well as various group, extension and home/school connection activities in GrapeSEED are selected for their suitability to the linguistic and developmental needs of children in the primary grades.

The text from *The Little Red Hen* in Unit 6 shows illustrations that are colorful and convey both objects and actions.



The text in the Unit 11 Reader below is used for extension and home/school connections and is linguistically and developmentally appropriate.



2. The group activities, extension activities and home/school connection activities are designed to make the content of the instructional tools (songs, poems, stories, action activities, etc.) accessible to students at all levels of language development. The various components of a balanced literacy program are accessible by means of the language and knowledge framework that the instructional tools provide. Activities are centered on the instructional tools that are aligned to English Language Arts Standards for primary grade clusters and are designed to integrate well with the structures found in most quality early childhood education settings. The approach to both content and language used in the series is natural for English language learners in this age range. The grade-level content is not stated in proficiency levels.

3. Grade-level content is systematically presented through the Instructional Tools, group, extension and home/school connection activities. There are whole group activities for read-aloud, shared reading, discussion and sequencing, listening to sounds of the English language, songs, poems, chants and action activities. There are also other activities designed to develop home/school connections, such as parent nights, CD's and DVD's that animate the Instructional Tool for each unit.

## 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 |

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

1. The materials contain a wide variety of language functions, including, but not limited to, demonstrate, pair, match, sequence, describe, follow oral directions, similar, different, repeat, point out, draw, predict, find, asking questions, and listening for the next command. Beginning in Unit 12 each unit has an Action Activity that requires students to follow oral directions without teacher modeling. The following sample is taken from Unit 18.



2. All language functions are incorporated into a communicative goal or activity within the context of the instructional tools and extensions related thematically throughout Units 1-18. These instructional tools and extensions are rich with context-embedded learning experiences as in the examples below.

*Off to Sleep* is a poem from Unit 12 that supports the language function of sequencing a real life event. The song *If I Could Build a Playground* from Unit 13 supports cause and effect. *Yes, They Can* is a chant from Unit 15 that supports the language function of asking and answering simple questions. *Look Outside* is a song from Unit 17 that supports gathering evidence to make a prediction.





3. All language functions are presented within the framework of the Instructional Tools and within the context of the thematic Units 1-18. Extension activities are connected to an Instructional Tool to scaffold students in the use of language and knowledge structures inherent in this type of analogically structured discourse. At the same time, language functions have been selected to provide simultaneous development in English Language Arts as typically found and organized in early childhood settings.

In Unit 4 the following language functions are found in the unit objectives: attend to and comprehend (L1, L3); follow oral directions (L4); develop an awareness (L6, L7, L8, L9); enunciate (OL2); mimic (OL3); context of meaning (OL7); sort (OL9); reply/express your thoughts (OL8); opposites (OL9); produce the sound (P1, P2); exposure (PhA3); point to (R7); recognize (R8); and discuss (R9).

In Unit 11 the following language functions are found in the unit objectives: identify (L3); show comprehension (L5); follow the teacher (L7, L8, L9, L10, R8); develop an awareness (OL1); engage (OL2); enunciate (OL3); mimic the teacher (OL4); repeat after the teacher (OL6, P1); review (OL6, W4); reply/express (OL8); sort (OL10); opposites (P2); produce the sound (PhA1, PhA2, PhA3); notice (PhA4); exposure (R1); track words (R2, R3, R6, R7); recognize (R5), and assemble words (W2).