COMPLETED BY A WIDA PRIME V2 CORRELATION WIDA-TRAINED CORRELATOR™

PRIME V2™

Protocol for Review of Instructional Materials for ELLs V2

WIDA PRIME V2 CORRELATION

LANGUAGE STUDIO

Amplify Core Knowledge Language Arts | Core Knowledge

WIDA™

PRIME V2™

Introduction to PRIME

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

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

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

New in This Edition

PRIME has been expanded to include:

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

Primary Purposes

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

Primary Audience

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

selecting instructional materials inclusive of or targeted to language learners

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

Overview of the PRIME Process

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

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

PRIME at a Glance

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

Publication Title(s): Amplify Core Knowledge Language Arts, Language Studio

Publisher: Amplify

Materials/Program to be reviewed: ELD Program for grades K-2

Tools of Instruction included in this review: Teacher Guides, Student Activity Books, and Program Guide

Intended Teacher Audiences: Teachers of ELL students, Grades K-2

Intended Student Audiences: ELL students, Grades K-2

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

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): Language of Language Arts, Language of Science, Language of Social Studies, Social and Instructional Language

WIDA Language Proficiency Levels included: Language Studio: Entering, Emerging, Transitioning, Expanding, and Bridging. (Entering- Bridging)

Most Recently Published Edition or Website: 2016

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

Language Studio is the designated English Language Development companion for Core Knowledge Language Arts (CKLA). Language Studio provides effective, targeted instruction to address the specific needs of English Language Learners (ELLs). Lessons preview or reinforce language and content introduced during Primary Instruction so that ELLs of all proficiency levels are able to access grade-level content knowledge and develop academic English and effective expression across domains.

PRIME Part 2: Correlate Your Materials

1. Asset-Based Philosophy

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

A. Representation of Student Assets and Contributions

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

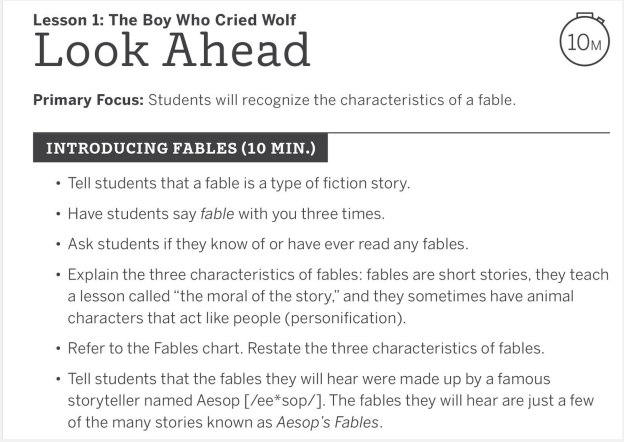
Justification: Provide examples from materials as evidence to support each "yes" response for this section. Provide descriptions, not just page numbers.

1. **Student assets and contributions are considered in the materials.** ELLs represent a diverse student population, each with their own individual language background, prior educational experiences, and background knowledge. Language Studio leverages this wealth of knowledge and provides differentiated instruction that enables ELLs to meet the demands of rigorous language learning standards. Language Studio empowers students to make connections between prior knowledge and new concepts, to build new mental schemas, and to reflect on their own ideas and language use. Making connections, while reflecting on language usage and higher-level thinking, helps ELLs learn a new language and acquire essential content knowledge simultaneously. These skills enable students to consciously make use of cognitive strategies and linguistic practices, while strengthening self-confidence, self-regulation, learning strategies, and purposeful use of language.
   Language Studio provides English Language Learners with ample opportunities and structure to communicate and collaborate in meaningful ways. English language learners meaningfully engage with language and the wider world as they actively participate in hands-on activities, collaborative conversations, multimedia presentations, and interactive exercises. Language Studio prompts ELLs to utilize their home language skills to become more successful in language learning. Whenever appropriate, students are encouraged to read and share background knowledge, or ask and answer questions, in their home language—both at home and in the classroom.
   Language Studio grants ELLs access to content as it promotes English proficiency development as students move closer to the ultimate goal of fluency. Each Language Studio lesson is divided into segments that focus on explicit instruction to support

student proficiency in the primary focus objectives stated in the Lesson Overview. In **Connections** lesson segments, ELLs are introduced to the organization and basic features of print. Students have frequent opportunities to engage in print concepts (follow words from left to right, top to bottom, and page by page) and identify significant components of a trade book (the cover and the title page, and the author and illustrator). Because background knowledge is one of the most important factors that affect ELLs' ability to comprehend given topic or text, these exercises provide them with opportunities to draw upon cultural and linguistics knowledge, experience, and background knowledge to facilitate and promote learning.

2. **Student assets and contributions are systematically considered throughout the materials.** Language Studio provides world-class differentiated instruction that enables ELLs to meet the demands of rigorous language learning standards. Every Language Studio lesson leverages students' language background, prior educational experiences, and background knowledge. Students are encouraged to draw on previous experiences related to prior learning and/or previous units. For example, in Grade 1, Volume 1 Teacher Guide, pg. 8, at the start of the first lesson in Unit 1 (Fables and Stories), the teacher introduces the unit by asking students whether they are familiar with fables and/or have read any fables.
   Language Studio draws upon students' cultural and linguistics knowledge, experiences, and background knowledge to facilitate and promote learning. For example, in Grade 1, Volume 1 Teacher Guide pg. 169, teachers are encouraged to ask students to bring in stories in their home language and country. The question types and notes to teachers are located throughout the program. Every Language Studio lesson includes an Advanced Preparation section, which provides teachers with any notes to consider regarding student background knowledge. Each lesson also contains Checks for Understanding, vocabulary instruction, and lesson introductions, that call on student assets and creates opportunities for student engagement.

Grade 1 Teacher's Guide, Language Studio 1, Lesson 1 (volume 1, p. 8):



Lesson 1: The Boy Who Cried Wolf

Look Ahead

10M

Primary Focus: Students will recognize the characteristics of a fable.

INTRODUCING FABLES (10 MIN.)

- Tell students that a fable is a type of fiction story.
- Have students say *fable* with you three times.
- Ask students if they know of or have ever read any fables.
- Explain the three characteristics of fables: fables are short stories, they teach a lesson called "the moral of the story," and they sometimes have animal characters that act like people (personification).
- Refer to the Fables chart. Restate the three characteristics of fables.
- Tell students that the fables they will hear were made up by a famous storyteller named Aesop [/ee*sop/]. The fables they will hear are just a few of the many stories known as *Aesop's Fables*.

Grade 1 Teacher's Guide, Language Studio 3, Lesson 1, (volume 1, p. 169):

Note to Teacher

Anchor Story Chart—The aim of creating this anchor story chart is to help students use information and images from the story to organize the elements of the story. When possible, use drawings alongside labels or sentences on the chart. Tell students you are going to write down what they say, but they are not expected to be able to read what you write because they are still learning all the rules for decoding. Emphasize that you are writing what they say so you don't forget, and tell them that you will read the words to them.

Where in the World?—You may wish to label a world map to show where the stories originated. You can use the story cutouts on Resource Page 3.1S, connecting them to their countries of origin.

International Book Fair—You may wish to have all students bring in storybooks, preferably ones in which the settings are from other countries, including storybooks written in students' home languages. Display the

Grade 2 Teacher's Guide, Language Studio 9, Lesson 1 (volume 3, p. 7):

Lesson 1: Harriet Tubman, Part I

Vocabulary Building

10M

Primary Focus: Students will apply the general academic word *responsibility* to different situations.

WORD WORK: RESPONSIBILITY (10 MIN.)

"This baby was Minty's responsibility."

Say the word *responsibility* with me three times.

Definition: A *responsibility* is something or somebody you are expected to take care of.

Examples: Making her bed every morning is a responsibility that Janet has at home.

Making sure the classroom lights are turned off when the class goes out for recess is a responsibility that Janet has at school.

Share: What is a responsibility you have at home? What is a responsibility you have at school?

Grade 2 Teacher's Guide, Language Studio 9, Lesson 1 (volume 3, p. 7):

Check for Understanding

Word to World: I am going to name some things. If what I name is your responsibility, say, "That is my responsibility." If it is not your responsibility, say, "That is not my responsibility."

- getting your backpack ready for school
- preparing your own breakfast
- driving to school
- making sure you finish your homework
- grading your work

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. **Language Studio addresses language features at the discourse dimension in a consistent manner for all identified proficiency levels.** Each daily Language Studio lesson includes a Features of Academic Language table which summarizes the linguistic complexity of the lesson and identifies how students will use language in interactive and meaningful ways. For example, in the Kindergarten Language Studio 5 Teacher Guide (Farms, Lesson 6, p. 53), the **Discourse Features** identified include: Students create sentences using multiple meanings of the word *crop*; create sentences using the general academic word *produce*; and produce and expand simple sentences by adding details.
   Leveled questions and prompts are incorporated into every Language Studio lesson segment, providing scaffolded support for all proficiency levels. Each Access support is aligned to the language domain and primary focus of the lesson segment. These embedded supports are labeled Entering/Emerging, Transitioning/Expanding, and Bridging. At the **Entering/Emerging** level, students are prompted with yes/no questions or simple questions that prompt one-word answers. At the **Transitioning/Expanding** level, students are given a sentence frame or sentence starter to prompt their response. At the **Bridging** level, students are encouraged to respond to open-ended questions with minimal prompting and/or to build upon a peer's response.

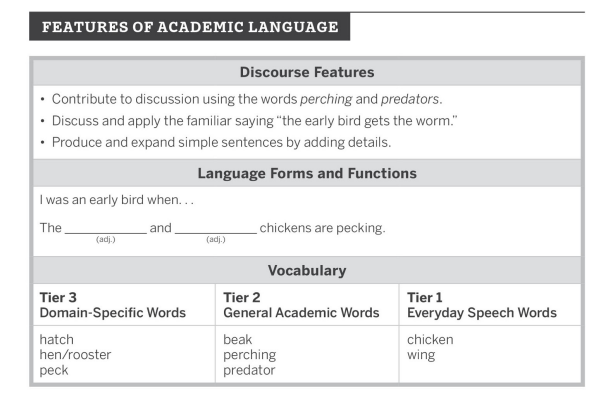
   For example, in the Grade 1 Language Studio 4 Teacher Guide, Lesson 2 (Volume 2,

p. 21), **Talk Time**, students discuss the Code of Hammurabi and why rules are important. The Check for Understanding prompts students to **Turn and Talk** with a partner about why they think their classroom has rules and whether they think rules are important. An Access support provided in the sidebar suggests asking students at the Entering/Emerging proficiency level yes/no questions about their classroom rules; at the Transitioning/Expanding level, students are asked to contribute to the discussion using the sentence starters provided ("Our classroom has rules because . . ." and "Rules are important because . . ."; Bridging level students work with a partner to ask and answer questions about rules and add additional information they learned from the read-aloud. When students are grouped with partners for activities such as **Turn and Talk**, they may be paired with home language peers and/or with a mentor peer who is more proficient in a given objective.

2. **The language features at the discourse dimension are addressed systematically throughout the materials.** Each Language Studio lesson is divided into segments that focus on explicit instruction to support student proficiency in the primary focus objectives stated in the Lesson Overview. The following lesson segments systematically address language features at the discourse dimension:
    - **Look Ahead** lesson segments allow students to preview or prepare for upcoming lesson content and vocabulary. Activities may include making predictions, previewing key words, and drawing connections with students' prior experiences as well as their linguistic and cultural backgrounds. Previewing content and learning key vocabulary words prior to a lesson enables ELLs to develop or strengthen mental schemas into which they can map newly acquired knowledge. Engaging in discussions, making predictions, and asking questions about a topic prior to instruction helps ELLs build background knowledge that can enhance their understanding of the topic.
    - **Talk Time** lesson segments provide students with opportunities to engage in collaborative academic conversations and practice using language for academic functions (e.g., asking questions or giving and supporting opinions). Students learn about language and culture through meaningful use and interaction. Classroom discussions with peers allow ELLs to practice exchanging information, offering opinions, negotiating with others, and adapting language to fit different contexts. This also helps develop social and academic language.
    - **On Stage** lesson segments allows learners to present and listen to others' presentations. They may recount experiences, retell stories, or explain ideas from a given lesson. Oral presentations are effective activities for developing both oral English language proficiency and communication skills. ELLs can practice speaking in English as they orally deliver information to an audience; classmates can practice listening for information and reflecting on the message they received. For example, in the Grade 1 Teacher Guide, Volume 1, Language Studio 2, Lesson. 2, p. 99, students present a choral

song and chant about the skeletal system, to the tune of “Row, Row, Row Your Boat”.

Teacher’s Guide (Grade K, Volume 2, Language Studio 5, Lesson 3, p. 26):

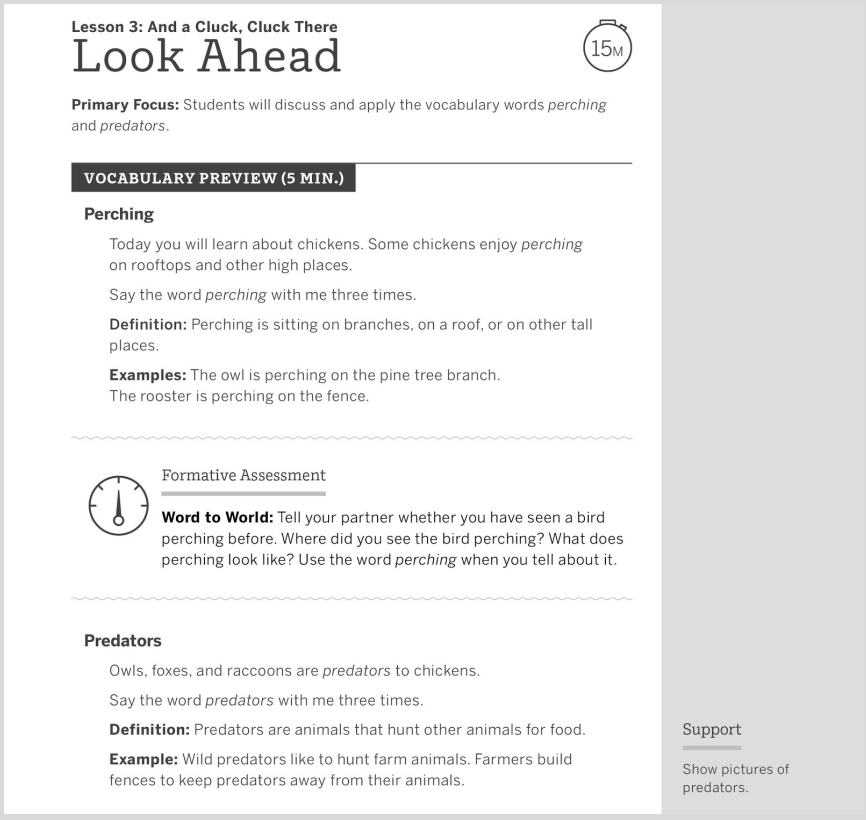


FEATURES OF ACADEMIC LANGUAGE

Discourse Features
• Contribute to discussion using the words *perching* and *predators*. • Discuss and apply the familiar saying “the early bird gets the worm.” • Produce and expand simple sentences by adding details.
Language Forms and Functions
I was an early bird when. . . The _____ (adj.) and _____ (adj.) chickens are pecking.

Vocabulary		
Tier 3 **Domain-Specific Words**	**Tier 2** **General Academic Words**	**Tier 1** **Everyday Speech Words**
hatch hen/rooster peck	beak perching predator	chicken wing

Teacher’s Guide (Grade K, Volume 2, Language Studio 5, Lesson 3, p. 27):



Lesson 3: And a Cluck, Cluck There

Look Ahead

15M

Primary Focus: Students will discuss and apply the vocabulary words *perching* and *predators*.

VOCABULARY PREVIEW (5 MIN.)

Perching

Today you will learn about chickens. Some chickens enjoy *perching* on rooftops and other high places.

Say the word *perching* with me three times.

Definition: Perching is sitting on branches, on a roof, or on other tall places.

Examples: The owl is perching on the pine tree branch.
The rooster is perching on the fence.

Formative Assessment

Word to World: Tell your partner whether you have seen a bird perching before. Where did you see the bird perching? What does perching look like? Use the word *perching* when you tell about it.

Predators

Owls, foxes, and raccoons are *predators* to chickens.

Say the word *predators* with me three times.

Definition: Predators are animals that hunt other animals for food.

Example: Wild predators like to hunt farm animals. Farmers build fences to keep predators away from their animals.

Support

Show pictures of predators.

Teacher's Guide (Grade 1, Volume 2, Language Studio 4, Lesson 2, p. 21):

Lesson 2: Writing in Mesopotamia

Talk Time

10M

Primary Focus: Students will discuss the Code of Hammurabi and why rules are important.

CODE OF HAMMURABI (10 MIN.)

You heard about laws called the Code of Hammurabi. This code was one of the first sets of laws ever written down, created by King Hammurabi. There are 282 laws in the Code of Hammurabi.

Say the name Hammurabi [/ham*ə*rob*ee/] with me three times.

Definition: *Laws* are rules made by the leaders of a city, state, or country. People need to follow the laws.

Example: The people who visited Mesopotamia also needed to follow the laws of Mesopotamia called the Code of Hammurabi. The laws were written down on clay tablets so that everyone could see them. [You may wish to present a few of the laws from the Code of Hammurabi.]

Classroom Rules: Let's review the rules of our classroom, or the Code of [Room Number _____]. [You may wish to use this opportunity to review and update your classroom rules.]

Check for Understanding

Turn and Talk: Why do you think our classroom has rules? Do you think rules are important? Explain your answer.

Support

Sentence starters:
"Our classroom has rules because . . ."
"Rules are important because . . ."

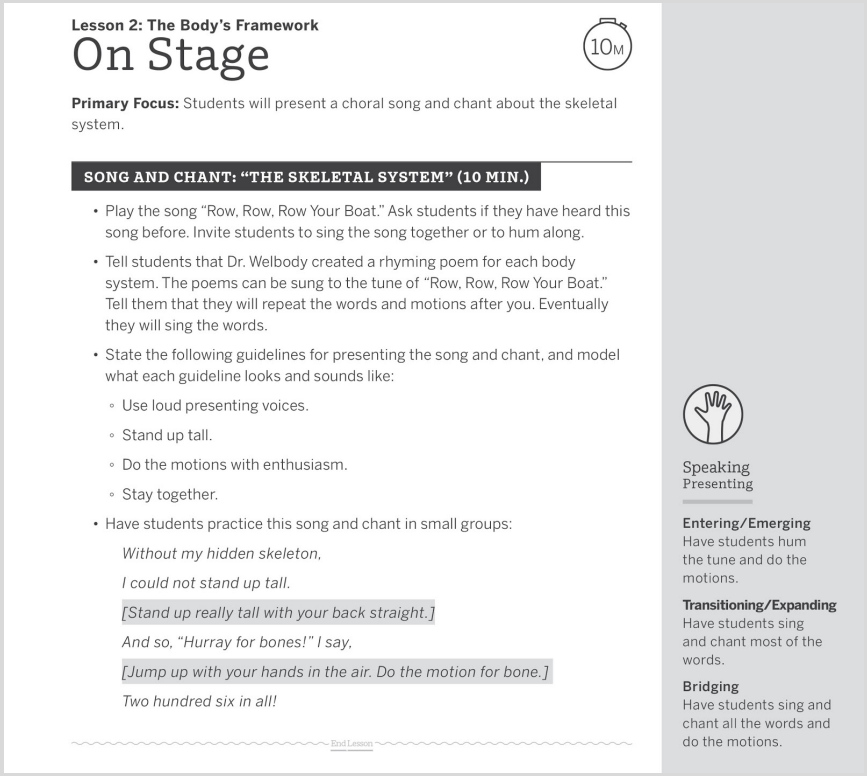
Speaking
Exchanging Information and Ideas

Entering/Emerging
Ask students *yes/no* questions about the classroom rules.

Transitioning/Expanding
Read the classroom rules. Have students contribute using the sentence starters.

Bridging
Invite partner pairs to ask and answer questions about rules and add additional information they learned from the read-aloud.

Teacher's Guide (Grade 1, Volume 1, Language Studio 2, Lesson 2, p. 99):



Lesson 2: The Body's Framework

On Stage

10M

Primary Focus: Students will present a choral song and chant about the skeletal system.

SONG AND CHANT: "THE SKELETAL SYSTEM" (10 MIN.)

- Play the song "Row, Row, Row Your Boat." Ask students if they have heard this song before. Invite students to sing the song together or to hum along.
- Tell students that Dr. Welbody created a rhyming poem for each body system. The poems can be sung to the tune of "Row, Row, Row Your Boat." Tell them that they will repeat the words and motions after you. Eventually they will sing the words.
- State the following guidelines for presenting the song and chant, and model what each guideline looks and sounds like:
  - Use loud presenting voices.
  - Stand up tall.
  - Do the motions with enthusiasm.
  - Stay together.
- Have students practice this song and chant in small groups:

Without my hidden skeleton,

I could not stand up tall.

[Stand up really tall with your back straight.]

And so, "Hurray for bones!" I say,

[Jump up with your hands in the air. Do the motion for bone.]

Two hundred six in all!

End Lesson

Speaking
Presenting

Entering/Emerging
Have students hum the tune and do the motions.

Transitioning/Expanding
Have students sing and chant most of the words.

Bridging
Have students sing and chant all the words and do the motions.

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.

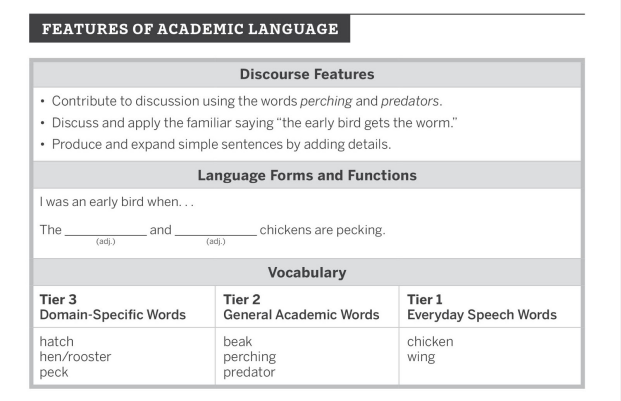
1. **The materials address language features at the sentence dimension for all identified proficiency levels.** Language Studio provides English Language Learners with multiple opportunities to select from a variety of language resources and produce various text and grammatical structures. Differentiated sentence frames are provided throughout all lessons to help students of all proficiency levels make statements, ask questions, or offer opinions during oral or written instruction. The length and complexity of the sentence frames varies depending on the proficiency level. Regular Language Proficiency Assessments are provided throughout every Teacher Guide to help teachers track and monitor student progress. Sample responses are provided to aid in evaluation of students. Each Language Studio lesson is divided into segments that focus on explicit instruction to support student proficiency in the primary focus objectives stated in the Lesson Overview. The following lesson segments systematically address language features at the sentence dimension:
    - **Looking at Language** lesson segments involve explicit grammar instruction that encourages students to take a close look at how language is formed at the sentence level and how individual words or phrases within a sentence fit into the text as a whole. For example, in Grade 2 Teacher Guide, Volume 2, Language Studio 6, p. 88-89, students create compound words by combining two familiar words (e.g., *straw + berry = strawberry; pepper + mint = peppermint*) then use the compound word in a sentence.
    - **Talk Time** lesson segments provide students with opportunities to engage in collaborative academic conversations and practice using language for academic functions (e.g., asking questions or giving and supporting opinions). Students learn about language and culture through meaningful use and interaction. Students also develop social and academic language. Classroom discussions with peers allow ELLs to practice exchanging information, offering opinions, negotiating with others, and adapting language to fit different contexts.

2. **The language features at the sentence dimension are appropriate for the identified proficiency levels.** In Language Studio, students learn to use connecting words and phrases based on their proficiency level. For example, in the Grade 2 Teacher Guide, Volume 2, Language Studio 7, (p. 128) students condense sentences in a shared language activity. In the Language Proficiency Assessment task, students take turns saying a short sentence about an image from the read-aloud, then combining the two sentences into one longer sentence. An Access support in the sidebar suggests providing students at the Entering/Emerging proficiency level with two short sentences and helping them to condense them into one sentence; at the Transitioning/Expanding level, two students are prompted to contribute a sentence and then the teacher helps them condense their sentences into one sentence; Bridging level students work with a partner independently and are challenged to

condense more than two ideas into one sentence. In this way, language features at the sentence dimension are appropriate for students at every proficiency level.

3. **The language features at the sentence dimension are addressed systematically throughout the materials.** Each daily Language Studio lesson (Kindergarten through Grade 2) includes a **Features of Academic Language** chart which summarizes the language forms and functions addressed in the lesson. Sentence starters and sentence frames are provided to boost ELLs' confidence in language proficiency as they practice vocabulary in context, use academic words, stretch language production, and learn how to frame a response, a comment, or a question. For example, in the Kindergarten Teacher Guide, Language Studio 5, Lesson 3, p. 26, the following sentence starter and frame is provided in the Features of Academic Language chart for the lesson: "I was an early bird when . . ." and "The ____ and ____ chickens are pecking."
   In the lesson, students discuss and apply the familiar saying, "The early bird gets the worm." (p. 31) A Check for Understanding prompts students to **Turn and Talk** with a partner about a time when they were an early bird and what happened when they were an early bird. The sidebar provides a sentence starter for support: "I was an early bird when . . ."

Teacher's Guide (Grade K, Volume 2, Language Studio 5, Lesson 3, p. 26):



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Vocabulary		
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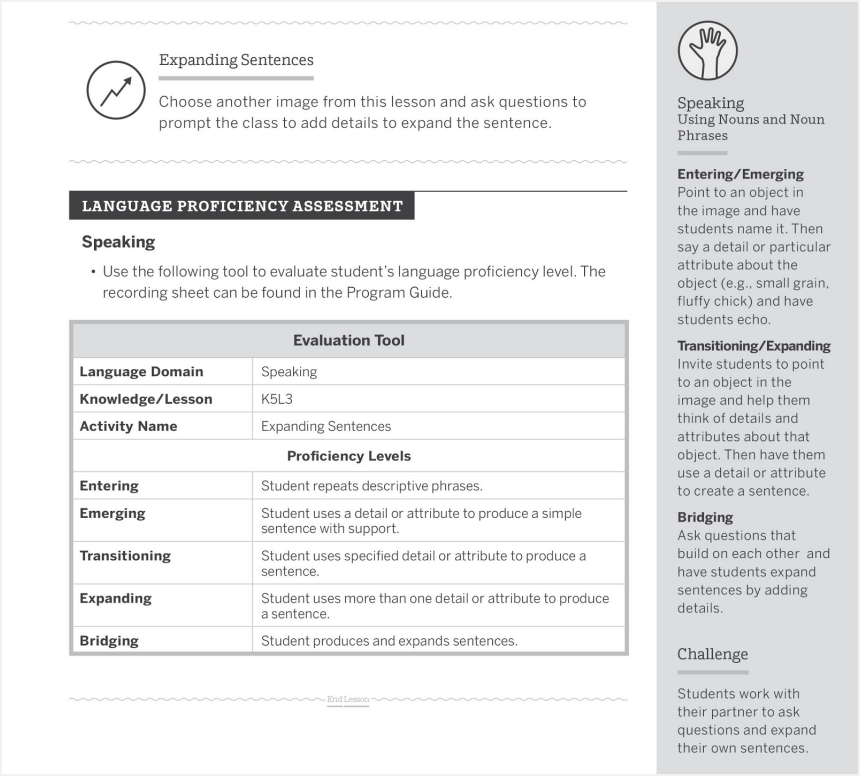


Expanding Sentences

Choose another image from this lesson and ask questions to prompt the class to add details to expand the sentence.

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

- Use the following tool to evaluate student's language proficiency level. The recording sheet can be found in the Program Guide.

Evaluation Tool	
Language Domain	Speaking
Knowledge/Lesson	K5L3
Activity Name	Expanding Sentences
Proficiency Levels	
Entering	Student repeats descriptive phrases.
Emerging	Student uses a detail or attribute to produce a simple sentence with support.
Transitioning	Student uses specified detail or attribute to produce a sentence.
Expanding	Student uses more than one detail or attribute to produce a sentence.
Bridging	Student produces and expands sentences.

End Lesson

Speaking
Using Nouns and Noun Phrases

Entering/Emerging
Point to an object in the image and have students name it. Then say a detail or particular attribute about the object (e.g., small grain, fluffy chick) and have students echo.

Transitioning/Expanding
Invite students to point to an object in the image and help them think of details and attributes about that object. Then have them use a detail or attribute to create a sentence.

Bridging
Ask questions that build on each other and have students expand sentences by adding details.

Challenge

Students work with their partner to ask questions and expand their own sentences.

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

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[1] language systematically presented throughout the materials?** Yes No

[1]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.

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

1. **The materials address language features at the word/phrase dimension in a consistent manner for all identified proficiency levels.** Language Studio features explicit instruction for general academic and domain-specific vocabulary necessary to engage with the text in primary instruction. Each daily Language Studio lesson includes a Features of Academic Language chart which summarizes the tiered vocabulary addressed in the lesson: Tier 3 (domain-specific vocabulary), Tier 2 (general academic vocabulary), and Tier 1 (everyday speech). For example, in the Grade 1 Teacher Guide, Volume 2, Language Studio 4, Lesson 12, p. 102, the Features of Academic Language chart for the lesson identifies the vocabulary: Tier 3 (*mummy* and *sarcophagus*) and Tier 2 (*ancient* and *seal*). Each Language Studio lesson is divided into segments that focus on explicit instruction to support student proficiency in the primary focus objectives stated in the Lesson Overview. For example, **Vocabulary Building** lesson segments systematically address language features at the word/phrase dimension. Vocabulary Building lesson segments engage students in exercises that involve learning parts of speech and use of conjunctions, as well as words with multiple meanings, academic language, and content-specific words. This explicit instruction is especially critical for ELLs because vocabulary plays the most important role in text complexity, and determines how likely students are to understand a text.
2. **Words, expressions, and phrases are represented in context.** Language Studio features several vocabulary instructional activities that support and deepen students' knowledge of academic words and promote understanding of how these words are connected to other words and concepts. This vocabulary knowledge increases students' reading comprehension, ability to access background knowledge, acquire new information, and communicate effectively about various concepts.
    - **Multiple-Meaning Word** activities help students develop an understanding of content-related words and help promote realization that many words may have multiple meanings associated with them. These brief activities call students' attention to words that may be ambiguous in meaning; students have the opportunity to explore different meanings of the words both within the context of the lesson and as it relates to their own lives.
    - **Word Work** is a brief five-minute activity that provides in-depth focus on a specific word from the text. Students review the word, its meaning, its part of speech (Grade 2), and an additional context for using the word; then complete a brief follow-up activity to extend their understanding of the targeted word. These brief exercises, based on the research of Beck, McKeown, and Kucan (2002), are designed to enhance students' vocabulary knowledge.
3. **All general, specific, and technical language is appropriate for the targeted proficiency levels.** For example, in Grade 1 Teacher Guide, Volume 2, Language

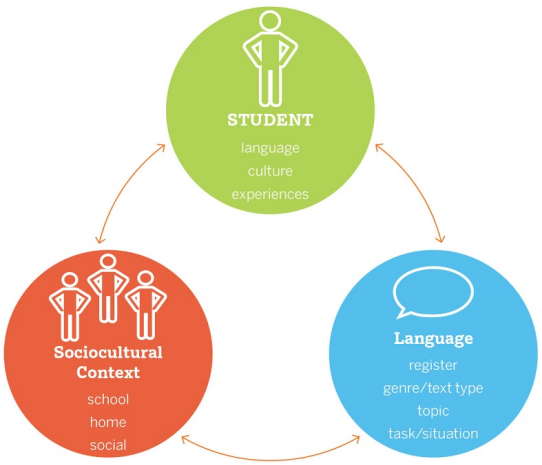
Studio 5, Lesson 3, p. 157, students determine the multiple meanings of the word *story* using sentence-level context clues. First students listen to an excerpt from the read-aloud where the word is used in context. Then, the teacher displays a poster with images that depict different meanings of the word story and reads the different definitions of the words. Students hold up one, two, or three fingers to indicate which image on the poster depicts each definition of the word story. In the **Check for Understanding**, students **Turn and Talk** with a partner and make a sentence for each meaning of the word *story*. For **Entering/Emerging** the teacher says simple sentences using the different meanings of the word in context and the students hold up the number of fingers to indicate which image shows the correct use of the word. **Transitioning/Expanding** students refer to an image on the poster and give their own definitions for the word story. At **Bridging** level, students create their own sentences that reflect the different meanings of the word.

4. **General, specific, and technical[2] language is systematically presented throughout the materials.** Language Studio provides daily opportunities for ELLs to engage with specific and technical language. Each lesson includes **Features of Academic Language** table which identifies the general, specific and technical language students will use in each lesson. The words are identified as tier 3- domain specific words, tier 2- general academic language and tier 1- everyday speech words. Features of Academic Language Tables provide teachers with the language students will need participate in grade level reading, listening, speaking and writing. Activities including Check for Understanding, Turn and Talk, Work Work appear in each unit of Language Studio.

[2]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.

Language Studio Program Guide, Differentiation, p. 28:

Features of Academic Language



English Language Learners cannot develop academic language in isolation. The sociocultural context of word usage informs academic language development which, in turn, affects a student's ability to produce and understand oral and written communication.

Each Language Studio lesson includes a summary of the linguistic complexity, language forms and conventions, and tiered vocabulary usage addressed in the lesson.

Discourse Features
Discourse Features explains the linguistic complexity of the lesson and identifies how students will use language in interactive and meaningful ways. [Discourse Level]

Language Forms and Functions
Language Forms and Functions provides sentence starters and frames to help boost confidence in language proficiency as ELLs practice vocabulary in context, use academic words, stretch language production, and learn how to frame a response, comment, or question. [Language Level]

Vocabulary
Vocabulary identifies general academic and domain-specific words and phrases that are central to the lesson's theme or topic. It also calls out high-frequency everyday speech or multiple-meaning words used in the lesson. [Word Level]

Teacher's Guide (Grade 1, Volume 2, Language Studio 4, Lesson 12, p. 102):

FEATURES OF ACADEMIC LANGUAGE

Discourse Features		
• Discuss why the ancient Egyptians made mummies. • Create sentences using the multiple meanings of the word *seal*. • Create sentences using past tense verbs.		
Language Forms and Functions		
I think ancient Egyptians made mummies because . . . Carter's team focused on an area called the Valley of the Kings. They removed much of the soil beneath some huts. My image card shows _____. It is related to Mesopotamia/ancient Egypt.		
Vocabulary		
Tier 3 **Domain-Specific Words**	**Tier 2** **General Academic Words**	**Tier 1** **Everyday Speech Words**
mummy sarcophagus	ancient seal	

Teacher's Guide (Grade 1, Volume 2, Language Studio 4, Lesson 12, p. 103):

Lesson 12: Tutankhamun, The Golden Pharaoh, Part II

Vocabulary Building

10M

Primary Focus: Students will determine the multiple meanings of the word *seal* using sentence-level context clues.

MULTIPLE-MEANING WORD: SEAL (10 MIN.)

Note: You may choose to have students hold up one, two, or three fingers to indicate which image shows the meaning being described, or have a student walk up to the poster and point to the image being described.

In the story you heard the word *seal* in this sentence, "Atop the door was a hieroglyphic seal showing that the door had been sealed shut under royal authority."

With a Partner: Think of as many meanings for *seal* as you can, or discuss ways you can use the word *seal*.

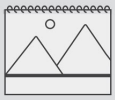
[Show Poster 6M (Seal).] *Seal* means an official mark or stamp. Point to the picture on the poster that shows how the word *seal* is used in the lesson. (*one*)

Seal can also mean other things. To seal something means to close it tightly. Which picture shows this meaning of *seal*? (*three*)

A seal is also an animal that lives near the sea. Which picture shows this meaning of *seal?* (*two*)

Did you or your partner think of any of these definitions?

Poster 6M



Flip Book (Grade 1, Language Studio 4, Poster 6M):

Teacher's Guide (Grade 1, Volume 2, Language Studio 5, Lesson 6, p. 181):

FEATURES OF ACADEMIC LANGUAGE

Discourse Features
• Create sentences using the word *predicted*. • Write about and present information about Aztec farming and religion.
Language Forms and Functions
I predicted that . . . **Compare:** The people practicing both religions believed in many _____ (gods). **Contrast:** The Maya farmed in _____ (fields). The Aztec farmed on _____ (chinampas).
Vocabulary

Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
chinampas crops religion	float predicted	farm

Teacher's Guide (Grade 1, Volume 2, Language Studio 6, Lesson 3, p. 157):

Lesson 3: The Maya: King Pakal's Tomb

Vocabulary Building

15M

Primary Focus

Students will determine the multiple meanings of the word *story* using sentence-level context clues.

Students will describe various objects using the antonyms *rarest* and *common*.

MULTIPLE-MEANING WORD: STORY (5 MIN.)

Note: You may choose to have students hold up one, two, or three fingers to indicate which image shows the meaning being described, or have a student walk up to the poster and point to the image being described.

[Show Poster 2M (Story).] Kanal, his sister Ikal, and his cousin Pik stood looking up at the most amazing building any of them had seen. It was nine stories high, each story smaller than the one below it. Here, *story* means one floor or level of a building. Which picture shows this? *(one)*

A story can also be a description of imaginary events like in a story book. Which picture shows this type of story? *(two)*

Story also describes a news article in a newspaper or information given as part of a television or radio broadcast. Which image shows this meaning of *story*? *(three)*

Check for Understanding

Turn and Talk: With a partner, make a sentence for each meaning of *story*. Use complete sentences, and try to be as descriptive as possible. I will call on some of you to share your sentences with the class.

Poster 2M

Listening
Analyzing Language Choices

Entering/Emerging
Say simple sentences that include the word and meaning of *story* in context. Have students hold up the number of fingers to indicate which image shows the way *story* is used in the sentence.

Transitioning/Expanding
Have students refer to an image on the poster and give their own definitions for the word *story*.

Bridging
Have students create their own sentences that reflect the meanings of the word *story*.

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 and linguistically appropriate for the designated language levels?** Yes No
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.

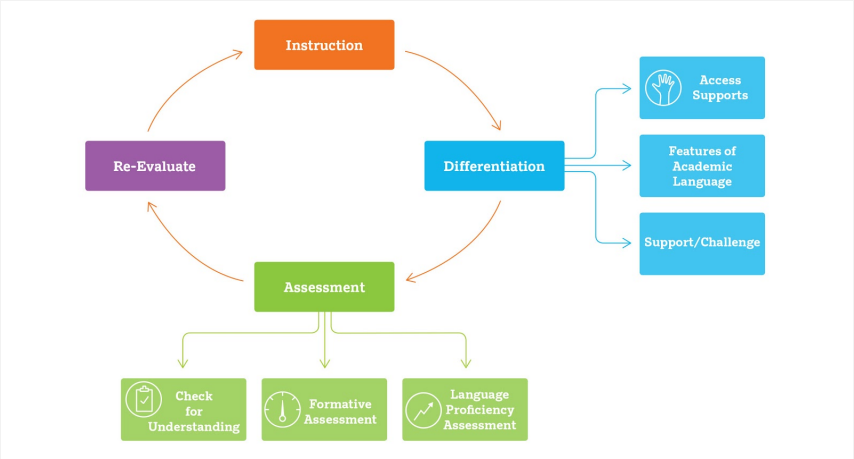
1) **The materials differentiate between the language proficiency levels.** Language Studio is designed for designated ELD instruction delivered in small groups, one-on-one or in a whole class environment. Integrated supports enable ELLs to access grade-level content within the context of every Language Studio lesson. These tiered scaffolds support students of all proficiency levels as they develop critical language skills, such as reading comprehension and effective expression. Access supports are aligned with specific lesson objectives and unit assessments, and follow the progression of the lessons with clearly defined student outcomes. The Language Studio assessment and remediation cycle provides many opportunities for regular, consistent feedback.
2) **Differentiation of language proficiency is developmentally and linguistically appropriate for the designated language levels.** Every Language Studio lesson offers differentiated instruction for five language proficiency levels (**Entering, Emerging, Transitioning, Expanding, Bridging**). In each Language Studio lesson, Support, Challenge, and Access supports focus on developing English language proficiency and content knowledge during instruction. Support and Challenge supports include suggestions for supporting or extending the instruction in a specific lesson segment. Access supports provide tiered instruction to support all levels of English language proficiency in relation to the lesson's primary focus objectives. This allows in-lesson flexibility to address specific learning needs by suggesting ways to adjust the pacing of instruction, providing guidance on explicit instruction for academic and domain-specific vocabulary, and offering deeper support for syntactic awareness. These scaffolds include a variety of instructional strategies including repeat after me, teacher modeling, chants and songs, visual aids, sentence frames, role-play, facial

and hand expressions, and realia. Access supports feature instructional tools to adjust:

- Required modes of participation, such as using visual supports or receptive approaches for checking comprehension, assignments given in home language, and explicit references to academic English.
- Expressive language demands, such as providing sentence frames and providing yes/no rather than open-ended questions.
- Timing/immediacy of support during the lesson, such as providing additional scaffolds, such as pictures or props, and explicit attention to vocabulary.

3) **Differentiation of language is systematically addressed throughout the materials.** ELLs develop language proficiency in listening, reading, speaking, and writing interdependently, as well as at different rates and in unique ways. Every Language Studio lesson designates opportunities to evaluate individual student proficiency levels in one or more of the Language Domains (**Listening, Reading, Speaking, Writing**). The tasks provide ELLs the opportunity to demonstrate specific skills in relation to a continuum of proficiency or standards, and serve as informal performance-based assessments.
Point-of-use scaffolds are provided in every lesson to enable ELLs to access grade-level content and promote language development. Access supports are aligned to specific lesson content and provide three tiers of support across five levels of language proficiency: Entering/Emerging, Transitioning/Expanding, Bridging. Differentiation is systemic throughout the program, as Language Studio incorporates a regular Cycle of Student Evaluation and Support: *Instruction* → *Differentiation* → *Assessment* → *Reevaluation*. **Differentiation** features include Access Supports, Features of Academic Language charts, and Support and Challenge sidebars; **Assessment** includes regular Checks for Understanding, Formative Assessments, and Language Proficiency Assessments.

Language Studio Program Guide, Welcome to Language Studio, p. 6:



Teacher's Guide (Grade 1, Volume 1, Language Studio 3, Lesson 5, p. 207):

Story Review

- As you discuss the following story elements, write down students' responses in the relevant sections of the story map.

  Think back to the beginning of the story. What happens first and where does it happen? [Display Image 5A-2.]

  » A tiny baby named Thumbelina is inside a flower.

  What happens next in the story?

  » Answers may vary but may include: A toad mother takes Thumbelina; a field mouse helps Thumbelina; and a mole wants to marry Thumbelina.

  Even though Thumbelina is no bigger than the size of a thumb, what great thing does Thumbelina do? [Display Image 5A-10.]

  » She helps a swallow to live.

  What happens in the end of the story? [Display Image 5A-14.]

  » Thumbelina marries the little king.

- Give students Activity Page 5.1S. Explain that this activity page has images of events from the plot for "Thumbelina" and a story map on which they will glue or tape the sequenced images.
- **Check-In:** When students think they have the images in the correct order, they should ask an adult or check with another student to see if their order is correct.
- Have students glue or tape the sequenced images onto their story maps.

Retelling

Write about what is happening in each image on your story map. [Have students use the back of their story maps for additional writing space.]

Support

Display the story map so it can be used as a guide for students when they create their own story maps.

Activity Page 5.1S

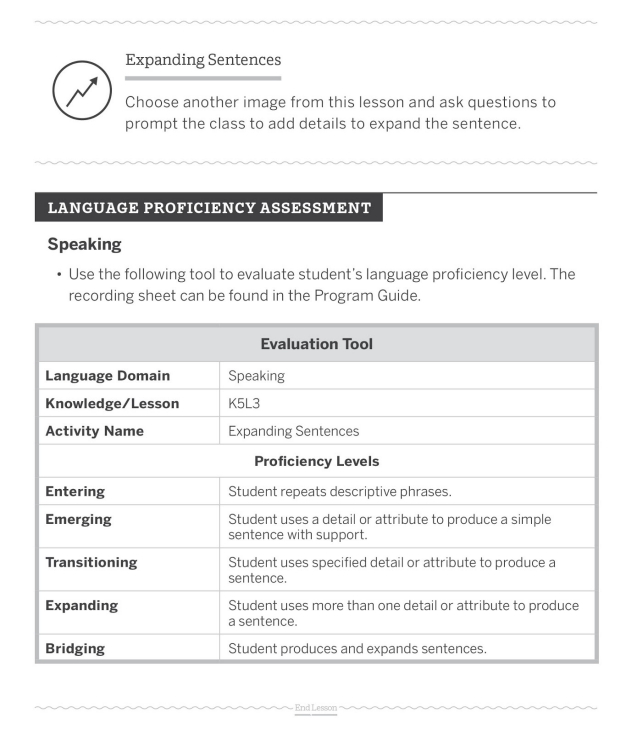
Writing
Selecting Language Resources

Entering/Emerging
Using the images on Activity Page 5.1S as a reference, help students write key words and phrases from the story (e.g., *Thumbelina*; *helps swallow*; *marries little king*).

Transitioning/Expanding
Brainstorm with students key phrases that describe what is happening in each image. Provide a written bank of key phrases.

Bridging
Challenge students to write sentences to describe the first event, "great thing," and conclusion.

Kindergarten Teacher's Guide, Language Studio 5, Lesson 3 (Volume 2, p. 33):



Expanding Sentences

Choose another image from this lesson and ask questions to prompt the class to add details to expand the sentence.

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

- Use the following tool to evaluate student's language proficiency level. The recording sheet can be found in the Program Guide.

Evaluation Tool	
Language Domain	Speaking
Knowledge/Lesson	K5L3
Activity Name	Expanding Sentences
Proficiency Levels	
Entering	Student repeats descriptive phrases.
Emerging	Student uses a detail or attribute to produce a simple sentence with support.
Transitioning	Student uses specified detail or attribute to produce a sentence.
Expanding	Student uses more than one detail or attribute to produce a sentence.
Bridging	Student produces and expands sentences.

End Lesson

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 four language domains (listening, speaking, reading, and writing) are targeted in the materials.** Language Studio helps prepare ELLs to participate in a

range of academic exercises as they build academic English and ultimately achieve literacy by engaging in activities that provide opportunities to listen, read, speak, and write every day. Every Language Studio lesson segment focuses on one of the four Language Domains.

Listening–Students participate in a variety of collaborative conversations about grade-level topics and texts. To demonstrate understanding of a text read aloud or information presented orally, students ask and answer questions about key details and/or request clarification if something is not understood.

Reading–Language Studio enables ELLs to engage with the same range of text level and complexity as their grade-level peers during Primary Instruction. Language Studio lessons prompt students to identify key ideas and details of a text, including the characters, settings, and major events. Students integrate knowledge and ideas to compare and contrast key details of a text(s) or describe the relationship between illustrations and the text. ELLs gain familiarity with text craft and structure as they develop strategies to define unknown words in a text and recognize common types of texts, including but not limited to poems, stories, and informational text.

Speaking–Language Studio provides multiple opportunities for ELLs to acquire and demonstrate command of standard English grammar conventions and usage. Students learn strategies to determine or clarify the meaning of unknown or multiple-meaning words and phrases, and explore word relationships and nuances in word meanings. As students use words and phrases acquired through conversations, reading and being read to, and responding to texts, they gain confidence speaking audibly and expressing thoughts, ideas, and feelings clearly.

Writing–Students use a combination of drawing, dictating, and writing to compose a range of texts and participate in a variety of shared research writing projects to build and present content knowledge. Students also have multiple opportunities to respond to questions and suggestions and add details to strengthen a writing piece. In later units, students are introduced to digital tools to produce and publish their writing.

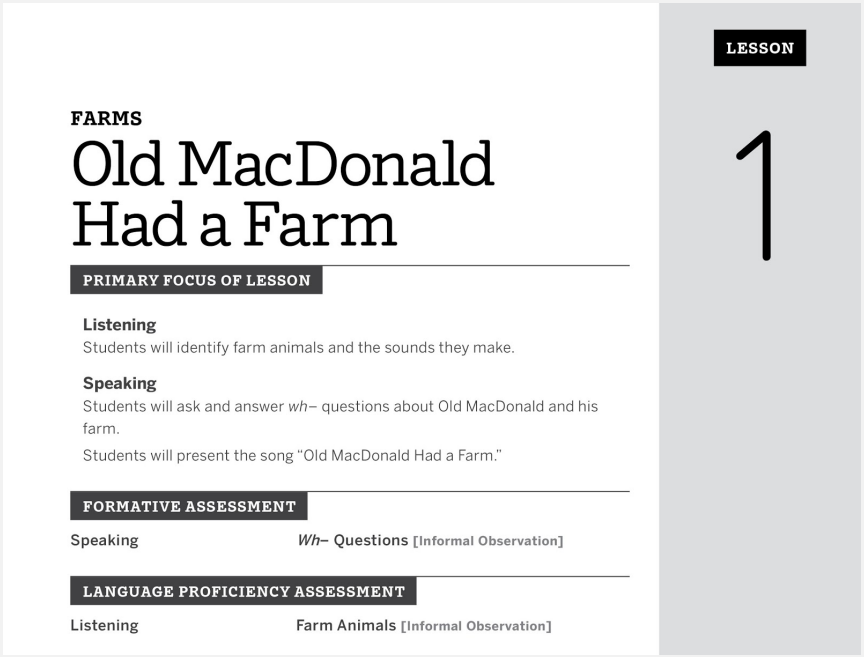
2. **The targeted language domains are presented within the context of language proficiency levels.** Every Language Studio lesson segment designates opportunities to evaluate individual student proficiency levels in one or more of the four Language Domains (**Reading, Writing, Speaking, Listening**). These tasks provide students the opportunity to demonstrate specific skills in relation to a continuum of proficiency or standards and serve as informal performance-based assessments.

   To facilitate evaluation of student language proficiency, an Evaluation Tool is located at the end of each Language Proficiency Assessment exercise. This chart provides a brief description of what students at each proficiency level should be able to produce and often includes suggestions for additional support. Recording Sheets are located in the Program Guide (Teacher Resources, pg. 46-49) to track and record student proficiency level (**Entering, Emerging, Transitioning, Expanding, Bridging**) and note any specific areas of concern or success.

The four Language Domains are also presented within the context of language proficiency levels in access supports. Every access support addresses at least one language domain. The supports provide leveled support for ELLs to access the content of the lesson.

3. **The targeted language domains are systematically integrated throughout the materials.** The primary goal of Language Studio is to move students toward fluency. Every primary focus objective, Language Proficiency Assessment, and/or Formative Assessment relates to one of the four Language Domains. To facilitate evaluation of student language proficiency, an Evaluation Tool is located at the end of each Language Proficiency exercise. Recording Sheets are provided in Teacher Resources (Program Guide, pp. 46-49) to consistently monitor and track student progress. Careful attention to this information, collected on a daily basis, will identify students who may benefit from reteaching and/or additional practice with specific tasks. Separate recording sheets are provided for each Language Domain: **Listening, Reading, Speaking, Writing**. Teachers prepare one Language Proficiency Recording Sheet per Language Domain for each student before the start of each unit. Over the course of the unit, teachers observe each student and note student performance to gain valuable insight into gaps in individual language proficiency and determine the need for re-teaching and support.

Kindergarten Teacher's Guide, Language Studio 5, Lesson 1 (Volume 2, p. 5):



LESSON

1

FARMS

Old MacDonald Had a Farm

PRIMARY FOCUS OF LESSON

Listening
Students will identify farm animals and the sounds they make.

Speaking
Students will ask and answer *wh*– questions about Old MacDonald and his farm.

Students will present the song "Old MacDonald Had a Farm."

FORMATIVE ASSESSMENT

Speaking	*Wh*– Questions [Informal Observation]

LANGUAGE PROFICIENCY ASSESSMENT

Listening	Farm Animals [Informal Observation]

Kindergarten Teacher's Guide, Language Studio 5, Lesson 1 (Volume 2, p. 9):

LANGUAGE PROFICIENCY ASSESSMENT

Listening

- Use the following tool to evaluate student's language proficiency level. The recording sheet can be found in the Program Guide.

Evaluation Tool	
Language Domain	Listening
Knowledge/Lesson	K5L1
Activity Name	Farm Animals
Proficiency Levels	
Entering	Student matches oral descriptions with images with prompting and support.
Emerging	Student matches oral descriptions with images.
Transitioning	Student answers questions about main topics using a sentence frame with support.
Expanding	Student answers questions about main topics using a sentence frame.
Bridging	Student asks and answers questions about main topics.

Kindergarten Teacher's Guide, Language Studio 5, Lesson 3 (Volume 2, p. 33):

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

- Use the following tool to evaluate student's language proficiency level. The recording sheet can be found in the Program Guide.

Evaluation Tool	
Language Domain	Speaking
Knowledge/Lesson	K5L3
Activity Name	Expanding Sentences
Proficiency Levels	
Entering	Student repeats descriptive phrases.
Emerging	Student uses a detail or attribute to produce a simple sentence with support.
Transitioning	Student uses specified detail or attribute to produce a sentence.
Expanding	Student uses more than one detail or attribute to produce a sentence.
Bridging	Student produces and expands sentences.

Listening
Listening Actively

Entering/Emerging
Give a simple description of an animal and have students point to the animal.

Transitioning/Expanding
Ask: "Which farm animal is this and what sound does it make?" Provide students with the oral sentence frame: "This is a _____ (*farm animal*). It says '_____.'"

Bridging
Encourage students to ask and answer questions about the farm animal with a partner.

Speaking
Using Nouns and Noun Phrases

Entering/Emerging
Point to an object in the image and have students name it. Then say a detail or particular attribute about the object (e.g., small grain, fluffy chick) and have students echo.

Transitioning/Expanding
Invite students to point to an object in the image and help them think of details and attributes about that object. Then have them use a detail or attribute to create a sentence.

Bridging
Ask questions that build on each other and have students expand sentences by adding details.

Language Studio Program Guide, Welcome to Language Studio, p. 7:

Language Proficiency Levels

	STUDENTS WILL **PROCESS**	STUDENTS WILL **PRODUCE**
ENTERING	• Single statements and questions • Ideas within words, phrases, and chunks of language • Simple grammatical construction • Forms and patterns of common everyday speech and academic language • General domain-specific words and academic vocabulary • Everyday speech and familiar expressions	• Single words used to represent ideas • Words, phrases, and chunks of language • Simple grammatical construction • Phrasal patterns associated with common speech and academic language • General domain-specific words and academic vocabulary • Everyday speech and familiar expressions
EMERGING	• Multiple related simple sentences • An idea with details • Compound grammatical constructions • Repetitive phrasal and sentence patterns across domains • General and some domain-specific content words and expressions • Everyday speech and academic vocabulary across domains	• Phrases and short sentences • Emerging expression of ideas • Formulaic grammatical structure and variable use of conventions • Repetitive phrasal and sentence patterns across domains • General domain-related words and expressions • Everyday speech and academic vocabulary across domains
TRANSITIONING	• Discourse with a series of extended sentences • Related ideas • Compound, and some complex, grammatical constructions • Sentence patterns across domains • Specific domain-related content words and expressions • Domain-related content words and expressions with common phrases and idioms	• Short and some expanded sentences with increasing complexity • Expanded expression of one idea and evolving expression of multiple related ideas • Repetitive grammatical structure with occasional variation and emerging use of conventions • Sentence patterns across domains • Specific domain-related content words and expressions • Domain-related content words and expressions
EXPANDING	• Connected discourse with a variety of sentences • Expanded related ideas • A variety of complex grammatical constructions • Sentence patterns characteristic of particular domains or texts • Specific and some technical domain-related language • Domain-specific content words, expressions with multiple meanings, and common phrases and idioms	• Short, expanded, and some complex sentences • Organized expression of ideas with emerging cohesion • A variety of grammatical structures and generally consistent use of conventions • Sentence patterns characteristic of particular domains or texts • Specific and some technical domain-related language • Domain-specific content words, expressions with multiple meanings, and common phrases and idioms
BRIDGING	• Rich, descriptive discourse with complex sentences • Cohesive, organized related ideas • Compound, complex grammatical constructions • A broad range of sentence patterns characteristic of particular domains and text types • Technical and abstract domain-related language • Domain-related content words and expressions with shades of meaning	• Multiple complex sentences • Cohesive, organized, and coherent expression of ideas • A variety of grammatical constructions matched to purpose and consistent use of conventions • A broad range of sentence patterns characteristic of particular domains and text types • Technical and abstract domain-related language • Content words and expressions with precise, domain-specific meaning

Grade 2 Teacher Guide, Volume 1, Language Studio 1, Lesson 1 (p. 5):

LESSON

1

FAIRY TALES AND TALL TALES

The Fisherman and His Wife

PRIMARY FOCUS OF LESSON

Reading

Students will retell "The Fisherman and His Wife" by sequencing the events in the story.

Students will identify the story elements in "The Fisherman and His Wife."

Speaking

Students will respond to questions using the general academic words *enchanted* and *hesitated* in context.

LANGUAGE PROFICIENCY ASSESSMENT

Reading — Sequencing the Story [Activity Page 1.1S]

Grade 2 Teacher Guide, Volume 1, Language Studio 1, Lesson 1 (p. 8):

Reading
Selecting Language Resources

Entering/Emerging
Have students repeat key words about the images on the activity page. Assist them in placing the images in the correct order

Transitioning/Expanding
Provide students with key words in a word bank to help sequence the events.

Bridging
Have students brainstorm details from the text about the images in small groups.

LANGUAGE PROFICIENCY ASSESSMENT

Reading

- Use the following tool to evaluate student's language proficiency level. The recording sheet can be found in the Program Guide.

Evaluation Tool	
Language Domain	Reading
Knowledge/Lesson	K1 L1
Activity Name	Sequencing the Story
Proficiency Levels	
Entering	Student orders images to sequence the events in the story.
Emerging	Student uses images and key words to sequence the events in the story.
Transitioning	Student uses images and a combination of key words and sentences to sequence the events in the story.
Expanding	Student uses images and complete sentences to sequence the events in the story.
Bridging	Student uses detailed and complete sentences to sequence the events in the story.

Grade K Teacher Guide, Volume 3, Language Studio 10, Lesson 6 (p. 122):

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

- Use the following tool to evaluate student's language proficiency level. The recording sheet can be found In the Program Guide.

Evaluation Tool	
Language Domain	Speaking
Knowledge/Lesson	K10L6
Activity Name	Expanding Sentences
Proficiency Levels	
Entering	Student recognizes adjectives in images.
Emerging	Student recognizes and repeats adjectives.
Transitioning	Student uses frequently occurring adjectives with support.
Expanding	Student uses frequently occurring adjectives.
Bridging	Student uses a growing number of adjectives to expand simple sentences.

Language Studio Program Guide, Teacher Resources, p. 46-49:

Language Proficiency
Speaking

RECORDING SHEET

Student Name: _____

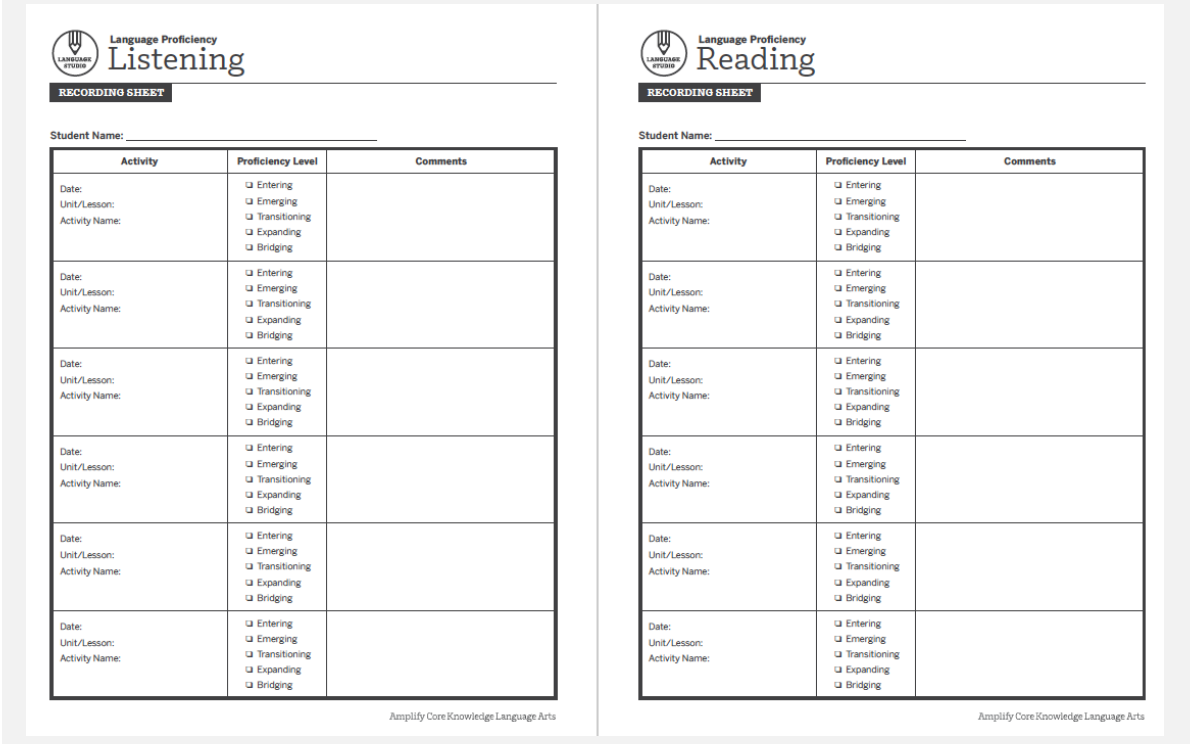
Activity	Proficiency Level	Comments
Date: Unit/Lesson: Activity Name:	❑ Entering ❑ Emerging ❑ Transitioning ❑ Expanding ❑ Bridging	
Date: Unit/Lesson: Activity Name:	❑ Entering ❑ Emerging ❑ Transitioning ❑ Expanding ❑ Bridging	
Date: Unit/Lesson: Activity Name:	❑ Entering ❑ Emerging ❑ Transitioning ❑ Expanding ❑ Bridging	
Date: Unit/Lesson: Activity Name:	❑ Entering ❑ Emerging ❑ Transitioning ❑ Expanding ❑ Bridging	
Date: Unit/Lesson: Activity Name:	❑ Entering ❑ Emerging ❑ Transitioning ❑ Expanding ❑ Bridging	
Date: Unit/Lesson: Activity Name:	❑ Entering ❑ Emerging ❑ Transitioning ❑ Expanding ❑ Bridging	

Language Proficiency
Writing

RECORDING SHEET

Student Name: _____

Activity	Proficiency Level	Comments
Date: Unit/Lesson: Activity Name:	❑ Entering ❑ Emerging ❑ Transitioning ❑ Expanding ❑ Bridging	
Date: Unit/Lesson: Activity Name:	❑ Entering ❑ Emerging ❑ Transitioning ❑ Expanding ❑ Bridging	
Date: Unit/Lesson: Activity Name:	❑ Entering ❑ Emerging ❑ Transitioning ❑ Expanding ❑ Bridging	
Date: Unit/Lesson: Activity Name:	❑ Entering ❑ Emerging ❑ Transitioning ❑ Expanding ❑ Bridging	
Date: Unit/Lesson: Activity Name:	❑ Entering ❑ Emerging ❑ Transitioning ❑ Expanding ❑ Bridging	
Date: Unit/Lesson: Activity Name:	❑ Entering ❑ Emerging ❑ Transitioning ❑ Expanding ❑ Bridging	



Language Proficiency
Listening

RECORDING SHEET

Student Name: _____

Activity	Proficiency Level	Comments
Date: Unit/Lesson: Activity Name:	❑ Entering ❑ Emerging ❑ Transitioning ❑ Expanding ❑ Bridging	
Date: Unit/Lesson: Activity Name:	❑ Entering ❑ Emerging ❑ Transitioning ❑ Expanding ❑ Bridging	
Date: Unit/Lesson: Activity Name:	❑ Entering ❑ Emerging ❑ Transitioning ❑ Expanding ❑ Bridging	
Date: Unit/Lesson: Activity Name:	❑ Entering ❑ Emerging ❑ Transitioning ❑ Expanding ❑ Bridging	
Date: Unit/Lesson: Activity Name:	❑ Entering ❑ Emerging ❑ Transitioning ❑ Expanding ❑ Bridging	
Date: Unit/Lesson: Activity Name:	❑ Entering ❑ Emerging ❑ Transitioning ❑ Expanding ❑ Bridging	

Amplify Core Knowledge Language Arts

Language Proficiency
Reading

RECORDING SHEET

Student Name: _____

Activity	Proficiency Level	Comments
Date: Unit/Lesson: Activity Name:	❑ Entering ❑ Emerging ❑ Transitioning ❑ Expanding ❑ Bridging	
Date: Unit/Lesson: Activity Name:	❑ Entering ❑ Emerging ❑ Transitioning ❑ Expanding ❑ Bridging	
Date: Unit/Lesson: Activity Name:	❑ Entering ❑ Emerging ❑ Transitioning ❑ Expanding ❑ Bridging	
Date: Unit/Lesson: Activity Name:	❑ Entering ❑ Emerging ❑ Transitioning ❑ Expanding ❑ Bridging	
Date: Unit/Lesson: Activity Name:	❑ Entering ❑ Emerging ❑ Transitioning ❑ Expanding ❑ Bridging	
Date: Unit/Lesson: Activity Name:	❑ Entering ❑ Emerging ❑ Transitioning ❑ Expanding ❑ Bridging	

Amplify Core Knowledge Language Arts

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 (adapted 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.

Connection to State Content Standards and WIDA Language Development Standards

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

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

1) **The materials connect the Language Development Standards to the state academic content standards.** Language Studio provides ELLs with complete coverage of grade-level academic content standards (Common Core State Standards) for Reading, Writing, Speaking and Listening, and Language. In addition, every Language Studio domain connects to at least one of the WIDA Language Development Standards (Language of Language Arts, Language of Social Studies, Language of Science). Many Language Studio domains address multiple Language Development Standards. For example, science– and social studies–themed domains also include lessons in literature (and vice versa in that many literary domains address science and social studies concepts). For example, in addition to informational texts about farms animals, farm crops, and the seasons of farming, the Kindergarten Farms domain includes a read-aloud of the popular children's story "The Little Red Hen," an analysis of the familiar saying "The early bird gets the worm," and a comparison of informational and literary texts types. As another example, the Grade 1 domain Early American Civilizations includes informational texts about the Maya, the Aztec, and the Inca, but also includes a read-aloud of "The Legend of the Eagle and the Serpent," a story about how the Aztec people came to live on and around Lake Texcoco. This lesson focuses on literary concepts such as identifying the characteristics of a legend and summarizing a story.

   Language Studio lessons present knowledge-rich content through interactive read-alouds, exercises, and discussions in a variety of domains–from world and US history, to science and nature, and poetry and literature. Informational text is presented in a systematic, sequenced manner to help students build background knowledge, vocabulary, and analytical skills. ELLs develop content knowledge gradually, yet cumulatively, as they build literacy skills. Each domain immerses ELLs in content, academic language, and core vocabulary for an average of three weeks.

Common Core State Standards in Language Studio:

- **Reading Standards** (Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity)
- **Writing Standards** (Text Types and Purposes, Production and Distribution of Writing, and Research to Build and Present Knowledge)
- **Speaking and Listening Standards** (Comprehension and Collaboration, and Presentation of Knowledge and Ideas)
- **Language Standards** (Conventions of Standard English, Knowledge of Language*, and Vocabulary Acquisition and Use)

  *beginning in Grade 2

Kindergarten

WIDA Language Development Standard	**Language Studio Domain**
The Language of Language Arts	*Nursery Rhymes and Fables* *Stories*
The Language of Science	P*lants* *Farms* *The Five Senses* *Seasons and Weather* *Taking Care of the Earth*
The Language of Social Studies	*Native Americans* *Kings and Queens* *Columbus and the Pilgrims* *Colonial Towns and Townspeople* *Presidents and American Symbols*

Grade 1

WIDA Language Development Standard	Language Studio Domain
The Language of Language Arts	*Fables and Stories* *Different Lands* *Similar Stories* *Fairy Tales*
The Language of Science	*The Human Body* *Astronomy* *History of the Earth* *Animals and Habitats*
The Language of Social Studies	*Early World Civilizations* *Early American Civilizations* *A New Nation: American Independence* *Frontier Explorers*

Grade 2

WIDA Language Development Standard	Language Studio Domain
The Language of Language Arts	*Fairy Tales and Tall Tales* *Greek Myths*
The Language of Science	*Cycles in Nature* *Insects*

	The Human Body: Building Blocks and Nutrition
The Language of Social Studies	*Early Asian Civilizations* *Ancient Greek Civilizations* *The War of 1812* *Westward Expansion* *The US Civil War* *Immigration* *Fighting for a Cause*

2) **The academic content standards are systematically represented throughout the materials.** Language Studio lessons are structured around and organized by the four Language Domains (Listening, Reading, Speaking, Writing). Every Language Studio lesson begins with a **Lesson Overview** which includes a list of primary focus objectives (aligned to the CCSS) for the lesson. As an example, in Kindergarten, Language Studio 5, Farms domain (9 daily lessons) the primary focus (CCSS) objectives include:

- **Listening**: Students identify farm animals and the sounds they make; recognize characteristics of different farm animals; discuss and apply domain-related vocabulary words in context (e.g., *harvest, cycle, products*); identify multiple meanings for the domain-related word *crop* and apply them accurately; and identify different pronunciations and meanings of the word *produce* and apply them accurately.

- **Speaking:** Students produce and expand simple sentences by adding details in a shared language activity; ask and answer *wh*- questions about a text; use linking words and phrases to describe a process in the text; preview the seasons of farming with a song and chant about the seasons; and present the song, “Old MacDonald Had a Farm.”

- **Reading:** Students listen to interactive read-alouds; compare literary and informational text types; discuss and apply the familiar saying, “The early bird gets the worm;” sequence events in “The Little Red Hen” and recount the story using linking words and phrases; and dramatize the story, “The Little Red Hen” in small groups.

- **Writing:** Students express an opinion about a favorite farm animal by drawing and labeling a picture. (Activity Page 5.2S, Language Studio 5).

The Lesson Overview also identifies **Formative Assessment** activities in the lesson that may be used to assess mastery of the primary focus (CCSS) objectives, as well as **Language Proficiency Assessment** activities that may be used to identify students' language proficiency level along a continuum of proficiency. Every Language Proficiency Assessment activity evaluates student language proficiency level in one of the four Language Domains. For example, Listening (Vocabulary Preview, Making Choices, Verb Tense), Speaking (Expanding Sentences, Sentence Builder, Adding Details), Reading (Text Types, Q&A, Sequencing), and Writing (Journal Entries, Cause and Effect, and Informational Paragraph).

Within the lessons, every Access support statement corresponds with one of the four Language Domains. For example, Reading (Reading/Viewing Closely, Understanding Text Structure); Writing (Interacting via Written English, Selecting Language Resources, Offering and Supporting Opinions); Listening (Exchanging Information and Ideas, Recognizing Verb Tense, Evaluating Language Choices); and Speaking (Exchanging Information and Ideas, Selecting Language Resources, and Connecting Ideas).

3) **Social and instructional language and one or more of the remaining WIDA Standards are present in the materials.** Language Studio lessons provide ELLs with opportunities to build and apply social and instructional language every day. Students engage in structured, text-based conversations in a variety of settings and group sizes. Students also frequently take turns presenting and sharing ideas with partners. For example, in Interactive Read-Aloud lessons, ELLs engage with complex texts through listening to the teacher and then engaging in discussions with peers. Interactive read-alouds provide exposure to content and vocabulary that exceed students' reading proficiency level and is often purposefully above grade-level. As students become fluent readers, they recognize and understand concepts and vocabulary in increasingly complex texts because of this early and frequent exposure.

   In addition to the WIDA Language Development Standards outlined above, Language Studio features several complementary WIDA Language Development Standards, such as The Language of Humanities topic multiculturalism. Students gain insights from other cultures by interacting with grade-level words and expressions, such as tradition, culture, similar, different, respect. For example: *Different Lands, Similar Stories, Early World Civilizations; Early American Civilizations,* and *The Ancient Greek Civilization.*

Progression of core content within and across grade levels:

Kindergarten Language Studio Program Guide, Lesson Facilitation, p. 25:

Domain Name	Number of Lessons
1 Nursery Rhymes and Fables	12
2 The Five Senses	8
3 Stories	10
4 Plants	11
5 Farms	9
6 Native Americans	8
7 Kings and Queens	8
8 Seasons and Weather	8
9 Columbus and the Pilgrims	9
10 Colonial Towns and Townspeople	10
11 Taking Care of the Earth	10
12 Presidents and American Symbols	9
Total Lessons	**112**

Grade 1 Language Studio Program Guide, Lesson Facilitation, p. 25:

Domain Name	Number of Lessons
1 Fables and Stories	10
2 The Human Body	10
3 Different Lands, Similar Stories	9
4 Early World Civilizations	16
5 Early American Civilizations	11
6 Astronomy	9
7 The History of the Earth	8
8 Animals and Habitats	9
9 Fairy Tales	9
10 A New Nation: American Independence	12
11 Frontier Explorers	11
Total Lessons	**114**

Grade 2 Language Studio Program Guide, Lesson Facilitation, p. 25:

Domain Name	Number of Lessons
1 Fairy Tales and Tall Tales	8
2 Early Asian Civilizations	14
3 The Ancient Greek Civilization	12
4 Greek Myths	10
5 The War of 1812	8
6 Cycles in Nature	9
7 Westward Expansion	9
8 Insects	8
9 The U.S. Civil War	11
10 Human Body: Building Blocks & Nutrition	9
11 Immigration	10
12 Fighting for a Cause	9
Total Lessons	**117**

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.

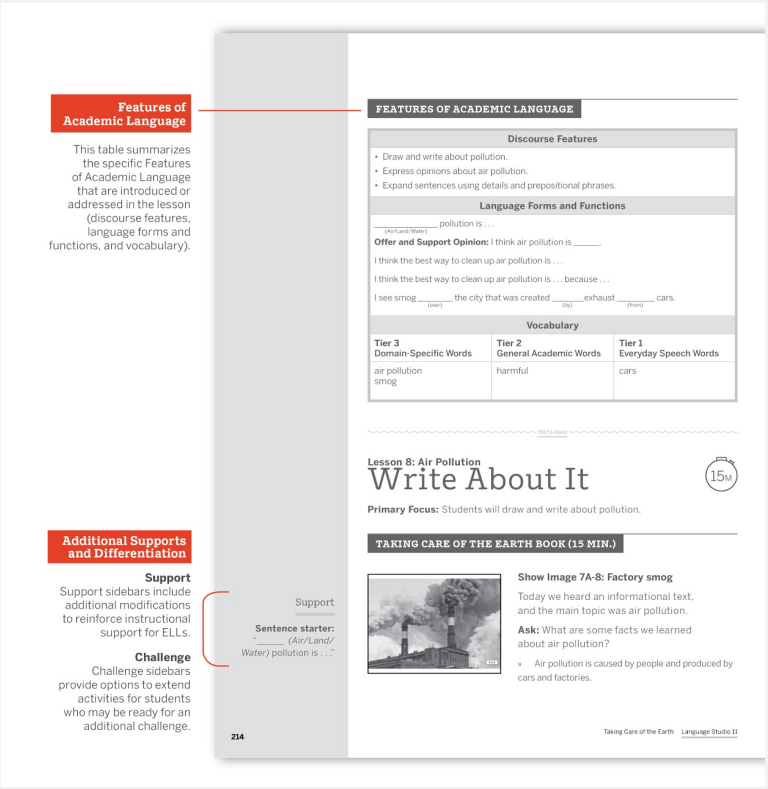
1) **Materials present an opportunity for language learners to engage in various cognitive functions (higher order thinking skills from Bloom's taxonomy) regardless of their language level.** Language Studio empowers students to make connections between prior knowledge and new concepts, to build new mental schemas, and to reflect on their own ideas and language use. Making connections while reflecting on language usage and higher-level thinking helps ELLs learn a new language and acquire essential content knowledge simultaneously. These skills enable students to consciously make use of cognitive strategies and linguistic practices, while

strengthening self-confidence, self-regulation, learning strategies, and purposeful use of language.

2) **Opportunities for engaging in higher order thinking are systematically addressed in the materials.** Every Language Studio lesson is designed to guide English language learners in constructing meaning through purposeful interaction with the text and with each other. Students are exposed to grade-level complex texts and tasks, coupled with strategies and support to ensure they successfully engage with, and work toward, meeting the demands of primary instruction. Content is thoughtfully and intentionally sequenced so new domains build upon content and vocabulary in previous domains, both within and across grade levels. Students obtain a broad knowledge of literature, science, and humanities, and gain the ability to comprehend increasingly complex ideas and texts; make connections and inferences; and engage in relevant discussions of the texts.

   Support and **Challenge** sidebars provide suggestions for supporting or extending the instruction in a specific lesson segment. Support sidebars include additional modifications to reinforce instructional support for English language learners. Challenge sidebars provide options to extend activities for students who may be ready for an additional challenge. For example, in Grade 1, Language Studio 3, Lesson 3 (p. 188), in the Vocabulary Building lesson segment, students analyze the word *brave* by identifying synonyms and antonyms and making a Word Web. A Challenge sidebar in the lesson prompts students to continue to think about the word *brave* throughout the unit and add words to the Word Web that are similar to or opposite of the word *brave*. A Support sidebar provides sentence frames "When I hear the word *brave*, I think of the word ___. I think ____ is the opposite of *brave*." In the Rewind lesson segment, students retell the story "Billy Beg" using linking words and phrases. A Challenge sidebar in the lesson prompts students to identify events in the story that are similar to and different from the events in "Cinderella." A Support sidebar asks students to revisit the prediction chart and prompts with questions "Did Billy defeat the giant? Did Billy defeat the dragon? Were your predictions correct?"

Kindergarten Language Studio Program Guide, Differentiation, p. 29:



Features of Academic Language

This table summarizes the specific Features of Academic Language that are introduced or addressed in the lesson (discourse features, language forms and functions, and vocabulary).

Additional Supports and Differentiation

Support
Support sidebars include additional modifications to reinforce instructional support for ELLs.

Challenge
Challenge sidebars provide options to extend activities for students who may be ready for an additional challenge.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features
• Draw and write about pollution. • Express opinions about air pollution. • Expand sentences using details and prepositional phrases.
Language Forms and Functions
_____ pollution is . . . (Air/Land/Water) **Offer and Support Opinion:** I think air pollution is _____. I think the best way to clean up air pollution is . . . I think the best way to clean up air pollution is . . . because . . . I see smog _____ the city that was created _____ exhaust _____ cars. (over) (by) (from)
Vocabulary

Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
air pollution smog	harmful	cars

Lesson 8: Air Pollution

Write About It

15M

Primary Focus: Students will draw and write about pollution.

TAKING CARE OF THE EARTH BOOK (15 MIN.)

Show Image 7A-8: Factory smog

Today we heard an informational text, and the main topic was air pollution.

Ask: What are some facts we learned about air pollution?

» Air pollution is caused by people and produced by cars and factories.

Support

Sentence starter:
"_____ *(Air/Land/Water)* pollution is . . ."

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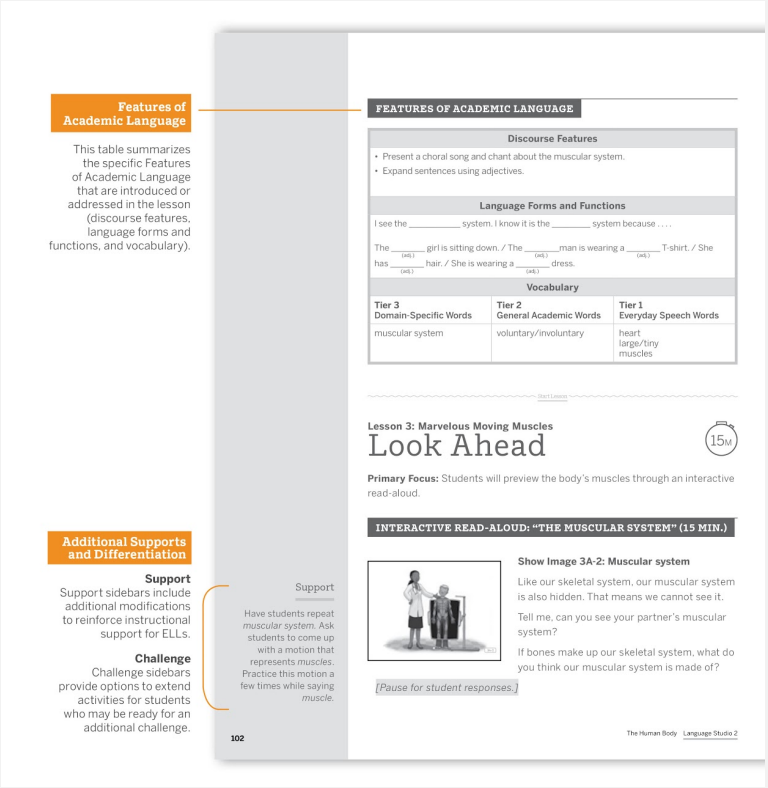
Taking Care of the Earth Language Studio 11

Grade 1 Language Studio Program Guide, Differentiation, p. 29:



Features of Academic Language

This table summarizes the specific Features of Academic Language that are introduced or addressed in the lesson (discourse features, language forms and functions, and vocabulary).

Additional Supports and Differentiation

Support
Support sidebars include additional modifications to reinforce instructional support for ELLs.

Challenge
Challenge sidebars provide options to extend activities for students who may be ready for an additional challenge.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features
• Present a choral song and chant about the muscular system. • Expand sentences using adjectives.
Language Forms and Functions
I see the _____ system. I know it is the _____ system because . . . . The _____ girl is sitting down. / The _____ man is wearing a _____ T-shirt. / She (adj.) (adj.) (adj.) has _____ hair. / She is wearing a _____ dress. (adj.) (adj.)
Vocabulary

Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
muscular system	voluntary/involuntary	heart large/tiny muscles

Lesson 3: Marvelous Moving Muscles

Look Ahead

15M

Primary Focus: Students will preview the body's muscles through an interactive read-aloud.

INTERACTIVE READ-ALOUD: "THE MUSCULAR SYSTEM" (15 MIN.)

Show Image 3A-2: Muscular system

Like our skeletal system, our muscular system is also hidden. That means we cannot see it.

Tell me, can you see your partner's muscular system?

If bones make up our skeletal system, what do you think our muscular system is made of?

[Pause for student responses.]

Support

Have students repeat *muscular system*. Ask students to come up with a motion that represents muscles. Practice this motion a few times while saying *muscle*.

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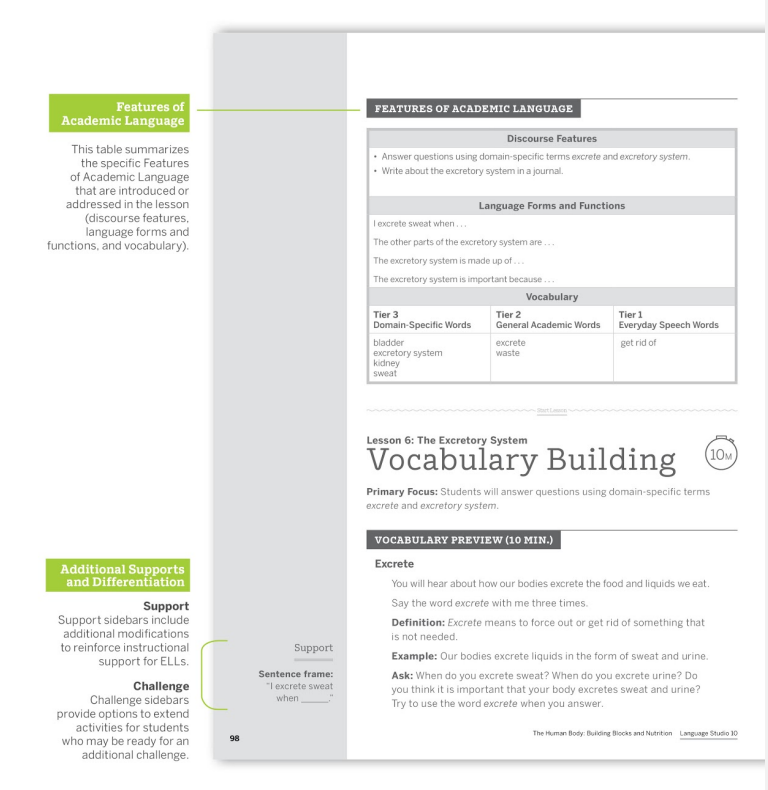
The Human Body Language Studio 2

Grade 2 Language Studio Program Guide, Differentiation, p. 29:



Features of Academic Language

This table summarizes the specific Features of Academic Language that are introduced or addressed in the lesson (discourse features, language forms and functions, and vocabulary).

Additional Supports and Differentiation

Support
Support sidebars include additional modifications to reinforce instructional support for ELLs.

Challenge
Challenge sidebars provide options to extend activities for students who may be ready for an additional challenge.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features
• Answer questions using domain-specific terms *excrete* and *excretory system*. • Write about the excretory system in a journal.
Language Forms and Functions
I excrete sweat when . . . The other parts of the excretory system are . . . The excretory system is made up of . . . The excretory system is important because . . .
Vocabulary

Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
bladder excretory system kidney sweat	excrete waste	get rid of

Lesson 6: The Excretory System

Vocabulary Building

10M

Primary Focus: Students will answer questions using domain-specific terms *excrete* and *excretory system*.

VOCABULARY PREVIEW (10 MIN.)

Excrete

You will hear about how our bodies excrete the food and liquids we eat.

Say the word *excrete* with me three times.

Definition: *Excrete* means to force out or get rid of something that is not needed.

Example: Our bodies excrete liquids in the form of sweat and urine.

Ask: When do you excrete sweat? When do you excrete urine? Do you think it is important that your body excretes sweat and urine? Try to use the word *excrete* when you answer.

Support

Sentence frame: "I excrete sweat when _____."

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The Human Body: Building Blocks and Nutrition Language Studio 10

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 supports for students to advance within a proficiency level.** Language Studio lessons provide targeted instruction, practice, and enrichment for English Language Learners. Daily designated ELD lessons provide differentiated instruction that allows ELLs at all language proficiency levels to access content, use prior knowledge, and develop academic language. Brief, regular check-ins, called Checks for Understanding, measure student understanding of content and help identify when students are ready to move on with a particular concept. These check-ins are often presented as peer collaboration exercises, in

which students are paired with home language peers and/or emerging learners are paired with mentors who may be more secure in the specific objective. For example, in Grade 1, Language Studio 7, Lesson 7 (p. 352), in the Looking at Language lesson segment, students connect ideas using the conjunction *because* in a shared language activity. The Check for Understanding activity prompts students to turn and tell a partner why they would or would not want to go to bed early using the word *because*. Teachers circulate and listen to partner pairs to ensure student understanding of the concept and take the opportunity to correct any misconceptions.

2) **The materials provide scaffolding supports for students to progress from one proficiency level to the next.** Access supports provide tiered instruction to support all levels of English language proficiency in relation to the primary focus objectives of the Language Studio lesson. These supports allow in-lesson flexibility to address specific learning needs. Access supports feature a variety of instructional tools to help teachers adjust modes of participation, such as using visual supports or receptive approaches for checking comprehension, giving tasks in students' home language, and providing explicit references to academic English. These supports also offer teachers suggestions to adjust expressive language demands, such as providing sentence frames and providing yes/no rather than open-ended questions. Finally, Access supports include suggestions for teachers to adjust timing/immediacy of support during the lesson, such as providing additional scaffolds, such as pictures or props, and explicit attention to vocabulary. As students progress across the language proficiency spectrum, they receive decreasing levels of teacher support.
3) **Scaffolding supports are presented systematically throughout the materials.** For example, in Kindergarten, Language Studio 1, Lesson 10 (p. 92), in the Focus on Text lesson segment, students identify characteristics of fables and discuss how fables and nursery rhymes differ. In the Check for Understanding activity, students recall some characteristics of nursery rhymes. (They are short, they have rhyming words, lines that repeat, etc.) An Access sidebar labeled **Reading**: Understanding Text Structure prompts teachers to ask students at the **Entering/Emerging** proficiency level yes/no questions (e.g., "Do nursery rhymes have rhyming words?" "Do nursery rhymes tell a story?"); to state characteristics of nursery rhymes or fables and ask students at the **Transitioning/Expanding** level to identify whether it is a characteristic of a nursery rhyme, a fable, or both; and to challenge students at the **Bridging** level to explain how nursery rhymes and fables are similar and different. In Grade 1, Language Studio 1, Lesson 6 (p. 46), in the Talk Time lesson segment, students name a favorite fable and give one text-based reason to support this opinion. In the Language Proficiency Assessment activity, students take turns talking about their favorite fable in a small group. An Access sidebar labeled **Speaking**: Offering and Supporting Opinions prompts teachers to provide students at the **Entering/Emerging** proficiency level with sentence frames for offering opinions (e.g., "My favorite fable is ____." "I like the fable ____ the most." "In my opinion, the fable ____ is the most interesting."); to provide students at the **Transitioning/Expanding** level sentence starters for supporting opinions: "It is my favorite fable because . . ." "I

like the part when . . .” “I think the part when . . . is very _____.”; and to walk students at the **Bridging** level through the process of expressing an opinion, giving reasons to support the opinion, and providing a sense of closure. Then, challenge these students to identify text-based reasons to support their opinions. In Grade 2, Language Studio 7, Lesson 9 (p. 180), in the Vocabulary Building lesson segment, students apply the phrase *depended on* to different situations. In the Check for Understanding activity, students take turns sharing with a partner a time when they depended on someone for something. An Access sidebar labeled **Speaking**: Evaluating Language Choices prompts teachers to ask students at the **Entering/Emerging** proficiency level yes/no questions (e.g., Have you ever depended on an adult to take you to school?); to provide students at the **Transitioning/Expanding** level with the sentence frame: “I depended on ____ for _____.”; and to challenge students at the **Bridging** level to come up with their own sentences using the phrase *depended on*.

Kindergarten, Language Studio 1, Lesson 10 (p. 92):

Start Lesson

Lesson 10: The Lion and the Mouse

Focus on Text

10M

Primary Focus: Students will identify characteristics of fables and discuss how fables and nursery rhymes differ.

FABLES

- Remind students that they have heard many nursery rhymes over the past several days.

Check for Understanding

Recall: What are some things that nursery rhymes have in common? *(Nursery rhymes are short, they have rhyming words, lines that repeat, silly words, etc.)*

Reading
Understanding Text Structure

Entering/Emerging
Ask *yes/no* questions about the text structure of nursery rhymes and fables (e.g., "Do nursery rhymes have rhyming words?" "Do nursery rhymes tell a story?").

Transitioning/Expanding
State a characteristic of a nursery rhyme and/or fable, and have students identify whether it is a characteristic of a nursery rhyme, fable, or both.

Bridging
Challenge students to explain how nursery rhymes and fables are similar and different.

- Tell students that they are going to listen to something different; it's called a fable.
- Have students say the word *fable* with you three times.

  Definition: A fable is a special kind of short story that teaches a lesson.
- Explain the following as you compare and contrast nursery rhymes to fables:
  - Both nursery rhymes and fables are fun to listen to.
  - Both nursery rhymes and fables have been around for a long time.
  - Both nursery rhymes and fables have animal characters.
  - Fables are longer than nursery rhymes.
  - Fables tell a story, but nursery rhymes sometimes do not tell a story.
  - Fables always teach a lesson.

Grade 1, Language Studio 1, Lesson 6 (p. 46):

Activity Page 6.1S

Speaking
Offering and Supporting Opinions

Entering/Emerging
Provide sentence starters for offering opinions.

Transitioning/Expanding
Provide sentence starters for supporting opinions.

Bridging
Walk students through the process of expressing an opinion, giving reasons to support the opinion and providing a sense of closure. Challenge students to identify text-based reasons to support their opinions.

Lesson 6: The Fox and the Grapes

Talk Time

20M

Primary Focus: Students will name a favorite fable and give one text-based reason to support this opinion.

MY FAVORITE FABLE (20 MIN.)

- Remind students of the fables they have heard and their morals by showing several Flip Book images.
- Give each student Activity Page 6.1S. Review the titles of the fables, and connect them with the pictures on the activity page.
- Tell students that they will rank the fables 1–6 with '1' representing their favorite fable among the six fables and '6' representing their least favorite fable.

My Favorite Fable

In small groups, take turns talking about your favorite fable. Be sure to give reasons why it is your favorite fable.

Grade 2, Language Studio 7, Lesson 9 (p. 180):

I am going to ask you some questions about how the Lakota Sioux depended on bison. Try to answer using a complete sentence with the phrase *depended on*.

Ask

How did the Lakota Sioux depend on bison for food?

» They depended on bison for food because they ate bison meat.

How did the Lakota Sioux depend on bison for clothing?

» They depended on bison for clothing because they used the hide of the bison to make clothes.

How did the Lakota Sioux depend on the bison for tools?

» They depended on the bison for tools because they made tools with the bones.

Speaking
Evaluating Language Choices

Entering/Emerging
Ask students *yes/no* questions (e.g. Have you ever depended on an adult to take you to school?)

Transitioning/Expanding
Provide sentence frame: "I depended on _____ for _____."

Bridging
Challenge students to come up with their own sentences using *depended on*.

Check for Understanding

Turn and Talk: Turn to your partner and take turns sharing a time when you depended on someone for something. Be sure to use the phrase "*depended on*" when you talk about it.

End Lesson

D. Accessibility to Grade Level Content

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

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.** Language Studio provides designated English language development to help students successfully access the core content in primary instruction. Language Studio is centered around complex narrative and informational read-aloud texts. Language Studio lessons focus on background knowledge and vocabulary acquisition, analysis of complex text, and speaking and listening skills.Language Studio enables ELLs to engage with the same range of text level and complexity as their grade-level peers. Language Studio lessons prompt students to identify key ideas and details of a text, including the characters, settings, and major events. Students integrate knowledge and ideas to compare and contrast key details of a text(s) or describe the relationship between illustrations and the text. ELLs gain familiarity with text craft and structure as they develop strategies to define unknown words in a text and recognize common types of texts, including but not limited to poems, stories, and informational text.

2) **Grade-level content is accessible for the targeted levels of language proficiency.** Language Studio lessons grant ELLs access to grade-level content and also promote English proficiency development as they move closer to the ultimate goal of fluency. Access supports provide tiered instruction to support all levels of English language proficiency in relation to the primary focus objectives of the lesson. These supports allow in-lesson flexibility to address specific learning needs. In addition, several Language Studio lesson segments designate opportunities to evaluate individual student proficiency levels in one or more of the Language Domains. These tasks provide students with the opportunity to demonstrate grade-level skills in relation to a continuum of proficiency or standards. An Evaluation Tool table accompanies every Language Proficiency Assessment exercise to evaluate student language proficiency level. For example, in Grade 1, Language Studio 1, Lesson 6 (p. 47), an Evaluation Tool is provided for the Language Proficiency Assessment activity "My Favorite Fable." The Evaluation Tool provides a rubric of what students at all five language proficiency levels can produce. A student at the **Entering** level of proficiency expresses an opinion about a favorite fable using a sentence starter; a student at the **Emerging** level of proficiency expresses an opinion about a favorite fable; at the **Transitioning** level of proficiency, a student expresses an opinion about a favorite fable and gives one reason using a sentence frame; a student at the **Expanding** level expresses an opinion about a favorite fable and gives one reason; at the **Bridging** level of proficiency a student expresses an opinion about a favorite fable, gives one or more reasons to support it, and provides a sense of closure.

3) **Grade-level content is systematically presented throughout the materials.** The following Language Studio lesson segments systematically present grade-level content:

- **Hands-On** lesson segment activities allow ELLs to engage with physical materials during the lesson. Early learners benefit from focus on the structure and language of various text types and multi-modal learning experiences.
- **Read About It** lesson segments address comprehension of texts read aloud, in anticipation of learning to engage in classroom discussions about the meaning of texts. These lessons provide ELLs with opportunities to practice processing information presented orally and visually. ELLs engage with grade-level texts and establish an understanding by gathering facts and details, analyzing how details and ideas develop throughout texts, and making inferences, while building content knowledge and vocabulary.
- **Write About It** lesson segments support the writing tasks that appear in primary instruction. These tasks are broken out to support ELLs as they incrementally arrive at a polished piece of writing. Students are given writing prompts with graphic organizers, sentence frames, and/or sentence starters that are tiered to support each level of English language proficiency. Writing about a given topic and orally presenting information supports development of essential language skills such as reading and comprehension. Writing in response to texts provides ELLs with opportunities to practice basic writing skills, and helps improve reading comprehension, enhance understanding of specific concepts, and builds academic vocabulary.

Grade 1, Language Studio 1, Lesson 6 (p. 46):

Offering and Supporting Opinions: Sentence Starters	
Offering Opinions	**Supporting Opinions**
My favorite fable is _____.	It is my favorite fable because . . .
I like the fable _____ the most.	I like the part when . . .
In my opinion, the fable _____ is the most interesting.	I think the part when . . . is very _____.

LANGUAGE PROFICIENCY ASSESSMENT

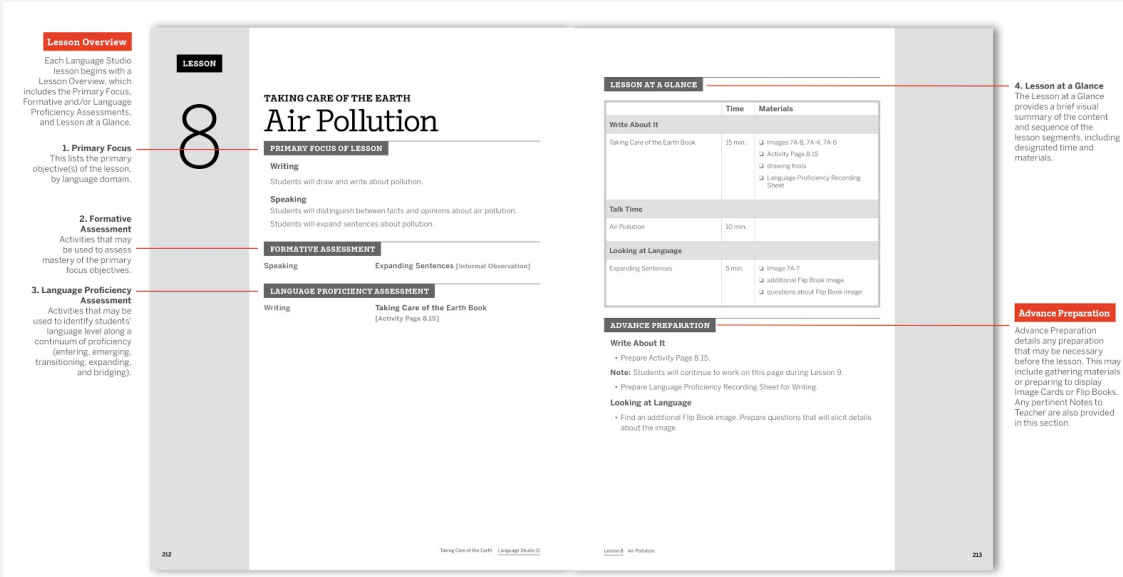
Speaking

- Use the following tool to evaluate student's language proficiency level. The recording sheet can be found in the Program Guide

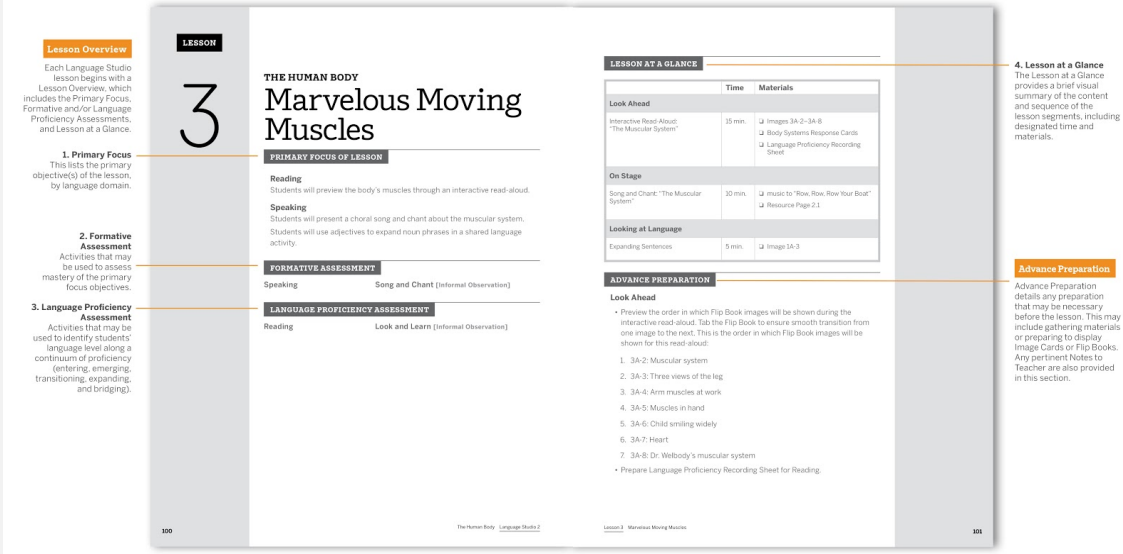
Evaluation Tool	
Language Domain	Speaking
Knowledge/Lesson	K1L6
Activity Name	My Favorite Fable
Proficiency Levels	
Entering	Student expresses an opinion about a favorite fable using a sentence starter.
Emerging	Student expresses an opinion about a favorite fable.
Transitioning	Student expresses an opinion about a favorite fable and gives one reason using a sentence frame.
Expanding	Student expresses an opinion about a favorite fable and gives one reason.
Bridging	Student expresses an opinion about a favorite fable, gives one or more reasons to support it, and provides a sense of closure.

End Lesson

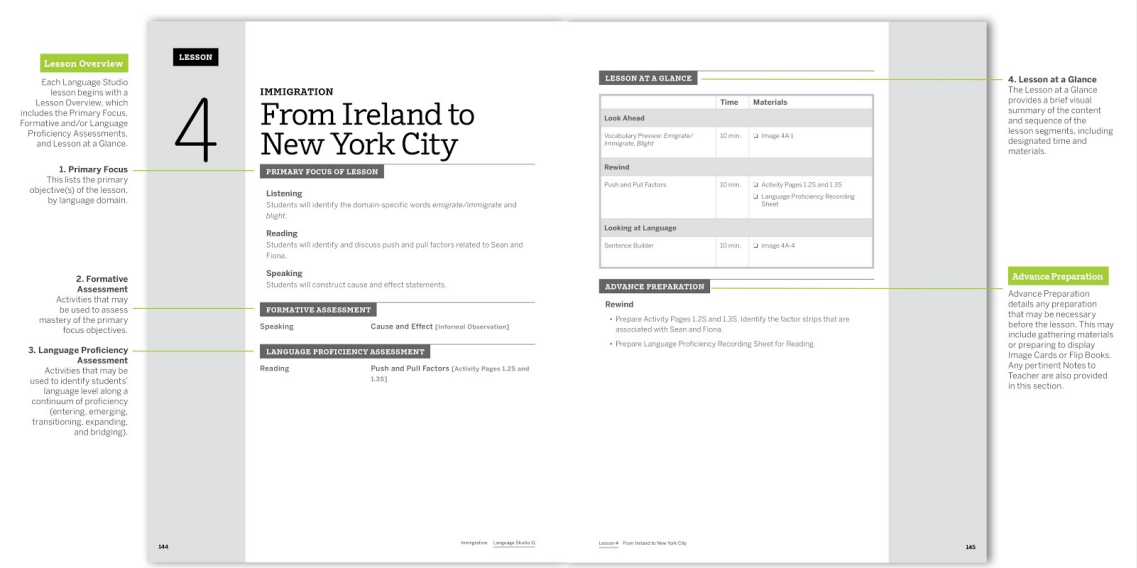
Kindergarten Language Studio Program Guide, Lesson Facilitation, pp. 18-19:



Grade 1 Language Studio Program Guide, Lesson Facilitation, pp. 18-19:



Grade 2 Language Studio Program Guide, Lesson Facilitation, pp. 18-19:



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) **Materials include a range of language functions.** Language Studio includes a range of language functions, including sorting, matching, drawing, summarizing, sequencing, comparing and contrasting, predicting, completing sentence starters, offering opinions, and engaging in dialogue. Student activity pages accompany several Language Studio lessons. Each Language Studio Teacher Guide has a corresponding student activity book. The following Language Studio lesson segments feature examples of the range language functions in the materials:
   - **Rewind** lesson segments feature brief, interactive tasks that review the primary objectives of the previous lesson. These lessons include frequent opportunities for peer collaboration. These lessons play an important role in strengthening students' understanding of recently acquired knowledge and skills. This frequent review and practice helps ELLs as they learn new concepts and skills. For

example, in **Grade 1**, Language Studio 5, Lesson 5 (p. 174), in the Rewind lesson segment, students *summarize* the story, "The Legend of the Eagle and the Serpent" using a summary chart. The lesson includes explicit introduction to the term *summarize*: "To summarize means to retell by saying only the main points."

- **Focus on Text** lesson segments provide ELLs with opportunities to learn to compare and contrast different text types (e.g., narrative, informational, opinion). In **Kindergarten**, Language Studio 5, Lesson 5 (p. 49), in the Focus on Text lesson segment, students *compare* and *contrast* literary and informational text types. After listening to an informational text about sheep, students identify similarities and differences between the information in the text and the familiar nursery rhyme, "Baa, Baa, Black Sheep."
- **Looking at Language** lesson segments involve explicit grammar instruction that encourages students to take a close look at how language is formed at the sentence level and how individual words or phrases within a sentence fit into the text as a whole. For example, in **Grade 2**, Language Studio 5, Lesson 1 (p. 9), in the Looking at Language lesson segment, students connect ideas to show *cause and effect*. (Activity Page 1.1S, Language Studio 5)

2) **Language functions are incorporated into a communicative goal or activity.** Students develop academic language within the context of each specific content area, as they participate in Language Studio lesson segments. For example, in **Kindergarten**, Language Studio 5, Lesson 5 (p. 49), in the Focus on Text lesson segment, students *compare* and *contrast* literary and informational text types. After listening to an informational text about sheep, students identify similarities and differences between the information in the text and the familiar nursery rhyme, "Baa, Baa, Black Sheep." In **Grade 1**, Language Studio 5, Lesson 5 (p. 174), in the Rewind lesson segment, students *summarize* the story, "The Legend of the Eagle and the Serpent" using a summary chart. The lesson includes explicit introduction to the term *summarize*: "To summarize means to retell by saying only the main points." In **Grade 2**, Language Studio 8, Lesson 3 (p. 204), in the Rewind lesson segment, students use linking words to *sequence* the stages of metamorphosis. The lesson includes a word bank of linking words and phrases that describe a process. (Activity Pages 3.1S and 3.2S, Language Studio 8)
3) **Language functions support the progression of language development.** The language functions support the progression of language development in the Language Studio program and materials. Language Studio provides regular opportunities for students to practice the vocabulary and grammatical structures associated with language functions in both oral and written contexts. Vocabulary and grammatical structures are explicitly introduced and students practice language functions in a structured, scaffolded way. Functional vocabulary is differentiated for students at varying proficiency levels, with students at lower levels of proficiency practicing more basic vocabulary and grammatical structures. For example in **Kindergarten**, Language Studio 5, Lesson 5 (p. 50), in the Write About It lesson segment, students express an opinion about a favorite farm animal by drawing and labeling a picture. (Activity Page 5.2S, Language Studio 5) An Access support

(Writing: Offering Opinions) prompts students at the Entering/Emerging proficiency levels to respond using the sentence frame: “My favorite farm animal is ____.” Students at the Transitioning/Expanding levels of proficiency are encouraged to respond to a peer’s answer (e.g., “I have the same/a different favorite farm animal as ____.”) and then offering their own opinion using the sentence frame. At the Bridging level, students agree or disagree with a peer’s response and offer their own opinion without support. In **Grade 2**, Language Studio 5, Lesson 1 (p. 9), in the Looking at Language lesson segment, students connect ideas to show cause and effect. (Activity Page 1.1S, Language Studio 5) An Access support (Writing: Connecting Ideas) prompts students at the Entering/Emerging proficiency levels to listen to and repeat the cause/effect statements after the teacher, emphasizing linking words (*so*, *because*) and then copying cause/effect statements from the board. Students at the Transitioning/Expanding levels of proficiency follow model sentence frames that show cause/effects. At the Bridging level, students combine two ideas into a cause/effect statement using linking words *so* and *because*.

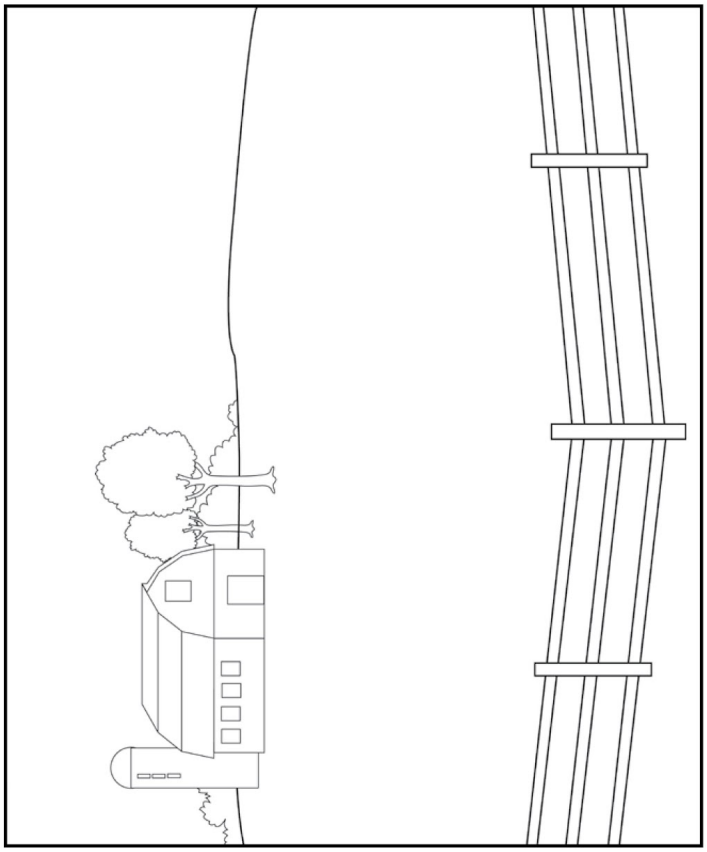
Kindergarten, Language Studio 5, Activity Book, Volume 2 (p. 13):

NAME: _____

DATE: _____

5.2S ACTIVITY PAGE

LANGUAGE STUDIO 5: FARMS



Directions: Draw a picture of your favorite farm animal. Then label or write a sentence about your picture.

Grade 2, Language Studio 5, Activity Book, Volume 2 (p. 3):

NAME: _____

DATE: _____

1.1S ACTIVITY PAGE

LANGUAGE STUDIO 5: THE WAR OF 1812

Directions: Identify which sentence is the cause and which sentence is the effect. Write cause and effect in the blanks. Then connect the two sentences together using the linking word so or because.

1. _____ The British blockaded several U.S. ports.

   _____ The British did not want the United States to trade with the French.

   _____

   _____

   _____

2. _____ The Americans created a new form of government with representatives.

   _____ The Americans didn't want to be ruled by kings.

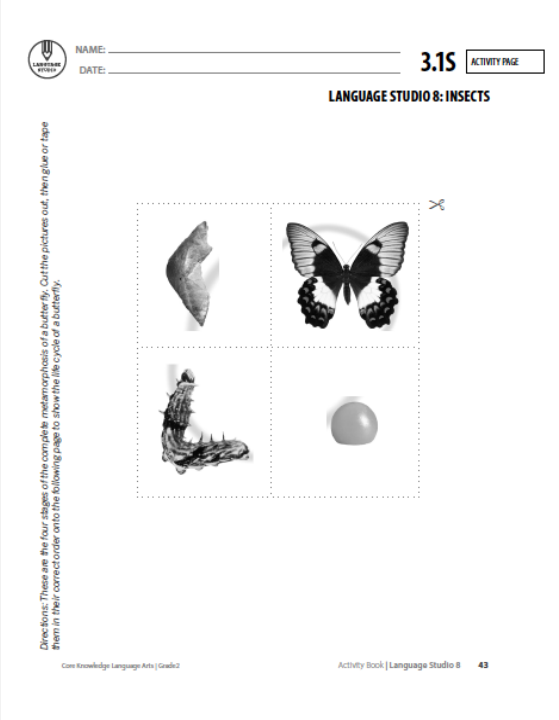
   _____

   _____

   _____

Core Knowledge Language Arts | Grade 5 Activity Book | **Language Studio 5** **3**

Grade 2 Language Studio Activity Book, Volume 2 (p. 45-46):

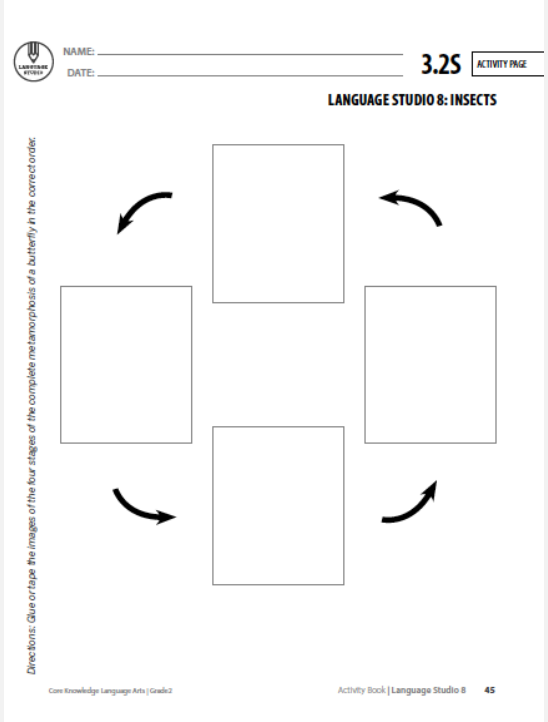


NAME: _____
DATE: _____

3.1S ACTIVITY PAGE

LANGUAGE STUDIO 8: INSECTS

Directions: These are the four stages of the complete metamorphosis of a butterfly. Cut the pictures out, then glue or tape them in their correct order onto the following page to show the life cycle of a butterfly.



NAME: _____
DATE: _____

3.2S ACTIVITY PAGE

LANGUAGE STUDIO 8: INSECTS

Directions: Glue or tape the images of the four stages of the complete metamorphosis of a butterfly in the correct order.