PRIME V2™

Protocol for Review of Instructional Materials for ELLs V2

WIDA PRIME V2 CORRELATION

WIDA™

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

Provide information about each title being correlated.

Publication Title(s): Our World Second Edition

Publisher: National Geographic Learning

Materials/Program to be Reviewed: Our World Edition Two

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

Intended Teacher Audiences: English Learners Teachers

Intended Student Audiences: English Learner Primary Students

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

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

☐ WIDA Spanish Language Development Standards

X WIDA English Language Proficiency Standards

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

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

Most Recently Published Edition or Website: Second Edition/https://ngl.cengage.com/ourworldtours/

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

PRIME Part 2: Correlate Your Materials

1. Asset-Based Philosophy

A. Representation of Student Assets and Contributions

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

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

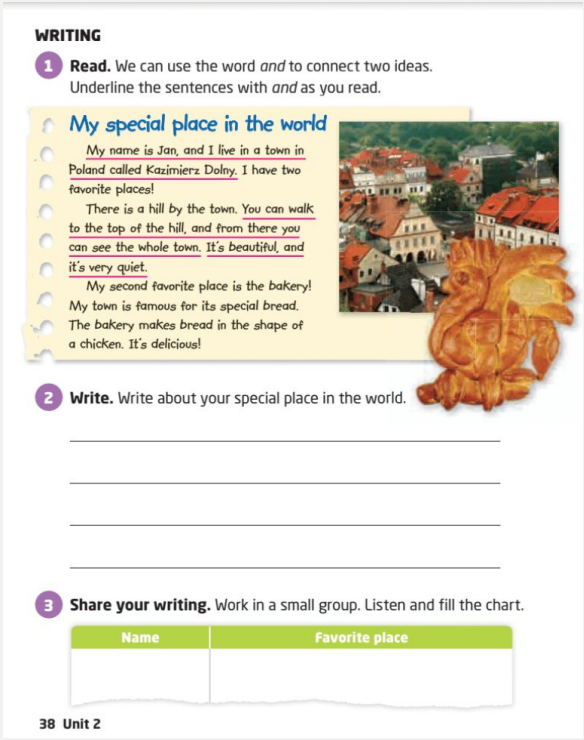
2) **Are the student assets and contributions systematically considered throughout the materials?** **Yes** No

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

1) Student's assets and contributions are considered in the Our World materials. All of the lessons follow a specific format, beginning with a Warm-Up. Often, these warm ups will include questions specifically asking about students' prior experiences. An example can be found in the Our World 6 Lesson Planner, page 53, where the teacher is instructed to set the stage for a reading lesson about extreme athletes and their sports. In order to activate prior knowledge, the lesson instructs the teacher to ask students "Have you ever had an accident playing a sport? Did you get an injury? Did you play the sport again? Were you scared?" Additionally, in the accompanying Student Book on page 17, the students are asked to discuss how they connect with nature and what outdoor activities they like to do:

2) Student's assets and contributions are systematically considered throughout the Our World series. The Lesson Planners at all levels often contain a section entitled "Teacher Tip," which points out issues or other pertinent ideas and considerations the teacher may want to think about during the lesson. In the Starter Level Lesson Planner, there is a Teacher Tip on page 71, which reminds teachers that students at 5 or 6 years of age may still have problems being away from their families, especially if they have never been to school before this year. The tip encourages parents to send a family photo and to hang these pictures of students' families on the wall, or encourages students to glue these pictures into the inside cover of their books or notebooks. If the students feel anxious or upset about being away from their families, have them look at their photo and remind them that they will see their family members after school.

   Another example can be found in the Our World Lesson Planner (page 94) and Student Book (page 38). Unit 2 is titled My Place in the World and there is an activity where the teacher asks the students to think about their favorite place and write about it. After this is done, the are instructed to read out loud in small groups what they wrote and fill out a chart.



WRITING

1 **Read.** We can use the word *and* to connect two ideas. Underline the sentences with *and* as you read.

My special place in the world

My name is Jan, and I live in a town in Poland called Kazimierz Dolny. I have two favorite places!

There is a hill by the town. You can walk to the top of the hill, and from there you can see the whole town. It's beautiful, and it's very quiet.

My second favorite place is the bakery! My town is famous for its special bread. The bakery makes bread in the shape of a chicken. It's delicious!

2 **Write.** Write about your special place in the world.

3 **Share your writing.** Work in a small group. Listen and fill the chart.

Name	Favorite place

38 Unit 2

2. Academic Language

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

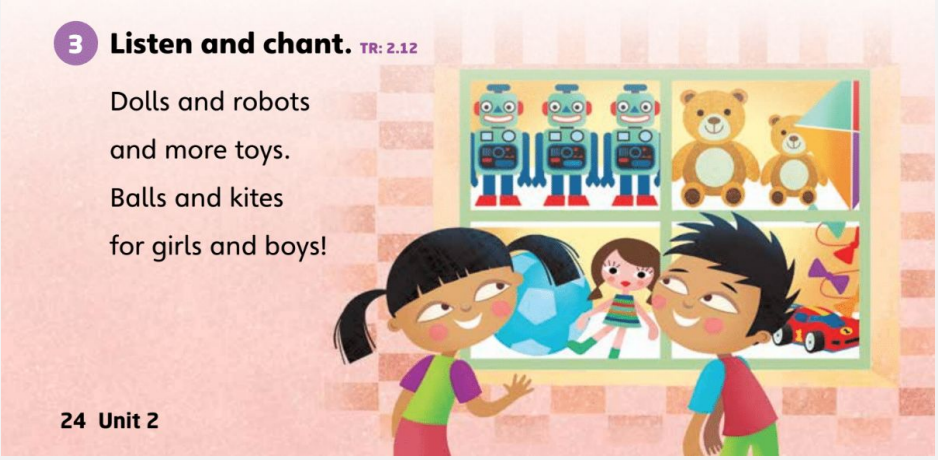
A. Discourse Dimension (e.g., amount, structure, density, organization, cohesion, variety of speech/written text)

1) **Do the materials address language features at the discourse dimension in a consistent manner for all identified proficiency levels?** **Yes** No

2) **Are the language features at the discourse dimension addressed systematically throughout the materials?** **Yes** No

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

1) The materials in the Our World series address the language features at the discourse dimension in a consistent manner for all of the proficiency levels, Starter-6. Even for beginning English learners, the Starter level contains chants that students can listen to and repeat, with proper support and repetition. An example can be seen here, taken from the Student Book, page 24:



At the higher levels in the series, there is more discourse presented to the students both orally and in writing. An example can be found in Unit 5 of Level 5, Arts Lost and Found. The students are expected to compare and contrast, which is a higher-level language function, after listening and reading to a passage about Modern Mariachi Music:

READING

1 Listen and read. TR: 5.7

Not Your Grandpa's Mariachi

There's a new band in town. They're playing a traditional style of Mexican music called *mariachi* . . . but with a twist. Before meeting this new band, let's step back in time.

Mariachi music started hundreds of years ago, but the traditional style we see today began in the 19th century. Groups of farmers played together. Their instruments included traditional violins and different kinds of classical guitars. The smaller guitars played the higher notes, and a traditional bass guitar played the low ones. They had trumpets, too. The music was often loud, happy, and exciting, but it could also be quiet and romantic. The musicians wore traditional suits with silver buttons and a sombrero, a wide Mexican hat.

The mariachi played and danced at celebrations such as birthdays and weddings. As people from Mexico moved around the world, the mariachi tradition spread, too. In the past, mariachi bands were always men and they always sang in Spanish.

Fast forward to today and meet the Mariachi Flor de Toloache. They're an all-woman mariachi band. The band met in New York, in the USA. Some of the women have Mexican or Puerto Rican families, but others do not. So the band sometimes sings in Spanish and sometimes in English. They sing traditional songs, but they also sing versions of modern songs in a mariachi style. They still dress in traditional mariachi suits. The band is building on the mariachi tradition and making mariachi music to fit today's modern world.

Flor de Toloache, Mariachi Band, Brooklyn, New York, USA

86 Unit 5

3 **Write.** Compare traditional mariachi to the Mariachi Flor de Toloache.

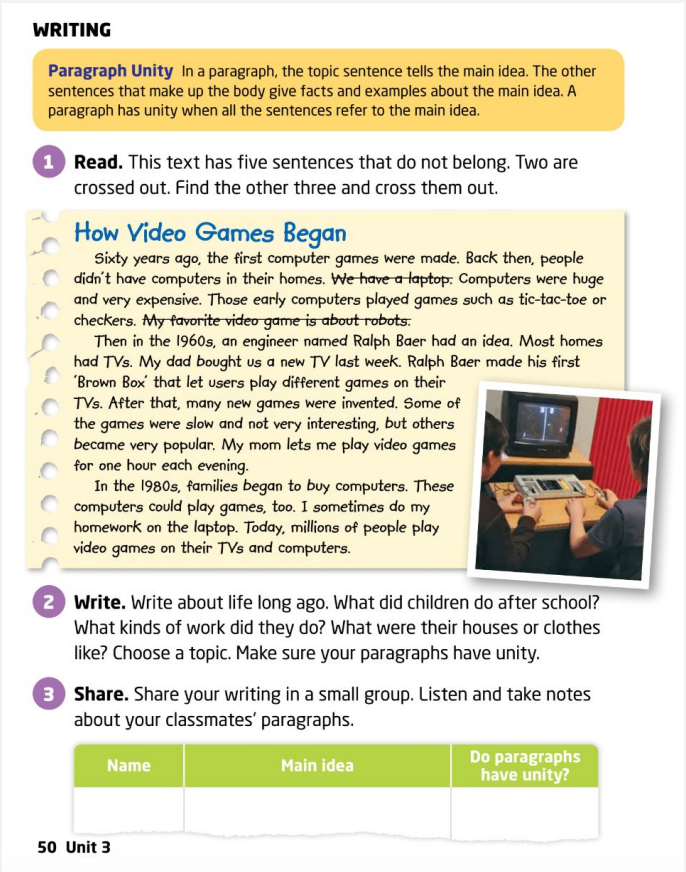
	traditional mariachi	Mariachi Flor de Toloache
male or female	male	female
choice of songs	loud, happy, exciting, romantic	traditional and modern songs
dress	traditional suits, sombrero	traditional suits, sombrero
language	Spanish	Spanish and English

In addition to the Student Workbook and Student Book, there are also accompanying audio CDs and Videos that, according to the description, "Can be used before, during or after instruction to preview, support and review."

2) The language features at the discourse dimension are addressed systematically throughout the Our World series. The four language domains of Listening, Speaking, Reading and Writing are addressed at each level, although at the starter level, the focus is mainly on listening and speaking. Throughout the Units, there are many and varied opportunities for students to engage with the language through each of these domains. Some examples:

Our World 1, Student Book, Page 80 (L & S)

Our World 4, Student Book, Page 50 (R & W)



WRITING

Paragraph Unity In a paragraph, the topic sentence tells the main idea. The other sentences that make up the body give facts and examples about the main idea. A paragraph has unity when all the sentences refer to the main idea.

1 **Read.** This text has five sentences that do not belong. Two are crossed out. Find the other three and cross them out.

How Video Games Began

Sixty years ago, the first computer games were made. Back then, people didn't have computers in their homes. ~~We have a laptop.~~ Computers were huge and very expensive. Those early computers played games such as tic-tac-toe or checkers. ~~My favorite video game is about robots.~~

Then in the 1960s, an engineer named Ralph Baer had an idea. Most homes had TVs. My dad bought us a new TV last week. Ralph Baer made his first 'Brown Box' that let users play different games on their TVs. After that, many new games were invented. Some of the games were slow and not very interesting, but others became very popular. My mom lets me play video games for one hour each evening.

In the 1980s, families began to buy computers. These computers could play games, too. I sometimes do my homework on the laptop. Today, millions of people play video games on their TVs and computers.

2 **Write.** Write about life long ago. What did children do after school? What kinds of work did they do? What were their houses or clothes like? Choose a topic. Make sure your paragraphs have unity.

3 **Share.** Share your writing in a small group. Listen and take notes about your classmates' paragraphs.

Name	Main idea	Do paragraphs have unity?

50 Unit 3

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 proficiency levels, Starter – Level 6. The Starter level, designed for the beginning English learner, focuses on pronunciation, letter sounds and vocabulary, but nevertheless incorporates grammar and sentence structures through repetition. And, as stated on page 4 of the Starter Lesson Planner, "The unit opener uses high-interest uses high interest photographs to engage students, present unit theme and provides opportunities for speaking and discussion."

The units all have Grammar lessons that allow students to practice sentence structures using "real-world" language with their peers. An example can be found in Unit 4, page 47 (Student Book) where the students are using comparative language to discuss the evolution of telephones:

GRAMMAR 2

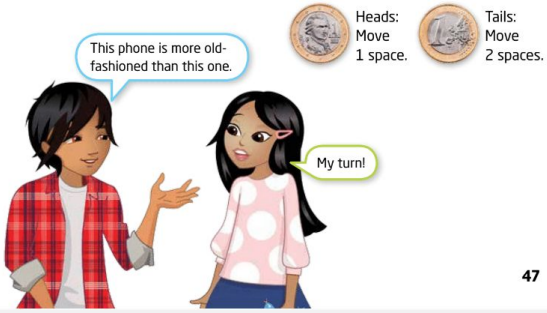
Comparatives with *more* + adjective TR: 3.6

Life was **more difficult** back then.
That cell phone is **more expensive than** this one.

1 Complete the sentences.

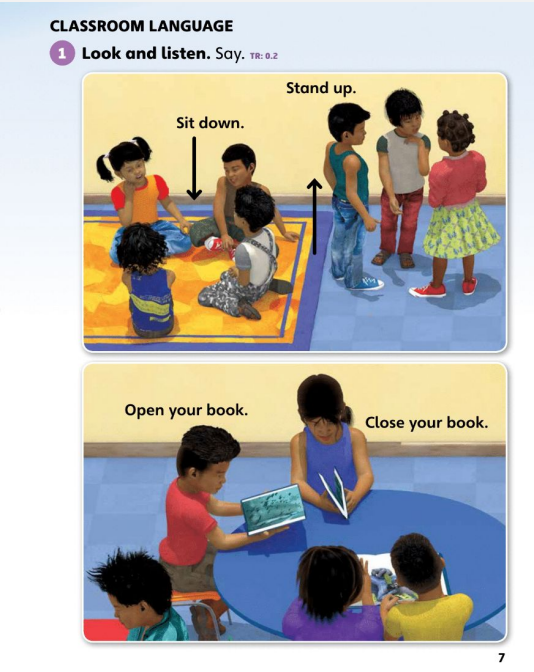
1. I think riding a skateboard is _____ (difficult) riding a bike.
2. Getting exercise is _____ (important) watching TV all day.
3. Video games are _____ (expensive) board games.
4. Board games are _____ (old-fashioned) video games, but they're fun to play.
5. Our new house is _____ (modern) our old one.

2 Play a game. Cut out the game board in the back of the book. Play with a partner. Make sentences about the pictures.



47

2) The language features at the sentence dimension are appropriate for the identified proficiency levels. The Starter level is intended for newcomer/very beginning English learners and the proficiency levels increase from there with Level 1 up to Level 6. At the Starter level, students begin by learning the sounds of English through chants, repetition, movement and teacher modeling. They begin, in Unit 0, with simple greetings and basic classroom commands as shown here (p.7, Student Book):



CLASSROOM LANGUAGE

1 Look and listen. Say. TR: 0.2

Stand up.

Sit down.

Open your book.

Close your book.

7

As the Levels increase, the sentence level language features become more complex, which is appropriate for this primary age group. For example, at Level 5, Unit 5, there is a lesson that focuses on the use of gerunds through a song about cultures. Page 82 has the students completing the sentences by selecting verbs from a word bank, and adding -ing to make it a gerund:

GRAMMAR 1

Gerunds as subjects TR: 5.4

Knowing your history is important.
Holding on to your traditions is a good thing.
Passing down family stories connects generations.
Creating art is a good way to share your culture.

1 Read. Complete the sentences.

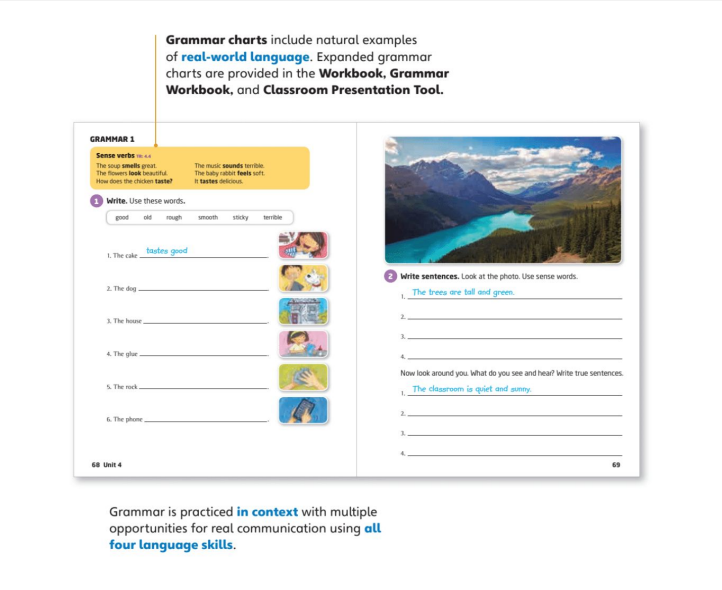
cook make paint row share weave

1. Rowing a boat is hard to do with another person.
2. Weaving cloth was my grandmother's work.
3. Making art is exciting!
4. Sharing your traditions helps other people understand you.
5. Painting on wood is fun for people who like colors.
6. Cooking traditional recipes is another way to keep your culture alive.

2 Write. Complete the sentences about you and your family.
Answers will vary.

1. Painting is my father's hobby.
2. Teaching _____.
3. Cooking _____.
4. Helping _____.
5. Taking photos _____.
6. Reading _____.

3) Language features at the sentence dimension are addressed systematically throughout the materials. As mentioned above, each Unit of each level contains grammar lessons that include real-world examples (p.7, Our World 3 Lesson Planner):



Additionally, the Starter Lesson Planner (p.21 and 22) explicitly states: "Our World presents grammar in age- appropriate, meaning based ways. Because their analytical skills are not yet fully developed, young learners gain little from analyzing forms and memorizing rules the way many adults do. They [younger learners] benefit more by seeing many repetitions of a target grammar point in different meaningful contexts, and by using grammar as unanalyzed "chunks" that help them communicate. Language activities in the Student Book and Workbooks, then, show target points in meaningful sentences that students can use as models for language production. Even students at the Starter level are given the opportunity to engage in dialogues using high-frequency grammatical structures along with recycled vocabulary. "

C. Word/Phrase Dimension (multiple meanings of words, general, specific, and technical language[1])

1) **Do the materials address language features at the word/phrase dimension in a consistent manner for all** **Yes** No

[1]

identified proficiency levels?

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

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

1) The Our World materials address language features at the word/phrase dimension in a consistent manner for all identified proficiency levels. Every Lesson Planner for all Levels, contains a Scope and Sequence section which has at least one, and sometimes two, columns that show the targeted vocabulary for each Unit. An example, from page 2 of the Our World 2 Lesson Planner, can be seen here:

[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.

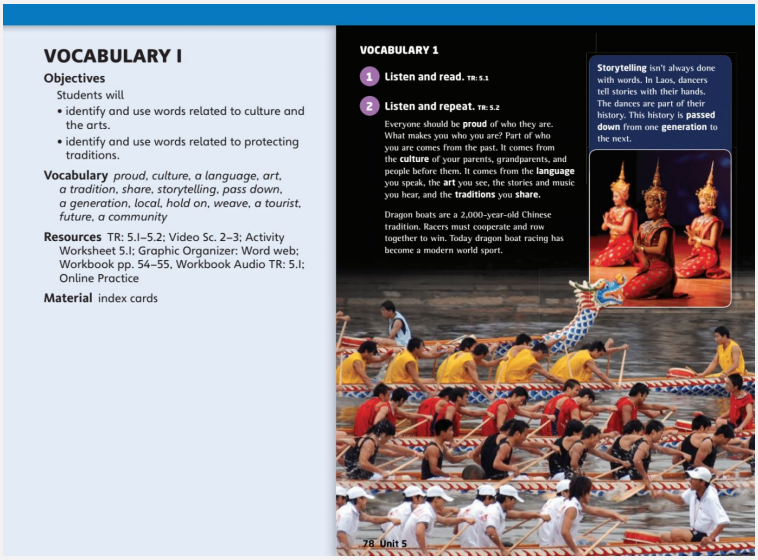
Scope and Sequence

	1 Fun in Class p. 10	2 Boots and Bathing Suits p. 26	3 Fun in the Sun p. 42	4 Inside Our House p. 62
CONTENT AREA CONNECTION	Social and Instructional Language, Language Arts	Language Arts, Science	Language Arts, Health and Physical Education	Social Studies
GOALS SC: 1	• say what people are doing • say what classroom objects I am using • show where things are	• talk about the weather • talk about my clothes • say when it is hot or cold	• say what I like to do outside • say what I do on different days • say what I like	• name furniture • name household objects • say where things in a house are
VOCABULARY 1 & 2 SC: 2–4	*coloring, counting, cutting, drawing, erasing, gluing, listening, reading, talking, writing* **Strategy:** Base words and endings: *-ing* *glue, marker, notebook, paintbrush, scissors* **Strategy:** Comparing sounds: /s/ and /z/	*bathing suit, boots, cloudy, cold, hot, raincoat, rainy, snowy, sunny, sweater, windy* **Strategy:** Alphabetical order *coat, jeans, shorts, sneakers, umbrella* **Strategy:** Alphabetical order	*fly a kite, jump rope, play a game, play baseball, play basketball, play hide and seek, play soccer, ride a bike, rollerblade, skateboard* **Strategy:** Multiple-meaning words *bounce a ball, catch a ball, play tag, throw a ball, watch a game* **Strategy:** Comparing sounds: /et/ and /at/	*armchair, bookcase, fireplace, microwave, rug, shelves, shower, stairs, stove, tub* **Strategy:** Compound words *door, phone, refrigerator, sink, window* **Strategy:** Single sounds: /oo/
GRAMMAR 1 & 2 SC: 6–7	**Present progressive, first person plural** **Questions with *Are there...?* and short answers**	***What's* + noun + *like?* and answers using *It's...*** **Imperatives**	***Like* + infinitive** ***Let's***	**Prepositions of place** **Subject-pronoun agreement: *it, they***
READING	Paper Art **Strategy:** Compare and Contrast	Snow Animals **Strategy:** Identify Main Idea and Details	Amazing Playgrounds **Strategy:** Ask Questions	Fun Houses **Strategy:** Use Visuals to Support Comprehension
WRITING	**Draw and write about you and your friend.** Focus: Write short sentences and identify names and actions.	**Write about a picture of yourself.** Focus: Describe weather and clothes.	**Write about activities.** Focus: Write about what you like to do.	**Write about a room in your house.** Focus: Write about a room in your house.
VALUE	**Be neat.**	**Dress for the weather.**	**Be a good sport.**	**Help at home.**
PROJECT	Make a container for your school supplies.	Make a weather mobile.	Make a mural.	Make a house out of boxes.
EXTENDED READING	**A Son for Geppetto**	pp. 58–59		**Coyote Brings Fire to the People**
REVIEW	**Units 1–3**	pp. 60–61		**Units 4–6**

ADDITIONAL VIDEO Game: SC: 5; Review: SC: 8; Song: SC: 9; Viewing: SC: 10; Story Time SC: 11; Wrap UP: SC: 12

2

2) Words, phrases and expressions are represented in context in the Our World series. The vocabulary taught for each unit is connected to a Theme and the words are used frequently in a variety of activities throughout the unit in order to reinforce and make meaning. In the Lesson Planner, at the beginning of the unit, there is a list of the target vocabulary words, as seen in the Level 5 Lesson Planner. There is a narrative that incorporates the words right next to it for the students to listen to then practice saying:



VOCABULARY I

Objectives

Students will

- identify and use words related to culture and the arts.
- identify and use words related to protecting traditions.

Vocabulary *proud, culture, a language, art, a tradition, share, storytelling, pass down, a generation, local, hold on, weave, a tourist, future, a community*

Resources TR: 5.I–5.2; Video Sc. 2–3; Activity Worksheet 5.I; Graphic Organizer: Word web; Workbook pp. 54–55, Workbook Audio TR: 5.I; Online Practice

Material index cards

VOCABULARY 1

1 **Listen and read.** TR: 5.1

2 **Listen and repeat.** TR: 5.2

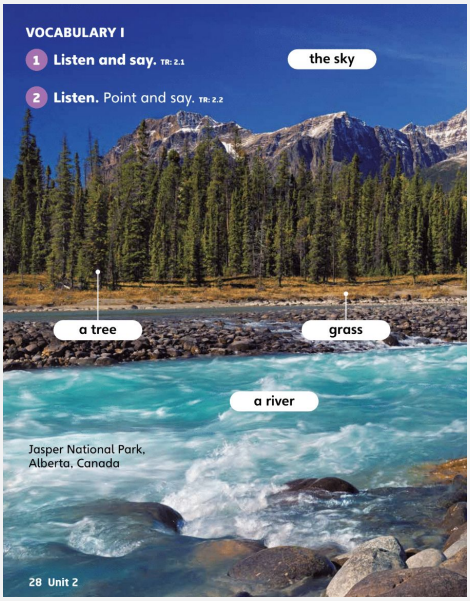
Everyone should be **proud** of who they are. What makes you who you are? Part of who you are comes from the past. It comes from the **culture** of your parents, grandparents, and people before them. It comes from the **language** you speak, the **art** you see, the stories and music you hear, and the **traditions** you **share.**

Dragon boats are a 2,000-year-old Chinese tradition. Racers must cooperate and row together to win. Today dragon boat racing has become a modern world sport.

Storytelling isn't always done with words. In Laos, dancers tell stories with their hands. The dances are part of their history. This history is **passed down** from one **generation** to the next.

78 Unit 5

3) The general, specific, and technical language is appropriate for the targeted proficiency levels. At the earlier levels (Starter, 1, 2, etc.), the vocabulary introduced is more general, laying a foundation for the higher levels later on. An example of the general vocabulary used is in the Student Book for Level 1, page 28, where the Unit is about nature and objects in nature:



The language becomes more specific and technical as the student's progress through the levels. A science lesson in Level 6 demonstrates this with a reading passage filled with specific and technical vocabulary like *oceanographer, artifacts, shipwreck, submarine:*

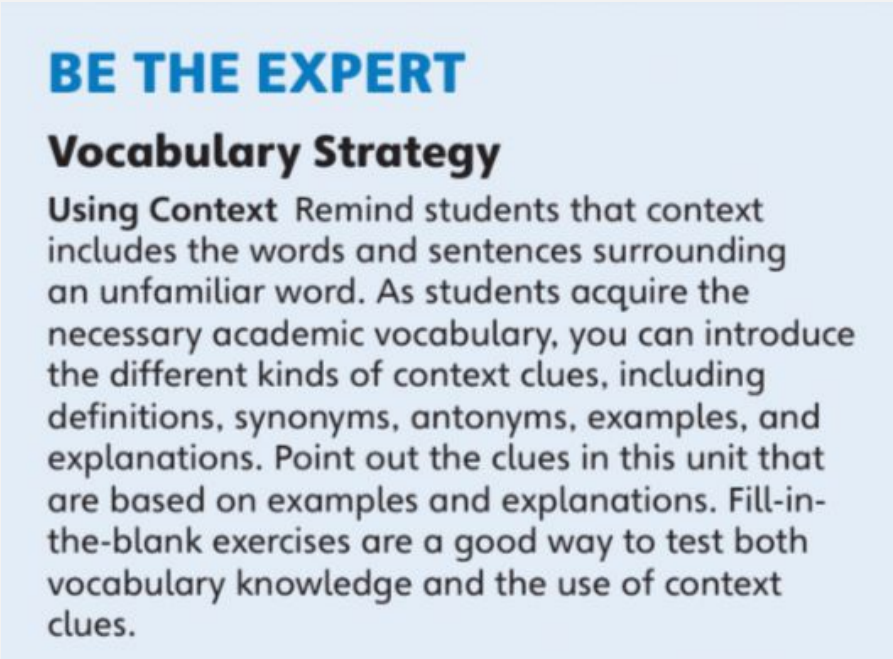
Whose Treasure Is It?

About 30 years ago, a crew of American and French researchers made an amazing discovery in the north Atlantic Ocean. Led by Robert Ballard, an oceanographer, the crew found the British passenger ship, the RMS *Titanic*. While it may be true that they found the ship, did they own the rights to it?

The ship's original owner, a company called White Star Line, no longer exists. So, who owns the artifacts? The RMS *Titanic*, Inc. says that it has the rights to any artifacts retrieved from the *Titanic*, but does it?

While it may be true that RMS helped discover the sunken ship, a company named Marex said RMS had taken too long to return to the ship and had abandoned it. Another company fought to charge tourists $32,500 to visit the shipwreck in a submarine. So, whose is it? Even though several companies claimed ownership, RMS finally beat all other challengers and recovered thousands of items from the ship.

4) The general, specific and technical language is systematically presented throughout the materials. As mentioned above, each unit contains a Scope and Sequence chart in the Lesson planner that outlines the vocabulary to be presented in the unit. Additionally, there is a section throughout the Lesson Planners called “Be the Expert,” which is a sidebar for the teacher that provides extra assistance like “Teaching Tip,” “Grammar in Depth,” and other strategies or extensions of learning. Another category sometimes found in this section focuses on vocabulary, as this example from page 207 of the Level 6 Lesson Planner illustrates:



BE THE EXPERT

Vocabulary Strategy

Using Context Remind students that context includes the words and sentences surrounding an unfamiliar word. As students acquire the necessary academic vocabulary, you can introduce the different kinds of context clues, including definitions, synonyms, antonyms, examples, and explanations. Point out the clues in this unit that are based on examples and explanations. Fill-in-the-blank exercises are a good way to test both vocabulary knowledge and the use of context clues.

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.

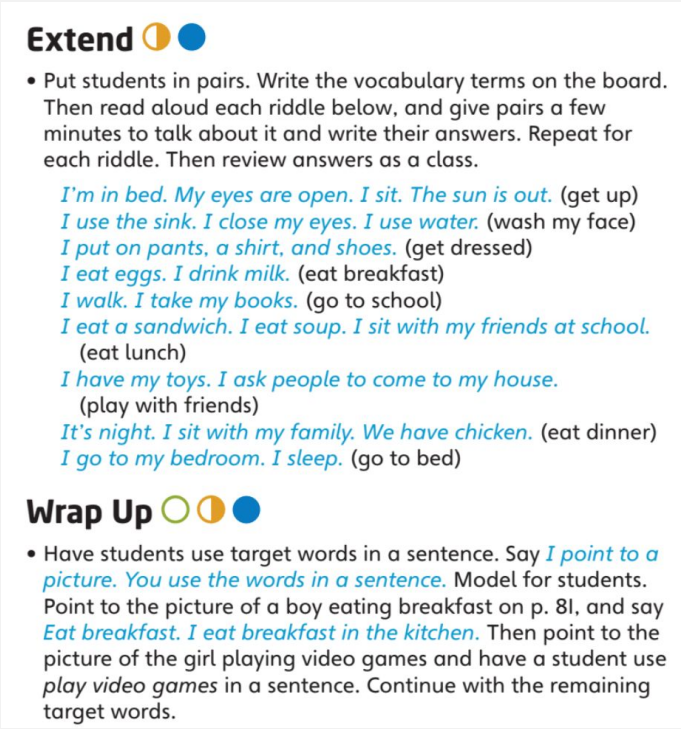
A. Representation of Levels of Language Proficiency

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) Although the WIDA proficiency levels are not explicitly identified in the materials, the Our World series addresses proficiency levels throughout the material. The series itself consists of six levels, plus a Starter level, which is designed for young, beginning language learners. The academic language demands increase with each level, so that by level six, students are performing language functions such as identifying cause and

effect, describing, and retelling. In contrast, at the lower levels of the series, students are performing tasks such as naming, counting and using the simple present tense. Within each level of the Lesson Planners for Our World, there is a section entitled "Lesson Adjustments." The need for differentiation is recognized here when it states, "In mixed-ability classes, for example, teachers spend more time with some students than with others. In the Our World lesson planner, teachers have many different activities to choose from, including extension activity suggestions that are not in the Student Book." An example of an extension activity is below, taken from page 167 of the Lesson Planner for Level 2:



Extend

- Put students in pairs. Write the vocabulary terms on the board. Then read aloud each riddle below, and give pairs a few minutes to talk about it and write their answers. Repeat for each riddle. Then review answers as a class.

I'm in bed. My eyes are open. I sit. The sun is out. (get up)
I use the sink. I close my eyes. I use water. (wash my face)
I put on pants, a shirt, and shoes. (get dressed)
I eat eggs. I drink milk. (eat breakfast)
I walk. I take my books. (go to school)
I eat a sandwich. I eat soup. I sit with my friends at school. (eat lunch)
I have my toys. I ask people to come to my house. (play with friends)
It's night. I sit with my family. We have chicken. (eat dinner)
I go to my bedroom. I sleep. (go to bed)

Wrap Up

- Have students use target words in a sentence. Say *I point to a picture. You use the words in a sentence.* Model for students. Point to the picture of a boy eating breakfast on p. 81, and say *Eat breakfast. I eat breakfast in the kitchen.* Then point to the picture of the girl playing video games and have a student use *play video games* in a sentence. Continue with the remaining target words.

2) Differentiation of language proficiency is developmentally and linguistically appropriate for the designated language levels. The Our World series is designed for young learners, and the variety of activities, scaffolds, extensions, and supports reflect that. The vocabulary and grammar structures presented in each lesson are repeated and reinforced in a variety of ways throughout the entire lesson. The series recognizes that younger learners are most likely going to process information mainly through their senses, so they focus on the four main learning styles for sensory learners: Visual, Auditory, Tactile and Kinesthetic. These styles lend themselves well to a variety of hands on, physical, musical, and artistic activities, which Our World provides in each Unit. In fact, in Level 3, Unit 4 is about the senses and begins with an introduction using all four learning styles:

In This Unit

Theme This unit is about using our senses.

Content Objective
Students will
- identify and describe the five senses.

Language Objectives
Students will
- talk about the senses.
- talk about how things look, feel, taste, sound, and smell.
- talk about the past.

Vocabulary
Vocabulary 1 *beautiful, delicious, dry, hard, loud, quiet, rough, smooth, soft, sticky, terrible, ugly*
Vocabulary 2 *bitter, salty, sour, spicy, sweet*

Grammar
Grammar 1 Sense verbs
Grammar 2 *was / were*

Reading *Amazing Animal Senses*

Writing Write about summer.

Value Use your senses.

Project Make a class book of *Five Senses* poems.

UNIT OPENER

Objectives
Students will
- analyze a photo for information.
- describe a photo.

Resources Video Sc. 1—Introduction; Home-School Connection Letter; Unit Opener Poster; World Map Poster; Sound Card 7

Content Vocabulary *sperm whale*

Material a nectarine or other fruit (*optional*)

Pacing Guides L3U4
○ 2–3 Hours ◑ 3–4 Hours ● 4–6 Hours

134 Unit 4

Unit 4
Our Senses

In this unit, I will . . .
- talk about the senses.
- talk about how things look, feel, taste, sound, and smell.
- talk about the past.

Look and check.
This person is
- ✔ touching a whale.
- ○ feeding a whale.
- ○ hugging a whale.

62

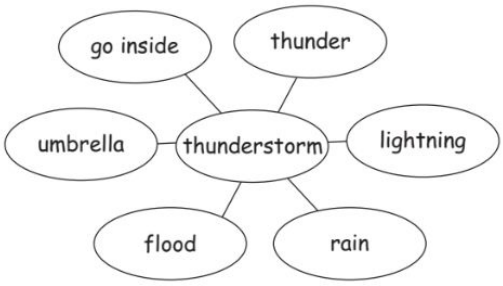
Introduce ○ ◑ ●

- **Build background** Say *The name of our next unit is "Our Senses." We use our senses to learn about our world.* Hold up the nectarine. Point to your nose, and then smell the nectarine. Say *We use our noses to smell. Smell is one sense. This nectarine smells sweet.*
- Point to your eyes and look closely at the nectarine. Say *We use our eyes to see. This nectarine is orange and yellow.*
- Touch the nectarine. Say *We use our hands to touch. This nectarine is smooth.*
- Point to your ears and then put the nectarine to one ear. Say *We use our ears to hear. I can't hear the nectarine, but I can hear other things. For example, I hear (children playing outside).*
- Finally, point to your mouth. Say *We use our mouth to taste. This fruit tastes good!*

3) Differentiation of language is systematically addressed throughout the materials. As mentioned above, each Level of the Lesson Planner has an Extension section and each Unit has an extension activity for those students who are ready for it as seen here in Level 5, Unit 1:

Extend

- Say *Let's make word webs about the types of storms we learned about.* Draw a word web on the board. In the center, write *thunderstorm*. Say *Let's think of words to describe a thunderstorm.* Ask questions such as *What happens in a thunderstorm? What do you see? What do you do?* Complete the word web using students' responses.



- Place students in groups. Give each group a copy of the word web organizer. Assign each group one of the following words: *flood, ice storm, blizzard, tropical storm, hurricane, tornado, supercell, sandstorm.* Have them write the word in the center of the word web. Say *What words tell about the extreme weather on your word web? Write the words in the circles.* Give students three minutes to fill in their word webs.

- Have groups share their word webs with the class. Tape each one to the board. As a class, discuss the similarities and differences between the types of weather. Ask *What word webs have the same words?*

B. Representation of Language Domains

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

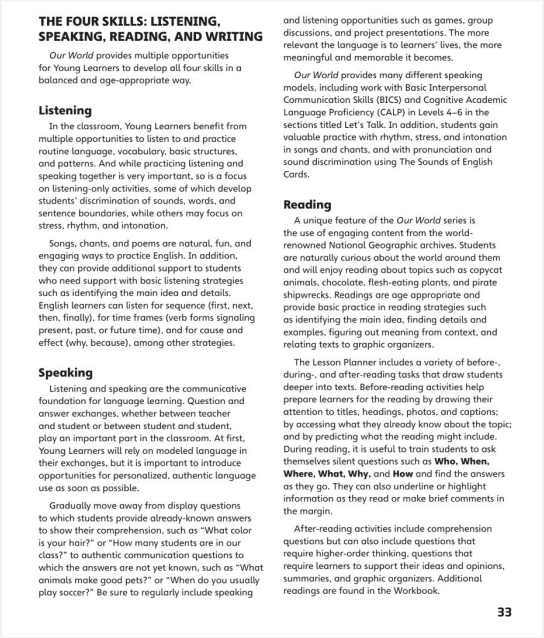
1) **Are the language domains (listening, speaking, reading, and writing) targeted in the materials?** **Yes** No

2) **Are the targeted language domains presented within the context of language proficiency levels?** **Yes** No

3) **Are the targeted language domains systematically integrated throughout the materials?** **Yes** No

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

1) The language domains (L, S, R, W) are targeted in the materials. The lesson planners at every level (Starter-6) contains a section at the beginning entitled "The 4 Skills: Listening, Speaking, Reading, and Writing." It goes on to describe each domain in some detail and how it is used throughout the series. An example can be seen here:



THE FOUR SKILLS: LISTENING, SPEAKING, READING, AND WRITING

Our World provides multiple opportunities for Young Learners to develop all four skills in a balanced and age-appropriate way.

Listening

In the classroom, Young Learners benefit from multiple opportunities to listen to and practice routine language, vocabulary, basic structures, and patterns. And while practicing listening and speaking together is very important, so is a focus on listening-only activities, some of which develop students' discrimination of sounds, words, and sentence boundaries, while others may focus on stress, rhythm, and intonation.

Songs, chants, and poems are natural, fun, and engaging ways to practice English. In addition, they can provide additional support to students who need support with basic listening strategies such as identifying the main idea and details. English learners can listen for sequence (first, next, then, finally), for time frames (verb forms signaling present, past, or future time), and for cause and effect (why, because), among other strategies.

Speaking

Listening and speaking are the communicative foundation for language learning. Question and answer exchanges, whether between teacher and student or between student and student, play an important part in the classroom. At first, Young Learners will rely on modeled language in their exchanges, but it is important to introduce opportunities for personalized, authentic language use as soon as possible.

Gradually move away from display questions to which students provide already-known answers to show their comprehension, such as "What color is your hair?" or "How many students are in our class?" to authentic communication questions to which the answers are not yet known, such as "What animals make good pets?" or "When do you usually play soccer?" Be sure to regularly include speaking and listening opportunities such as games, group discussions, and project presentations. The more relevant the language is to learners' lives, the more meaningful and memorable it becomes.

Our World provides many different speaking models, including work with Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP) in Levels 4–6 in the sections titled Let's Talk. In addition, students gain valuable practice with rhythm, stress, and intonation in songs and chants, and with pronunciation and sound discrimination using The Sounds of English Cards.

Reading

A unique feature of the *Our World* series is the use of engaging content from the world-renowned National Geographic archives. Students are naturally curious about the world around them and will enjoy reading about topics such as copycat animals, chocolate, flesh-eating plants, and pirate shipwrecks. Readings are age appropriate and provide basic practice in reading strategies such as identifying the main idea, finding details and examples, figuring out meaning from context, and relating texts to graphic organizers.

The Lesson Planner includes a variety of before-, during-, and after-reading tasks that draw students deeper into texts. Before-reading activities help prepare learners for the reading by drawing their attention to titles, headings, photos, and captions; by accessing what they already know about the topic; and by predicting what the reading might include. During reading, it is useful to train students to ask themselves silent questions such as **Who, When, Where, What, Why,** and **How** and find the answers as they go. They can also underline or highlight information as they read or make brief comments in the margin.

After-reading activities include comprehension questions but can also include questions that require higher-order thinking, questions that require learners to support their ideas and opinions, summaries, and graphic organizers. Additional readings are found in the Workbook.

33

In addition, nine ***Our World* Readers** accompany each of the six levels. These Readers are age appropriate and are designed so that they may be read independently, either in class or at home. Each Reader is thematically related to the corresponding Student's Book unit and contains some of the unit target grammar and vocabulary. Texts are an entertaining and informative mix of fiction and non-fiction.

Writing

Younger learners are systematically introduced to writing beginning in Level 1, where they work at the word level, gradually move into sentence stems, and finally to one to three simple sentences. Students draw and then write about their drawings. In Level 2, Young Learners are guided to organize and write short paragraphs through answering specific questions. In Level 3, students learn about compound sentences, descriptive words, the parts of a paragraph, complex sentences with *because*, and sequence words. In Levels 1 through 3, a page in each Workbook unit provides additional writing practice.

In Levels 4 through 6, older learners are introduced to the concept of paragraph unity, and to different writing genres such as journal entries, blogs, reviews, and paragraphs of opinion, of cause and effect, of contrast, of comparison, of exemplification, of fact and opinion, of persuasion, of classification, and more. Students are guided step by step in the Workbook for each writing assignment in the Student's Book. Additional writing tasks are provided in the Workbook as well.

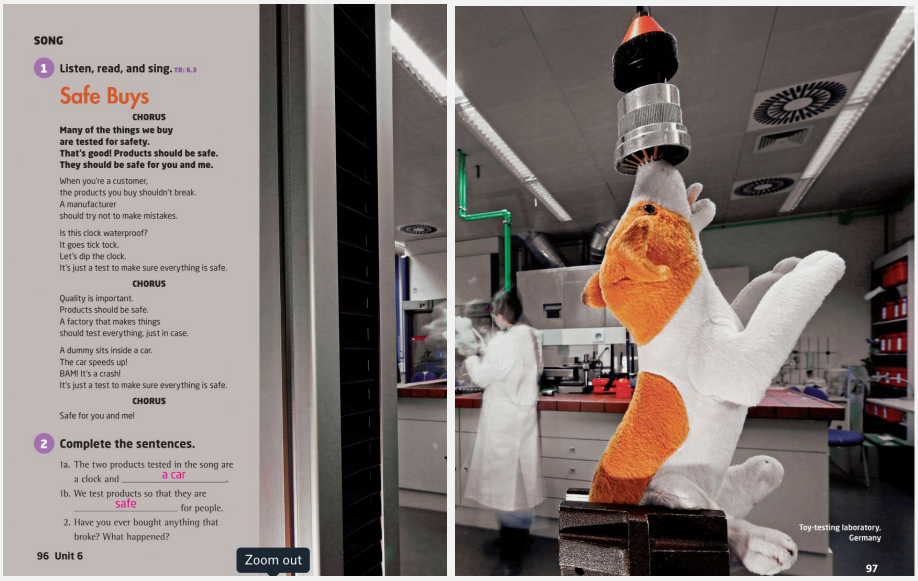
A complete model is provided for each writing task in each unit in Student's Books 1 through 6, so that learners have clear, meaningful examples of what they are expected to do. When they are finished, writers read their work to classmates, who listen actively to fill in a chart or take notes. Students are encouraged to give constructive criticism when applicable, pointing out things they liked, found confusing, or wanted to know more about.

Teachers may want students to create individual writing portfolios for evaluation purposes. A writing portfolio is a file or folder of each student's written work, assembled over a period of time. It contains final drafts of assignments, but it may also contain samples of works in other stages of the writing process, such as word maps, outlines, research cards, rough drafts, letters, poems, copies of group-produced work, and inspirational images. The teacher, together with the student, reviews selected work and comments on the student's writing progress.

34

2) The targeted language domains are presented within the context of language proficiency levels. All four language domains are presented in each unit of each level of the Our World series. The series uses real world content to teach English. In describing this philosophy, the program states that teaching real world content includes "the use of a variety of learner-appropriate tasks, both receptive and productive." This is evident in all levels of Our World.

3) The targeted language domains are systematically integrated throughout the materials. As mentioned above, each language domain is present in every unit of every level of Our World. An example can be found on pages 96 and 97 of the Our World 6 Student Book, where the students are learning about product quality and advertising. In this activity, they are instructed to Listen, Read and then Sing a song, then work with a partner to complete sentences about the song:



SONG

1 Listen, read, and sing. TR: 6.3

Safe Buys

CHORUS

Many of the things we buy
are tested for safety.
That's good! Products should be safe.
They should be safe for you and me.

When you're a customer,
the products you buy shouldn't break.
A manufacturer
should try not to make mistakes.

Is this clock waterproof?
It goes tick tock.
Let's dip the clock.
It's just a test to make sure everything is safe.

CHORUS

Quality is important.
Products should be safe.
A factory that makes things
should test everything, just in case.

A dummy sits inside a car.
The car speeds up!
BAM! It's a crash!
It's just a test to make sure everything is safe.

CHORUS

Safe for you and me!

2 Complete the sentences.

1a. The two products tested in the song are a clock and a car.

1b. We test products so that they are safe for people.

2. Have you ever bought anything that broke? What happened?

96 Unit 6

Zoom out

Toy-testing laboratory, Germany

97

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

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

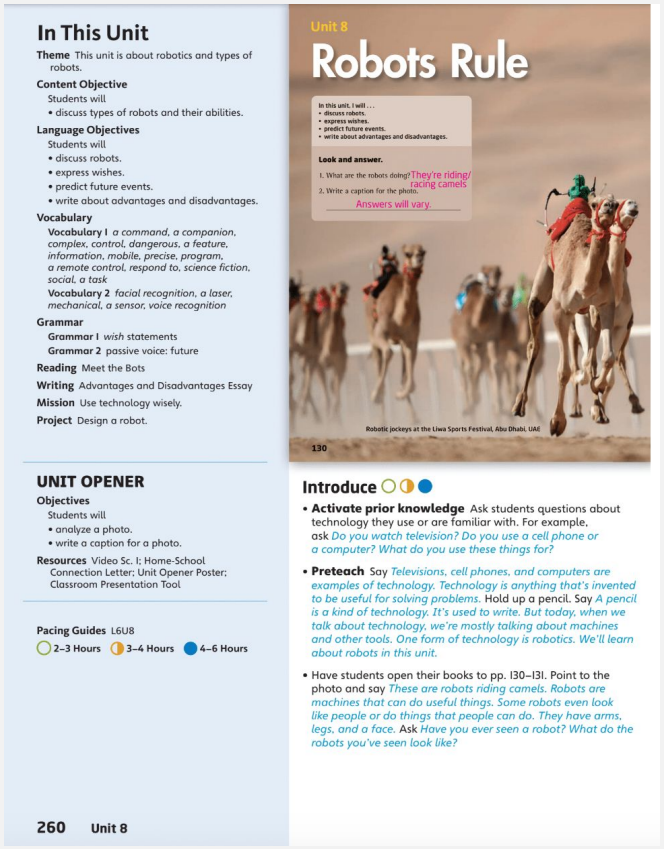
The Standards Matrices are organized by standard, grade level, and domain (Listening, Speaking, Reading, and Writing). The standards matrices make an explicit connection to state academic content standards and include an example for language use. Each MPI includes a uniform cognitive function (adopted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

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

1)	**Do the materials connect the language development standards to the state academic content standards?**	Yes	**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) While the Our World series does cover all the major content areas, it does not state that the materials connect the language development standards to any particular state academic content standards.
2) Academic content standards are systematically represented throughout the materials. In the Lesson Planners for each level, content objectives are listed at the beginning of every unit. An example of a Science unit can be seen here, from page 260 of Level 6:



In This Unit

Theme This unit is about robotics and types of robots.

Content Objective
Students will
- discuss types of robots and their abilities.

Language Objectives
Students will
- discuss robots.
- express wishes.
- predict future events.
- write about advantages and disadvantages.

Vocabulary
Vocabulary 1 *a command, a companion, complex, control, dangerous, a feature, information, mobile, precise, program, a remote control, respond to, science fiction, social, a task*
Vocabulary 2 *facial recognition, a laser, mechanical, a sensor, voice recognition*

Grammar
Grammar 1 *wish* statements
Grammar 2 passive voice: future

Reading Meet the Bots

Writing Advantages and Disadvantages Essay

Mission Use technology wisely.

Project Design a robot.

UNIT OPENER

Objectives
Students will
- analyze a photo.
- write a caption for a photo.

Resources Video Sc. 1; Home-School Connection Letter; Unit Opener Poster; Classroom Presentation Tool

Pacing Guides L6U8
○ 2–3 Hours ◑ 3–4 Hours ● 4–6 Hours

260 Unit 8

Unit 8

Robots Rule

In this unit, I will . . .
- discuss robots.
- express wishes.
- predict future events.
- write about advantages and disadvantages.

Look and answer.
1. What are the robots doing? They're riding/racing camels
2. Write a caption for the photo.
Answers will vary.

Robotic jockeys at the Liwa Sports Festival, Abu Dhabi, UAE

130

Introduce ○ ◑ ●

- **Activate prior knowledge** Ask students questions about technology they use or are familiar with. For example, ask *Do you watch television? Do you use a cell phone or a computer? What do you use these things for?*
- **Preteach** Say *Televisions, cell phones, and computers are examples of technology. Technology is anything that's invented to be useful for solving problems.* Hold up a pencil. Say *A pencil is a kind of technology. It's used to write. But today, when we talk about technology, we're mostly talking about machines and other tools. One form of technology is robotics. We'll learn about robots in this unit.*
- Have students open their books to pp. 130–131. Point to the photo and say *These are robots riding camels. Robots are machines that can do useful things. Some robots even look like people or do things that people can do. They have arms, legs, and a face.* Ask *Have you ever seen a robot? What do the robots you've seen look like?*

The content is then presented in a systematic way throughout the unit. There are seven components that accompany each lesson. They are: Warm-up, Presentation, Practice, Application, Extension, Wrap-Up and Three Step Routines. A description can be found at the beginning of each Levels Lesson Planner:

CREATING SUCCESSFUL LESSONS

Effective teaching begins with a **lesson plan**. A lesson is like a road trip that requires a map: the final destination or goal cannot be reached without carefully planning each stop along the way. A lesson plan is the map. The steps in a lesson plan help learners reach lesson objectives, which are the final destination of the trip teachers and students are taking together, successfully.

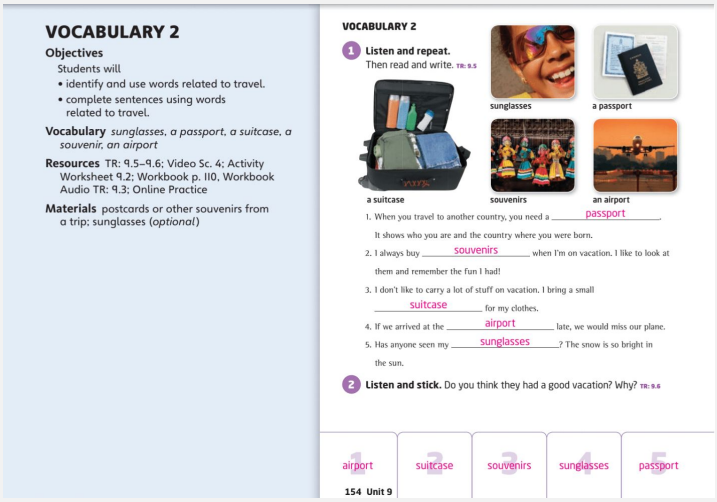
A good lesson plan has many benefits. It helps teachers prepare for class and includes gathering or creating the materials needed to make the activities successful. It lays out step-by-step instructions that provide a guide for every moment in class. But most importantly, it requires teachers to define objectives for the lesson, and plan activities in a sequence that will ensure student success.

Stages of a Lesson

Our World uses six basic steps recognized as the standard for effective language instruction: **Warm Up**, **Present**, **Practice**, **Apply**, **Extend**, and **Wrap Up**.

- **Warm Up** These activities create interest and excitement about the topic and prepare learners for the new language input. They help EFL students switch over from their native language to English, prompt them to remember material from earlier lessons, and build students' confidence about what they know.
- **Present** Teachers should take time during this step to provide meaningful listening and reading input. Activities should require the use of the four skills in order to reliably check students' comprehension. The *Our World* Lesson Planner provides multiple activities to present and check comprehension of language in support of the activities in the Student's Book.
- **Practice** An important step focuses on students' first efforts to use new target language. For Young Learners, practice is guided, meaning that students are provided with the structures and vocabulary needed to produce the target language. While students are not expected to create new language independently, the goal is to provide opportunities for them to try out new language in order to prepare for real communicative contexts.
- **Apply** At this stage, students should be able to use new language in realistic contexts, as well as personalize the language with respect to their own lives. Application further develops students' abilities to use language communicatively.
- **Extend** Extension activities are additional communicative activities that help students personalize new language and use it in realistic contexts. These activities are not found in the Student's Book and are designed to provide additional opportunities for real communication among students in the classroom.
- **Wrap Up** This might be a quick review in game form of what was learned in class or even a simple song or chant. The wrap up might be a conclusion to a pair-work extension activity in which the teacher asks individual students what they learned from their partners.
- **Three-Step Routines** In addition to the explicit, guided instruction provided in the Lesson Planner, *Our World* also offers a series of three-step teaching routines as an alternative or streamlined approach to lesson planning. These routines can be used for any major lesson type and contain all of the major elements of successful lessons in consolidated form.

3) Social and instructional language and one or more of the remaining WIDA Standards are present throughout the materials. It is most prevalent in the lower levels (Starter, 1, 2 & 3), but is present in all the remaining levels as well. An example can be found in Unit 9 of Level 5, called “Cool Vacations!”:



VOCABULARY 2

Objectives

Students will

- identify and use words related to travel.
- complete sentences using words related to travel.

Vocabulary *sunglasses, a passport, a suitcase, a souvenir, an airport*

Resources TR: 9.5–9.6; Video Sc. 4; Activity Worksheet 9.2; Workbook p. 110, Workbook Audio TR: 9.3; Online Practice

Materials postcards or other souvenirs from a trip; sunglasses (*optional*)

VOCABULARY 2

1 Listen and repeat. Then read and write. TR: 9.5

sunglasses | a passport | a suitcase | souvenirs | an airport

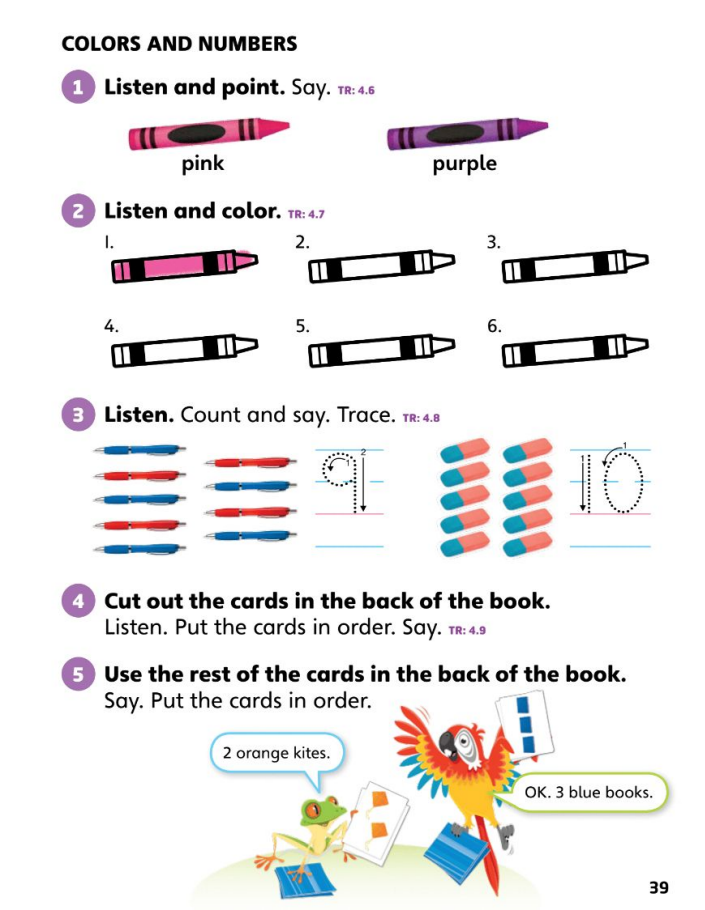
1. When you travel to another country, you need a passport. It shows who you are and the country where you were born.
2. I always buy souvenirs when I'm on vacation. I like to look at them and remember the fun I had!
3. I don't like to carry a lot of stuff on vacation. I bring a small suitcase for my clothes.
4. If we arrived at the airport late, we would miss our plane.
5. Has anyone seen my sunglasses? The snow is so bright in the sun.

2 Listen and stick. Do you think they had a good vacation? Why? TR: 9.6

1 airport | 2 suitcase | 3 souvenirs | 4 sunglasses | 5 passport

154 Unit 9

The other WIDA Standards, the Language of Language Arts, Math, Science, and Social Studies are also represented throughout the Levels of Our World. Sometimes, a few standards are combined in each unit, as this example from the Starter level, Unit 4 shows, encompassing the Language of Language Arts, the Language of Math and Social and Instructional language:



COLORS AND NUMBERS

1 **Listen and point.** Say. TR: 4.6

pink purple

2 **Listen and color.** TR: 4.7

1. 2. 3.

4. 5. 6.

3 **Listen.** Count and say. Trace. TR: 4.8

4 **Cut out the cards in the back of the book.**
Listen. Put the cards in order. Say. TR: 4.9

5 **Use the rest of the cards in the back of the book.**
Say. Put the cards in order.

2 orange kites.

OK. 3 blue books.

39

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

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

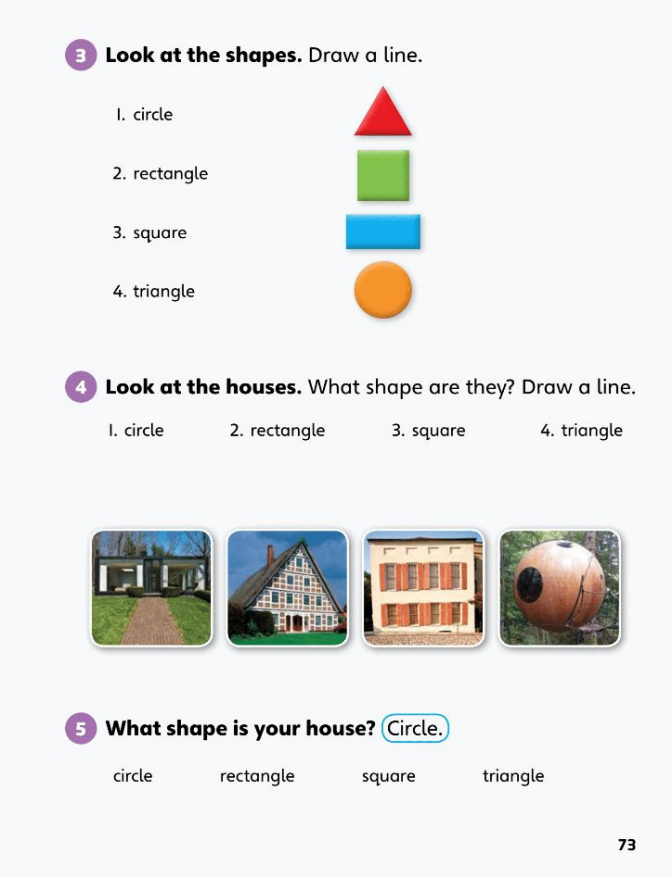
2) **Are opportunities for engaging in higher order thinking systematically addressed in the materials?** **Yes** No

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

1) The materials present an opportunity for language learners to engage in various cognitive functions, regardless of language level. In the introduction to each level of the Lesson Planner, there is a section dedicated to critical thinking skills which explains that all students will have an opportunity to engage in thinking beyond just a surface level. Some of the skills students may be challenged with include:

- **Classifying** What are (two) ways you can group together these words?
- **Comparing** How are (dogs) and (wolves) alike?
- **Contrasting** How are the (cassowary) and (ostrich) different?
- **Making Inferences** Looking at these effects, what do you think is the cause?
- **Predicting** What will happen when (the volcano erupts)?
- **Problem Solving** What are some ways we can solve the problem of (conserving water at school)?
- **Ranking** How would you list your (favorite sports) from one to five?
- **Sequencing** When (planting vegetables), what are the steps in order?
- **Using Graphic Features** What do the title, caption, diagrams, and photographs tell you about what you're going to read?
- **Visualizing** How do you picture (the treasure) in your mind?

Examples of these skills are evident throughout the duration of Our World. At the lower levels, students are engaging with the materials in a way that will make meaning for them and help them build towards the higher level cognitive functions. For example, in the Level 1 Student Book, students will match shapes and then analyze/evaluate which shape matched a real- world example, in this case, a house:



3 **Look at the shapes.** Draw a line.

1. circle
2. rectangle
3. square
4. triangle

4 **Look at the houses.** What shape are they? Draw a line.

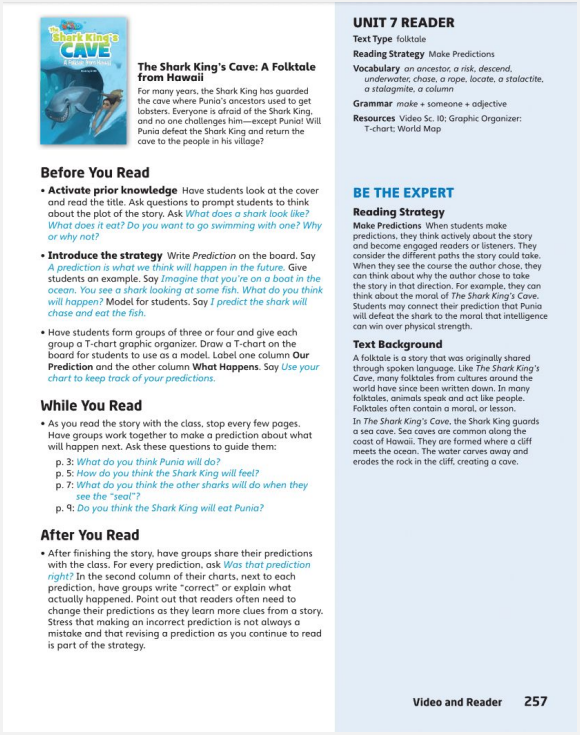
1. circle 2. rectangle 3. square 4. triangle

5 **What shape is your house?** Circle.

circle rectangle square triangle

73

At the higher levels, students will use skills such as predicting to read a story and make predictions along the way as to what will happen next. At level 6, in Unit 7, students will be reading a folktale called The Shark Kings Cave while they predict the outcomes of the story:



The Shark King's Cave: A Folktale from Hawaii

For many years, the Shark King has guarded the cave where Punia's ancestors used to get lobsters. Everyone is afraid of the Shark King, and no one challenges him—except Punia! Will Punia defeat the Shark King and return the cave to the people in his village?

Before You Read

- **Activate prior knowledge** Have students look at the cover and read the title. Ask questions to prompt students to think about the plot of the story. Ask *What does a shark look like? What does it eat? Do you want to go swimming with one? Why or why not?*
- **Introduce the strategy** Write *Prediction* on the board. Say *A prediction is what we think will happen in the future.* Give students an example. Say *Imagine that you're on a boat in the ocean. You see a shark looking at some fish. What do you think will happen?* Model for students. Say *I predict the shark will chase and eat the fish.*
- Have students form groups of three or four and give each group a T-chart graphic organizer. Draw a T-chart on the board for students to use as a model. Label one column **Our Prediction** and the other column **What Happens**. Say *Use your chart to keep track of your predictions.*

While You Read

- As you read the story with the class, stop every few pages. Have groups work together to make a prediction about what will happen next. Ask these questions to guide them:
  - p. 3: *What do you think Punia will do?*
  - p. 5: *How do you think the Shark King will feel?*
  - p. 7: *What do you think the other sharks will do when they see the "sea(")?*
  - p. 9: *Do you think the Shark King will eat Punia?*

After You Read

- After finishing the story, have groups share their predictions with the class. For every prediction, ask *Was that prediction right?* In the second column of their charts, next to each prediction, have groups write "correct" or explain what actually happened. Point out that readers often need to change their predictions as they learn more clues from a story. Stress that making an incorrect prediction is not always a mistake and that revising a prediction as you continue to read is part of the strategy.

UNIT 7 READER

Text Type folktale

Reading Strategy Make Predictions

Vocabulary *an ancestor, a risk, descend, underwater, chase, a rope, locate, a stalactite, a stalagmite, a column*

Grammar *make* + someone + adjective

Resources Video Sc. 10; Graphic Organizer: T-chart; World Map

BE THE EXPERT

Reading Strategy

Make Predictions When students make predictions, they think actively about the story and become engaged readers or listeners. They consider the different paths the story could take. When they see the course the author chose, they can think about why the author chose to take the story in that direction. For example, they can think about the moral of *The Shark King's Cave*. Students may connect their prediction that Punia will defeat the shark to the moral that intelligence can win over physical strength.

Text Background

A folktale is a story that was originally shared through spoken language. Like *The Shark King's Cave*, many folktales from cultures around the world have since been written down. In many folktales, animals speak and act like people. Folktales often contain a moral, or lesson.

In *The Shark King's Cave*, the Shark King guards a sea cave. Sea caves are common along the coast of Hawaii. They are formed where a cliff meets the ocean. The water carves away and erodes the rock in the cliff, creating a cave.

2) Opportunities for engaging in higher order thinking are presented systematically throughout the materials. Each Unit within a level contains an overall summary of the Theme, the Content and Language Objectives, Vocabulary and Grammar presented, as well as a Pacing guide, a Writing objective and a project. An example can be seen here, from Level 4:

In This Unit

Theme This unit is about growing and eating fresh vegetables.

Content Objective
Students will
- discuss agriculture, food production, and food technology.

Language Objectives
Students will
- talk about obligation.
- describe frequency.
- discuss and order food.
- express opinions.

Vocabulary
Vocabulary 1 *cabbage, a cucumber, dig, an eggplant, green beans, grow, hot peppers, lettuce, an onion, pick, plant, a pumpkin, ready, ripe, water, weed, a zucchini*
Vocabulary 2 *how often, every (day/week), on (Saturday), once (a day), twice (a week), three times (a month)*

Grammar
Grammar 1 *have to*
Grammar 2 *would like*

Reading The Farms of the Future Are Here
Writing Opinion Writing
Mission Appreciate local food.
Project Make food cards

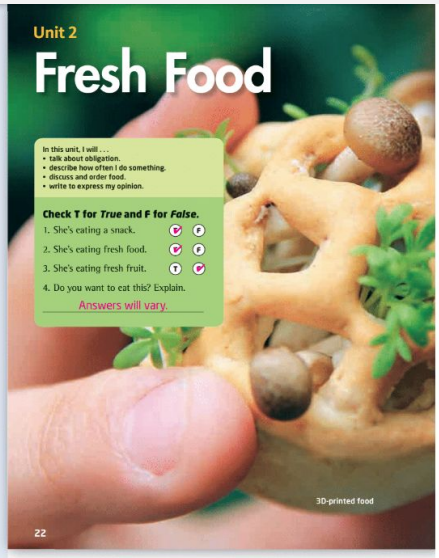
UNIT OPENER

Objectives
Students will
- analyze a photograph for information.
- evaluate the accuracy of statements.

Resources Video Sc. 1; Home-School Connection Letter; Unit Opener Poster; Classroom Presentation Tool

Materials World Map

Pacing Guides L4U2
○ 2–3 Hours ◑ 3–4 Hours ● 4–6 Hours

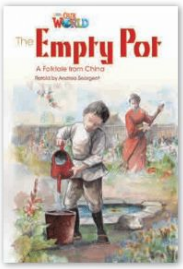


Introduce ○◑●

- **Activate prior knowledge** Say *The name of our next unit is "Fresh Food."* Hold up a non-food item such as a pen or a book and ask *Is this food?* Then hold up a food item such as an apple or a cookie and ask *Is this food?* Ask *What are some other examples of foods?*
- **Set the stage** Say *We know what food is. But what's fresh food? Not all food is fresh. For example, I want to have fresh food as a snack. Do I get a bag of chips or do I get a bowl of strawberries?* (a bowl of strawberries) *I want to drink fresh milk. What do I drink? Milk from the fridge or milk from a can?* (milk from the fridge)
- Ask questions to encourage discussion of the photo.
  What do you see in the photo? (*a person eating something; a person eating a snack*)
  Do you think the food is fresh? (*yes*)
  Does it grow on a plant or did someone make it? (*someone made it*)
  Do you think it's sweet? (*no*)

68 Unit 2

Then, within each component of the Unit, there are further breakdowns of objectives, strategies, vocabulary and other resources. In this example, also from Level 4, the students will read the folktale The Empty Pot and make predictions:



The Empty Pot
A boy named Cheng is a wonderful gardener. The emperor gives a seed to each gardener in the village, telling them that the person who grows the most beautiful plant will become the next emperor. Young Cheng takes good care of his seed. But will he win the contest?

Before You Read

- **Activate prior knowledge** Ask students questions to get them thinking about main ideas in the story. Say *Did you ever grow a plant? What did you need to do to help the plant grow? Did you ever enter a contest? Tell about it.*
- **Introduce the strategy** Give students examples to help them understand the word *prediction*. Say *Is it going to rain later? Hmmm. The sky doesn't look dark. I don't see many clouds. I predict it won't rain today.*
- Say *As we read the story, let's use a chart to keep track of our predictions.* Draw a two-column chart on the board. Label one column **My prediction** and the other column **What actually happens**. Say *Look at the picture on the cover of this reader. What do you predict this reader will be about?*
- Say *As we read, we will sometimes stop to make predictions about what will happen next. Look for clues in the text to help you make these predictions.*

While You Read

- Stop after every few pages to make predictions together about what will happen next.

p. 5: *What do you think Cheng will do?*
p. 9: *Do you think Cheng will take his pot to the palace? What do you think will happen there?*
p. 10: *What do you think the emperor will say?*

After You Read

- After finishing the story, look at the predictions in the first column of the chart. For each prediction, ask *Was that prediction right?* Next to each prediction, have students write *correct* or write what actually happened.

UNIT 2 READER

Text Type folktale
Reading Strategy Make Predictions
Vocabulary *a cucumber, an onion, a pumpkin, dig, grow, plant, water, weed, every day*
Grammar talk about obligation with *have to* + verb
Resources Video Sc. 10; Graphic Organizer: Two-column chart; World Map

BE THE EXPERT

Our World in Context

The Empty Pot is a folktale from China, one of the largest countries in the world. China is on the eastern part of the continent of Asia. If possible, show students China on a world map.

Reading Strategy

Make Predictions Making predictions helps students to be active readers. Help students make predictions while reading *The Empty Pot* by stopping every few pages and asking questions about what might happen next.

Text Background

The story takes place in ancient China. Chinese civilization, which started over 4000 years ago, is one of the oldest in the world. Emperors ruled China for more than 2000 years, starting in 221 BCE.

C. Supports for Various Levels of Language Proficiency

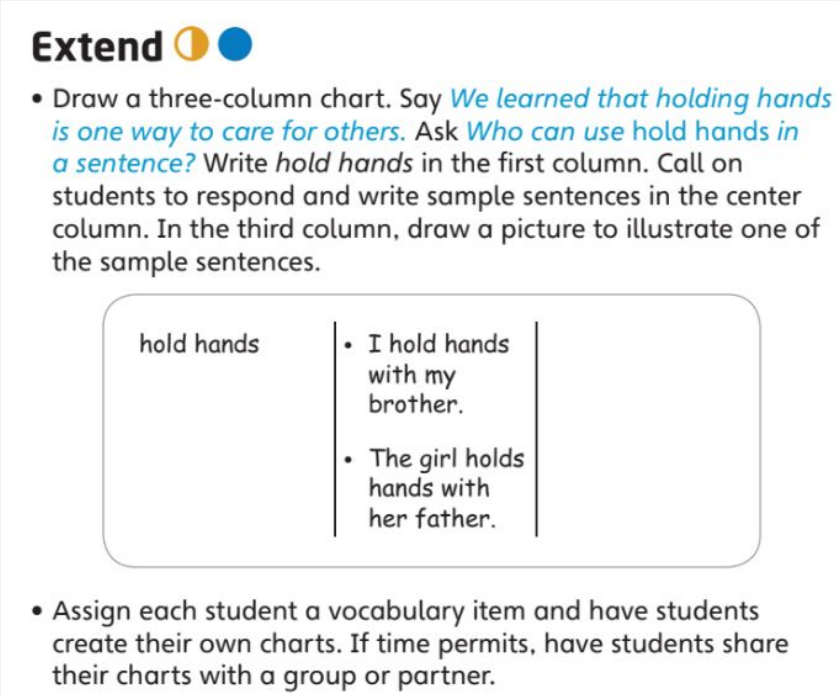
1) **Do the materials provide scaffolding supports for students to advance within a proficiency level?** **Yes** No

2) **Do the materials provide scaffolding supports for students to progress from one proficiency level to the next?** **Yes** No

3) **Are scaffolding supports presented systematically throughout the materials?** **Yes** No

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

1) The materials provide scaffolding supports for students to advance within a proficiency level. As mentioned earlier, each Unit of the Stater Level and Levels 1-6 contains multiple activities related to a particular theme. Each Unit contains more or less the following features/components: A Unit Opener, Vocabulary Introduction, A song, A Grammar Lesson, Additional thematic vocabulary and grammar, Content Reading, Writing and Values, and Project Work. Supporting these areas are photographs, posters, Audio CDs, readers, videos, workbooks, and picture cards. There are also extension activities built into each lesson which allows the students to practice more with the new language they were presented and build on it using real world communication skills. In a unit on helping others, in Level 3, the students learn vocabulary used when talking about caring for other people or animals. They view photos and listen to then repeat sentences such as "I like to help my grandma." They then work with the simple sentence frame of "I like to___" to reinforce the vocabulary. The extension activity, shown below, has students working with a three-column chart where they think of other ways to care for others and write a sentence describing that as a class. Then the teacher has the option of having the students create their own chart independently using an assigned vocabulary item:



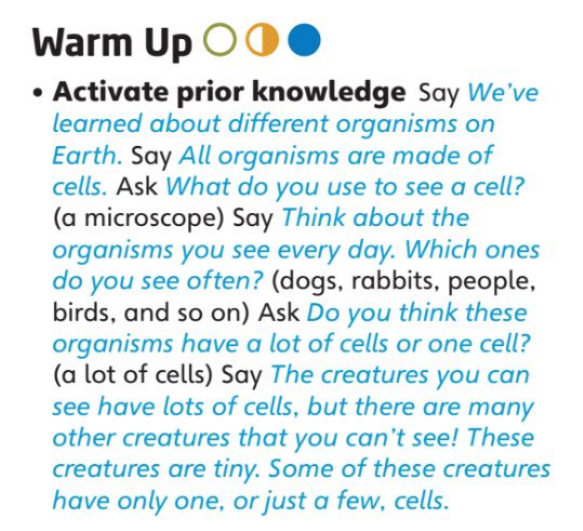
Extend

- Draw a three-column chart. Say *We learned that holding hands is one way to care for others.* Ask *Who can use* hold hands *in a sentence?* Write *hold hands* in the first column. Call on students to respond and write sample sentences in the center column. In the third column, draw a picture to illustrate one of the sample sentences.

hold hands	• I hold hands with my brother. • The girl holds hands with her father.	

- Assign each student a vocabulary item and have students create their own charts. If time permits, have students share their charts with a group or partner.

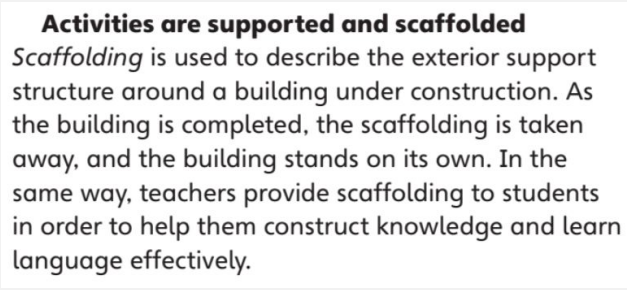
2) The materials provide scaffolding supports for students to progress from one proficiency level to the next one. One of the narratives in the Level 6 Lesson Planner states, on page 35, state that “As learners age and develop cognitively, they are invited to notice certain language features and think about how they function. The oldest learners can keep personal grammar reference notebooks in which they have a page for each grammar point, with examples of form, meaning, and use. Grammar practice in the Student Book is supported by additional activities in the Workbook and the Classroom Presentation Tool.” Additionally, the lessons usually begin with a Warm Up, where the teacher activates the students’ prior knowledge and reminds them of what they’ve already learned, as seen in this example from Unit 5, Level 6, page 180:



Warm Up

- **Activate prior knowledge** Say *We've learned about different organisms on Earth.* Say *All organisms are made of cells.* Ask *What do you use to see a cell?* (a microscope) Say *Think about the organisms you see every day. Which ones do you see often?* (dogs, rabbits, people, birds, and so on) Ask *Do you think these organisms have a lot of cells or one cell?* (a lot of cells) Say *The creatures you can see have lots of cells, but there are many other creatures that you can't see! These creatures are tiny. Some of these creatures have only one, or just a few, cells.*

3) Scaffolding supports are presented systematically throughout the materials. At the beginning of each Lesson Planner for all levels, the importance of supports and scaffolding are explicitly stated:



Activities are supported and scaffolded

Scaffolding is used to describe the exterior support structure around a building under construction. As the building is completed, the scaffolding is taken away, and the building stands on its own. In the same way, teachers provide scaffolding to students in order to help them construct knowledge and learn language effectively.

Our World prepares students for success by supporting and scaffolding the learning process and by breaking tasks down into small, achievable steps that help build student achievement.

Students at all levels are provided multiple opportunities through a range of activities to engage with the material they are learning. For example, in Our World Level 2, Unit 2, the students are learning about clothing and the weather. They start with a warm-up and presentation of the weather words and clothing vocabulary:

They then listen to a song which incorporates the same vocabulary:

SONG

1 Listen. Read and sing. TR: 2.3

Hot or Cold?

Come and look outside.
What do you see?
Today it's snowy.
Put on your boots and coat.
It's cold outside today.

Come and look outside.
What do you see?
Today it's sunny. Put on
your sneakers and shorts.
It's hot outside today.

Sledding, Seoul, South Korea

30 Unit 2

CHORUS

We dress for the weather.
The weather can be hot or cold.
Sometimes it's hot, sometimes it's cold.
Is it hot or cold today?

Take off your boots and your sweater.
Take off your hat and your coat.
What's the weather like?
Is it hot? Yes!
It's hot outside today.

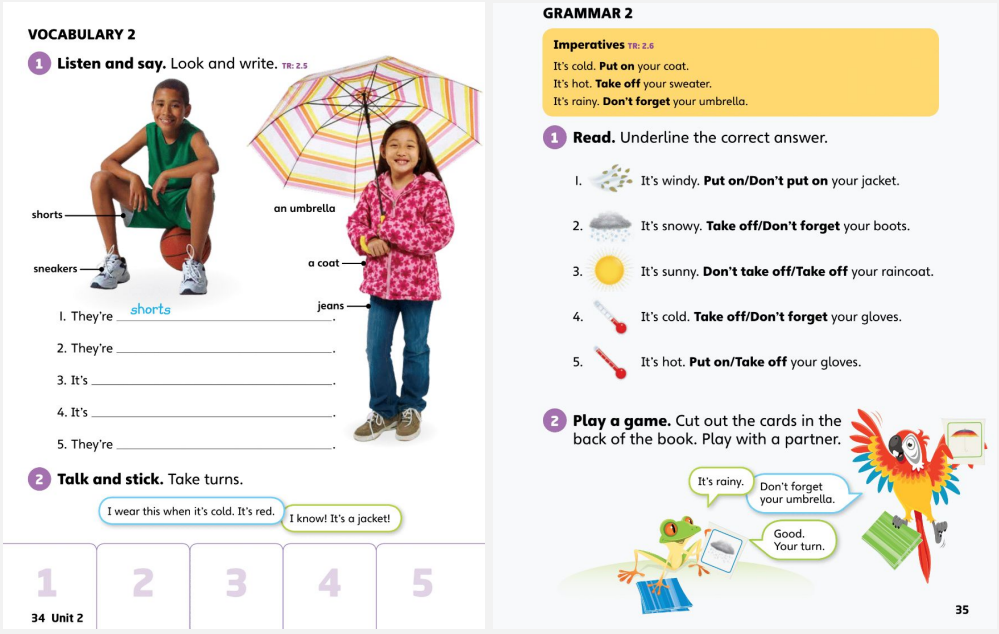
Put on your boots and your sweater.
Put on your hat and your coat.
What's the weather like?
Is it cold? Yes!
It's cold outside today.

CHORUS

2 Act out a weather word.
Work in a group. Take turns.

31

They also work on grammar and reinforce vocabulary sentence frames, reading and a game:



VOCABULARY 2

1 Listen and say. Look and write. TR: 2.5

shorts
sneakers
an umbrella
a coat
jeans

1. They're shorts.
2. They're _____.
3. It's _____.
4. It's _____.
5. They're _____.

2 Talk and stick. Take turns.

I wear this when it's cold. It's red.
I know! It's a jacket!

1 2 3 4 5

34 Unit 2

GRAMMAR 2

Imperatives TR: 2.6
It's cold. **Put on** your coat.
It's hot. **Take off** your sweater.
It's rainy. **Don't forget** your umbrella.

1 Read. Underline the correct answer.

1. It's windy. **Put on/Don't put on** your jacket.
2. It's snowy. **Take off/Don't forget** your boots.
3. It's sunny. **Don't take off/Take off** your raincoat.
4. It's cold. **Take off/Don't forget** your gloves.
5. It's hot. **Put on/Take off** your gloves.

2 Play a game. Cut out the cards in the back of the book. Play with a partner.

It's rainy.
Don't forget your umbrella.
Good. Your turn.

35

Another activity is making a weather mobile using the vocabulary learned:

The lessons in the Our World series progress in a similar fashion throughout.

D. Accessibility to Grade Level Content

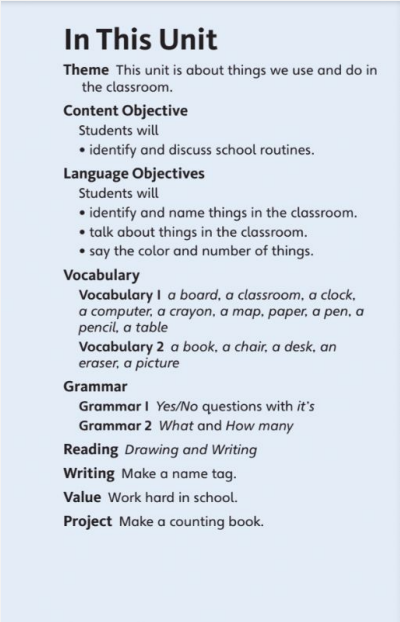
1)	**Is linguistically and developmentally appropriate grade-level content present in the materials?**	**Yes**	No
2)	**Is grade-level content accessible for the targeted levels of language proficiency?**	**Yes**	No
3)	**Is the grade-level content systematically presented throughout the materials?**	**Yes**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

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

1) Grade-level content that is linguistically and developmentally appropriate is present in the
materials. The Our World series is designed for younger learners, elementary age, and
the materials reflect that. In the introductory pages of the Lesson Planners, there is a section called "Learning English through 'Real-World' Content." It explains the

philosophy
of the program: The Our World series takes into account current research and approaches in teaching language to young learners. Students learn language and content
at the same time, so it's natural and authentic to incorporate academic content into the English language classroom. Integrating content from different areas such as Art, Science, and Social Studies makes language learning more interesting and engaging."

2) The grade-level content is accessible for the targeted levels of language proficiency. In the Starter and early levels of the program, the content is what one would expect to find,
like the example of "My Classroom" seen here:



In This Unit

Theme This unit is about things we use and do in the classroom.

Content Objective
Students will
- identify and discuss school routines.

Language Objectives
Students will
- identify and name things in the classroom.
- talk about things in the classroom.
- say the color and number of things.

Vocabulary
Vocabulary 1 *a board, a classroom, a clock, a computer, a crayon, a map, paper, a pen, a pencil, a table*
Vocabulary 2 *a book, a chair, a desk, an eraser, a picture*

Grammar
Grammar 1 *Yes/No* questions with *it's*
Grammar 2 *What* and *How many*

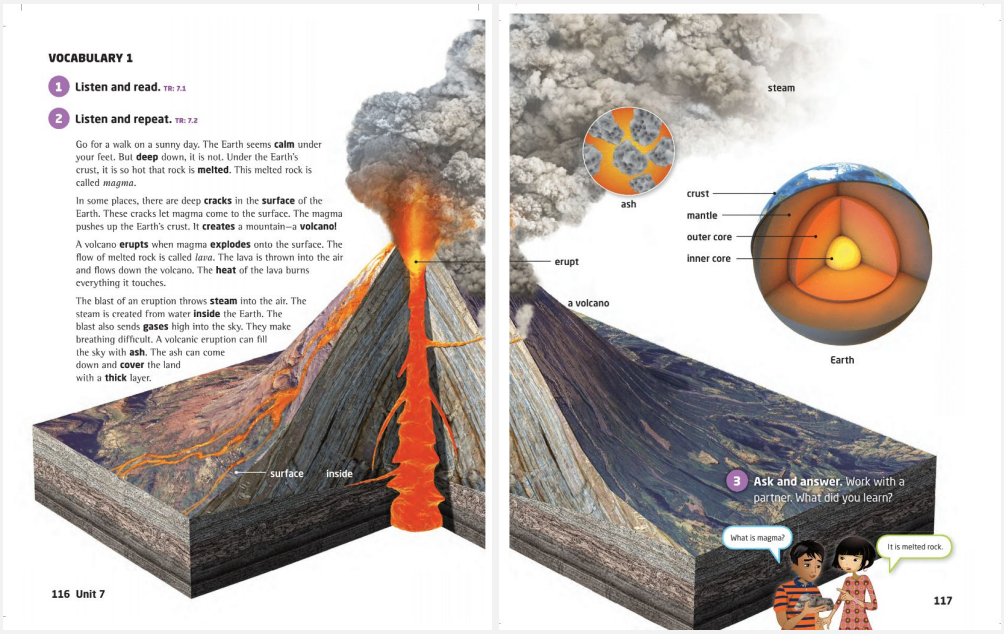
Reading *Drawing and Writing*

Writing Make a name tag.

Value Work hard in school.

Project Make a counting book.

Towards the middle and end of the series, at the higher levels, the content is still accessible
for the targeted proficiency levels. For example, at Level 5, Unit 7 is about how volcanoes
form and how they erupt. Through some of the content teaches more technical, scientific
language, it is appropriate for the grade level and provides a lot of support for learning the
content. In this example, the students listen to the text being read while they read along.
There is a large, labeled graphic of a volcano with the key vocabulary words for the lesson
and multiple opportunities to practice speaking and understanding the words.



VOCABULARY 1

1 **Listen and read.** TR: 7.1

2 **Listen and repeat.** TR: 7.2

Go for a walk on a sunny day. The Earth seems **calm** under your feet. But **deep** down, it is not. Under the Earth's crust, it is so hot that rock is **melted**. This melted rock is called *magma*.

In some places, there are deep **cracks** in the **surface** of the Earth. These cracks let magma come to the surface. The magma pushes up the Earth's crust. It **creates** a mountain—a **volcano**!

A volcano **erupts** when magma **explodes** onto the surface. The flow of melted rock is called *lava*. The lava is thrown into the air and flows down the volcano. The **heat** of the lava burns everything it touches.

The blast of an eruption throws **steam** into the air. The steam is created from water **inside** the Earth. The blast also sends **gases** high into the sky. They make breathing difficult. A volcanic eruption can fill the sky with **ash**. The ash can come down and **cover** the land with a **thick** layer.

surface

inside

116 Unit 7

steam

ash

crust

mantle

outer core

inner core

erupt

a volcano

Earth

3 **Ask and answer.** Work with a partner. What did you learn?

What is magma?

It is melted rock.

117

3) Grade-level content is systematically presented throughout the materials. Each lesson in every Unit of every Level revolves around a content area theme. The Scope and Sequence chart at the beginning of each Lesson Planner outlines each unit including the theme, goals, vocabulary, grammar and the domains of langauge. An example from page 2 of the Our World 4 Lesson Planner illustrates this:

Scope and Sequence

	1 All in Our Family	2 Fresh Food	3 Long Ago and Today	4 Get Well Soon
CONTENT AREA CONNECTION	The Humanities, Science, Social Studies	Science, Technology and Engineering	The Humanities, Social Studies, Technology and Engineering	Health, Science
GOALS ▶ SC: 1	• describe what you look like • compare people you know • talk about your plans • write a journal entry	• talk about obligation • describe how often you do something • discuss and order food • write to express your opinion	• describe daily life in the past and your life today • talk about what the past was like • compare the past with your life now • write unified paragraphs	• talk about health and illness • give advice • describe actions • write about cause and effect
VOCABULARY 1 & 2 ▶ SC: 2–4	bigger, cuter, different, faster, friendlier, older, relatives, shorter, slower, smaller, smarter, stronger, taller, uglier, younger **Strategy:** Antonyms blond hair, curly hair, glasses, straight hair, wavy hair **Strategy:** Memorization	cabbage, cucumber, dig, eggplant, green beans, grow, hot peppers, lettuce, onion, pick, plant, pumpkin, ready, ripe, water, weed, zucchini **Strategy:** Compound words every day, how often, on (Friday), once (a month), three times (a week), twice (a year) **Strategy:** Frequency words	begin, cell phone, chores, electric light, fire, learn, life, make, sew, spend time, tell, things, town, video game, wash **Strategy:** Homophones difficult, expensive, important, modern, old-fashioned **Strategy:** Adjectives	bandage, cast, cough, earache, feel dizzy, first-aid kit, germ, have a cold, have a fever, headache, medicine, sneeze, stomachache, thermometer, tissue, toothache **Strategy:** Word parts broken leg, bruise (n), burn (n), cut (n), scratch (n) **Strategy:** Multiple meanings
GRAMMAR 1 & 2 ▶ SC: 5–6	**Comparatives with *-er*** **Present progressive for future plans**	***Have to*** ***Would like***	**Contrast with *but* and *instead*** **Comparatives with *more* + adjective**	**Advice with *should*** **Reflexive pronouns**
READING	Where Do Your Eyes Come From? **Strategy:** Using visuals to support comprehension	The Farms of the Future Are Here **Strategy:** 5Ws and how	The World in the Palm of Your Hand **Strategy:** Using timelines	Why Do We Sneeze? **Strategy:** Identify sequence of events
WRITING	**Journal Entry** Focus: Use emotion words	**Opinion Writing** Focus: Identify positive and negative points	**Paragraph Unity** Focus: Identify topic sentence and supporting details	**Cause and Effect Writing** Focus: Describe what happens and why
MISSION ▶ SC: 9	**Understand the human family.** **National Geographic Explorer:** Spencer Wells	**Appreciate local food.** **National Geographic Explorer:** Juan Martinez	**Appreciate the past.** **National Geographic Explorer:** Stephen Ambrose	**Be prepared.** **National Geographic Explorer:** Dr. Hayat Sindi
PROJECT	Class big book	Plant cards	Then and now poster	First-aid kit
REVIEW	**Units 1–3**			**Units 4–6**
EXTENDED READING	**Giant's Causeway**			**Oceans of Plastic: Time for Action**
LET'S TALK	**Hello!** **I agree!**			**What's wrong?** **I don't understand.**

▶ **ADDITIONAL VIDEO** Song: Sc. 7; Viewing Sc. 8; Storytime: Sc. 10; Wrap Up: Sc. 11

2

E. Strands of Model Performance Indicators

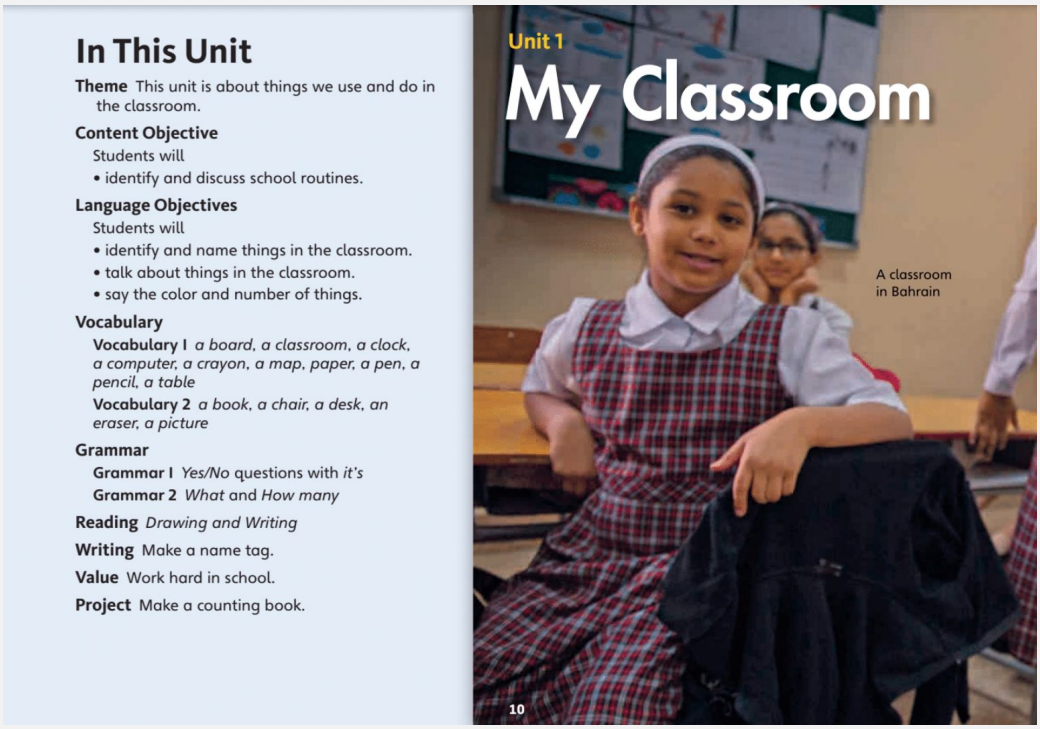
1) **Do materials include a range of language functions?** **Yes** No

2) **Are the language functions incorporated into a communicative goal or activity?** **Yes** No

3) **Do the language functions support the progression of language development?** **Yes** No

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

1) The materials in the Our World series contain a wide range of language functions. In each Unit, there are many different points in the Lesson Planner that outline specific objectives for the given activity. For the following Unit in the Lesson Planner, Level 1, the students will identify, discuss, name and count:



In This Unit

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Vocabulary 1 *a board, a classroom, a clock, a computer, a crayon, a map, paper, a pen, a pencil, a table*
Vocabulary 2 *a book, a chair, a desk, an eraser, a picture*

Grammar
Grammar 1 *Yes/No* questions with *it's*
Grammar 2 *What* and *How many*

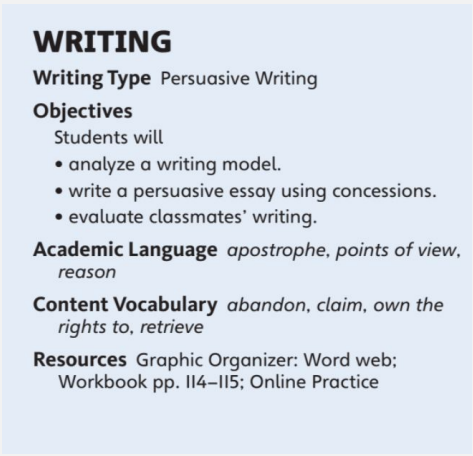
Reading *Drawing and Writing*

Writing Make a name tag.

Value Work hard in school.

Project Make a counting book.

In the higher levels, there are naturally higher-level language functions, as seen here for a writing task in Level 6, Unit 9, where the students will be analyzing and evaluating:



WRITING

Writing Type Persuasive Writing

Objectives

Students will

- analyze a writing model.
- write a persuasive essay using concessions.
- evaluate classmates' writing.

Academic Language *apostrophe, points of view, reason*

Content Vocabulary *abandon, claim, own the rights to, retrieve*

Resources Graphic Organizer: Word web; Workbook pp. 114–115; Online Practice

2) The language functions are incorporated into a communicative goal or activity throughout the Our World series. In the Scope and Sequence charts at the beginning of each of the Lesson Planners, there is a column for Goals and within that the target language functions are listed.

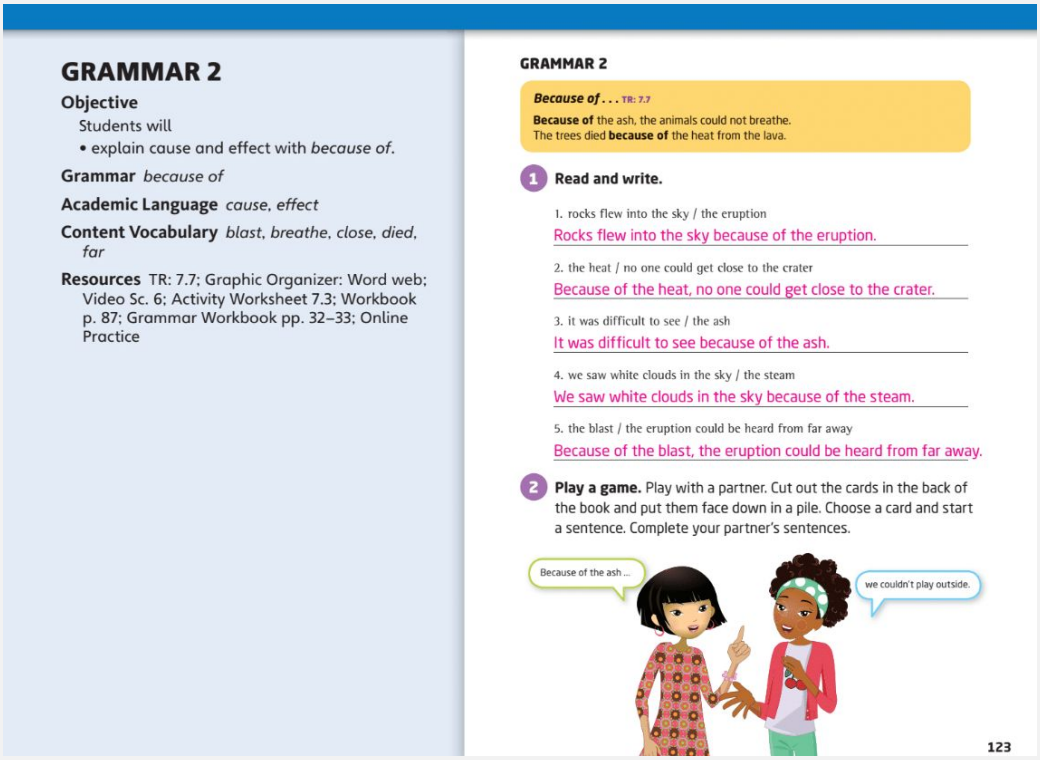
Scope and Sequence

	1 Extreme Weather	2 Copycat Animals	3 Music in Our World	4 Life Out There
CONTENT AREA CONNECTION	Science	Science	Music and the Performing Arts, Visual Arts	Science, Technology, and Engineering
GOALS ▶ SC: 1	• talk about different kinds of extreme weather • describe the damage storms can cause • describe how to prepare for extreme weather • write a personal narrative	• describe animals • compare different animals • talk about how animals imitate others • use classification writing	• talk about different musical instruments and styles • talk about your musical experiences • compare how people make music • do contrast writing	• talk about space and space exploration • talk about different possibilities of life in space • give your opinions about space • do persuasive writing
VOCABULARY 1 & 2 ▶ SC: 2–4	blizzard, drop, drought, flood, heat wave, hurricane, ice storm, lightning, range, rise, sandstorm, speed, thunder, tornado, tropical storm **Strategy:** Compound nouns emergency, evacuate, flashlight, plan, shelter, supplies **Strategy:** Noun plurals	camouflage, characteristic, copy, frighten, hide, hunt, imitate, insect, poisonous, predator, prey, resemble, species, spot, stripe **Strategy:** Using a dictionary attack, avoid, confuse, defend, escape **Strategy:** Action verbs	band, beat, chord, concert, drum, flute, guitar, lead singer, melody, note, perform, piano, practice, rhythm, saxophone, violin **Strategy:** Multiple-meaning words classical, hip-hop, jazz, pop, rock **Strategy:** Act it out	atmosphere, comet, data, debate, extraterrestrial, galaxy, journey, orbit, planet, solar system, space, the universe **Strategy:** Classification of words astronaut, communicate, rocket, search, spacecraft, space station **Strategy:** Words in context
GRAMMAR 1 & 2 ▶ SC: 5–6	**Future predictions and plans with *be going to*** **Zero conditional (present tense)**	**Comparisons with *as . . . as*** **Tag questions**	**Present perfect with *ever* and *never*** **Comparative adverbs**	***May* and *might*** **Indefinite pronouns**
READING	Tornado Trouble **Strategy:** Visualize	Copycats **Strategy:** Scan text for information	It's All Music **Strategy:** Ask questions	Listening for Life **Strategy:** Identify the author's purpose
WRITING	**Personal Narrative** **Focus:** Describe an experience	**Classification Writing** **Focus:** Show how things belong to a group or category	**Contrast Writing** **Focus:** Show the differences between things	**Persuasive Writing** **Focus:** Convince the reader of your opinion
MISSION ▶ SC: 9	**Understand weather.** **National Geographic Explorer:** Tim Samaras	**Protect biodiversity.** **National Geographic Explorer:** Krithi Karanth	**Change through music.** **National Geographic Explorer:** Jack Johnson	**Live curious.** **National Geographic Explorer:** Kevin Hand
PROJECT	A tornado in a jar	A collage	A musical instrument	Model of life on another planet
REVIEW	**Units 1–3**			**Units 4–6**
EXTENDED READING	**Animal Predictions?**			**Attack of the Extraterrestrial Plants!**
LET'S TALK	**It's my turn.** **Who's going to take notes?**			**Can I borrow your bike?** **It could work.**

▶ **ADDITIONAL VIDEO** Song: Sc. 7; Viewing: Sc. 8; Storytime: Sc. 10; Wrap Up: Sc. 11

2

In this example, from Level 5, some of the language functions expected are discuss, describe, and make predictions. Students do these through a variety of activities in the Unit. An example of an activity where the student will explain cause and effect is seen here, on page 244 of the Our World Lesson Planner. Students will read and write sentences, then play a game:



GRAMMAR 2

Objective

Students will

- explain cause and effect with *because of*.

Grammar *because of*

Academic Language *cause, effect*

Content Vocabulary *blast, breathe, close, died, far*

Resources TR: 7.7; Graphic Organizer: Word web; Video Sc. 6; Activity Worksheet 7.3; Workbook p. 87; Grammar Workbook pp. 32–33; Online Practice

GRAMMAR 2

Because of . . . TR: 7.7

Because of the ash, the animals could not breathe.
The trees died **because of** the heat from the lava.

1 **Read and write.**

1. rocks flew into the sky / the eruption
Rocks flew into the sky because of the eruption.

2. the heat / no one could get close to the crater
Because of the heat, no one could get close to the crater.

3. it was difficult to see / the ash
It was difficult to see because of the ash.

4. we saw white clouds in the sky / the steam
We saw white clouds in the sky because of the steam.

5. the blast / the eruption could be heard from far away
Because of the blast, the eruption could be heard from far away.

2 **Play a game.** Play with a partner. Cut out the cards in the back of the book and put them face down in a pile. Choose a card and start a sentence. Complete your partner's sentences.

123

3) The language functions support the progression of language development in the Our World Series. The simpler language functions, like identify, name, and match, provide a foundation of language skills for the later levels, when the students will need to compare and contrast, predict, and explain. This is summed up well in the beginning of each Lesson Planner when Critical Thinking Skills are discussed. It states: “Critical thinking is a higher order of thought that involves analyzing, evaluating, and synthesizing information. In many young learner classrooms, teachers’ questions may be limited to basic comprehension questions. Even though children’s analytical abilities are not yet fully developed, teachers can nevertheless design age-appropriate questions that go beyond the surface and require deeper processing on their students’ part.”