



PRIME V2TM

Protocol for Review of
Instructional Materials for ELLs V2

WIDA PRIME V2 CORRELATION



PRIME V2™

Introduction to PRIME

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

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

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

Standards Framework Elements Included in the PRIME Inventory
1. Asset-based Philosophy
A. Representation of Student Assets and Contributions
2. Academic Language
A. Discourse Dimension
B. Sentence Dimension
C. Word/Phrase Dimension
3. Performance Definitions
A. Representations of Levels of Language Proficiency
B. Representations of Language Domains
4. Strands of Model Performance Indicators and the Standards Matrices
A. Connection to State Content Standards and WIDA Language Development Standards
B. Cognitive Challenge for All Learners at All Levels of Language Proficiency
C. Supports for Various Levels of Language Proficiency
D. Accessibility to Grade Level Content
E. Strands of Model Performance Indicators

PRIME Part 1: Provide Information about Materials

Provide information about each title being correlated.

Publication Title(s): *Let's Talk! English*

Publisher: Smart Class+ By Robotel

Materials/Program to be Reviewed:

Digital Learning Modules Basic Level, A1 Beginner and A2 Elementary. The modules included in the A1 Beginner level include thematic content focused on the following content; *All about you, Free Time, Family, School, Shopping, Entertainment*. A2 Elementary level include thematic content focused on the following content; *At Home, Food and Drink, Travel, Around Town, Health and Wellness, and At Work*

Tools of Instruction included in this review:

Digital Learning Modules and Teacher Support Materials

Intended Teacher Audiences:

Secondary educators working with students in a small group, guided English language development classroom instruction, intervention including secondary students (grades 6-12) SLIFE English language and literacy learners.

Intended Student Audiences:

Secondary students (grades 6-12) receiving comprehensive English language and literacy instruction through group work, guided classroom instruction, intervention including secondary SLIFE and language learners. The program is also appropriate for individual and self-guided student exploration. The program can also be teacher directed with specifically chosen work sessions. *Let's Talk! English* is designed to be used in conjunction with the *SmartClass+* language lab platform.

Language domains addressed in material:

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

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

WIDA Language Development Standards addressed: (e.g. Language of Mathematics).

WIDA Standard 1, Social Instructional Language

WIDA Standard 2; The Language of Language Arts

WIDA Standard 5; The Language of Social Studies

WIDA Language Proficiency Levels included:

A1= *English Language Proficiency Level 1: Entering*

A2= *English Language Proficiency Level 2: Beginning*

Let's Talk! English is designed for secondary students (grades 6-12) English language learners acquiring literacy and oracy skills in English.

Most Recently Published Edition or Website:

<https://www.robotel.com/>

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

Let's Talk! English is an English language and literacy support program for secondary students (grades 6-12) English language learners that reflects best practices in 2nd language acquisition. *Let's Talk! English* digital learning modules.

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)

Let's Talk! English creates pathways for students to connect to content by connecting student's background, personal experiences, culture and academic knowledge throughout their online experiences. Students assets and contributions are considered in the materials so that students connect to the materials in each digital learning thematic module. Each chapter includes social and emotional language with *important English phrases*, strategic connections with *phrases in the classroom*, target vocabulary, interactive video sequences, mini-comprehension assessments based on the new learning. Additionally, students are provided opportunities to engage with the target learning and language objectives through embedded reading sequence activities, conversational practice activities, and extension exploration activities. Screenshots below reflect the *A1. Beginner* chapter entitled *All About You*. The language and learning targets highlighted in this chapter include; *introductions, discussions about where someone is from, the ability to use pronouns and conjugate the verb to be, using number to communicate both age and phone number, and asking and answering personal questions.*



2)

Students assets and contributions are considered systematically throughout the *Let's Talk! English* on line learning program. Activities that present opportunities for students to connect to content and share their personal experiences are found in both the digital self-guided learning program and the teacher-directed in-class extension experiences. Students are provided strategic thematic vocabulary, associated grammar and foundational literacy skills. Students explore language function and construction through sequenced listening and speaking activities. Each thematic chapter in A1 Beginner Level and A2 Elementary levels address the student context and experience by using diverse secondary actors, real-world situations, and academic setting related to the target age group. Additionally, secondary students are provided a series of language and literacy-based extension activities that focus on foundational skills, language function, construction and collaboration through listening, reading, speaking and writing.

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 address language function features at the discourse dimension for early emergent language learners in a consistent manner. The discourse dimension is considered in the listening, speaking, and academic conversation lessons presented in each thematic chapter. In each digital learning module, language and thematic content lessons are presented in a contextual narrative with supported video, student dialogue and student characters that relate to real-world in-school and beyond, peer interactions. The student characters interact with each other to provide authentic verbal and nonverbal cues to increase student's contextual comprehension. Beginning conversational practice lessons focus on school contexts with conversational information presented in the following chapters; *All about you, Free Time, Family, School, Shopping and Entertainment*. The *All about you* chapter for example contains the following components, contextualized vocabulary practice with the following thematic concepts; *greetings and introductions, places to live and using numbers* and conversation practice activities focused on *spelling names, asking and answering personal information questions and practice with introducing classmates*. Key terminology and target language are highlighted for students to attend to new vocabulary and conversational information at a discourse level. Throughout each of the digital learning modules there are opportunities for discourse.

MAD Image Match

Match the greeting with the correct picture.



A. See you later, Joe.
- Bye, Tom!



B. Good afternoon, Mrs. Williams.
- Good afternoon, Mary.



C. Hi, Sarah!
- Morning, Olivia!



D. Have a good night, Mr. Smith.
- Goodbye, Mr. Johnson.

1 CONVERSATION

INTRO SECTION 1 SECTION 2 SECTION 3 LET'S TALK! REVIEW & ASSESSMENT

ACTIVITIES



ACTIVITY 1.2.14 - SPEAK: Where are you from?

LAD Pairing Activity or Student Presentation

Talk as a class about where you are from. Your teacher will help you with the country pronunciation, or you can look it up online. Think about family or friends. What countries are they from?

TEACHER NOTE: If you want to be able to listen to these conversations later, launch the recorder at the beginning of this activity and hit record.



ACTIVITY 1.3.17 - SPEAK: Name and Phone Number

LAD Pairing Activity

You will be paired up with 5 different people. You will ask each person "What is your name?" and then ask the person "How do you spell your name?" You will write the person's name. Then, you will ask the person "What is your phone number?" and write the phone number on the worksheet.

What is your name? (Spell it)	What is your phone number?
Ex. My name is L-i-n-d-a-s-e-y.	Ex. My phone number is 555-212-6589.
1.	
2.	
3.	
4.	
5.	

TEACHER NOTE: If you want to be able to listen to these conversations later, launch the recorder at the beginning of this activity and hit record.



ACTIVITY 1.2.15 - SPEAK: Where are they from?

LAD Pairing Activity

Each person has a flag to show which English speaking country he/she is from. You and your partner need to ask and answer questions to find out which name goes with which country.

For example:
Student A has: **United States**

Student B has the name Ed - _____ and must ask a question to fill in the country that Ed is from.

Student B needs to ask "Where is Ed from?"

Student A answers, "Ed is from the United States."

Then, **Student B** writes down **United States** in the blank space next to **Ed**.

	Ava	Ryan	Oliver	Carissa	Linda
Student A					
1. Maya - _____	2. William - _____	3. Ashley - _____	4. Jessie - _____	5. Aaron - _____	
	Aaron	William	Maya	Jessie	Ashley
Student B					
1. Oliver - _____	2. Linda - _____	3. Ryan - _____	4. Carissa - _____	5. Ava - _____	



ACTIVITY 1.3.18 - SPEAK: Ask and Answer Questions

LAD Pairing Activity

Greet your partner and ask your partner the following questions. Then introduce yourself when they ask you questions. You will do this with 4 partners total.

Questions	Partner 1	Partner 2	Partner 3	Partner 4
What is your name?				
How old are you?				
What is your phone number?				
Where are you from?				
Where do you live?				
What is your favorite number?				

2)

Language features at the discourse dimension are addressed systematically throughout the *A1 Beginner* and *A2 Elementary* thematic materials. There are introductory levels of linguistic complexity appropriate for the newcomer secondary student. Let's Talk! English includes interactive supported videos, conversations, mini embedded listening and reading comprehension assessments based on the new thematic learning and interactive vocabulary. The online Let's Talk! English chapters highlight the student context and experiences by using real and diverse student actors, real-world situations and context and academic settings relatable to the target student group. See examples from the A1 Learning Chapter, *All About Me*.

In the examples highlighted below students use all 4 language domains to listen and learn to discourse level information about a business and contact information shared on a business card;

1 **READING**

INTRO SECTION 1 SECTION 2 SECTION 3 LET'S TALK REVIEW & ASSESSMENT

BUSINESS CARDS

ACTIVITY 1.3.21 - READ

MAD Text Match

Match the person's name with the phone number.

Melissa Davis	555-281-0103
Kathy Stewart	555-259-5445
Jacob Anderson	555-414-6286
Mary Hart	555-207-3020
Barry Adams	555-389-9856
Justin Black	555-591-8654

ACTIVITY 1.3.22 - READ & SPEAK

MAD Open Recording

Find each person's business card. Spell his/her name and say the phone number.

1. Mary Hart	555-207-3020	4. Kathy Stewart	555-259-5445
2. Melissa Davis	555-281-0103	5. Justin Black	555-591-8654
3. Barry Adams	555-389-9856	6. Jacob Anderson	555-414-6286

The additional example provided below highlights a speaking extension activity in which students watch and learn from a peer and then participate in discourse-level information gathering discussions.

INTRO SECTION 1 SECTION 2 SECTION 3 **LET'S TALK!** REVIEW & ASSESSMENT

LET'S TALK!

VIDEO - LET'S TALK ABOUT JACK!

LT 1.1 - LISTEN (Available with or without captions.)

MAD Listening & Viewing

Watch the chapter video.

Teachers, you can also launch this as a LAD activity and have your students all watch it at the same time.

"Hi, my name is Jack Jones. J-A-C-K J-O-N-E-S. I am 19 years old. I am from Sussex, Wisconsin. My ancestors are from Italy. I currently live in Sussex. I go to school in Oshkosh and my favorite number is 32."

LT 1.2 - LISTEN

MAD Multiple Choice

Listen to the student interview and answer the questions.

1. What is the boy's name?	A. Jeff	B. Jack	C. Joe
2. What is his last name?	A. Jack	B. James	C. Jones
3. How old is he?	A. nineteen	B. seventeen	C. eighteen
4. Where is his family from?	A. Ireland	B. Italy	C. England
5. Where does he live?	A. Wisconsin	B. Washington	C. Wyoming
6. What is his favorite number?	A. 13	B. 32	C. 6

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 the language features at the sentence dimension. The sentence dimension is considered in both the A1 Beginner and A2 Elementary Content on-line thematic chapters. Let's Talk! English students are taught new language and vocabulary with explicit connections and context at the sentence level. In online listening and speaking activities students watch interactions between peers and through both verbal and nonverbal cues, students interpret the conversations and indicate understanding through a series of connected activities. Throughout each of the thematic chapters, listening, speaking and reading lessons focus on acquisition at the word, sentence and phrase level to build academic English skills. The focus of the Let's Talk! English levels are highlighted as follows;

A1 Beginner;

Students can;

- *Understand everyday expressions and very basic phrases*
- *Introduce themselves and answer personal expressions*
- *Interact in a simple way with others*

A2 Elementary;

Students can;

- *Understand sentences and frequently used expressions*
- *Communicate in simple and routine tasks*
- *Describe in simple terms aspects of their background*

The sequence information below highlights how Let's Talk! English is partitioned into 6 different thematic courses with the following components; *Vocabulary, Grammar, Conversation, Reading, Let's Talk! Review and Assessment.*

LET'S TALK ENGLISH

The **LET'S TALK! ENGLISH** is partitioned into five (5) different courses, corresponding to levels A1, A2, B1, B2 and C1 of the Common European Framework of Reference (CEFR) for languages as described below:

	LEVEL	DESCRIPTION
BASIC	A1 Beginner	<ul style="list-style-type: none"> Can understand everyday expressions and very basic phrases Can introduce themselves and answer personal questions Can interact in a simple way with others
	A2 Elementary	<ul style="list-style-type: none"> Can understand sentences and frequently used expressions Can communicate in simple and routine tasks Can describe in simple terms aspects of their background
INDEPENDENT	B1 Intermediate	<ul style="list-style-type: none"> Can understand topics concerning family, work, school, etc. Can deal with most situations that arise while traveling Can describe experiences, events, dreams, hopes & ambitions
	B2 Upper Intermediate	<ul style="list-style-type: none"> Can understand main ideas on both concrete & abstract topics Can interact with a degree of fluency and spontaneity Can produce clear detailed text on a wide array of subjects
PROFICIENT	C1 Advanced	<ul style="list-style-type: none"> Can understand a wide range of demanding clauses Can express ideas fluently and spontaneously Can use language effectively, socially & professionally
	C2 Proficiency	<ul style="list-style-type: none"> Can understand with ease virtually everything heard or read Can summarize information and reconstruct arguments Can express themselves very fluently and precisely

LEARNING OBJECTIVES

I will be able to...

- describe rooms in a house and household items.
- use prepositions of place.
- describe items in a room using **there is/there are**.
- use the present continuous.
- discuss chores using adverbs of frequency.

2)

Within the A1(Beginner)and A2(Elementary) thematic courses there are examples of language features at the sentence dimension that are appropriate for the early emergent secondary

VOCABULARY

Rooms and Location	1-4
Items in a Home	1-18
Chores and Frequency	1-32

GRAMMAR

Prepositions of Place	1-8
Review of Open-Ended Questions	1-12
Present Continuous of Regular Verbs	1-22
There is / There are	1-25
Adverbs of Frequency	1-37
Present Continuous of Irregular Verbs	1-46

CONVERSATION

Draw a room!	1-15
What's your house like?	1-15
Which box is it in?	1-28
Describe a room!	1-29
Let's build sentences!	1-46
How often?	1-46
Do you help at home?	1-48

READING

Ads for a House	1-16
Furniture Store Ad	1-30
Family Chores	1-49

LET'S TALK!

Video - Let's do some chores!	1-50
Interviews - Let's talk about your home!	1-53

REVIEW & ASSESSMENT

Review	1-55
Projects	1-60
Assessment	1-61

LET'S TALK ENGLISH

	CONTENT	VOCABULARY	GRAMMAR
CHAPTER 1 - AT HOME			
1	Describe your house.	Rooms and Location	Prepositions of Place Review of Open-ended Questions
2	What's in your home?	Appliances and Furniture	Present Continuous of Regular Verbs There is/There are
3	Let's help at home!	Chores and Frequency	Adverbs of Frequency Present Continuous of Irregular Verbs

language learner. Within each chapter and video sequence students are supported with the following; peer models, audio and visual supports to contextualize new learning, supported text with new vocabulary, grammatical construct lessons, and opportunities to revisit comprehension through assessment. The digital modules provide immediate feedback to both teacher and student. The teacher can use built-in extension activities to generate student-specific lessons and individualized supports. The information included below is from the A2 (Elementary)thematic course titled, *At Home* that align to the language features at the sentence dimension;

UNITED STATES OF AMERICA
CULTURE IN THE U.S.A.

CALIFORNIA

Abbreviation: CA
 Nickname: The Golden State
 Capital City: Sacramento
 Other Major Cities: Long Beach, Los Angeles, San Diego, San Francisco, San Jose
 Population: 39.14 Million (2015)
 Area: 163,696 mi² (square miles)
 Flag:

Known For: Golden Gate Bridge, Hollywood, Beaches & Surfing, Mountains, California Redwood Trees, Disneyland, Alcatraz Island, Lombard Street, Yosemite National Park, Fisherman's Wharf, San Diego Zoo, Santa Monica Pier, Wineries

State Song: I love you, California
 State Bird: California Valley Quail
 State Flower: California Poppy

Each concept is connected to cultural context for the new arrival student.

ROOMS AND LOCATION

ACTIVITY 1.1.1 - SPEAK
MAD Open Recording
 Record yourself saying as much as possible about the Section 1 Vocabulary picture. What words or phrases do you know? What do you see?

TEACHER NOTE: After students complete the activity in the MAD, discuss the image as a class using the LAD Presentation Mode.

ACTIVITY 1.1.6 - READ
MAD Image Match
 Match each vocabulary word with the correct image.

the address, the hallway, the yard, the apartment, the stairs, the door, the gate, the key, the window, the garage

Students have opportunities to explore concepts for each language domain with a series of digital interactive activities as highlighted in the examples above.

3)

The 6 thematic courses in the A1(Beginner)and A2(Elementary) provide examples of language features at the sentence dimension addressed systematically throughout the digital learning materials. Each thematic chapter includes the following components; interactive student

videos with audio and visual supports, practice and review. Each chapter component can be extended beyond the language lab, to facilitate whole or small groups with teacher modified instruction, cooperative learning and exploration activities. Provided below are additional sentence level multi-language domain opportunities for students to continue to explore the target learning in the *At Home* chapter;

ACTIVITY 1.1.2 - LISTEN & SPEAK
MAD Segmental Recording
 Section 1 Vocabulary Pronunciation

ACTIVITY 1.1.3 - SPEAK
MAD Pronunciation
 Pronounce sentences using Section 1 Vocabulary.

1. This is my house.
2. I live near school.
3. I live far from school.
4. Do you have the key?
5. Is your room upstairs or downstairs?
6. I like a lot of windows.
7. We eat in the dining room.
8. I wash my clothes in the laundry room.
9. The garage is behind our house.
10. Their house has a small basement.

ACTIVITY 1.1.4 - WRITE
MAD Letter Jumble
 Spell vocabulary words from Section 1.

1. **between**
2. **the door**
3. **downstairs**
4. **in front of**
5. **the address**
6. **the apartment**
7. **under**
8. **the bedroom**






INTERNET SEARCH: (in your language)

1. Choose one of the places of interest from the list and research it. What is interesting about it? Would you like to visit it someday? Why or why not?
2. There are many famous people from California. Research one famous person and describe him/her. What is his/her name? What is he/she famous for? What other fun facts do you know about this person?

ACTIVITY 1.1.7 - LISTEN
MAD Category Match
 Listen to the following people describe their homes. Place each phrase under the correct person.

Jim: I live in an apartment in the city of Los Angeles. It is very expensive to live in California, and my home is extremely small. I have one bedroom, one bathroom, a kitchen and a living room. I do not have a garage or a yard.

C. Word/Phrase Dimension (multiple meanings of words, general, specific, and technical language¹)

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

4) Is the general, specific, and technical² 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 digital learning materials in Let's Talk! English address language features at the word/phrase level dimension in a consistent manner throughout the program. Each digital module includes an introductory video and audio files, connections to cultural context and focus on thematic vocabulary and phrases. Each thematic chapter provides students exposure to both high frequency vocabulary and unit theme vocabulary. Students are taught vocabulary through both interactive videos, dialogue, audio files, pictures and engaging activities. Theme-based vocabulary is repeated in multiple contexts throughout the theme chapter activities, which provides students with a rich language experience and deepens comprehension. The online language and literacy assessments throughout the chapter provide educators actionable data to inform additional individualized language and literacy support. Example below highlights how students engage with new key vocabulary in *At Work*. The key language and learning objectives for this module include; *discussion professions with future tense, using the present continuous for the future, and discussion about places of work using the 1st conditional tense;*

²General 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.

VOCABULARY	
Professions	6-4
In the Workplace	6-23
Technology	6-38
GRAMMAR	
Future Tense	6-8
Present Continuous for Future	6-12
1st Conditional	6-28
Review of Contractions	6-31
Gerunds	6-41
Infinitives	6-44
CONVERSATION	
Which profession best fits you?	6-17
Learn about a profession!	6-20
Complete the statements!	6-35
Guess the profession!	6-36
How do you communicate?	6-48
What's your favorite website?	6-48
READING	
Occupations	6-21
Searching for a Head Chef	6-37
Computers Then and Now	6-49
LET'S TALK!	
Video - Let's talk about your future!	6-51
Interviews - Let's talk about jobs!	6-53

LEARNING OBJECTIVES

I will be able to...

- discuss professions using the future tense.
- use the present continuous for the future.
- discuss places of work using the 1st conditional tense.
- discuss communication through the use of technology.
- use gerunds and infinitives.

INTRO					SECTION 1	SECTION 2	SECTION 3	LET'S TALK!	REVIEW & ASSESSMENT
VOCABULARY					6				
SECTION 1 VOCABULARY: Professions									
Professions			Verbs						
the artist	the engineer	the pilot	to become						
the businessman;	the explorer	the police officer	to look forward to						
the businesswoman	the farmer	the profession; the occupation							
the carpenter	the firefighter; the fireman	the professional athlete							
the coach	the journalist	the programmer							
the cook; the chef	the mechanic	the veterinarian							
the driver	the musician	the writer							
the bus driver	the painter								
the taxi driver	the photographer								
SECTION 2 VOCABULARY: In the Workplace									
Places of Work	On the Job	Verbs	Adjectives						
the business;	the receptionist	to earn	amazing; excellent						
the company	the secretary	to fix; to repair	brilliant; smart						
the factory	the staff	to own	famous						
the farm	the uniform	to work	friendly						
the office			unhappy						
	the meeting								
SECTION 3 VOCABULARY: Technology									
Technology Today									
to chat	the file	the screen							
to click; to click on	the information	to send / sent / sent							
the conversation	the keyboard	the software							
to delete	the laptop	to text							
the digital camera	the message	the text (message)							
to download	the mouse	to turn off							
the download	to print	to turn on							
to email	the printer	the website; the web page							
the email	to receive								
the email address	to save								

2)

Words, expressions, and phrases are represented in context. In each of the thematic chapters students are provided interactive videos, audio files, pictures, dialogue and activities in which students use the target vocabulary in multiple contexts. General, specific and content vocabulary are level English language proficiency level appropriate and made accessible for the targeted proficiency

levels with embedded supports. Supports include audio tracks, dialogue, conversations, vocabulary practices and student actors that provide both verbal and non-verbal cues. The example highlighted below indicates a student online vocabulary builder sequence from the chapter *At Work*:

VOCABULARY 6

SECTION 1 VOCABULARY: Professions

Professions			Verbs
the artist the businessman the carpenter the coach the cook; the chef the driver the bus driver the taxi driver	the engineer the explorer the farmer the firefighter; the fireman the journalist the mechanic the musician the painter the photographer	the pilot the police officer the profession; the occupation the professional athlete the programmer the veterinarian the writer	to become to look forward to

SECTION 2 VOCABULARY: In the Workplace

Places of Work	On the job	Verbs	Adjectives
the business; the company the factory the farm the office	the assistant the boss the break the job the manager the meeting	the receptionist the secretary the staff the uniform to work	amazing; excellent brilliant; smart famous friendly unhappy

SECTION 3 VOCABULARY: Technology

Technology Today

to chat to click; to click on the conversation to delete the digital camera to download the download to email the email the email address	the file the information the keyboard the laptop the message the mouse to print the printer to receive to save	the screen to send / sent / sent the software to text the text (message) to turn off to turn on the website; the web page
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ACTIVITIES

ACTIVITY 6.1.4 - WRITE
MAD Letter Jumble
 Spell vocabulary words from Section 1.
 1. the occupation 2. the carpenter 3. businesswoman 4. police officer
 5. the artist 6. the explorer 7. the painter 8. programmer

ACTIVITY 6.1.5 - READ & WRITE
MAD Fill-in-the-Blanks
 Complete the story about all the different professions in Derek's family. Fill in each blank with the correct vocabulary word based on each picture.

My family has so many different professions. My dad loves to build furniture. He is a .
 My mom, on the other hand, loves animals. She is a . My older brother is studying to become a  because he loves flying. My uncle lives in Chicago and works as a .
 My grandmother enjoys painting and drawing. She is an . My grandfather loves nature and spends most of his time outdoors. He has been a  all of his life. When I grow up, I want to become a  or a . Writing new software or a book would be a lot of fun.

Answers:
 1. [carpenter] 2. [veterinarian] 3. [pilot] 4. [taxi driver]
 5. [artist] 6. [farmer] 7. [programmer] 8. [writer]

ACTIVITIES

LANGUAGE TIP
Job Titles
 Sometimes, there are little tips and tricks in English that make it easy for learners to use the language. For example, the names of some professions are made by simply adding **-er** to the end of a **verb**. The names of these professions come from the verbs that go with the job. For example: the painter, the teacher, the farmer, the driver, the cleaner, and the explorer. Can you identify what the verb is for each of these words? This pattern is very common in English, and easy to make, but it isn't always correct.

Another common ending for a job title is **-ist**, which is added to a **noun**.
Think: the piano = the pianist, the art = the artist, the hairstyle = the hair stylist.
 You need to be careful with this ending because you might need to take off a letter before you add **-ist**. If you see a verb or a noun that has a career related to it, try adding **-er** or **-ist** to the end, and check if that is correct.

ACTIVITY 6.1.6 - READ
MAD Image Match
 Match each profession with the correct supplies.

1.  the businessman	2.  the coach
3.  the professional athlete	4.  the explorer
5.  the painter	6.  the cook
7.  the journalist	8.  the photographer
9.  the musician	10.  the engineer

VOCABULARY 6

ACTIVITIES

ACTIVITY 6.1.7 - LISTEN & SPEAK
MAD Continuous Recording
 Listen to each description. Then, say which profession it is in the pauses provided.

- Food is important. I love that I can grow it for my family and other families in my state.
- For my job, I need a camera and perfect lighting. I love making memories last forever.
- I love to work with food and make delicious meals for people to eat.
- I write articles for a newspaper and often have to talk with people for a story.
- I enjoy traveling around the world. I learn so much about different cultures.
- Building with wood is my passion. I make beautiful furniture like dressers and tables for people to buy.
- I work in a big city. People get in and out of my yellow car all day long.
- Fixing a car is like a puzzle. I have to find the problem and then fix it. It isn't as easy as people may think.
- Coming up with different stories is fun. I start with a blank sheet of paper and turn it into a book.
- Keeping people safe is my job. If someone drives too fast or someone is in danger, I have to help.

Answers:
 1. the farmer
 2. the photographer
 3. the cook or the chef
 4. the journalist
 5. the explorer
 6. the carpenter
 7. the taxi driver
 8. the mechanic
 9. the writer
 10. the police officer

3)

The general, specific, and technical language is appropriate for the targeted emergent secondary language and literacy level. Early emergent language and literacy skills are practiced in listening, reading, writing and speaking activities both through on-line exposure and teacher-led classroom extensions. Let's Talk! English teaches vocabulary, emergent secondary students will experience in

the classroom and beyond their school days.

4)

The general, specific, and technical language is systematically presented throughout the Let's Talk! English materials. As highlighted above the chapter, *At Work*, provides students exposure to both high frequency words and/or content vocabulary in context. Additionally, the online instructional modules focus on terminology, grammatical construction, language function and construction, collaborative listening, speaking and writing. The students are provided the opportunity to work with complex grammatical constructs in English using theme-based vocabulary practice activities. Highlighted below is the vocabulary and grammar activities provided to students in the *At Work* module;

6 GRAMMAR

INTRO SECTION 1 SECTION 2 SECTION 3 LET'S TALK! REVIEW & ASSESSMENT

ACTIVITIES

ACTIVITY 6.1.10 - READ & WRITE (Continued)
MAD Fill-in-the-Blanks
 During the summer, Susan **1. worked** the night shift at a restaurant. She **2. was** a waitress. First, she **3. went** to the tables and **4. greeted** the guests. Next, she **5. took** their food and drink orders. Then, the chefs **6. cooked** the food and she **7. delivered** their drinks. She **8. brought** the food to the table. She **9. waited** for them to be done with their meal and **10. gave** them their bill. Susan's job **11. wasn't** easy all the time, but she **12. talked** with a lot of interesting people. She **13. didn't** earn a lot of money as a waitress, but she **14. made** good money from tips.

1. [will work]	2. [will be]	3. [will go]
4. [will greet]	5. [will take]	6. [will cook]
7. [will deliver]	8. [will bring]	9. [will wait]
10. [will give]	11. [won't be]	12. [will talk]
13. [won't earn]	14. [will make]	

ACTIVITY 6.1.11 - READ & WRITE
MAD Fill-in-the-Blanks
 Rewrite each present simple sentence as a future tense sentence.
For 1-5, use the full future tense phrase.

- The bus driver brings the students to school. [...will bring...]
- The police officer writes a ticket for driving too fast. [...will write...]
- This chef works at a famous restaurant. [...will work...]
- The pilot's flight is delayed because of the weather. [...will be delayed...]
- The musician plays the drums at the concert. [...will play...]

For 6-10, use the contraction of the future tense.

- He speaks with the engineer about the problem. [He'll speak...]
- They make an appointment with the veterinarian for their dog. [They'll make...]
- I call the mechanic to check my car. [I'll call...]
- We introduce ourselves to the journalist. [We'll introduce...]
- Every game, she arrives twenty minutes early because her coach asked her to. [...she'll arrive...]

6 GRAMMAR

INTRO SECTION 1 SECTION 2 SECTION 3 LET'S TALK! REVIEW & ASSESSMENT

LET'S BREAK IT DOWN!

PRESENT CONTINUOUS FOR FUTURE

To discuss events that will happen in the future, you can also use the present continuous tense. It is used when there is already an arrangement, an intention, or a plan to do something later.

In order to tell the difference between present continuous (happening now) and present continuous for future (happening later), you need to include **keywords** such as **tomorrow, later, next week, etc.**

Present Continuous (happening now)	Present Continuous for Future (happening later)
The dentist is checking his teeth.	The dentist is checking his teeth next Friday .
The businesswoman is meeting the boss.	The businesswoman is meeting the boss later today .

To form the present continuous for future:

subject	+	to be (not)	+	present participle	+	other information
The new cook	is		+	arriving	+	on Tuesday to start work. (arrangement)
The explorer	is		+	traveling	+	to a new island. (intention)
The firefighter	is not		+	taking	+	a vacation next week . (plan)

To form questions using the present continuous for future:

Closed Questions:

to be	+	subject	+	present participle	+	other information
is		the computer programmer	+	working	+	next week?

Open-ended Questions:

Question word	+	to be	+	subject	+	present participle	+	other information
When		is		the driver	+	coming	+	to pick us up tonight?

ACTIVITIES



ACTIVITY 6.1.15 - READ

MAD Text Match

Match two parts to form a complete sentence based on Morgan's September calendar.

SEPTEMBER						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 ★ TODAY	2 first day of school	3	4	5 movie with friends	6
7	8	9 basketball practice	10	11 basketball practice	12	13 fishing with dad
14	15 first basketball game	16	17	18	19 visit with grandparents	20 visit with grandparents
21 visit with grandparents	22	23	24 study with Jennifer	25	26	27 Fall Festival with family
28	29	30 Mandarin exam				

- Morgan is practicing
- Morgan and her dad are
- She and her family are attending
- She is going to play her first
- Morgan is starting
- Jennifer is studying
- Morgan and her friends are
- She is taking the Mandarin exam

- basketball next week.
- fishing next Saturday.
- the Fall Festival on the 27th.
- basketball game in two weeks.
- school tomorrow.
- with Morgan on the 24th.
- seeing a movie this Friday.
- at the end of the month.

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)

Let's talk! English provides effective support for new arrival English language learners. The *basic A1*

and A2 materials are targeted for the early emergent and emergent English language and literacy learner. The A1 materials align to the WIDA English language proficiency level 1 or Entering. The A2 materials align to the WIDA English language proficiency level 2 or Beginning.

The LET'S TALK! ENGLISH is partitioned into five (5) different courses, corresponding to levels A1, A2, B1, B2 and C1 of the Common European Framework of Reference (CEFR) for languages as described below:

LEVEL		DESCRIPTION
BASIC	A1 Beginner	<ul style="list-style-type: none"> □ Can understand everyday expressions and very basic phrases □ Can introduce themselves and answer personal questions □ Can interact in a simple way with others
	A2 Elementary	<ul style="list-style-type: none"> □ Can understand sentences and frequently used expressions □ Can communicate in simple and routine tasks □ Can describe in simple terms aspects of their background
INDEPENDENT	B1 Intermediate	<ul style="list-style-type: none"> □ Can understand topics concerning family, work, school, etc. □ Can deal with most situations that arise while traveling □ Can describe experiences, events, dreams, hopes & ambitions
	B2 Upper Intermediate	<ul style="list-style-type: none"> □ Can understand main ideas on both concrete & abstract topics □ Can interact with a degree of fluency and spontaneity □ Can produce clear detailed text on a wide array of subjects
PROFICIENT	C1 Advanced	<ul style="list-style-type: none"> □ Can understand a wide range of demanding clauses □ Can express ideas fluently and spontaneously □ Can use language effectively, socially & professionally
	C2 Proficiency	<ul style="list-style-type: none"> □ Can understand with ease virtually everything heard or read □ Can summarize information and reconstruct arguments □ Can express themselves very fluently and precisely

2)

The identified levels of language proficiency level in the digital learning modules are targeted specifically for the newcomer secondary student. As defined by Let's Talk English! the A1 materials correspond with the WIDA English language proficiency level 1 or Entering. The A2 materials correspond with the WIDA English language proficiency level 2 or Beginning. The embedded differentiation provided is to support the level 1 Emergent speaker progress to the level 2 early expanding stage in both receptive and productive language development.

3)

The differentiation of language is systematically addressed throughout the materials although there are not identified levels of language proficiency in the program beyond *Basic or A1(Beginner) and A2 (Elementary)*. Through digital guided language and literacy modules, assessment data, teacher guided activities provide unique opportunities for secondary students to grow across all 4 language domains. Additionally, the teacher portal provides suggestions for differentiation. The interactive student and teacher online portal illustrate the ease of program interface and understanding student performance data to support misconceptions.

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 of *listening, speaking, reading and instructional writing strategies* are targeted in the materials. Throughout each of the thematic chapters, students have the opportunities to engage in activities across all four language domains. Students listen to audio files and watch thematic video sequences.

- Listening: Students listen to engaging dialogue and conversations highlighting target theme vocabulary and concepts
- Reading: Students read a variety of passages, thematic content materials and complete associated comprehension skills to facilitate extension guided discussions and activities.
- Writing: Students are provided with core interactive lessons and assessment features that address language function in the context of thematic units.
- Speaking: Students listen and answer questions throughout each of the thematic units providing students opportunities to practice utilizing target vocabulary

A2, Chapter 1- At Home Activity; Listening Activity highlights practice with prepositional phrases

ACTIVITIES



ACTIVITY 1.1.12 - LISTEN

MAD Image Match

Listen to where the ball is located in relation to the box. Then, match each sentence number with the correct image.

- | | | | |
|--|----------------------------------|---|--------------------------------|
| 1.  | The ball is on the box. | 5.  | The ball is under the box. |
| 2.  | The ball is in front of the box. | 6.  | The ball is between the boxes. |
| 3.  | The ball is in the box. | 7.  | The ball is far from the box. |
| 4.  | The ball is next to the box. | 8.  | The ball is near the box. |

A2, Chapter 1- At Home Activity; Reading Activity highlights practice with prepositional phrases

ROBOTEL HIGH SCHOOL		STUDENT SCHEDULE FOR: Grade 11: Jones, Jack	
BLOCK	SEMESTER 1 (Sept. 1st - Jan. 19th)	SEMESTER 2 (Jan. 20th - Jun. 9th)	
1 7:20 - 8:43 a.m.	Class: Foreign Language - German Teacher: Mrs. Klein Classroom: 56	Class: Math - Statistics Teacher: Mrs. Komatz Classroom: 19	
STUDY HALL 8:50 - 9:25 a.m.	Class: Advisement Teacher: Ms. Ronk Classroom: 5-1	Class: Advisement Teacher: Ms. Ronk Classroom: 5-1	
2 9:32 - 10:55 a.m.	Class: Social Studies - History Teacher: Mr. Roth Classroom: 27	Class: Social Studies - History Teacher: Mr. Roth Classroom: 27	
3 11:02 a.m. - 12:55 p.m.	Class: Science - Physics Teacher: Mr. Moeller Classroom: S-8 B Lunch	Class: Autos - Advanced Autos Teacher: Mr. Arndt Classroom: 40 C Lunch	
4 1:02 - 2:25 p.m.	Class: English - English 11 Teacher: Ms. Brigham Classroom: 49	Class: Phys Ed. - Team Sports Teacher: Mr. Seely Classroom: Main Gym	
5 ACTIVITIES	Soccer - Outside Field Fall - Every Day 2:30 - 3:30 p.m. National Honor Society 1 x a month 2:30 - 3:30 p.m. + monthly outings	Soccer - Outside Field Fall - Every Day 2:30 - 3:30 p.m. National Honor Society 1 x a month 2:30 - 3:30 p.m. + monthly outings	

ACTIVITIES



ACTIVITY 4.3.18 - READ & WRITE

MAD Fill-in-the-Blanks

Read Jack's schedule and answer the questions accordingly. You do not need to type complete sentences.

- | | |
|---|---------------|
| 1. Which class does Jack have 2nd block Semester 2? | [history] |
| 2. Who is his teacher for physics? | [Mr. Moeller] |
| 3. When does English class start? | [1:02] p.m. |
| 4. Which foreign language does Jack have? | [German] |
| 5. What is the classroom number of his math class? | [19] |
| 6. Who is the teacher for phys ed.? | [Mr. Seely] |
| 7. When does 4th block end? | [2:25] p.m. |
| 8. What does Jack have before soccer practice 1st semester? | [English] |



ACTIVITY 4.3.19 - READ

MAD Sentence Jumble

Imagine a typical school day for Jack. Use the schedule to help you put the events in order.

- At 6:45 a.m., Jack drives his car to school.
- At 7:00 a.m., he meets with his history teacher to ask questions about the test.
- Then, school begins at 7:20 a.m.
- First, Jack has German with Mrs. Klein.
- Next, he has study hall at 8:50 a.m.
- After study hall, he has AP European history.
- Lastly, he has English.
- After school, Jack has soccer practice or goes home.

A2, Chapter 1- At Home Activity; Speaking Activity highlights practice with prepositional phrases



ACTIVITY 1.1.10 - SPEAK

MAD Pronunciation

Pronounce sentences that use prepositions of place.

1. The key is above the door.
2. The dining room is next to the kitchen.
3. The garage is near the house.
4. The kids are in the yard.
5. The book is on the table.
6. My school is far from my house.
7. The plate is between the fork and knife.



ACTIVITY 1.1.14 - SPEAK

MAD Open Recording

Look at each picture, and say where the dog is located in relation to the dog house.

Say the number of the picture. Use prepositions of place.

- | | |
|---|---|
| 1.  The dog is in the dog house. | 4.  The dog is on the dog house. |
| 2.  The dog is behind the dog house. | 5.  The dog is far from the dog house. |
| 3.  The dog is next to the dog house. | 6.  The dog is near the dog house. |

A2, Chapter 1- At Home Activity; Writing Activity highlights practice with prepositional phrases



ACTIVITY 1.1.13 - READ & WRITE

MAD Fill-in-the-Blanks

Look at the picture. Type the correct preposition in the blanks according to what you see in the picture. Choose from the following prepositions: **between, far from, in, in front of, near, next to, on, under.**

1. The cat is **[on]** the chair.
2. The books are **[in front of]** the cat.
3. The sandals are **[under]** the table.
4. The dog is **[in]** the box.
5. The table is **[between]** the dog and the cat.
6. The chair is **[next to]** the table.
7. The clock is **[near]** the books.
8. The dog is **[far from]** the cat.



2)

The targeted language domains; listening, reading, speaking and writing are present within the targeted emergent proficiency levels. The Let's Talk! English provides effective support for the emergent English language learner. The materials presented differentiate between the A1 or WIDA ELP Level 1, entering and A2 WIDA ELP Level 2, beginning.

3)

Listening, Reading, Speaking and Writing language domains are systematically integrated throughout each of the A1 and A2 digital thematic chapters. Each chapter has the following online components; interactive videos, dialogue, audio file conversations, pictures In which students use the vocabulary and grammatic structures introduced in context.

The **LET'S TALK! ENGLISH** is partitioned into five (5) different courses, corresponding to levels A1, A2, B1, B2 and C1 of the Common European Framework of Reference (CEFR) for languages as described below:

	LEVEL	DESCRIPTION
BASIC	A1 Beginner	<ul style="list-style-type: none"> ☐ Can understand everyday expressions and very basic phrases ☐ Can introduce themselves and answer personal questions ☐ Can interact in a simple way with others
	A2 Elementary	<ul style="list-style-type: none"> ☐ Can understand sentences and frequently used expressions ☐ Can communicate in simple and routine tasks ☐ Can describe in simple terms aspects of their background
INDEPENDENT	B1 Intermediate	<ul style="list-style-type: none"> ☐ Can understand topics concerning family, work, school, etc. ☐ Can deal with most situations that arise while traveling ☐ Can describe experiences, events, dreams, hopes & ambitions
	B2 Upper Intermediate	<ul style="list-style-type: none"> ☐ Can understand main ideas on both concrete & abstract topics ☐ Can interact with a degree of fluency and spontaneity ☐ Can produce clear detailed text on a wide array of subjects
PROFICIENT	C1 Advanced	<ul style="list-style-type: none"> ☐ Can understand a wide range of demanding clauses ☐ Can express ideas fluently and spontaneously ☐ Can use language effectively, socially & professionally
	C2 Proficiency	<ul style="list-style-type: none"> ☐ Can understand with ease virtually everything heard or read ☐ Can summarize information and reconstruct arguments ☐ Can express themselves very fluently and precisely

1

CHAPTER ONE

ALL ABOUT YOU



VOCABULARY

- Alphabet 1-6
- Greetings and Introductions 1-8
- Places to Live 1-13
- Using Numbers 1-25

GRAMMAR

- Subject Pronouns (Nominative Case) 1-16
- Verb **to be** 1-18
- Discuss Age 1-28
- Contractions & Verb **to be** 1-29

CONVERSATION

- Spelling Names 1-11
- Where are you from? 1-20
- Where are they from? 1-20
- Name and Phone Number 1-30
- Ask and Answer Questions 1-30
- Introduce a Classmate 1-31

READING

- Invitations and Conversations 1-10
- U.S. Passport 1-21

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

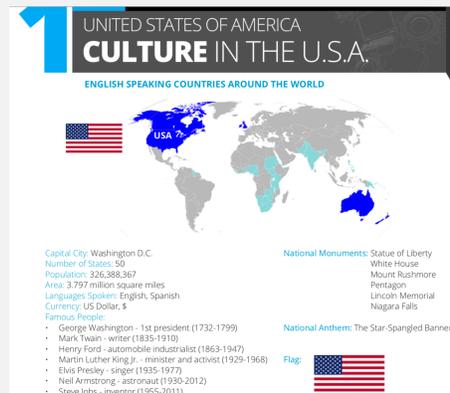
- | | | |
|---|------------|-----------|
| 1) Do the materials connect the language development standards to the state academic content standards? | Yes | No |
| 2) Are the academic content standards systematically represented throughout the materials? | Yes | No |
| 3) Are social and instructional language 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)

Let's Talk! English digital materials correspond to the common European Framework of Reference (CEFR) for languages. Let’s Talk! English does not provide a specific alignment to the Common Core State Standards however, each of the thematic chapters provide students exposure to cross-curricular content language. The resources highlighted below illustrate the Let’s Talk! English connections to

both cultural concepts and content.



2)

The academic content standards in Let's Talk! English are systematically represented throughout the materials. As referenced previously, each A1 and A2 chapter thematic module highlight specific content and social instructional vocabulary targeted in the lesson.

3)

Social and instructional language is reflected throughout the Let's Talk! English digital materials as well as the language of language arts, the language of Mathematics, the language of Science and the Language of Social Studies. For example, in one of the A2 thematic chapter units students are exposed to a variety of careers. Students have an opportunity to communicate their ideas and understanding of the concepts presented. See the example of these online opportunities below;

INTRO SECTION 1 **SECTION 2** SECTION 3 LET'S TALK! REVIEW & ASSESSMENT

VOCABULARY

IN THE WORKPLACE

ACTIVITY 6.2.1 - SPEAK
MAD Open Recording
 Record yourself saying as much as possible about the Section 2 Vocabulary picture. What words or phrases do you know? What do you see? What is happening in the picture?

TEACHER NOTE: After students complete the activity in the MAD, discuss the image as a class using the LAD Presentation Mode.

ACTIVITY 6.2.2 - LISTEN & SPEAK
MAD Segmented Recording
 Section 2 Vocabulary Pronunciation

ACTIVITY 6.2.3 - SPEAK
MAD Pronunciation
 Pronounce sentences using Section 2 Vocabulary.
 1. The receptionist took my call. 6. Henry will be successful when he is older.

INTRO SECTION 1 **SECTION 2** SECTION 3 LET'S TALK! REVIEW & ASSESSMENT

CONVERSATION

/ITIES

ACTIVITY 6.2.19 - SPEAK: Guess the profession!
LAD Pairing Activity

TEACHER NOTE: If you want to be able to listen to these conversations later, launch the recorder at the beginning of this activity and hit record. Print the worksheet from the A2 Resources Google Doc Folder, or download the A2StudentWorksheet.pdf. You and your partner are given occupations to describe to each other. In your description, use "if" clauses and contractions, but do not say the name of the occupation. While your partner is describing the occupation, guess which occupation it is. Let your partner say at least 3 sentences before guessing. Write down your partner's occupations when you guess it correctly.

For example, if you have the profession 'the artist', then you could say something like this: "If I am this profession, I'll study in Paris. If I study in Paris, I'll draw the Eiffel Tower at night. If I draw something amazing, I'll try to sell it."

PARTNER A'S WORKSHEET

Professions to Describe	Partner's Professions
the carpenter	
the chef	
the professional athlete	
the mechanic	
the driver	
the painter	
the pilot	

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

- | | |
|--|-------------------------------|
| <p>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?</p> | <p>Yes No</p> |
| <p>2) Are opportunities for engaging in higher order thinking systematically addressed in the materials?</p> | <p>Yes No</p> |

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 their language levels. The Let's Talk! English digital materials were developed specifically for the newcomer secondary language learner. In each of the A1 and A2 thematic chapters students interact using various cognitive functions including some of the following cross language domain activities;

- Mini lessons on cross-cultural connections
- Social instructional phrases with exposure to common English phrases
- Cross curricular vocabulary activities

- Cross curricular activities applying new vocabulary to a variety of contexts
- Cross curricular listening activities using dialogue
- Cross curricular speaking activities providing students ample practice
- Cross curricular exposure to a variety of genres and texts to promote reading comprehension
- Cross curricular extension writing activities

The examples highlighted below are from the A1, *About Me* chapter. The activity sequence provides students with opportunities to learn numbers, apply this learning to phone numbers and then apply this to considering area codes around the world when call from North America.

ACTIVITY 1.2.6 - LISTEN

MAD Multiple Choice

Listen to the following vocabulary words. Then, choose the word that you hear.

- the city the state **the country**
- the family** the girl the boy
- the country the state **the city**
- to live **to come from** to meet
- the state** the country the city
- I he she
- we **he** I
- they **we** you

ACTIVITY 1.2.7 - LISTEN & WRITE

MAD Word Jumble

Listen to the following sentences and phrases. Put the words in the correct order according to what you hear.

- Where do you live? 4. Where are you from? 7. the city of
- And you? 5. the country of
- I live in the United States. 6. My family is from Alaska. SECTION 2

ACTIVITY 1.2.11 - READ

MAD Text Match

Match the question with the correct answer.

QUESTION	ANSWER
Where are you from?	I am from South Africa.
Where is he from?	He is from the U.S.A.
Where are they from?	They are from China.
Where are you all from?	We are from Mexico.
Where is she from?	She is from Germany.

VOCABULARY

USING NUMBERS 0-100

0 zero	1 to 20	21 to 40	41 to 60	61 to 80	81 to 100
1 one	21 twenty-one	41 forty-one	61 sixty-one	81 eighty-one	
2 two	22 twenty-two	42 forty-two	62 sixty-two	82 eighty-two	
3 three	23 twenty-three	43 forty-three	63 sixty-three	83 eighty-three	
4 four	24 twenty-four	44 forty-four	64 sixty-four	84 eighty-four	
5 five	25 twenty-five	45 forty-five	65 sixty-five	85 eighty-five	
6 six	26 twenty-six	46 forty-six	66 sixty-six	86 eighty-six	
7 seven	27 twenty-seven	47 forty-seven	67 sixty-seven	87 eighty-seven	
8 eight	28 twenty-eight	48 forty-eight	68 sixty-eight	88 eighty-eight	
9 nine	29 twenty-nine	49 forty-nine	69 sixty-nine	89 eighty-nine	
10 ten	30 thirty	50 fifty	70 seventy	90 ninety	
11 eleven	31 thirty-one	51 fifty-one	71 seventy-one	91 ninety-one	
12 twelve	32 thirty-two	52 fifty-two	72 seventy-two	92 ninety-two	
13 thirteen	33 thirty-three	53 fifty-three	73 seventy-three	93 ninety-three	

TELEPHONE NUMBERS

Area codes around the world. Calling from North America.

MAKING A PHONE CALL IN THE UNITED STATES

All local phone numbers are made of **7 digits**:
555-2138 or **555-1244** or **555-0001**
 To call North America, you add +1 before the 7 digits.

We say each number separately.
 For example: 555-2138 is said **five five five, two one**
Phone numbers are not always written with hyphens.

2)

Opportunities for engaging in higher order thinking are addressed systematically throughout the Let's Talk! English online materials. Each A1 and A2 chapter module provide activities for students listen, read, write and speak using various cognitive functions. Additionally, each module leverages some of the following language functions; *restate, retell, describe, identify, explain, claim, argue, compare* etc. For example, in each of the thematic chapters, students use the following cognitive functions to interact with new concepts and vocabulary. Students are provided multiple opportunities in the activity sequence to acquire concept vocabulary in different contexts and use key information to locate facts and make new connections to other presented concepts.

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)

Let's Talk! English digital materials differentiate between language proficiency levels; A1 aligned to WIDA ELP Level 1, Entering and WIDA ELP Level 2, Beginning. Each of the thematic modules provide language scaffolding supports for students including peer-to-peer models, audio and visual supports, and repetitious exposure to new concepts in a variety of contexts.

2)

The materials differentiate between language proficiency levels with a targeted focus on A1 or WIDA ELP Level 1, Entering and A1 or WIDA ELP Level 2, Beginning. The Let's Talk! English unique thematic based chapters provide the necessary scaffolding support that may progress students from the early emergent level to the next language proficiency level in each language domain. The materials provide students with a unique metacognitive and metalinguistic approach that enhances both language learning and language retention.

3)

Scaffolding supports are presented systematically throughout the materials. Each digital learning activity contains interactive videos, audio files, visual supports, cross curricular activities and engaging opportunities to practice with early language and literacy skills.

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)

Let's Talk! English A1 and A2 interactive thematic modules are linguistically and developmentally appropriate for the early emergent and newcomer language learner. The modules and assessments are designed to assist newcomer students acclimate to an American school context by providing designated English language development and early literacy instruction with a focus on language construct and grammar. The on-line chapters are centered around specific themes important to the newcomer student including; *All About You, Free Time, Family, School, Shopping, Entertainment, At Home, Food and Drink, Travel, Around Town, Health & Wellness, and At Work*. Students are provided a variety of embedded assessments that align with the thematic units to ensure language growth and comprehension.

2)

Let's Talk! English provides opportunities for multilingual students to access grade-level content and concepts and also promote English language development. The following supports are present through the interactive online chapters to provide instruction to support the emergent English language learner including interactive video sequences, audio files, cultural connection activities, and opportunities for scaffolded practice with both early language and literacy skills. The student assessment data included on the teacher portal provides information about both the individual student and whole class performance. The easy to gather reporting helps teachers to address specific skill areas of need in a whole or small group supported setting. Additionally, educators can provide both individual written and oral feedback as a means to progress monitor student success.

3)

Let's Talk! English content indicates early emergent language literacy structures systematically presented throughout each chapter. There are six unique thematic chapters in the A1 (beginner) sequence and six unique thematic chapters in the A2 (elementary) sequence. The thematic topics include the following essential elements; cultural connections, social language exploration, content-specific vocabulary, language construct and grammar components, collaborative listening and speaking activities, collaborative listening, reading, researching and writing activities with a focus on a variety of relevant topics.

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)

Let’s Talk! English online thematic chapters include a range of language functions. Within each of the six digital chapters in the A1 (beginner) and A2 (elementary) students have an opportunity to work with the following high-leverage language functions:

- Restate
- Identify
- Locate
- Clarify
- Sequence
- Choose
- Sequence
- Compare
- Contrast
- Distinguish
- Use prepositional words and phrases
- Use temporal words and phrases
- Adapt language choices to context
- Recount essential details

Additionally, students work with the following language functions and construction:

- Using verbs and verb phrases
- Using nouns and noun phrases
- Modifying to add details
- Connecting ideas
- Condensing ideas
- Understanding and using cohesion
- Presenting information with specific cited findings and supporting evidence clearly, concisely and logically

- Using various phrases to convey meaning

2)

Let's Talk! English A1 and A1 materials provide an opportunity for language functions to be used in a communicative goal or activity through both the online exposure and through extension in-class opportunities. Each of the thematic chapters is focused on providing the multilingual student exposure online and through engaging small-group or whole-group learning.

3)

Language functions are presented comprehensively and support multilingual student's language development progression throughout the program. Language functions are found within the core thematic chapters and are grade level appropriate for newcomer multilingual secondary learners.