PRIME™

Protocol for Review of Instructional Materials for ELLs

WIDA PRIME Correlation

PEARSON

Introduction

The Protocol for Review of Instructional Materials for ELLs (PRIME) has been developed by World-Class Instructional Design and Assessment (WIDA) to assist publishers and educators in examining the representation of key elements of the WIDA English language proficiency standards in their materials.

The intent of this review is to identify the ways in which elements of the *WIDA English Language Proficiency Standards, 2007 Edition, PreKindergarten through Grade 12* are represented in the published materials. These materials vary from core or supplemental texts to DVDs to software programs; however, it is assumed that they all seek to provide teachers with standards-based references to use with English language learners in diverse settings across the United States.

The **Protocol for Review of Instructional Materials for ELLs (PRIME)** is **not** an evaluative tool aimed to judge the effectiveness of published materials using the WIDA English Language Proficiency (ELP) Standards. The goal of the Protocol for Review of Instructional Materials for ELLs (PRIME) is twofold:

- to aid publishers and correlators in developing materials and communicating how their materials incorporate or address aspects of the WIDA English Language Proficiency Standards, and
- to assist educators in making informed decisions in selecting instructional materials for programs serving English language learners.

WIDA welcomes the opportunity to work with both publishers and educators. WIDA realizes that it has a unique perspective on the conceptualization of language proficiency standards and how it envisions their use. It is our hope that by using this inventory, publishers will gain a keener understanding of some of the facets involved in the language development of English language learners as they pertain to their products.

Organization

The Protocol for Review of Instructional Materials for ELLs (PRIME) is organized into two parts that, as a whole, are intended to provide information about instructional materials in each of 14 criteria. **Part 1** contains information about the materials that are to be reviewed. **Part 2** is the protocol used for the review of instructional materials and includes space for publishers to explain the answers to the questions. An Appendix at the end of the document provides definitions of the categories included in the PRIME correlation.

Directions for completing the Protocol for Review of Instructional Materials for ELLs (PRIME) inventory:

STEP 1: Complete information about materials being reviewed.

STEP 2: Respond to the "Yes/No" questions about the presence of the criteria in the materials.

STEP 3: Provide justification to support your "Yes" responses. (Note: If additional explanation for "No" answers is relevant to readers' understanding of the materials, this may also be included.)

Organization of the WIDA English Language Proficiency Standards In Relation to the Protocol for Review of Instructional Materials for ELLs

The 14 PRIME criteria are in **BOLD** below.

I. Performance Definitions
(Criteria that shape the ELP Standards)

- IA. **Linguistic Complexity**
- IB. **Vocabulary Usage**
- IC. **Language Control/Conventions**

II. English Language Proficiency Standards

- IIA. **Presence of WIDA ELP Standards**
- IIB. **Representation of Language Domains (Listening, Speaking, Reading, Writing)**

III. Levels of English Language Proficiency
(Entering, Beginning, Developing, Expanding, Bridging)

- IIIA. **Differentiation of Language**
- IIIB. **Scaffolding Language Development**

IV. Strands of Model Performance Indicators

- IVA. *Language Functions*
  - **Attached to Context**
  - **Higher Order Thinking**
- IVB. *Content Stem*
  - **Coverage and Specificity of Example Topics**
  - **Accessibility to Grade Level Content**
- IVC. *Instructional Supports*
  - **Sensory Support**
  - **Graphic Support**
  - **Interactive Support**

Part 1: Information About Materials

Publication Title(s): Cornerstone

Publisher: Longman Pearson

Materials/ Program to be Reviewed: Cornerstone (multi-level program for English learners); specific examples in this correlation are drawn from Cornerstone A

Tools of Instruction included in this review: SE, TE, Practice Book, Assessment Book, Technology Suite

Intended Teacher Audiences: Classroom Teachers, Content Specialists, Language Teachers, Resource Teachers, and Paraprofessionals

Intended Student Audiences: Grades K-5

WIDA Framework(s) considered: Summative and Formative

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

WIDA English Language Proficiency Standards addressed: Social and Instructional Language, The Language of Language Arts, Science, Social Studies, and Math

WIDA language proficiency levels included: Levels 1-5 (Entering, Beginning, Developing, Expanding, and Bridging)

Most Recently Published Edition or Website: www.longmankeystone.com

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

Longman Cornerstone is a six-level program designed for elementary English learners and struggling readers whose academic achievement is two or more years below grade level. Levels K, 1, and 2 are designed for the lower elementary grades, and levels A–C for the upper elementary grades. Through explicit, intensive, and focused instruction accelerates students' language acquisition, reading comprehension, vocabulary and oral and written communication skills. Cornerstone blends rigorous, research-based reading and language skills instruction together with a balance of content-area readings and age-appropriate, high-interest stories. In addition, this series incorporates the focused and purposeful instructional principles of Understanding by Design, which allow students to demonstrate their understanding and mastery of skills through multiple formal and informal assessment opportunities. Through this process, students will be equipped with the key transferable academic skills necessary for lifelong success.

Cornerstone level K, for Kindergarten, builds fundamental literacy skills such as sight vocabulary and is rich in oral language use. Levels 1 and 2 are for lower elementary grades, and present material which bridge language and literacy development. Levels A, B, and C, designed for upper elementary grades, provide a flexible program which accelerates students' academic achievement.

Part 2: PRIME Correlation Tool

I. PERFORMANCE DEFINITIONS

IA. Linguistic Complexity (the amount and quality of speech or writing)

YES NO

☑ ❏ A. Do the instructional materials take into account linguistic complexity for language learners?

☑ ❏ B. Do the instructional materials address linguistic complexity for all of the targeted proficiency levels?

☑ ❏ C. Is linguistic complexity systematically addressed, in multiple lessons, chapters, or units, in the materials?

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

A. Longman Cornerstone is a six level program intended for grades K-5 English language learners and other struggling readers. It is designed to accelerate language acquisition, reading comprehension, increase vocabulary, and strengthen both oral and written communication skills. Linguistic complexity is represented in all lessons and practice activities, through the use of a consistent and growing vocabulary, and using expressive language. Six units are included in each level, and are thematically organized, beginning with 'The Big Question.' This allows students to start a discussion about the unit theme, and guides them through the readings and lessons that follow. Background information and students' prior knowledge are explored through discussion and writing activities, such as 'Quick Write,' and 'What about you?' Vocabulary is practiced and applied with strategies, such as class discussion, partner activities, and individual writing assignments. Three readings in each unit include content-area reading and literary genres. Each reading concludes with a review and practice, which includes oral and written lessons found in such sections as: 'Word Analysis/Phonics, and Fluency,' 'Comprehension,' and 'Grammar and Writing.' Summative assessment allows students to respond using written and oral approaches, and concludes with a reflective oral or written assessment. The TE includes multiple oral and written extension activities such as 'Sharing Language and Culture.' In addition, all lessons are supported by Practice Book activities, and a DVD and CD's are provided for multi-sensory understanding of material.

B. Cornerstone addresses linguistic complexity at all proficiency levels. Supported by multiple images and graphic illustrations, course content is accessible and consistent. Writing lessons are supported with 'Writing Check Lists,' and 'Spelling Tips,' to help students become more proficient in their writing skills. Language frames are used to allow students to practice and apply new content in complex sentences. On most right hand pages of the TE, a sidebar, 'Differentiated Instruction,' provides creative strategies for customizing lessons to meet a variety of student needs. Potential problem areas of language development are addressed in 'Accelerate Language Development,' and 'Linguistic Note,' sidebars, which provide remediation strategies. Linguistic Complexity is noted in the TE by the icon, "CRI" to indicate a teaching strategy which is culturally and

linguistically responsive to students' background and cultural experiences (See level A, TE pp. T33, T55, T59.)

C. Linguistic complexity is systematically addressed in all lessons, readings, and units in the Cornerstone materials. See Cornerstone A, Unit 1 for representative examples of linguistic complexity:

- 'Quick Write' p. 3: Visual literacy and theme related writing.
- 'What about you'? p. 7: Oral and written personal response questions.
- 'Make connections' p. 9: Writing fluency exercises using key words.
- 'Think it over' p. 13: Flexible, grouping, comprehension questions.
- 'Grammar and Writing' pp. 18-19: 'Nouns and Write a Description.'
- 'Unit 1 Wrap Up' pp. 52-53: Multi-level assessment and 'Self-Evaluation Questions.'
- 'Accelerate Language Development' and 'Linguistic Notes' TE pp. T45, T47: Built in remediation.

IB. Vocabulary Usage (specificity of words, from general to specific to technical)

YES NO

☑ ❑   A. Is vocabulary usage represented as words, phrases, and expressions in context?

☑ ❑   B. Is vocabulary usage addressed in the materials for all of the targeted levels of proficiency?

☑ ❑   C. Are general, specific, and technical language usage systematically presented throughout the materials?

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

A. Vocabulary usage is presented as words, phrases, and expressions in context with visual support. At the beginning of each unit, vocabulary related to the theme is visually presented and practiced in context. Students are provided with graphic prompts in the form of language frames, as a means of applying vocabulary by using expressions and sentences, either with a partner and in whole class discussion, or through writing exercises. Both sight (high frequency) and story words are presented in simple sentences. Vocabulary is then modeled using multiple strategies, such as 'Your Turn,' practice exercises. 'Words in Context' teaches content related key words linked with real world examples. The same key words are used again in the next reading to build vocabulary through practice. 'Make Connections,' concludes these pre-reading vocabulary lessons with a writing activity. Students are asked to use key words in a personal response related to the subject matter. Academic words are explicitly taught with multiple opportunities available for practice. These are the words that travel across the content areas (ex. theorize, create, process,) and are critical for student understanding of content area readings. Words and phrases are highlighted and defined throughout the readings. Teacher instruction is included to pre-teach highlighted words and phrases in context. The Practice Book provides further support for all vocabulary lessons.

B. Vocabulary usage is addressed at all targeted levels of proficiency. Vocabulary is supported with colorful illustrations and photos. 'Visual Literacy,' lessons expand vocabulary instruction to other academic subject areas using real world connections. Four proficiency levels of differentiated instruction for each vocabulary lesson are noted in the TE. Additional support included in the Cornerstone program includes: audio recordings, picture cards, CD-Rom and Practice Book activities.

C. General, content specific, academic and technical language are systematically presented throughout the materials. To view vocabulary presented in levels 1-C, see the 'Scope and Sequence,' located in the TE on pages 16-19.

Representative examples of vocabulary instruction: Level A, Unit 1:

- 'What Do You Know About Communities?' pp. 4-5: Unit terms introduced using language frames to help structure communication.

- 'Vocabulary' pp. 8-9: Words in Context and Academic Words taught in context with expressive use.
- 'A Closer Look at…' pp. 42-43: This lesson is found in each unit. It builds additional background knowledge and vocabulary, as well as including extension activities.
- 'Vocabulary Definitions' TE p. T51: Specific and technical vocabulary related to reading is pre-taught.

IC. Language Control/Conventions (comprehensibility of language)

YES NO

☑ ❏   A.   Are opportunities to demonstrate language control presented in the materials?

☑ ❏   B.   Do opportunities to demonstrate language control correspond to all targeted levels of language proficiency?

☑ ❏   C.   Are opportunities to demonstrate language control systematically presented in the materials in multiple chapters, lessons, or units?

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

A.   Opportunities to demonstrate language control are varied and frequent in the Cornerstone series. Skills are introduced, taught, practiced and applied using a variety of instructional strategies, which encourage language development, such as: partner and whole class discussions, social conversation, and collaborative assignments. Fluency, phonics, grammar and semantic choice are practiced in each unit, to develop language control. At higher levels, each reading is followed by a fluency lesson. Students choose from 3 leveled reading excerpts to practice pacing, intonation, and expression. Phonics is taught at all levels. The TE integrates phonics throughout the lessons and clearly identified phonics lessons appear in the SE. Grammar is connected directly to writing, and follows each reading lesson with the section, 'Grammar and Writing,' which supports retention of material and accelerates language control. Additional activities are included in the Practice Book, Assessment Book, and on the CD ROM.

B.   Opportunities to demonstrate language are appropriate to targeted language proficiency levels. Differentiated instruction for language control activities is included in the TE. As stated above in A, leveled fluency practice and assessments are found after each reading for higher levels. Opportunities to practice reading fluency and language development activities are abundant at all levels. These include teacher modeling, choral and partner reading, and direct reading by the teacher.

C.   Opportunities to demonstrate language control are carefully structured in each lesson and unit. See the 'Scope and Sequence,' on pages 16-19 to view 'Listening/Speaking,' 'Grammar,' 'Phonics,' and 'Writing,' activities.

    Level A, Unit 2:

-   'What about you?' p. 59: Discussion connected to theme.
-   'Think it Over' pp. 67, 79: After reading questions there are opportunities for group or individual response.
-   'Fluency' p. 31, 45, 69: Multi-level fluency practice.
-   'Comprehension' pp. 46-47, 70-71: Retell, Practice, and Extension exercises practice oral and written skills.
-   'Grammar and Writing' pp. 72-73: 'The Verb Have,' and 'Write a Problem and Solution Story.'

II. ENGLISH LANGUAGE PROFICIENCY (ELP) STANDARDS

IIA. Presence of WIDA English Language Proficiency Standards

YES NO

☑ ❏ A. Are social and instructional language and one or more of the remaining WIDA Standards (the language of Language Arts, of Mathematics, of Science, and of Social Studies) present in the materials?

☑ ❏ B. Do the materials systematically integrate Social and Instructional Language and the language of the targeted content area(s)?

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

A. All WIDA English Language Proficiency Standards (Social and Instructional language, the language of Language Arts, Mathematics, Science, and Social Studies) are present in the Cornerstone series. Each level has a balance of literary and subject based texts and includes a variety of genres. Genre and subject area are clearly marked in the Table of Contents, Scope and Sequence, and again within the text. Academic vocabulary, such as context, method, or identify are taught at the beginning of each reading, and appear across all content areas. In the TE, lessons connect content to subject areas and are noted by a, 'Link to…' lesson, wherever appropriate (See level A pp. T58, T78, T86.) These lesson extensions develop student understanding of subject matter, and build learning skills, activities include: using timelines, researching science terms, and dramatically acting out literature (level A TE pp. T78, T83, T86.) Social and instructional language is used in the practice and application of skills such as identifying classroom routines, reading strategies, information gathering, and personal information or experience responses. In addition, personal communication is addressed in writing activities like 'Formal Letter' p. 273 or 'Write Directions' p. 287 in level A. The Practice Book, Assessment book, and CD ROM provide further practice in the five ELP standards. See the 'Scope and Sequence,' on pages 16-19 to view content related to the ELP standards.

B. Cornerstone systematically integrates Social and Instructional Language with the Languages of Math, Language Arts, Social Studies, and Science. Pre-reading and post-reading lessons are structured in the same manner for all content, whether literary or subject-area based. These lessons include practice exercises using social and instructional language related to writing, reading, speaking, and listening.

The following examples found in Cornerstone A, Unit 3 shows how a science reading is integrated with Social Instructional Language:

- 'Unit 3 Planner' TE pp. T106A-T107A: View the 'Reading 1' column to see all lessons cross referenced with the science area reading.
- 'Your Stories about Animals at Home' pp. 110-111: Short readings to connect theme and create background knowledge though reading, discussion, and writing.
- 'Vocabulary' pp. 112-113: Words in context and academic words taught prior to reading.

- 'Reading Strategy' pp. 114, 117, 120: An exercises which leads learners through the reading; students also summarize text in the 'Comprehension,' section.
- 'Think it over' p. 117: Asks students to compare and contrast, and then make conclusions.

IIB. Representation of Language Domains

YES   NO

☑   ❑   A.   Are the language domains (listening, speaking, reading, and writing) targeted in the materials?

☑   ❑   B.   Are the targeted language domains presented within the context of language proficiency levels?

☑   ❑   C.   Are the targeted language domains systematically integrated throughout the materials?

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

A.   Each unit in the Cornerstone series is built around the language domains of listening, speaking, reading, and writing to accelerate language development. In higher levels, units typically include three readings, a literary or informational text, a 'Picture Walk' and a third 'Bonus Reading.' Additional, level appropriate books related to the theme are listed at the end of each unit in 'Further Reading.' Each reading is preceded by the exploration of background knowledge and vocabulary using reading, listening/ speaking and writing activities. Strategies for comprehension include questions for discussion and writing exercises. Listening and speaking are taught as interdependent processes with partners, in small group cooperative activities and through discussion. After completing the reading for the higher levels, lessons follow in 'Phonics and Fluency,' 'Comprehension,' and 'Grammar and Writing.' Writing lessons build in complexity through the units and vary in genre and structure (examples in level A include: 'Write a Paragraph,' p. 49, 'Write a Family Story,' p. 199, or 'Write a Report,' p. 223.) All lessons are supported in the Practice Book with written skills practice. See the 'Unit Planners,' found before each unit in the TE (level A, Unit 2 example pp. T54-T55) to view language domains connected to the unit readings.

B.   The Cornerstone series presents many opportunities for students to practice and apply skills appropriate to their language proficiency level through listening, speaking, reading, and writing lessons and activities. Higher levels are designed for flexible use; a placement test guarantees that students are working at their correct level. 'Unit Wrap Up,' provides differentiated assessment opportunities of the unit objectives using written, oral or visual projects. This allows teachers to match students with a suitable assessment to their proficiency level. Levels of differentiated instruction are noted in the TE; this provides strategies for customizing instruction for a variety learner needs in all subject area domains.

C.   As referenced above in A, Cornerstone integrates all language domains into each lesson and unit in the series. The following examples are typical of the types of activities found throughout the series:

See Cornerstone A, Unit 2:

·   'Unit 2: Meeting Challenges' pp. 54-55: Introduces reading, listening and speaking, and writing lessons in the unit plus an additional 'Quick Write' exercise.
·   'What about you?' p. 59: Comprehension and connection oral response activity.

- 'Make Connections' p. 61: Discussion and written response.
- "Birds in the Garden" pp. 62-67: Short Story.
- 'Phonics and Fluency' pp. 68-69: Read aloud and partner practice.
- 'Grammar and Writing' pp. 72-73: 'The Verb Have,' and 'Write a Problem and Solution Story.'
- 'Unit 2 Wrap Up' p. 104: Written, oral, or visual unit assessment 'Further Reading' TE p. T151: Optional reading extension assignment which lists level appropriate books related to theme.

III. LEVELS OF LANGUAGE PROFICIENCY

IIIA. Differentiation of Language (for ELP levels)

YES NO

☑ ❏ A. Do the materials differentiate between the language proficiency levels?

☑ ❏ B. Is differentiation of language proficiency developmentally and linguistically appropriate for the designated language levels?

☑ ❏ C. Is differentiation of language systematically addressed throughout the materials?

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

A. The Cornerstone program is a six level, grade K-5 program. Content within each level is appropriate for the targeted proficiency and grade levels. Scaffolding exercises and lesson extensions are included throughout the text to ensure access to all learners working above or below level. A brief placement test locates students at the correct program level. Standards-based assessments are available for every reading selection, unit, midterm, and at the conclusion of each level. These assessments measure progress throughout the year and ensure students are mastering standards and learning transferable skills. An exit exam determines whether a student is either ready for mainstream coursework, or should continue to the next level of the program.

B. Differentiation of language proficiency is linguistically and developmentally appropriate at each Cornerstone level. A variety of linguistic supports are incorporated into each level including: teacher modeling, repeated reading, discussions, and student presentations. Fluency lessons in higher levels practice pacing, intonation, and expression. These lessons give students a choice of 3 leveled reading passages: 1-easy, 2-intermediate, 3-more difficult. Differentiated assessment for the unit objectives is found at the end of each unit, and is built into the TE, providing strategies for customizing instruction for a variety of learner needs. Further support in the Teacher's Resource book includes summaries of all readings in six common first languages. An 'Introduction to Linguistics,' located on pages 26-41 in the TE supplies background linguistic knowledge and comparisons of English sounds to other languages.

C. Cornerstone is a carefully structured program that provides a complete instructional plan across various proficiency levels. As stated in A and B above, differentiation is systematically addressed in skills taught in the lessons, across the units, and specifically noted in sidebars included in the TE.

See Cornerstone A, Unit 3 for examples typical for the series:

- 'Differentiated Language' TE pp. T107, T109, T113, T115, T117: Strategies and techniques for leveled instruction.
- 'Linguistic Note' pp. T119, T133 and 'Accelerate Language Development' pp. T121, T133: Highlighting linguistic and cultural nuances in content appropriate language.
- 'Extension' pp. 121, 133, 145: Multi-sensory extension activities located included after every reading.

- 'Fluency' pp. 119, 131, 143: Leveled oral reading options.
- 'Unit 3 Wrap Up' p. 150: End of unit assessment provides an end of unit evaluation which allows teachers to evaluate student grade level progress.

IIIB. Scaffolding Language Development (from ELP level to ELP level)

YES   NO

☑   ❑   A.   Do the materials provide scaffolding supports for students to advance within a proficiency level?

☑   ❑   B.   Do the materials provide scaffolding supports for students to progress from one proficiency level to the next?

☑   ❑   C.   Are scaffolding supports presented systematically throughout the materials?

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

A.   The Cornerstone series offers a guided transition by providing scaffolding supports for students to advance within each proficiency level. Texts have built in scaffolding, and the TE includes more scaffolding activities which can be used as needed. Thematic units and 'The Big Question,' introduce and connect the student to reading in the content areas. Each reading begins with an exploration of content background and students' prior knowledge. Other scaffolding support found in lessons and throughout the units include: examples of teacher modeling, visual and graphic support, cooperative learning, hands on learning, reading strategies, and comprehension checks. In higher levels, writing activities contain a 'Writing Checklist,' and 'Spelling Tips,' for immediate writing guidance, as well as a model for students to use as an example of language control. Academic vocabulary is vital to the progression of the ELL learner; thus academic vocabulary is introduced and practiced with every reading. The 'Skills Handbook,' found at the end of levels, features easy to use student supports, which are critical to academic skills like grammar, writing, and study skills. In addition, the Teacher's Resource Book contains summaries for all readings in six languages to help simplify language and create a bridge to understanding.

B.   Skills built throughout the readings and units assist students as they advance from one proficiency level to the next with scaffolded assistance described above in part A. The TE provides step-by step lesson plans, which are supported with instructional cues, to help teachers introduce concepts, teach, and assess effectively. Assessment resources monitor student progress and evaluate student progression through each level. See the 'Scope and Sequence,' located on pages 16-19 of the TE for an overview of skill advancement through each level.

C.   As stated above in A and B, Cornerstone systematically builds upon prior knowledge and explicitly scaffolds learning, as a means to progressing students from one level to the next. Examples from Cornerstone A, Unit 3 are representative of the types of scaffolding found throughout the series:

   •   'Words to Know' pp. 108-109: Introduction to unit terms with the use of graphic supports.
   •   'Your Stories about Animals at Home' pp. 110-11: Uses short readings to connect students to theme and readings in the unit.
   •   'More About the Big Question' TE pp. T114, T126, T18: TE features easy to use step-by-step instruction. The Big Question introduces readings and a graphic organizer is used to scaffold understanding of the reading strategy.

- 'Reading Strategy' pp. 114, 126, 138: Guides reading.
- 'Fluency' pp. 119, 131, 143: Partner work and leveled oral reading lessons.
- 'Writing' pp. 123, 135, 147: Includes student model of the writing activity.
- 'Spelling Tip' and 'Writing Checklist' pp. 123, 135, 147: A scaffolding activity found in each writing activity.
- 'Think it Over' pp. 117, 127: Comprehension questions answered in class discussion, partner activity, or individual writing assignment.
- 'Unit 3 Wrap Up' p. 150: Written, oral, or visual/active end of unit assessment.

IV. STRANDS OF MODEL PERFORMANCE INDICATORS

IVA. Language Functions

YES   NO   **Context**

☑   ❏   A.   Do the materials include a range of language functions?

☑   ❏   B.   Do the language functions attach to a context (i.e. are they incorporated into a communicative goal or activity)?

☑   ❏   C.   Are language functions presented comprehensively to support the progression of language development?

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

A. A range of language functions are used in the instructional language of Cornerstone, both within lessons and in practice activities. After students are taught a new skill, they practice and apply the skill using a variety of language functions. For example, as students respond to comprehension questions, or use reading strategies, they compare, identify, answer, find, describe, and retell. Academic words taught in higher levels include language functions such as: theorize respond, or conclude, to expand students' knowledge of such universal terms found in multiple content areas. See Level A 'Scope and Sequence,' located on pages 16-19 of the TE to view the multiple uses of language functions in the curriculum.

B. The language functions are attached to the practice activities, and all activities are connected to expanding student understanding of lessons, readings, and thematic units. In addition, the TE uses language functions in the step by step instructions of each lesson (ex. 'Step 2: Practice' or 'Step 3: Expand'.)

C. The progression of language development is supported by the comprehensive use of language functions throughout Cornerstone. As student skills progress in each unit, language functions are used to support the communicative needs of the developing learner. Examples found in level A, Unit 4 show the comprehensive use of language functions in the curriculum:

- 'Quick Write' p. 153: Describe and create. 'Academic Vocabulary' pp. 175, 189: Conclude, theory, respond.
- 'Reading Strategy' pp. 165, 176: Students identify important concepts within the text to build understanding.
- 'Use a T-Chart' p. 171: List, solve, present.
- 'Phonics and Fluency: Practice' p. 182: Sort words.
- 'Step 2: Practice' TE p. T185: Language function in the step by step instructions of each lesson.
- 'Unit 4 Wrap Up' p. 202: Each end of unit assessment uses language functions in each category.

YES   NO   **Higher Order Thinking**

☑   ❏   D. Are opportunities to engage in higher order thinking present for students of various levels of English language proficiency?

☑   ❏   E. Are opportunities for engaging in higher order thinking systematically addressed in the materials?

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

D. Opportunities for students to engage in higher order thinking are present at all ELP levels in each unit and across all levels of the Cornerstone series. 'The Big Question,' begins each unit, and ties together all readings. This creates an opportunity for students to discuss content relative to the universal and reflective questions. Every unit includes 'Think it Over,' questions that involve complex judgment skills and require students to analyze the reading and come to conclusions. Extension lessons are included throughout the TE and in comprehension sections of the SE. These lessons promote creative thinking while applying previously taught skills. Student research activities are used to evaluate the theme and cultivate connections between subject areas. In higher levels, extension lessons often include a 'Share with Partner,' exercise where students react to a partners work by asking questions. 'Self-Evaluation Questions,' found at the end of the unit encourage students to reflect on what they have learned in the subject unit as well as recognize what they have accomplished.

E. Opportunities to engage in higher order thinking are systematically presented in Cornerstone. See the following examples found in Level A, Unit 4:

- 'The Big Question' pp. 153, 160, 176, 202: Thematic questions guide readers through unit and require students to speculate and evaluate content.
- 'Self-Evaluation Questions' p. 203: Reflection on the unit. Students reflect on what they have learned in the unit, as well as recognize they have accomplished.
- 'Extension' pp. 171, 185, 197: Projects which use creative thinking and require student presentations and feedback.
- 'Think it Over' pp. 165, 181, 193: Comprehension questions that promote an analysis of the reading.
- 'Technology' TE p. T157: Research and share activity.

IVB. Content Stem

YES NO   **Coverage and Specificity of Example Content Topics**

☑   ❏   A. Do examples cover a wide range of topics typically found in state and local academic content standards?

☑   ❏   B Are example topics accessible to English language learners of the targeted level(s) of English language proficiency?

☑   ❏   C. Are example topics systematically presented throughout the materials?

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

A. Cornerstone is a curriculum aligned to state and national academic content standards, covers a wide range of subject matter topics, and is grade level appropriate. In the TE, TESOL standards are referenced on even pages of each two page spread for every assignment. The curriculum emphasizes language arts, as well as including significant content area readings and lessons in social studies, math, and science. Examples in level A include "Earth and Beyond," p. 212 or "Scientists and Crows," p. 176. Each unit contains lessons aligned to the standards in vocabulary, grammar, phonics, word analysis, fluency, and writing. The 'Learning Checklist,' concludes each unit and lists all skills taught in unit. WIDA ELP standards and example topics are abundantly incorporated in lessons such as, level A p. 242, "The Phases of the Moon" (WIDA Language of Science, ELP Standard 5, Grades 3-5, Example Topic: Nature.) In addition, the student assessment book provides questions which are aligned to standards, and introduce students to question types found on state exams. See www.pearsonlongman.com for a list of correlations to state and national standards.

B. All topics covered in the Cornerstone series are accessible to English language learners of the targeted levels of English language proficiency. Each lesson has built-in differentiated instruction and is further supported by a wide variety of teaching resources and technology for comprehensive reinforcement of instruction.

C. Standard aligned content and topics are systematically presented throughout the Cornerstone series. See the Table of Contents, in the introductory pages of each level to view unit structure and the variety of subject area content. See examples found in Level A, Unit 5:

- 'TESOL Standards' TE pp. T204, T206, T208, T210: TESOL standards listed on even pages throughout TE, these correlate to lessons found on representative pages.
- 'Learning Checklist' p. 255: End of unit list of skills and standards met.
- 'Reading 1: Informational Text/Science', 'Reading 2: Informational Text/Biography', 'Reading 3: Literature/Myths', and 'Bonus Reading: Informational Text/Science' pp. 212, 226, 242, 252: Readings cover a variety of content areas and genres.

YES   NO   **Accessibility to Grade Level Content**

☑   ❑   D.   Is linguistically and developmentally appropriate grade level content present in the materials?

☑   ❑   E.   Is grade level content accessible for the targeted levels of language proficiency?

☑   ❑   F.   Is the grade level content systematically presented throughout the materials?

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

D.   Linguistically and developmentally appropriate content are present in the materials, which address state standards for the targeted grade levels and include WIDA example topics and standards. The first three levels, K, 1, and 2, are grade specific. Levels A—C are a flexible program with grade level content suitable for grades 3-5. Unit themes and 'The Big Question,' guide students through lessons anchored by subject area content. Curriculum is designed around high-interest readings, which are supported by grade appropriate images and graphics. Cornerstone curriculum provides rigorous instruction in vocabulary, grammar, phonics, fluency, and writing with the goal of improving academic performance and developing transferable skills. Within the Cornerstone program a wide variety of linguistic supports are incorporated, and include teacher modeling, listening to CD's, repeated readings, discussions, presentations, and dramatic reading. See the 'Scope and Sequence,' located on pages 16-19 of the TE to view grade level content at each level.

E.   Cornerstone uses a curriculum design approach called 'Understanding by Design' and differentiated instruction is built into each lesson. These multiple approaches make content accessible for each language proficiency level. Students advance through levels of Cornerstone curriculum and eventually progress to mastering mainstream coursework.

F.   As stated above in A through D, Cornerstone content was selected based on grade level appropriate state and national standards. This content is systematically presented throughout the material. See 'Scope and Sequence,' in the introductory pages of all levels to corroborate this well articulated structuring of the program. See Level A, Unit 5 for representative examples of Cornerstone content:

- Reading 1: "Earth and Beyond" p. 212: Science/Informational Text.
- Reading 2: "Franklin's Dream" p. 226: Biography/Informational Text.
- Reading 3: "One Moon, Many Myths" p. 242: Myths/Literature.
- Bonus Reading: "The Phases of the Moon" p. 252: Science/Informational Text.
- Writing: 'Write a Report' p. 223, 'Write an Autobiography' p. 239, 'Write a Myth' p. 251.
- Grammar: 'Present Tense Verbs' p. 222, 'Past Tense Verbs' p. 238, 'Future Tense Verbs' p. 250.
- 'Learning Checklist' p. 255: Lists skills taught in Unit 5.

IVC. INSTRUCTIONAL SUPPORTS

YES   NO   **Sensory Support**

☑   ❏   A.   Are sensory supports, which may include visual supports, present and varied in the materials?

☑   ❏   B.   Are sensory supports relevant to concept attainment and presented in a manner that reinforces communicative goals for the targeted levels of proficiency?

☑   ❏   C.   Are sensory supports systematically presented throughout the materials?

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

A.   Sensory supports are present and varied throughout the Cornerstone program. All units are strongly supported with a range of dynamic visual supports, including computer graphics, artist's illustrations, and photographs to enhance student understanding of content. Visual literacy is explicitly taught in the unit opener, allowing students to investigate images related to the theme, and discussion prompts are noted throughout the TE (level A pp. 256-258, 275, 279.) Included in each unit is a photo essay labeled 'Picture Walk,' which builds visual literacy and background knowledge. Content area lessons include supporting graphics, like diagrams, which illustrate cause and effect (Level A pp. 112, 115-117, photos of artifacts pp. 191-193, and models pp. 211, 216 .) Multi-sensory lessons activities specific to the targeted proficiency level are also included. For example, students sing songs related to vocabulary, teachers use puppets in instruction, students play physical learning games, or draw pictures. 'Unit Wrap-Up,' which includes assessments is found at the end of each unit, and gives students and teachers choices of oral, written, or visual/active activities, as well as acknowledging a diversity in learning styles. A video DVD available with this curriculum features background information on the unit themes, and audio CD's are included to model oral reading fluency. A list of available teaching resources is included with every lesson in the TE.

B.   Sensory supports relevant to concept attainment are presented in a manner that reinforces communication goals for each targeted level. Vocabulary and practice activities are supported throughout the levels with illustrations and photographs, furthering the understanding of instruction and teaching back ground knowledge of subject. As stated above in A, the 'Unit Wrap Up,' is an oral, written, or visual/active assessments enabling teachers to match students with an appropriate activity based on proficiency level. Extension activities also offer hands-on projects and include creating collages, writing captions, and drawing.

C.   Sensory supports are systematically presented throughout all units and levels in the Cornerstone series. See examples found in level A, Unit 6:

  •   'Unit 6: Arts Festivals' pp. 256-257: Unit opener visually introduces theme, Big Question, readings and unit objectives.

- 'Visual Literacy' TE p. T256: Students study the photographs and make inferences.
- 'What Do You Know about Arts Festivals?' pp. 258-259 and 'Vocabulary' pp. 262-263: Vocabulary instruction is supported visually.
- "How to Make Puppets" p. 278: Informational text supported by appropriate visuals.
- 'Picture Walk' pp. 280-281: Photo essay develops background info and visual literacy.
- 'Extension' p. 297: Students create and perform a dance.
- 'Unit 6 Wrap Up' p. 302: Written, oral, visual/active unit assessments.

YES   NO   **Graphic Support**

☑   ❑   D.   Are graphic supports present and varied in the materials?

☑   ❑   E.   Are graphic supports relevant to concept attainment and presented in a manner that reinforces communicative goals for the targeted proficiency levels?

☑   ❑   F.   Are graphic supports systematically presented throughout the materials?

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

D.   All lessons, at every level of Cornerstone are comprehensively supported with a variety of graphic material appropriate to the proficiency level. At the very beginning of each unit, graphics introduce a theme and bridge student comprehension with activities that build background knowledge. Visual supports are used in vocabulary, phonics, reading, and writing lessons. Images like sequence illustrations are used in informational texts to bridge understanding of content (ex. visual science sequence of a tadpole developing into a frog.) In addition, graphic organizers are used in practice activities to organize information for writing lessons. In each reading, graphic organizers like main idea or cause and effect charts are used to teach reading strategy. 'Comprehension,' lessons found after each reading, feature a graphic organizer specific to the reading strategy. The same graphic organizer is then typically used in the accompanying pre-writing activity. Practice Books that accompanies materials use similar vocabulary, phonics, and comprehension graphic supports as the textbook.

E.   Graphic supports used in Cornerstone are always relevant to concept attainment and presented in a manner, which reinforce communicative goals for the proficiency level. Specific graphic supports such as language starters are used to create sentences and visual vocabulary scaffolds language development. Throughout the TE, 'Visual Literacy,' expands the meaning of graphics to promote further understanding content. 'Differentiated Instruction,' often uses content graphics and graphic organizers to scaffold and extend lessons.

F.   As stated in A and B above, graphics supports are systematically presented throughout the materials. Examples found in Cornerstone level A, Unit 6 are characteristic of supports found throughout all levels:

- 'Words to Know' pp. 258-259: Uses visual language frames to scaffold sentence creation.
- 'Introduce' TE: pp. T264, T276, T290: 5W Chart, Sequence Chart, Venn Diagrams.
- 'Comprehension' pp. 271, 285, 297: T-Chart, Sequence Chart, 5 W Charts.
- 'Author's Purpose' p. 270: Uses cause and effect chart in instruction.
- 'Fluency' pp. 269, 283, 295: Instruction supported with sequence boxes.
- "How to Make Puppets" p. 278: Graphics supports are used in Informational text.
- 'Write a Newspaper Article' p. 299: Pre-writing exercise using K W Chart.

YES	NO	**Interactive Support**
☑	❑	G. Are interactive supports present and varied in the materials?
☑	❑	H. Are interactive supports present and relevant to concept attainment for the targeted proficiency levels?
☑	❑	I. Are interactive supports varied and systematically presented in the materials?

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

G. Interactive support is varied and relevant to concept attainment in the Cornerstone program. Opportunities to discuss and confirm both background and prior knowledge begin each unit and reading. Partner, small and whole group discussions, and practice activities are interactive strategies which can be used in every unit to facilitate comprehension of content and promote meaningful communication. Extension projects and unit assessments often use cooperative group structures. The internet is used to research specific topics, and information is shared and discussed with a partner or in groups. Native language support is noted throughout the TE in lessons like 'Linguistic Note,' 'Sharing Language and Culture,', and with the 'CRI' icon. These lessons are culturally and linguistically responsive and incorporate the diversity of student's background and cultures into the curriculum. The Teacher's Resource book contains summaries of all readings in six common first languages. In addition, the CD-Rom includes additional interactive activities and the www.pearsonlongman.com website contains a student area with games and practice.

H. All interactive supports are relevant to concept attainment for the targeted proficiency level. Interactive supports described above in A and referenced in C are explicitly used to scaffold lessons so that learners of all levels gain access to meaning in multiple modalities.

I. Interactive supports are varied and systematically presented throughout the Cornerstone material. Examples found in Level A, Unit 6 are representative of lessons found in all levels:

- 'What about you?' p. 261: Small groups share personal stories that connect to theme.
- 'Think it Over' p. 267: Comprehension questions answered with a partner, in whole class discussion or individual writing.
- 'Phonics and Fluency' pp. 268-269: Practice exercises include cooperative activities.
- 'Sharing Language and Culture' TE pp. T261, T285: Students have an opportunity to exchange cultural information in extension lessons included throughout the TE.
- 'CRI' pp. T259, T269, T275, T277, T281: Icon signals interactive lessons that are culturally responsive.
- 'Unit 6 Wrap Up' p. 302: Assessments include interactive supports.

Appendix

I. **Performance Definitions** – the criteria (linguistic complexity, vocabulary usage, and language control) that shape each of the six levels of English language proficiency that frame the English language proficiency standards.

 IA. **Linguistic Complexity** – the amount and quality of speech or writing for a given situation
 IB. **Vocabulary Usage** – the specificity of words (from general to technical) or phrases for a given context
 IC. **Language Control/Conventions** – the comprehensibility and understandability of the communication for a given context

II. **English Language Proficiency Standards** – the language expectations of English language learners at the end of their English language acquisition journey across the language domains, the four main subdivisions of language.

 IIA. **Five WIDA ELP Standards:**
 1. English language learners **communicate** for **Social** and **Instructional** purposes within the school setting.
 2. English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Language Arts.**
 3. English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Mathematics.**
 4. English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Science.**
 5. English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Social Studies.**

 IIB. **Domains:**
 • **Listening** – process, understand, interpret, and evaluate spoken language in a variety of situations
 • **Speaking** – engage in oral communication in a variety of situations for a variety of audiences
 • **Reading** – process, understand, interpret, and evaluate written language, symbols and text with understanding and fluency
 • **Writing** – engage in written communication in a variety of situations for a variety of audiences

III. **Levels of English Language Proficiency** - The five language proficiency levels (1-Entering, 2-Beginning, 3-Developing, 4-Expanding, 5- Bridging) outline the progression of language development in the acquisition of English. The organization of the standards into strands of Model Performance Indicators (MPIs) illustrates the continuum of language development.

 IIIA. **Differentiation** – providing instruction in a variety of ways to meet the educational needs of students at different proficiency levels
 IIIB. **Scaffolding** – building on already acquired skills and knowledge from level to level of language proficiency based on increased linguistic complexity, vocabulary usage, and language control through the use of supports.

IV. Strands of Model Performance Indicators – examples that describe a specific level of English language proficiency for a language domain. Each Model Performance Indicator has three elements: Language Function, Content Stem, and Support

- **IVA. Language Functions** – the first of the three elements in model performance indicators indicates how ELLs are to process and use language to demonstrate their English language proficiency.
  - Context – the extent to which language functions are presented comprehensively, socially and academically in materials
  - Higher Order Thinking – cognitive processing that involves learning complex skills such as critical thinking and problem solving.
- **IVB. Content Stem** – the second element relates the context or backdrop for language interaction within the classroom. The language focus for the content may be social, instructional or academic depending on the standard.
- **IVC. Instructional Support** – instructional strategies or tools used to assist students in accessing content necessary for classroom understanding or communication and to help construct meaning from oral or written language. Three categories of instructional supports include sensory, graphic and interactive supports.
  - Sensory support – A type of scaffold that facilitates students' deeper understanding of language or access to meaning through the visual or other senses.
  - Graphic support – A type of scaffold to help students demonstrate their understanding of ideas and concepts without having to depend on or produce complex and sustained discourse.
  - Interactive support – A type of scaffold to help students communicate and facilitate their access to content, such as working in pairs or groups to confirm prior knowledge, using their native language to clarify, or incorporating technology into classroom activities.