PRIME™

Protocol for Review of Instructional Materials for ELLs

WIDA PRIME Correlation

Ballard & Tighe

helping English learners realize their full potential
… one student at a time

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 and reviewing the representation and use of the components and 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 three 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** provides definitions of the categories included in this PRIME protocol. **Part 3** is the actual protocol used for the review of the instructional materials including an opportunity for publishers and educators to provide additional comments to support their "yes" responses to each of the 14 criteria.

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

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

- A. Linguistic Complexity
- B. Vocabulary Usage
- C. Language Control/Conventions

II. **English Language Proficiency Standards**
(Presence of Standards & Domains)
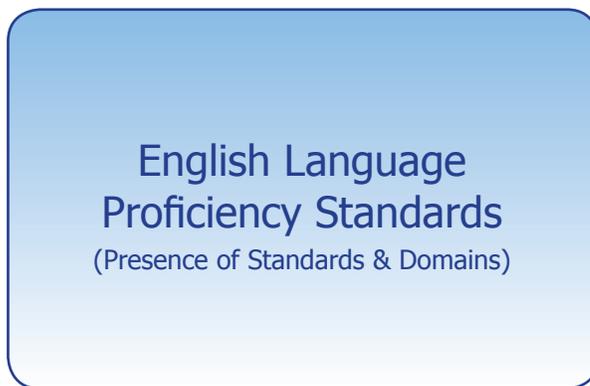
- A. Social & Instructional Language
  Language of Language Arts
  Language of Mathematics
  Language of Science
  Language of Social Studies

- B. Listening
  Speaking
  Reading
  Writing

III. **Levels of English Language Proficiency**
(Entering, Beginning, Developing, Expanding, Bridging)
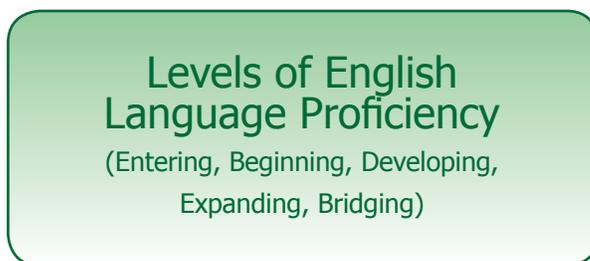
- A. Differentiation of Language
- B. Scaffolding Language Development

IV. **Strands of Model Performance Indicators**
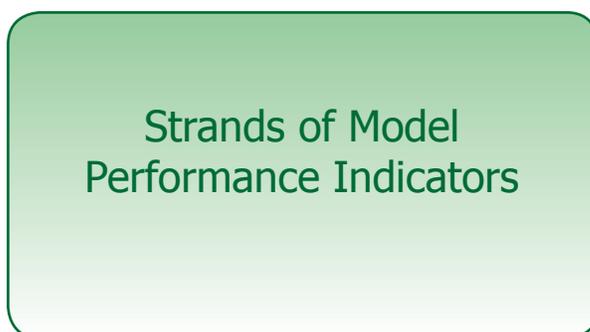
- A. Language Function
  - Context
  - Higher Order Thinking
- B. Content Stem
- C. Instructional Support
  - Sensory
  - Graphic
  - Interactive

Part 1: Information About Materials

Publication Title(s): __Carousel of IDEAS (Set 2) Fourth Edition__

Publisher: __Ballard and Tighe__

Materials/ Program to be Reviewed: __Core English Language Development Program__

Tools of Instruction included in this review: __Teacher's Guide, Lesson Plan Flow Charts, CD-ROM Transparencies, Resource Book, Resource CD-ROM, Picture and Word Cards, Theme Pictures and Theme Pictures on CD-ROM, Language Progress Cards, Picture Dictionary__

Intended Teacher Audiences: __K-5 Grade Level Classroom Teachers, Content Specialists, Resource Teachers, Language Teachers, Paraprofessionals__

Intended Student Audiences: __K-5 Grade Level English Language Learners from Intermediate to Advanced Levels of Proficiency__

WIDA Framework(s) considered: __Summative and Formative__

Language domains addressed in material: __Listening, Speaking, Reading, Writing__

WIDA English Language Proficiency Standards addressed: __Social and Instructional Language, Language of Language Arts, Language of Mathematics, Language of Science, Language of Social Studies__

WIDA language proficiency levels included: __Levels 3-5 (Developing, Expanding, Bridging)__

Most Recently Published Edition or Website: __2005; www.ballard-tighe.com__

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

Carousel of IDEAS is a program designed to prepare K-5 English language learners for transition into mainstream academic classes. The program integrates listening, speaking, reading, and writing into the major content areas. It can be used in a pull-out or immersion program. The program allows teachers to customize the lessons based on student abilities. The variety of activities and teaching materials enables teachers to provide differentiated instruction and address a wide range of learning styles and student abilities. The program builds on prior learning and language is recycled from chapter to chapter to build upon concepts presented. Integrated literature helps students build and refine literacy and critical thinking skills. Students engage in active learning and group settings to experience authentic and meaningful communication.

Part 2: Definitions of Categories

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.

PART 3: 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. Linguistic complexity is addressed for English Language Learners throughout Carousel of IDEAS. The amount and quality of language is geared specifically to language levels addressed in each unit. There are multiple practice opportunities available to increase language production. An overview of the opportunities for students to increase the length and quality of their language production is evidenced in the Lesson Plan Flow Chart Guide, The Literature Collection, and the lessons in the Teacher's Guide.

B. At the beginning of each unit, the targeted proficiency level is labeled at the top of the page. Please see the Teacher's guide, p. 405 for an example. Units 5-6 address intermediate English Language Learners, Unit 7 addresses early advanced English Language Learners, and Unit 8 addresses advanced level English Language Learners.

C. Linguistic complexity is systematically addressed in all lessons, chapters, and units. Each chapter contains 5-6 lessons, which contain a presentation, practice, applications and extensions, family activities, and observations. An example of this is in Unit 5, Chapter 1, Lesson 1, of the Teacher's Guide, pp. 39-46.

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. Students listen to and learn to say, read, and write the target vocabulary. Words, phrases, and expressions are used in context to teach vocabulary. In Teacher's Guide, Unit 6, Lesson 1, pp. 234-235, students are presented with a Theme Picture #23, "Transportation in the City". Students are next introduced to the new target vocabulary words through the use of Picture and Word Cards. Students will then work with Activity Sheet 66, from the Resource Book to match the vehicle to the picture and write sentences using the new vocabulary word. Using Template "B" from the Resource book, students will add their new words into their folder, which serves as a personal picture dictionary.

B. Vocabulary usage is targeted in each unit, chapter, and lesson. Each unit targets a specific language proficiency level, so that vocabulary is practiced at that level throughout the unit. In Unit 8, p. 553, the advanced language proficiency level is targeted. Students will use vocabulary specific to vocations and occupations throughout all lessons and chapters of the unit.

C. Words and concepts from earlier chapters are recycled in subsequent chapters to help students retain and build upon what they have learned. The program presents an explicit and systematic approach to teaching students general, specific, and technical language. In Unit 7, Settings and Situations, Unit 1, Chapter 1, pp. 410-414, target vocabulary is general. Whereas in Lesson 2, pp. 415-418, specific vocabulary is targeted. In Lesson 3, pp. 419-422, technical vocabulary is targeted. See Teacher's Guide Appendix A, p. 653 for a list of target vocabulary presented in the units.

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 for students to demonstrate language control are presented throughout the text. Children learn word meanings from listening to adults read to them. Reading aloud is particularly beneficial when after reading the teacher engages students in a conversation about the book. Set 2 Theme Pictures 19-20 have listening and speaking exercises that practice language control. Notice the top of Set 2, Theme Picture 20, Listening and Speaking activity. Students act out a brief conversation between two children playing to practice language control.

B. The program gives students many opportunities for repeated and monitored oral reading in all targeted language levels of the program. Intermediate students practice speaking in short sentences, as in Teacher's Guide, Unit 5, Chapter 3, Practice, pp. 122-123. early advanced through advanced students demonstrate greater language control, as in Teacher's Guide, Unit 7, Lesson 2, Practice, p. 416.

C. The program calls upon students to draw from their own experiences. By creating meaningful contexts for authentic communication and providing appropriate corrective feedback, teachers help students improve their overall fluency. Each lesson within the chapter closes with an observation of student progress. See Teacher's Guide, Unit 6, Chapter 6, Lesson 5, Observing Student Progress, p. 401 which lists opportunities for students to demonstrate language control as observed by the teacher. Another example is presented in the "Key Objectives" of the Teacher's Guide, Unit 8, pp. 554-555. In the Resource Guide, see activity sheets 29-30 and 64-65, Reader's Theater.

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. The WIDA Standards for social and instructional language and the language of the content areas are present in the materials. Each unit has instructional and practice activities for each of the language domains; reading, writing, listening, and speaking. Each unit addresses the Language of Language Arts, the Language of Mathematics, the Language of Science, or the Language of Social Studies. Each unit focuses on one of the four content areas above, with the exception of the Language of Language Arts, which is a part of all the content areas in the text. Content areas are addressed through the division of chapters by topic. Each chapter has a different topic, which ties back to the unit content area. Examples of this are in the Teacher's Guide: Unit 5: The World Around Me, p. 37; Unit 6: My Environment, p. 229; Unit 7: Settings and Situations, p. 405; Unit 8: On the Go, p. 551. The chapters are listed on these pages and demonstrate the presentation of social and instructional language in the materials.

B. All units, chapters, and lessons integrate social and instructional language in the targeted content areas.

Examples of this include: Apply and Extend on pp. 175 and 328 of the Teacher's Guide. The Sponge Activities listed throughout the units provide fun activities that integrate social and instructional language; see p. 377 of the Teacher's Guide. The Theme Pictures and Picture and Word Cards integrate social and instructional language into a natural setting. See Theme Picture #22, Listening and Speaking.

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. Listening, speaking, reading, and writing are targeted in the materials. All units have a section titled "Key Objectives". In this section all the objectives for the targeted domains are listed. On pages 554-555 of the Teacher's Guide, an example of this is present. See some examples of activities focusing on the four domains below.

Reading - Teacher's Guide Unit 6, Chapter 2, Lesson 4, pp. 277-279, and on every Picture Card, Theme Picture (reading sections), CD-ROM Transparency, The Literature Collection, and in the Picture Dictionary.

Writing - Resource Book has numerous activities for writing exercises. Template 5 (write an essay) and Activity Sheets #140, 157, and 176 are a couple of examples. Panning through the resource guide will demonstrate the quantity of exercises.

Listening and Speaking- Evaluations at the end of the chapter provide assessment of listening and speaking comprehension. See p. 601 of the teacher's guide for an example. The Sponge Activities in the Teacher's Guide, see p. 70 have engaging games for listening and speaking practice. Also in the Teacher's Guide, the Practice sections of each lesson are focused on listening and speaking, as in Teacher's Guide, Unit 8, Chapter 1, Practice, pp. 568-572. Each Theme Picture has a listening and speaking section for more practice.

B. The activities provided for the four domains are present for all language proficiency levels. The units contain the chapters and lessons and offer the instruction for the four language domains. This is indicated by looking at the top of each unit. (See the top of p. 405 in the Teacher's Guide).

C. The language domains are presented systemically and throughout the text. For every lesson in all chapters, students are given a reading and writing lesson in the Presentation section (TG, p. 415), next a Practice section (TG, p. 416) focusing on listening and speaking. Then, Apply and Extend focuses on application of these skills (TG, p. 417). The Theme Pictures activities are separated into two sections: one for reading and writing, and one for listening and speaking. The Resource Guide is a support system for the activities within each unit, chapter, and lesson.

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 materials differentiate between language proficiency levels. This is noted at the top of each unit in the Teacher's Guide and on every Theme Picture.

B. Differentiation of language proficiency is developmentally and linguistically appropriate for all designated levels. Students participate in varied activities to experience success in language learning at each level. See the Teacher's Guide p. 438 in the green box, which lists the items needed to complete the lesson. They are present in all lessons and help teachers provide differentiated instruction.

C. Differentiation of language is systematically addressed throughout the materials. Literature books are colorful, visually exciting, and drawn from the major content areas. There are displays of pictures hung throughout the room and used in small group settings. Families are involved through the use of Activity Sheets (see activity sheet 85 of the Resource Guide), and there are games, songs, and interactive activities, as shown in the Transparencies (#27) and Sponge Activities.

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. Scaffolding supports are present. Alternatives are offered for students to progress within the levels of proficiency. In Teacher's Guide, Unit 7, Chapter 4, p. 513, see where students can conduct research using a variety of tools in the classroom. The supports are also available in grade level format. See the Lesson Plan Flow Charts where each lesson has scaffolding supports divided by grade range (see top of p. 35 K-1), whereas the same lesson is offered on page 48 for 2nd-5th grade students.

B. The materials provide scaffolding support for students to progress from one proficiency level to the next. Theme Picture #31 is an example of the progression process. Notice that Early Intermediate, Intermediate, Early Advanced, and Advanced levels have different activities to offer for students to progress to the next level.

C. Scaffolding supports are presented throughout the materials. They are measured on the Assessment Forms of the Resource Guide. Additionally, the Teacher's Guide emphasizes the four steps in skill development: 1) model behavior or demonstrate skill, 2) provide for guided practice, 3) provide for independent practice, 4) provide for delayed practice.

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. The materials include a range of language functions. Language functions are included on a two-page spreadsheet as in the Teacher's Guide pp. 554-555, where all of Unit 8, Chapter 1 language skills are listed on a chart.

B. Language functions attach to a context and are incorporated into a communicative activity. An example of this is in the Teacher's Guide, pp. 231-233. There is a section called Content Emphasis on p. 231 which describes the language practice in the text. Then on the next two pages, pp. 232-233, the function attached to the context is noted on the chart. Some of the language functions used are: recognize, describe, ask, and identify.

C. Language functions are presented comprehensively to support the progression of language development. All chapters have a section that describes language functions, and those functions become more challenging as the text moves forward. Those functions are evidenced and evaluated using the Language Progress Cards (sample on p. 673, Appendix F, of Teacher's Guide) where an instructor indicates language forms mastered.

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.   There are opportunities for students to engage in higher order thinking at the various levels of English language proficiency levels. Students have many opportunities to engage in higher level thinking skills at all levels of proficiency. Some examples of these skills are as follows:

- Each Theme Picture includes a set of questions that provide opportunities for higher order thinking based on proficiency level. On Theme Picture 19, for instance, students at the Intermediate level form opinions, and are asked questions such as 'Why do you think the girl is in the veterinarian's office? How do you think she is feeling? Which of these occupations would you like to have?' At the Early/Advanced level, they analyze or debate a position, with question prompts such as 'What do you think happened before the plumber arrived? Do you think everyone will like the artist's painting on the wall Why? or Why Not?' At the Advanced level, students are expected to predict, persuade, and debate. Questions include 'What do you know about the animals in the picture?' (Theme Picture #21)

Other activities include:

- Using pictures and introduced vocabulary, ask students to compare vehicles. If they say trailer, ask where the trailer is in the big picture. Help students understand that vehicles are of different types, have special physical characteristics, and are for different uses (Teacher's Guide, p. 44).
- Show family members pictures of vehicles and survey which vehicle each family has travel in (Teacher's Guide, p. 46)

E.   Opportunities for engaging in higher order thinking are systematically addressed in the materials. Every unit, chapter, and lesson has opportunities present for students of all proficiency levels to engage in higher order thinking skills. Picture and Word Cards, Resource Book Activities, and Transparencies help to enrich the opportunities available for students to use the higher order thinking skills in a relaxed and natural setting.

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. A wide range of topics typically found in state and local academic contents standards are addressed. Each chapter has a content emphasis to help familiarize students with academic language and subject matter they will encounter in mainstream classrooms. See Teacher's Guide, Unit 5: The World Around Us: Unit 6: My Environment; Unit 7: Settings and Situations; Unit 8: On the Go. Key objectives align with state English language proficiency standards (Teacher's Guide, pp. 40-41). Theme Pictures have Teaching Tips at the top to enrich the classroom environment and assess student progress to help teachers engage students and ensure that they meet district and state English language proficiency standards (See Theme Picture #29). The Chapter Evaluation Checklist provides an easy way for teachers to track student progress (See p. 319 of Teacher's Guide).

B. Example topics are accessible to English language learners of the targeted levels of English language proficiency. The topics are based on information appropriate for their social-developmental level and language level. Playing with toys, swimming, animals, tools, exercise, and home are some of the topics addressed.

C. Example topics are systematically presented throughout the materials. The topics are addressed in the Theme Pictures, The Picture Dictionary, The Transparencies, and the Resource Book. They are carefully integrated into every unit, chapter, and lesson to make for a comprehensive program.

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. The content is linguistically and developmentally appropriate for K-5 grade level students. Students are presented with familiar items and language appropriate for their level of instruction. For example, in TG, Unit 7, Chapter 1, Lesson 1, pp. 410-414 , Transparencies 21-22, are shown to students of monies and prices, then in Practice, students are asked to respond to a picture of a check, and finally asking and answering questions about the prices of items in a garage sale in the Apply and Expand.

E. The content is accessible for the targeted levels of language proficiency. The content is social, instructional, and academic is every lesson. The Theme Pictures show children doing activities that other children can relate to and use language to act on prior knowledge. Each lesson of the Teacher's Guide has a Presentation section for instructional language learning development. Academic language is present through oral and written instructions in both the Teacher's Guide and the Resource Book presented in the written directions of every page.

F. The grade level content is presented systematically throughout the materials. This is present in the Lesson Plan Flow Chart, which offers a further breakdown of grade level content by dividing lessons into K-1 and 2-5 sections to offer the appropriate activity. See pages 16-17 and 28-29 for an example.

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 in the materials. The program integrates many kinesthetic activities that require students to perform a physical action. These activities keep students active and engaged in the learning process. Please see the example in the Teacher's Guide on p. 117, under Practice about acting out the events of a story. Also, in the Teacher's Guide on p. 119, under Apply and Extend, where students work together to conduct research on a computer.

B.   Sensory supports are relevant to concept attainment and presented in a manner that reinforces communicative goals for the target levels of proficiency. One example of this is in the chants and songs activities (TG, p. 79). Carousel includes many chants and songs that make learning engaging and provide students with a structured way to remember target vocabulary words and phrases that are linguistically appropriate for the the targeted proficiency level (see Transparency 1, also available for review in the Teacher's Guide p. 45). Visuals include Activity Pictures in the Resource Book. These provide opportunities for students to work closely with hands-on visuals. The extensive use of visuals and emphasis on real life items reinforces student understanding of new vocabulary and concepts (see p. 119 of Teacher's Guide). The Picture and Word Cards, Theme Pictures, and Picture Dictionary provide colorful visuals.

C.   Sensory supports are systematically presented throughout the materials in every unit, chapter, lesson, and included supports. This is a sensory heavy program to capture the attention of young children in order to provide retention of language learned.

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. Graphic Supports are present and varied in the materials. In order to develop effective word-learning strategies, students must learn how to use dictionaries and other references. The Teacher's Guide has charts, diagrams, and tables to help students present and record information in an organized way. See the Teacher's Guide Unit 5, Chapter 1, p. 45 (Venn Diagram). Also see the Graphic Organizer in the Teacher's Guide, Unit 7, Chapter 4, p. 495. Another example is in the Resource Book, Activity Sheets 13, 15, & 20B.

E. Graphic supports are relevant to concept attainment and are presented in a manner that reinforces communicative goals for each targeted proficiency level. The graphic supports in Carousel are carefully placed to match with the concept being taught. For example, if a student is learning about toys, then they will have to write the word and use it in a sentence, as in Resource Book, Activity Sheet 83. Supports are appropriate for each targeted proficiency level.

F. Graphic supports are systematically presented throughout the materials. All unit, chapters, and lessons provide these supports. The program includes many activities that encourage students to consult the Picture Dictionary and learn its many uses. Many writing activities involve copying from near-point position, such as a sheet of paper, since younger children are hyperopic and see more clearly in a close-up situation.

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 supports are present and varied in the materials. Grouping and pairing is a common interactive support throughout the text. In Theme Picture #20, students are placed with a partner to work cooperatively in the language development activity section. Students sing with classmates on Transparency 27. Students work together with family members to complete assignments, as in Resource Book Activity Sheet 149.

H. Interactive supports are present and relevant to concept attainment for the targeted proficiency levels. Students complete activities appropriate for their targeted proficiency level, as in the intermediate level activities in Units 5-6, in which the teacher participates more fully in the activities, compared to early advanced activities in Unit 7, where students work together with less teacher support. Then in Unit 8, students work even more independently to prepare for the transition to a mainstream class.

I. Interactive supports are varied and systematically presented in the materials. All units, chapters, and lessons have interactive supports. See Teacher's Guide Unit 8, Chapter 3 (bottom; Involving Family, p. 612; and the Resource Guide, "interview" on Activity Sheet 38). There is also interactive support with role playing in the Theme Pictures, as in Theme Picture #24, Listening and Speaking.