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)
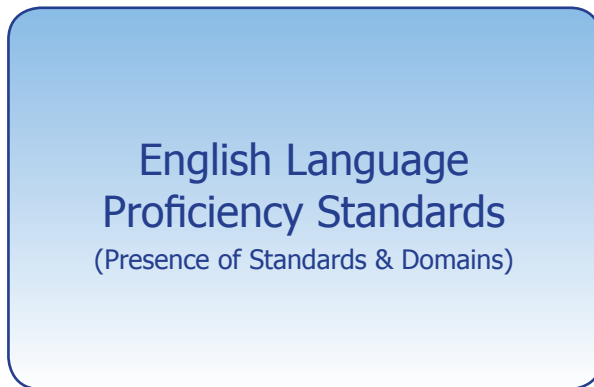
- A. Social & Instructional Language
    Language of Language Arts
    Language of Mathematics
    Language of Science
    Language of Social Studies

- B. Listening
    Speaking
    Reading
    Writing

III.

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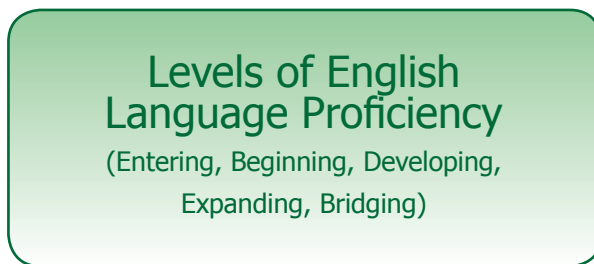
- A. Differentiation of Language
- B. Scaffolding Language Development

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): ___Frames for Fluency Set 1___

Publisher: ___Ballard & Tighe___

Materials/ Program to be Reviewed: ___Leveled supplemental text designed to increase students' language proficiency___

Tools of Instruction included in this review: ___Teacher's Guides Set 1, Theme Cards, Sentence Frames, Picture and Word Cards___

Intended Teacher Audiences: ___K-5 Grade Level Classroom Teachers, Content Specialists, Resource Teachers, Language Teachers, Paraprofessional___

Intended Student Audiences: ___K-5 Grade Level English Language Learners from Beginning to Early Intermediate 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 1-3 (Entering, Beginning, Developing)___

Most Recently Published Edition or Website: ___2010; www.ballard-tighe.com___

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

Frames for Fluency helps English Language Learners increase language fluency through leveled content-based activities using all four language domains; listening, speaking, reading, writing. The program capitalizes on the developmental nature of language, beginning with basic vocabulary and moving into more sophisticated and academic language. Frames for Fluency is an excellent supplemental to any core ELD/ESL curriculum, and is a companion to Ballard and Tighe's, Carousel of IDEAS. The Literature Connection gives students practice in setting, sequencing, previewing, predicting, and character study. Oral fluency is taught using literature connection frames, picture cards, word cards, sentence frames, and theme pictures. Grammatical forms are taught in each lesson systematically and sequentially, and are embedded in the key functions of language learning.

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. The teacher's guides are divided into language proficiency levels. Next to each unit number, proficiency levels are labeled (ex. Set 1, TG, Unit 3, Chapter 1, p. 58-Early Intermediate). Theme picture cards have language development activities provided for instruction with students at each proficiency level (ex. Set 1, TG, Theme Picture #5, A Family Dinner, Beginning Language Development Activities). Quality of language production is increased by numerous practice exercises, teacher modeling and feedback. One example is through the use of Guided Authentic Practice Routines (Set 1, TG, pp. 20-21).

B. All targeted proficiency levels are addressed and shown in every unit and lesson on the top right corner of each Teacher's Guide. They are easily identified in every chapter of the materials. Users will not waste time trying to find proficiency level activities to meet students needs.

C. Linguistic complexity is systematically addressed in every chapter and unit in the materials. The activities provided for each level are specific to the level being addressed. Exercises build on the previous exercises taught. Each unit is an upward climb that helps increase the quality and length of language produced.

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 represented in words, phrases, and expressions in context, as a focal point to instruction throughout the entire text. Target Vocabulary sections list examples of words taught in each lesson (ex. Set 1, TG, Unit 2, Chapter 1, p. 40).

B. Every lesson contains vocabulary for all of the targeted proficiency levels. New vocabulary, appropriate to proficiency level is introduced and practiced throughout each chapter. See examples in Set 1, TG, Unit 3, Ch. 1, pp. 58-61.

C. The text has general vocabulary for comprehension and practice for everyday use in every lesson. Specific vocabulary is taught in every lesson and ties to the theme of the unit. Presented vocabulary in context includes language for technical applications, such as: days of the week, science words, money, time, work, colors, shapes, health, food, and holidays. Extension activities give students an opportunity to connect the new vocabulary from oral practice (speaking) to activities in writing, reading, and listening (ex. Set 1, TG, Unit 2: My Larger Community, p. 39)

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. The materials provide opportunities to practice language control using the Fluency Frame boxes on every page of every chapter in the texts. Practice asking and answering questions is an example of developing greater command of the language (ex. Set, 1, TG, Unit 1, Ch. 3, FF#3, p. 33).

B. The opportunities to demonstrate language control are presented at all targeted language proficiency levels. This is present in all materials ranging from beginning through early intermediate levels.

C. Language conventions are taught in a setting that allows students to gain better command of the language, while practicing conventions taught in each chapter. Examples of this are oral activities where the teacher is present to assist students in refining use of language. Students improve use of language and make fewer errors, since they practice and improve with continuous support (Set 1, TG, p. 21). Partner practice is present in all components of the materials (ex. Set 1, TG, Unit 2, Chapter 5: The Food We Eat, p. 50). Another example is through the use of Picture and Word Cards (P&W Cards). Students take turns asking and answering questions, participate in group discussions, and make short oral presentations with support. (ex. Set 1, TG, Unit 4, Ch. 1, FF #s 4-7).

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 either the Language of Language Arts, the Language of Mathematics, the Language of Science, or the Language of Social Studies. Each unit will focus 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 will have a different topic, which will tie back to the unit content area. An example of this is: Set 1, Unit 3: Living and Working Together, p. 57 - Ch. 1: Going to Work, Ch. 2: Dress for Success, Ch. 3: Numbers Everywhere, Ch. 4: Farm Animals, Ch. 5: Food, Ch 6: Meals, Ch. 7: Writing Our Ideas).

B.   Social and Instructional Language and the language of the content areas is integrated into every unit, lesson, and activity. Examples include:

   •   Language Arts-Writing Our Ideas, Set 1, Unit 3, Chapter 7
   •   Science-The Amazing Human Body, Set 1, Unit 1, Chapter 5
   •   Mathematics-Count Me In!, Set 1, Unit 1, Chapter 3

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. The four language domains of listening, speaking, reading, and writing, are targeted in the materials. They are incorporated into every lesson of every unit. They are also targeted in every lesson's extension activities. All Theme Cards have sections called Listening and Speaking, Reading and Writing, that give extra practice in these areas. Listening activities include teacher-directed lessons, audio CDs, and partner activities. Speaking activities include oral presentations, discussions, and brainstorming activities from direct instruction. Reading and Writing activities include theme pictures, vocabulary practice, and use of sentence frames. The presentation of language in context is correlated to the proficiency level noted (Set, 1, Theme Picture #8).

B. The targeted language domains are presented within the context of language proficiency levels, as the levels are clearly labeled next to each unit number of the guides. In the theme picture activities, each card has a section titled, "Listening and Speaking" and "Reading and Writing".

C. The use of the four domains of language instruction are completely integrated into every unit, chapter, and lesson. See the examples in the materials as listed below:

- Set 1, TG, Unit 4, Ch. 1, pp. 79-80, FF #1, 6 - Speaking
- Set 1, TG, Unit 4, Ch. 1, pp. 79-80, FF #2, 4 - Listening
- Set 1, TG, Unit 4, Ch. 1, pp. 79-80, FF #3, 5 - Writing
- Set 1, TG, Unit 4, Ch. 1, pp. 79-80, FF #7, Literature Connection (Appendix A) - Reading

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. Differentiated language instruction is present in the Theme Pictures on the back of each card. The materials differentiate in the extension activities. On the theme picture cards, there is a section called, "Language Development Activities For Other Levels". In this section, different activities are provided for students at different language levels. See the example in Set 1, Unit 3, Ch. 2, Theme Picture #12, where the primary activities are for the Early Intermediate level and the "Language Development Activities for Other Levels" section lists activities for Beginning, Early Intermediate, Early Advanced, and Advanced students.
>
> B. The use of differentiated language is developmentally and systematically appropriate for the language levels designated for the activities. This is demonstrated in the Theme Picture Cards Set 1. Each card has examples of activities to support the language level. For example, Theme Picture Cards, Set 1, #6, lists listening, speaking, reading, and writing activities for students at the Beginning level. In the section "Language Activities for Other Levels," it has students at the Early Intermediate level focus on short, simple sentences. The Intermediate level gives students practice in complex sentences and opinion. The Early Advanced level allows students to practice speaking using complex and compound sentences. Advanced level students use research and persuasion language to debate.
>
> C. Set 1 focuses on activities for Beginning-Early Intermediate learners. In addition, language support activities for other levels (including Early Advanced and Advanced) are shown each Theme Picture card. Also, the Set 1, Teacher's Guide has extension activities that allow students to complete items at different language levels. See Set 1, TG, Unit 1, Ch. 5, Extension, p. 37.

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 materials do provide scaffolding supports for students to advance within the proficiency level. Scaffolding supports are provided throughout Frames for Fluency to help students advance within a proficiency level as well as advance to the next level. The lessons in each chapter scaffold using a gradual release of responsibility model. Each Fluency Frame is divided into three steps: Step 1 - Teacher Introduces and Models the Frame, Step 2 - Teacher Leads Guided Practice, Step 3 - Students Practice Independently. The Extension Activities also provide scaffolding supports that focus on each targeted skill.

B. As students become progressively more fluent, they are challenged to provide more varied examples of the activities to extend learning and work towards mastery of each language proficiency level (ex. Set 1, p. 22).

C. Scaffolding supports are presented systematically throughout the materials. Each chapter provides students with the information they need to progress systematically through language proficiency levels.

Examples:

- The three-step gradual release responsibility model - Set 1, TG, Unit 3, Ch. 1, FF#4, p. 60
- On the chalkboard, Extension Activities, Set 1, TG, Unit 3, Ch. 1, p. 59

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 contain a range of language functions on every page of the text. This is clearly found in each Fluency Framework (FF) activity. Each FF has a titled area, called, "Function, which describes the function presented in that particular activity. Examples include naming, describing, responding/issuing (Set 1, TG, Unit 3, Ch. 1, pp. 58-61).

B. All language functions have a goal of use in context. Each function has a form that is practiced in the areas of Social and Instructional Language, Science, Social Studies, Mathematics, and Language Arts. Work-related content using language functions to practice is an example of function in context. See example in text: Set 1, TG, Unit 4, Ch. 1, pp. 78-81 (see function on the top of each FF card).

C. Language functions are present in a progressive development format. The grammar form in every function is based on the progressive use of language in learning. The examples below show the progression and language activities represented on every page of the entire text.

- Set 1, TG, Unit 1, Ch. 5, FF#1,pp. 36-37, Function-Naming things: Nouns, regular plurals with -s
- Set 1, TG, Unit 1, Ch. 5, FF#2, pp. 36-37, Function-Responding to/issuing commands: Imperative
- Set 1, TG, Unit 1, Ch. 5, FF#3, pp. 36-37, Function-Making statements about immediate world: Nouns

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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. Higher order thinking skills are present in the teacher's guides and Theme Pictures. These skills are presented in the lesson activities, but become progressively more challenging as students move forward in the text. The higher order thinking skill activities are provided for students at all language proficiency levels.

E. The opportunities for engaging in higher order thinking skills are presented systematically throughout the text and Theme Picture activities. Examples below are evidence of higher order thinking skill activities.

- Set 1, Theme Picture #9, A Day at the Beach, Advanced-Research, persuade, debate
- Set 1, Theme Picture #11, A Costume Party, Early Advanced-Analyze and debate a position
- Set 1, Theme Picture #18, A Grocery Checkout Line, Advanced-Predict, persuade, and debate

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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. The materials cover a wide range of topics typical to ELL standards. The units are categorized by topics that are found in state and local standard sets. Within the units, the chapters center around the topic area. Topics in the materials are; Communities (Social Studies), Living and Working Together (Social Studies), and Our Great Big, Busy World (Social Studies). However, in each unit, there are other content areas addressed within the chapters. For example in Set 1, TG, Unit 1 My Community (Social Studies), Ch. 5: The Amazing Human Body (Science). Also in Set 1, TG, Unit 2 My Larger Community (Social Studies), Ch. 3: I'm Counting on You (Mathematics).

B. Topics are targeted to the English language proficiency level of the student. Beginning proficiency students will learn about the community (family, school, numbers, colors, body parts), while advanced students will learn about jobs, holidays, time words, and animals.

C. Example topics are systematically presented throughout the materials in every unit and lesson. Examples below are evidence of the topics presented:

- Set 1, Unit 1, Chapter 2, My School, p. 27
- Set 1, Unit 2, Chapter 5, The Food We Eat, p. 39
- Set 1, Unit 3, Chapter 2, Dress for Success, p. 57
- Set 1, Unit 4, Chapter 1, Off to Work, p. 77

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 delivered in the materials is appropriate to students in the K-5 grade level. Students learn using colored graphics that depict real-life situations. Picture and Word Cards are clearly depicted in color, fonts are large and easy to read, and Theme Pictures have stories to tell about life that elicits language learning. Photos of children participating in activities are a common theme throughout the materials.

E. All grade-level content is accessible for all levels of language proficiency. The language proficiency level of each section in the materials, has appropriate content for a person at the elementary school level.

F. The grade level content is systematically presented throughout the materials. Evidence of grade level content is below.

- Set 1, Unit 1, Ch. 2, FF#4, p. 31
- Set 1, Unit 2, Ch. 1, FF#4, p. 41
- Set 1, Theme Picture #9-A Day at the Beach

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 in the materials and include pictures, illustrations, drawings, and TPR games. In Set 1, TG, Theme Picture #) , students point to a picture of an animal to practice vocabulary. Picture cards are used to teach commands related to occupations, as in Set 1, TG, Unit 3, Ch. 1, pp. 60-61.

B.   Student are presented with sensory supports that are relevant to the concept being taught. The language proficiency level is targeted for the specific concept. For example, students are given "say" and "look" commands to teach imperatives (Set 1, Unit 1, Ch. 5, FF#2). Also in this lesson, students are shown a Theme Picture (Set 1, Theme Picture #4, A Soccer Game) and the parts of the body are reinforced by looking, drawing, and talking about body parts.

C.   Sensory supports are systematically presented through the text. The chapters include pictures, transparency examples, picture and word cards, and theme cards. The illustrations become more challenging as the student moves through each proficiency level.

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 throughout the materials. Close activities are present in the FF cards, teacher-directed graphics are used for reading and writing instruction on the Theme Picture Cards.

E. The grade level content is accessible for all proficiency levels. The colorful pictures, well-organized lessons, extension activities, were created for students and teachers to use with ease. The way the content is delivered is organized and easy to use.

F. Graphic supports are presented throughout the extension activities in Theme Picture Cards. See the examples below for evidence:

- Set 1, Theme Picture #12, Reading and Writing, Make a T-Chart
- Set 1, Theme Picture #18, Reading and Writing, Write a Grocery List

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 throughout the materials. These include pairs and group work, TPR activities, pretending, and role playing. See one example of this in Set 1, Theme Picture #10, Listening and Speaking - act out a brief conversation between two people.

H. Interactive supports present are relevant for concept mastery at each targeted proficiency levels. For every concept presented in the materials, students must work interactively to learn the new information. All the activities are targeted for the specific proficiency levels where the content is being presented.

I. Interactive supports are systematically presented. In Set 1, Unit 2, Ch. 5, FF#4, p. 51, students learn prepositions of location by walking around the room finding pictures cards that the teacher has placed. In Set 1, Unit 3, Ch. 1, FF#4, p. 60, students learn about jobs and respond to/issue commands. In the example activities at the bottom of FF#4, students take turns responding to and issuing commands, such as: 'Police officer, turn around', 'Dentist, walk slowly/quietly to the door.'