# PRIME™

## Protocol for Review of Instructional Materials for ELLs

### WIDA PRIME Correlation

## Introduction

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

The intent of this review is for users to identify the ways in which elements of the *WIDA English Language Proficiency Standards, 2007 Edition, PreKindergarten through Grade 12* are represented in instructional 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 assist educators in making informed decisions in selecting instructional materials for programs serving English language learners and
- to aid publishers and correlators in developing materials and communicating how their materials address key elements of the WIDA English Language Proficiency Standards

## Organization

The Protocol for Review of Instructional Materials for ELLs (PRIME) is organized into two parts that together 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 page number examples and responses to the questions. An Appendix at the end of the document provides definitions of the categories included in the PRIME correlation.

Please note that the questions contained in this form are identical to those in the completed correlations on our website.

## 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): __Treasure Chest__

Publisher: __Macmillan/McGraw-Hill__

Materials/ Program to be Reviewed: __Treasure Chest, Grades KÐ6 with examples from Grade 6__

Tools of Instruction included in this review: __Teacher's Edition__

Intended Teacher Audiences: _____

Intended Student Audiences: __English Language Learners in Kindergarten through Grade 6 at all levels of language proficiency__

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, Mathematics, Science, and Social Studies__

WIDA language proficiency levels included: __Levels 1Ð5__

Most Recently Published Edition or Website: __2011__

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

Macmillan/McGraw-Hill's Treasure Chest is a comprehensive program for English Language Learners in Grades KÐ6 that provides instruction in the four areas of listening, speaking, reading, and writing.

# 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. The Treasure Chest program for English Language Learners is designed to increase students' ability to understand and produce language. Each week includes oral language, vocabulary, comprehension, and writing exercises that allow students to learn and practice using language related to the unit theme, the selection, and the concept for the week. These daily opportunities to produce language address linguistic complexity for language learners and provide instruction to help students internalize and grow in their knowledge of the English language.

B. The Teacher's Edition contains information to help teachers understand the different levels of language proficiency and provides behaviors and techniques teachers can utilize to help facilitate language growth in students. Daily oral language exercises include activities for Beginning, Intermediate, and Advanced students. Each week includes a list of Vocabulary words and/or Academic Language from the selection that are appropriate to teach at each proficiency level. Read and Respond, Acquiring Language (Language Structure, Phonics, Vocabulary, and Vocabulary Strategies), and Write About It lessons also include activities for students at all proficiency levels.

C. Linguistic complexity is systematically addressed throughout each week of the Treasure Chest program. Each day begins with an Oral Language exercise to give students the opportunity to practice using language related to the week's concept and selection. Acquiring Language and Read and Respond lessons on Days 1Ð5 of each week preteach and review selection vocabulary and academic language and provide interactive question-response ideas to help students understand and talk about the selection. Small group activities are provided on Days 1Ð4 for Acquiring Language (Language Structure, Phonics, or Vocabulary Strategy) and Days 1Ð5 for Read and Respond and Write About It to help students at all proficiency levels access English language arts content. Day 5 provides opportunities for students to produce language as they write and act out a play and participate in a book talk about the selection.

Examples: Grade 6 Teacher's Edition: ivÐvii, 6Ð19

**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. Each week in the Treasure Chest program contains daily vocabulary activities and practice. Vocabulary is first introduced in the context of using gestures and visuals to model the words on the first day of each week. Prior to reading the selection, vocabulary words are taught using the Define/Example/Ask routine. As they read the selection, students encounter the words in context. Students then apply the vocabulary words as they use them to talk and write sentences with partners or groups. The vocabulary is also used as students write about the selection in the daily Write About It.

B. The vocabulary activities described in part A provide opportunities for students to work at an appropriate level, to develop skills, and to reinforce skill acquisition. The lessons provide instruction to accommodate language and concept development as well as expand background knowledge. The charts on pages 4 and 5 of the Grade 6 Teacher's Edition show the Suggested Lesson Plan for the 5-Day structure with the Acquiring Language row.

C. The program was developed with a consistency of structure and instruction so that the features described above are used in all the lessons in each unit in the program. All of the materials contain the instruction needed to assist students in developing key language skills. General, content specific, academic, and technical language are systematically presented in the program materials and the consistency of presentation and practice ensures that language once introduced is reviewed and recycled to ensure understanding and mastery. To view vocabulary and/or academic language presented in each week, see the Vocabulary Key Words box in Day 1 Acquiring Language on page 7. This systematic structure is used in every unit.

Examples: See the charts for Grade 6 Teacher's Edition Unit 1 on the following pages: Week 2 page 23, Week 3 page 39, Week 4 page 55, Week 5 page 71.

**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. Each unit is divided into weekly lessons that are divided into a 5-day plan. Each day of a lesson begins with opportunities to produce language, incorporating vocabulary, language structures, and academic language. Research-based strategies allow students of different language proficiency levels to produce language. These strategies include Leveled Vocabulary Routines for building vocabulary and the scaffolded discussions that incorporate language structures and academic vocabulary taught. The lessons provide explicit, sequential, linguistically logical, and systematic instruction in English language arts content. The weekly lesson plans focus on the following areas in which English language learners are likely to have difficulty: phonics; word recognition and spelling; vocabulary and morphology; grammar and usage; listening and reading comprehension; sentence structure; speaking and writing; and reading, writing, and discussing expository text.

B. Each day of the lesson provides differentiated instruction to help address the specific content needs of students at different language proficiency levels. The annotations in the columns identify specific teaching methods and materials for the Beginning, Intermediate, and Advanced levels and newcomers. The partner (pair share) icon in the lessons identifies activities designed for partners to work together on a language development task.

C. In every unit in each level, the Unit Theme is presented by way of Talk About It! and Write About It! activities, where a Unit Theme Poster is displayed and students are asked to respond to it. This is followed by the weekly lessons for the unit in which the items described in parts A and B are included. The needs of newcomers are addressed through the use of activities and practice pages that complement one another by reinforcing survival vocabulary and building background in language. Additionally, the Home-School Connection assists students in continuing development of English language proficiency outside of the classroom. The unit ends with Unit Monitoring Progress and Assessment during Week 6 on Grade 6 Teacher's Edition pages 84Ð85 and Reteaching on pages 86Ð89. This carefully developed structure is found in all units to demonstrate that the lessons support language control throughout the grade.

## 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 Treasure Chest program for English Language Learners is organized in units that are developed around topics related to the study of language. The units are divided into weeks that focus on content related to the unit topic. The language of instruction for reading, language arts, social studies, and science is explicitly taught, practiced, and applied. Students discuss and use academic language in speaking, listening, reading, and writing activities. As each lesson is developed, the content provides a basis for the skill study. The content is used in context to introduce, practice, apply, and review the language skills. See Grade 6 Teacher's Edition pages x to xv for the unit structure. The unit topic is identified and the weekly topics that correlate with the unit topic are listed.

B. In each level, the unit structure with the 5-day weekly lessons is centered around a content topic. This content-oriented unit organization helps to ensure that vocabulary and skills for content are included with a complete set of language arts skills to foster the development of listening, speaking, reading, and writing skills. The content of the unit structure as described in part A helps students learn the language centered around an appropriate context to help use and apply the newly developing language for the targeted content area.

**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 weekly lesson is based on a 5-day plan. Days 1 through 5 begin with Oral Language, followed by Acquiring Language, Read and Respond, and Write About It. See Grade 6 Teacher's Edition pages 6Ð9, 10Ð11, 12Ð13, 14Ð15, 16Ð17. Vocabulary, Academic Language, and Newcomer are included in the lesson notes. See Grade 6 Teacher's Edition pages 7, 8, 9, 11, 13, 15, 17. Day 5 also includes Retell the Selection, Book Talks, Think and Compare Comprehension Check, Language Assessment, and Strategy and Skill Assessment. See pages 17Ð19.

B. The lesson features clearly identify the instruction and practice in the domains of listening, speaking, reading, and writing. Language proficiency levels are integrated into each unit opener and lesson in the program. See Grade 6 Teacher's Edition page 6 with the Oral Language lesson including the sections for Beginning, Intermediate, and Advanced instructional levels. Page 7 has the Acquiring Language for all levels and Vocabulary. Pages 8 and 9 work with all aspects of listening, speaking, reading, and writing and are clearly designed for the various proficiency levels. Pages 11, 13, 15, and 17 include writing, listening, speaking, and reading instruction and identify the proficiency level for the instruction. Additionally, annotations in the side column feature items that help to meet all language learning and related levels of proficiency.

C. Parts A and B provide the explanation of the lesson items that show how language domains are systematically integrated in each weekly lesson. These instructional features are found in every week in every unit in the Treasure Chest program. They are included to provide thorough, systematic instruction in the listening, speaking, reading, and writing language domains. The lessons are designed to include instruction to assist a wide range of language learners and are clearly identified for each section. Grade 6 Teacher's Edition pages 4 and 5 Weekly Planner has the Suggested Lesson Plan to summarize how the program is structured. Pages 2 and 3 show the Unit Planner that identifies the lesson structure. Every week and every unit has such charts to readily review the content and instruction.

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 Treasure Chest program for English Language Learners is a seven level program for Grades K to 6. The program is designed to provide systematic, explicit, and appropriately scaffolded instruction and sufficient time to help English language learners attain English proficiency and meet high standards in core academic subjects. Every lesson identifies language proficiency level for the instruction. See Grade 6 Teacher's Edition pages 6, 7, 9, 10, 11, 12, 13, 14, 15, 17, 18, 19. There are group and partner activities for all to complete and individual activities to help each student work at his or her level to gain language mastery.

B. The Treasure Chest program was created to specifically address the differentiation of language proficiency and to be developmentally and linguistically appropriate for the designated language levels. Each week the Comprehension Check Think and Compare questions allow teachers to informally assess students' language acquisition, focusing on vocabulary, academic language, language conventions in speaking, and general comprehension of topics read and discussed during the week. The outcomes of the tests can assist teachers in identifying the focus of the instruction for the following weeks. The Assessment Book also monitors students' progress and includes a comprehension check to use with individual students. With this careful monitoring system, students can be placed in the correct materials with instruction and practice to improve their language proficiency.

C. The information in parts A and B identify the structure of the instructional plan within the unit and across the units in the level. Since Treasure Chest was designed to assist English Language Learners, it contains the differentiation of language being systematically addressed through the materials. A review of the Scope and Sequence on Grade 6 Teacher's Edition pages 540 to 545 shows the broad categories of skills in Listening: Build Background, Listening: Acquire Language, Listening: Respond to Reading, Speaking: Build Background, Speaking: Acquire Language, Speaking: Respond to Reading, Reading: Decoding, Reading: Vocabulary, Reading: Comprehension, Writing: Acquire Language, and Writing: Respond to Reading. The tinted panels show where the skills and strategies are presented with teaching opportunities and the check marks identify the assessed skills.

**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. Grade 6 Teacher's Edition page iv explains how to use the program with English Language Learners and why the Treasure Chest program is effective. The program uses a direct, explicit instructional approach that allows teachers to present lessons and provide practice that help students master the vocabulary and skills so that they can progress to higher levels. The materials are specifically designed to help students work as a group, work with a partner, or work independently to progress through activities with specific objectives, obtain instructional feedback, review the content, and make strides toward successful completion of each activity. Scaffolding occurs in every daily lesson where instructional activities are given for each language proficiency level. With the well-constructed plan, there are ample opportunities to meet the needs of each proficiency level with a wide variety of lesson activities.

B. As described in part A, the daily lessons provide scaffolding support as students work at specific tasks and then move into related activities to guide instruction and practice from the very simple to more complex skill levels. Working as a class, with a partner, individually, or in a small group allows flexibility to encourage language and related skill development. In addition to the lesson structure that encourages scaffolding between proficiency levels, the assessment information at the end of each lesson (see an example on pages 18 and 19 of the Teacher's Edition) gives concrete methods to define language development as well as content knowledge. Days 1 through 4 also include a Quick Check to identify any problems. Additional reteaching information on Grade 6 Teacher's Edition pages 86–89 is referenced in the Strategy and Skill Assessment notes on pages 19, 35, 51, 67, 83, 84. See also page v for a description of the Assessment Book as another aid to help students.

C. The instructional and educational experiences described in parts A and B are systematically included in every week of every unit in every level. This well-organized plan helps to ensure that students will be able to move from level to level and will be given the needed instruction with immediate feedback. There are multiple opportunities for students to progress through the lessons in the weekly instruction and to move from unit to unit as skills are mastered. The scoring system in the weekly lessons and the Assessments included in the Teacher's Edition after each unit help track achievement and monitor progress as students master skills.

## 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 Treasure Chest program for English Language Learners has been designed to incorporate a systematic instructional plan to assist students in acquiring language proficiency. The units are developed around real-world content skills, and each lesson is a part of an integrated plan to develop language skills related to academic language and everyday vocabulary. See Grade 6 Teacher's Edition pages xvi and 1 for the introduction to Unit 1. The Unit theme Take Action has students learn about people who take action to achieve their goals and how they do it. Each week identifies the Vocabulary words and the Academic Language to be learned about the unit theme. See the Suggested Lesson Plan chart and Weekly Planner on pages 4 and 5. This carefully organized system provides a wide range of activities to help students develop language proficiency and apply verbal and written skills to content areas. See pages 6 to 19 for a complete review of a typical Weekly lesson plan.

B. Each unit theme is developed around a specific context. The organizational structure of the program helps students to learn academic language in context. This structure allows multiple exposures to vocabulary on a daily basis throughout the week. See the lesson plans on Grade 6 Teacher's Edition pages 6 to 19. As students participate in the Oral Language activities, Acquiring Language, Read and Respond, and Comprehension exercises, they develop the skills and extend the learning process in the context of the specific content areas. For the program, the content is an integral part in the various subject areas in the lessons.

C. Language functions are included in all aspects of the lessons across all units and levels of the Treasure Chest program. As instruction is presented each day of the weekly lesson plan, language functions are used to support the communicative needs of the students. The following activities are from Grade 6 Teacher's Edition Day 1 Week 1 and are representative of the use of language functions in every day of every lesson:
• Connect to Students' Experiences (page 6)
• Vocabulary Routine (page 7)
• Academic Language—Language Arts Routine (page 8)
• Quick Check, Newcomer, and Write About It activities (page 9)

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.

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D. Every weekly lesson in a unit includes Comprehension (Day 1) and Read and Respond (Days 1‐5). After students listen and read the selection, they are asked a variety of questions about character, plot, and setting; cause and effect; compare and contrast; and main ideas. Each set also has students respond to apply, synthesize, and evaluate levels of questions. See the Grade 6 Teacher's Edition Week 1 comprehension work. In each Weekly lesson, Day 5 provides a Think and Compare section that uses applying, synthesizing, and evaluating levels of questioning. See Unit 1 pages 18, 34, 50, 66, and 82. Students learn to identify cause-and-effect relationships, draw conclusions, use compare and contrast skills, make inferences, and make judgments. See the Scope and Sequence for a listing of the Comprehension Skills and Strategies on page 543 for the higher-order thinking skills included in the lessons. A review of pages 18, 34, 50, 66, and 82 also shows how the Think and Compare exercise is divided into appropriate questions for the Beginning, Intermediate, and Advanced levels of language proficiency.

E. In the Treasure Chest program, higher-order thinking skills are included throughout the program. The information given in part D identifies how the skill development is present in one unit of study. This structure is found in every unit throughout the program. The skills are systematically addressed in the context of each lesson and across the lessons in the book. In each of the lessons, simple literal skills are addressed as well as more complex higher-order thinking skills. Within a lesson and across lessons and levels, the materials incorporate a variety of higher-order thinking skills. See Grade 6 Teacher's Edition page 543 to identify how the skills are systematically included in each grade level and assessed at the appropriate levels.

**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.

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A. The unit themes (topics) selected for each grade are related to science, social studies, or language arts/literature concepts. The Grade 6 Unit topics are Take Action; Saving the Day; Great Ideas; Achievements; Turning Points; and Yesterday, Today, and Tomorrow. For example, Take Action deals with science concepts as students encounter and use information about archaeology, science and technology, inventions, and dolphins and sonar. Achievements deals with social studies concepts as they discuss women's baseball teams during war, oceanographer Eugene Clark, economics, Tony Hawk in sports, and art from medieval Japan. The selection activities provide content connections where students see, listen, speak, and read about curriculum context with real-world experiences. Placing the activities in a real-world setting helps students understand and use the language and terms successfully.

B. The program structure makes all unit topics accessible to English language learners at all levels of language proficiency. Every lesson includes specific instructional activities for each of the proficiency levels. See Grade 6 Teacher's Edition pages 6 to 9 for a typical day's work and how the levels of proficiency are built into the lesson structure. Because of the systematically organized program, each unit is divided into the daily lessons with the same well-coordinated structure to make the topics accessible to all targeted levels.

C. The content depth and consistency of the Treasure Chest program is discussed in parts A and B. Each unit is organized around content themes (topics) that form the basis for application of the skills and strategies presented. This structure is developed at every level and is based on the content curriculum. This well-designed structure ensures that the varieties of themes (topics) are included and are systematically presented throughout the materials.

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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.

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D. Treasure Chest for English Language Learners is a program that was created using a systematic and structured plan with linguistically and developmentally appropriate content for each grade level. Starting with the Unit Openers (see Grade 6 Teacher's Edition for Unit 1 pages xvi and 1), the instructional materials include a variety of methods to totally integrate the learning and the content. The resources/Suggested Lesson Plan on Grade 6 Teacher's Edition pages 4 and 5 show the concepts to be presented and the components and technology to use to present and integrate the instruction. To ensure mastery of the English language arts content standards at each grade level, the weekly lesson plans focus on the following areas in which English language learners are likely to have difficulty: phonics; word recognition and spelling; vocabulary and morphology; grammar and usage; listening and reading comprehension; sentence structure; speaking and writing; and reading, writing, and discussing expository text. The lessons provide explicit, sequential, linguistically logical, and systematic instruction in English language arts content.

E. To help all levels of learners master the grade level content, the activities have students answer questions, match vocabulary terms to visuals, complete sentences with the vocabulary, create sequences as they follow auditory descriptions, use graphics to organize content, and practice many other communicative functions. The activities have been designed to make the grade level content accessible to the targeted levels of language proficiency and to help the various levels succeed. The end of each daily lesson provides differentiated instruction to help address the specific content needs of students at different language proficiency levels.

F. The description provided in parts A through E shows how carefully designed the program is and how every lesson in a unit is composed of the daily lesson format that addresses the content and the language proficiency levels of the students. This system is consistently followed within each unit, within each grade, and across the grade levels so that appropriate grade level content is systematically presented throughout the materials. The materials include many methods for teachers to provide well-developed lessons in a user-friendly environment that helps all students learn, apply, and master the skills and strategies of the program.

## 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. The Treasure Chest program includes all forms of sensory supports. See the Components list in the Grade 6 Teacher's Edition on pages vi and vii. To make instruction interesting and comprehensible to students, a wide variety of instructional supports are used throughout the lessons. See a typical daily lesson in the Teacher's Edition on pages 6 to 9 for sensory supports for a typical set of activities that involve a variety of sensory responses to incorporate all the learning styles. Students become involved in the learning process using the hearing, seeing, feeling, touching, responding, and thinking activities that are integrated into each lesson.

B. In the Treasure Chest program, the learning process actively involves the learner in worthwhile exercises to positively affect skill development. An assortment of instructional techniques is provided in each lesson that encourages students to hear, say, see, and touch while learning skills and concepts. The lessons include graphic organizers, illustrations, diagrams, charts, real-world objects, models, and other visual aids to provide examples of concepts and vocabulary. All sensory tools are used to help students become involved in the learning process. The Read and Respond section (see Week 1 pages 9, 11, 13, 15, 17) uses the Leveled Reader with seeing, touching, telling, hearing, and writing to comprehend the selection and reinforce all aspects of communicative goals. Each lesson weaves the unit theme, selection, and vocabulary into a real-world experience for the students.

C. The Treasure Chest program incorporates a wide variety of learning modalities to help students develop language proficiency and skills for success. The methods and examples included in parts A and B are found throughout the unit and level. See the Grade 6 Teacher's Edition pages 16–17 for the Day 5 wrap up to survey the sensory tools included: Retell with leveled prompts using the Retelling Cards and Book Talks in groups for sharing information. The many and varied activities are included through the weekly lessons to use sensory supports to assist students in being actively involved in the learning process.

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.

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D. The materials shown and listed on the Components charts in the Grade 6 Teacher's Edition on pages vi and vii show the wide variety of instructional supports used throughout the lessons. The graphic supports are included in every daily lesson to help students comprehend the vocabulary, concepts, and content of the program. See page 6 for the chart to organize the content to build background, the chart on page 8 to visually present the sequence of events in the plot for the selection as well as identify character, setting, problem-events-solution; page 9 for the illustrations and graphics in the Leveled Reader. Throughout every daily lesson in the program, the visual techniques help students to understand the concepts, become familiar with the topic, and incorporate the vocabulary and content into their world of learning.

E. The graphic supports are included through the components of the program and integrated with the content. Graphics are present in all forms of lesson features to help students use these effective tools to develop language skills and understand and apply the skills in worthwhile content. The graphics are well-constructed tools to help students gain meaning, extend or expand vocabulary, and interpret and use content. The Vocabulary Cards, Retelling Cards, and Graphic Organizers help students learn the lesson vocabulary and concepts in the online and the printed materials format. The appealing graphics simplify instruction with real-world visuals to help students obtain communicative goals. Throughout the materials, the graphic supports extend understanding and play a key role in vocabulary and content development.

F. In the Treasure Chest program, graphic supports are found on almost every page of every lesson. Students at every level of language proficiency can use the graphics to help them learn everyday language, academic vocabulary to comprehend the content, and all related skills and concepts in the lesson. The online technology and digital materials use graphics that help students learn content and concepts and develop language proficiency. All the materials in every daily activity for the week of instruction and within the weeks for the unit in every lesson across all grades provide a complete array of interactive graphic supports.

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.

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G. The Treasure Chest program for English Language Learners includes many instructional
plans from whole class to small groups to partners to individual activities. The program
provides many different types of interactive supports in the lessons. As stated on Grade 6
Teacher's Edition page ix, to progress academically, newcomers must have access to basic,
high-utility vocabulary from which they can build English language skills. The Picture
Wordbooks use visual aids to provide newcomers with the survival vocabulary necessary to
successfully learn English and to transition into the Beginner level of the Treasure Chest
program. The activities in the Activity Books are used alongside the Picture Wordbooks to
reinforce the survival vocabulary and build background in language. Interactive supports are
a valuable part of the learning experience and are thoroughly incorporated into the lessons.
See pages 6 to 9 of the Teacher's Edition where whole class activities are given in the lesson
with partner activities included in the Differentiated Instruction exercises. These
representative activities show how a variety of interactive learning styles are used in a daily
lesson and are found throughout the materials.

H. As a lesson starts, whole class activities are included. For pages 6–8 of the first lesson,
the main instruction is done with the group. On page 9, a variety of interactive learning
experiences is included for all proficiency levels and clearly labeled on the page. The
Academic Language page notes in the side column also identify vocabulary words and
terms. Each daily lesson contains a variety of ways to assist the learners with interactive
methods at all levels.

I. The program was developed to work with English language learners from varying
backgrounds. The activities within the student and teacher materials provide very flexible
groupings to work for a variety of group needs. Within the teaching environment, flexible
groupings and varied instruction allow for students to work in all types of groups to help
individuals be successful in content, concept, and skill acquisition. The program provides
instruction that motivates all learners to participate in activities in which they work with the
language in meaningful real-world situations and develop functional language skills.

# 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.