PRIME V2™

Protocol for Review of Instructional Materials for ELLs V2

WIDA PRIME V2 CORRELATION

WIDA™

PRIME V2™

Introduction to PRIME

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

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

Those who complete WIDA PRIME Correlator Trainings receive PRIME Correlator Certification. This may be renewed annually. Contact WCEPS for pricing details at store@wceps.org or 877-272-5593.

New in This Edition

PRIME has been expanded to include

- Correlation to the WIDA Standards Framework
- Connections to English and Spanish Language Development Standards
- Relevance for both U.S. domestic and international audiences

Primary Purposes

- To assist educators in making informed decisions about selecting instructional materials for language education programs
- To inform publishers and correlators on the various components of the WIDA Standards Framework and of their applicability to the development of instructional materials

Primary Audience

- Publishers and correlators responsible for ensuring their instructional materials address language development as defined by the WIDA English and Spanish Language Development Standards
- District administrators, instructional coaches, and teacher educators responsible for selecting instructional materials inclusive of or targeted to language learners

At WIDA, we have a unique perspective on how to conceptualize and use language development standards. We welcome the opportunity to work with both publishers and educators. We hope that in using this inventory, publishers and educators will gain a keener insight into the facets involved in the language development of language learners, both in the U.S. and internationally, as they pertain to products.

Overview of the PRIME Process

PRIME has two parts. In Part 1, you complete an inventory of the materials being reviewed, including information about the publisher, the materials' intended purpose, and the intended audience.

In Part 2, you answer a series of yes/no questions about the presence of the criteria in the materials. You also provide justification to support your "yes" responses. If additional explanations for "No" answers are relevant to readers' understanding of the materials, you may also include that in your justification. Part 2 is divided into four steps which correspond to each of the four elements being inventoried; see the following table.

PRIME at a Glance

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

PRIME Part 1: Provide Information about Materials

Provide information about each title being correlated.

Publication Title(s): Explore Our World

Publisher: National Geographic Learning

Materials/Program to be Reviewed: Explore Our World

Tools of Instruction included in this review: Teacher's Book, Student Book and Workbook for Starter level and Levels 1-6

Intended Teacher Audiences: ELL Teachers

Intended Student Audiences: ELL Primary Grade Students

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

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

☐ WIDA Spanish Language Development Standards

☒ WIDA English Language Proficiency Standards

WIDA Language Development Standards addressed: (e.g. Language of Mathematics). Social & Instructional Language, Language of Language Arts, Language of Math, Language of Science, Language of Social Studies

WIDA Language Proficiency Levels included: WIDA's Language Proficiency Levels are not explicitly identified in the materials. The materials indicate that there are 7 levels targeted in the program: PreA-1 – A2+: True Beginner to Elementary/High Beginner

Most Recently Published Edition or Website: Second Edition

In the space below explain the focus or intended use of the materials: Explore Our World, Second Edition, a seven-level primary series for young learners of English form National Geographic Learning that uses real world content, stunning photographs and video from National Geographic, and a variety of interactive digital resources to fully engage and motivate students as they learn about the word in English. Explore Our World is perfect for the communicative classroom, with shorter units and a focus on listening, speaking, and pronunciation.

PRIME Part 2: Correlate Your Materials

1. Asset-Based Philosophy

A. Representation of Student Assets and Contributions

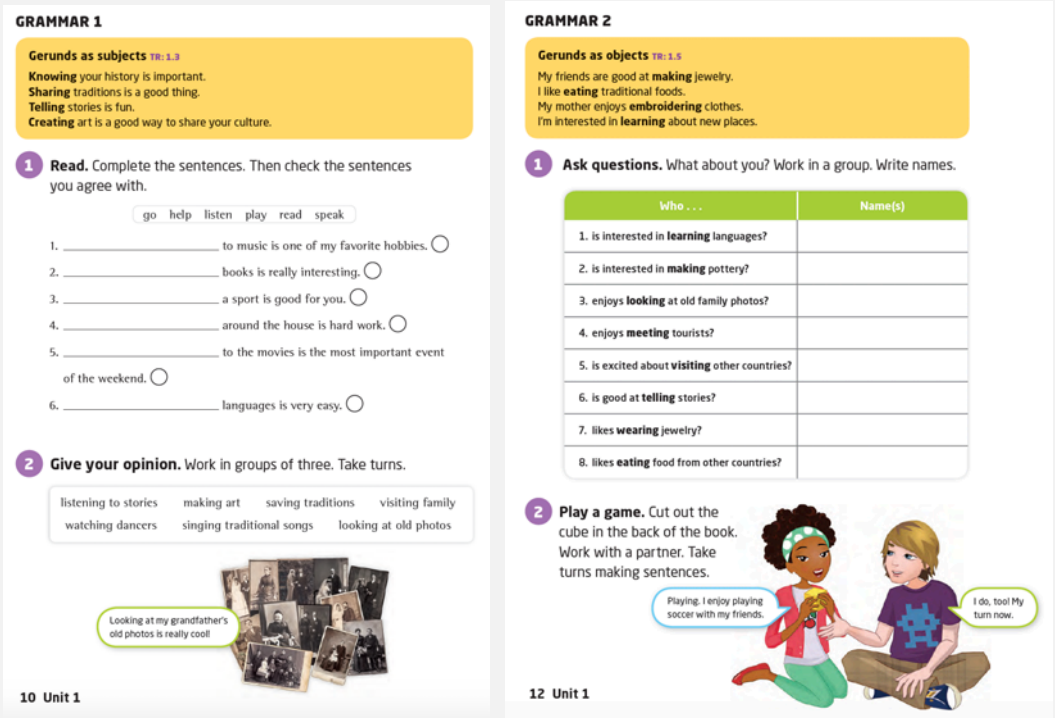
The WIDA Standards Framework is grounded in an asset-based view of students and the resources and experiences they bring to the classroom, which is the basis for WIDA's Can Do Philosophy.

1) **Are the student assets and contributions considered in the materials?** **Yes** No

2) **Are the student assets and contributions systematically considered throughout the materials?** **Yes** No

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

1) Student's assets and contributions are considered in the *Explore Our World* materials. The Teacher's Guides make this connection by stating, "It's important to encourage Young Learners to connect to their home cultures while in the English-language classroom. Making connections to the local culture helps Young Learners relate personally to the content and build a stronger understanding of themselves and their place in the world." All of the lessons follow a specific format, beginning with a Warm-Up. Often, these warm-ups will include questions specifically asking about students' prior experiences, likes, dislikes, and traditions. See examples below, from Level 6, Unit 1:



GRAMMAR 1

Gerunds as subjects TR: 1.3

Knowing your history is important.
Sharing traditions is a good thing.
Telling stories is fun.
Creating art is a good way to share your culture.

1 Read. Complete the sentences. Then check the sentences you agree with.

go help listen play read speak

1. _____ to music is one of my favorite hobbies. ◯
2. _____ books is really interesting. ◯
3. _____ a sport is good for you. ◯
4. _____ around the house is hard work. ◯
5. _____ to the movies is the most important event of the weekend. ◯
6. _____ languages is very easy. ◯

2 Give your opinion. Work in groups of three. Take turns.

listening to stories | making art | saving traditions | visiting family
watching dancers | singing traditional songs | looking at old photos

Looking at my grandfather's old photos is really cool!

10 Unit 1

GRAMMAR 2

Gerunds as objects TR: 1.5

My friends are good at **making** jewelry.
I like **eating** traditional foods.
My mother enjoys **embroidering** clothes.
I'm interested in **learning** about new places.

1 Ask questions. What about you? Work in a group. Write names.

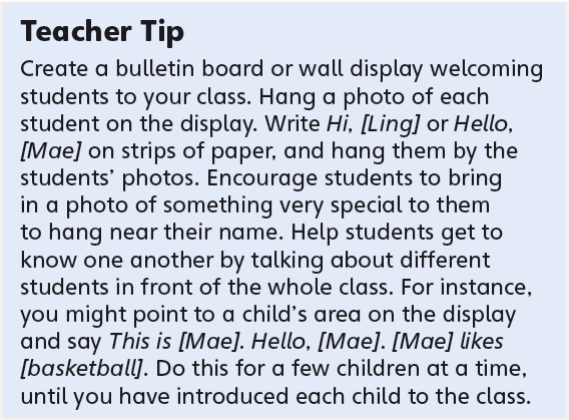
Who . . .	Name(s)
1. is interested in **learning** languages?	
2. is interested in **making** pottery?	
3. enjoys **looking** at old family photos?	
4. enjoys **meeting** tourists?	
5. is excited about **visiting** other countries?	
6. is good at **telling** stories?	
7. likes **wearing** jewelry?	
8. likes **eating** food from other countries?	

2 Play a game. Cut out the cube in the back of the book. Work with a partner. Take turns making sentences.

Playing. I enjoy playing soccer with my friends.
I do, too! My turn now.

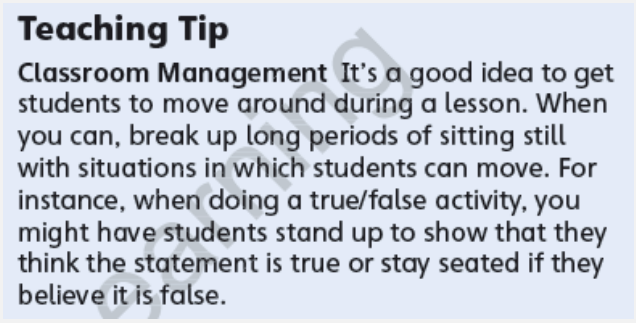
12 Unit 1

2) Student's assets and contributions are systematically considered throughout the *Explore Our World* series. The Teacher Books at all levels provide "Teacher Tips," which point out issues or other pertinent ideas and considerations the teacher may want to think about during the lesson. See some representative examples here:



Teacher Tip

Create a bulletin board or wall display welcoming students to your class. Hang a photo of each student on the display. Write *Hi, [Ling]* or *Hello, [Mae]* on strips of paper, and hang them by the students' photos. Encourage students to bring in a photo of something very special to them to hang near their name. Help students get to know one another by talking about different students in front of the whole class. For instance, you might point to a child's area on the display and say *This is [Mae]. Hello, [Mae]. [Mae] likes [basketball]*. Do this for a few children at a time, until you have introduced each child to the class.



Teaching Tip

Classroom Management It's a good idea to get students to move around during a lesson. When you can, break up long periods of sitting still with situations in which students can move. For instance, when doing a true/false activity, you might have students stand up to show that they think the statement is true or stay seated if they believe it is false.

Additionally, the lessons are all designed to take into account the learning styles of young learners. The Teacher's Guide reminds teachers that "Young Learners tend to process information about the world primarily through their senses. The principal sensory learning styles are visual, auditory, tactile, and kinesthetic."

2. Academic Language

WIDA believes that developing language entails much more than learning words. WIDA organizes academic language into three dimensions: discourse, sentence, and word/phrase dimensions situated in sociocultural contexts. Instructional material developers are encouraged to think of how the design of the materials can reflect academic language as multi-dimensional.

A. Discourse Dimension (e.g., amount, structure, density, organization, cohesion, variety of speech/written text)

1) Do the materials address language features at the discourse dimension in a consistent manner for all identified proficiency levels? **Yes** No

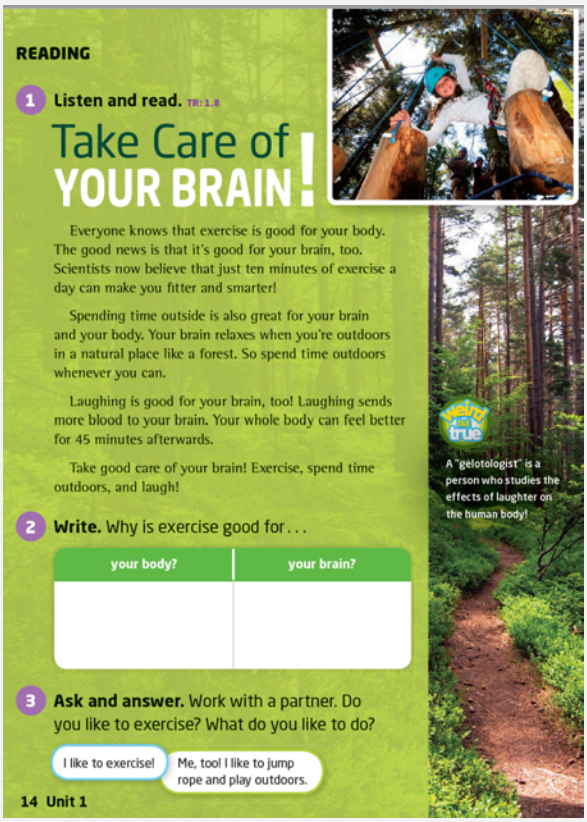
2) Are the language features at the discourse dimension addressed systematically throughout the materials? **Yes** No

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

1) The materials in the Explore Our World series address the language features at the discourse dimension in a consistent manner for all of the identified proficiency levels. Even for beginning English learners, the Starter level contains chants that students can

listen to and repeat, with proper support and repetition. An example can be seen here, taken from the Student Book, page 16:

At the higher levels in the series, there is more discourse presented to the students both orally and in writing. An example can be found in Unit 1 of Level 4, *Feeling Fit.* The students are expected to evaluate and discuss, which are higher-level language functions, after listening and reading to a passage about taking care of your brain:



In addition to the Student Workbook and Student Book, there are accompanying audio CDs and Videos that, according to the description, “Can be used before, during o**r** after instruction to preview, support and review.”

2) The language features at the discourse dimension are addressed systematically throughout the *Explore Our World* series. The four language domains of Listening, Speaking, Reading and Writing are addressed at each level, although at the starter level, the focus is mainly on listening and speaking. Throughout the Units, there are many and varied opportunities for students to engage with the language through each of these domains. Some examples:

Explore Our World 4, Student Book, Page 24 (L, R, & S)

READING

1 **Listen and read.** TR: 2.9

November Celebration

The Day of the Dead is an important festival in Mexico. People celebrate it on the first day of November.

Families take food to cemeteries, and they light candles and play music. Sometimes there are fireworks, too. People give candy and chocolate in the shape of skulls. For Mexicans, the festival is not sad. The Day of the Dead is a happy time.

Day of the Dead

2 **Read.** Complete the chart.

The Day of the Dead	
Where do people celebrate it?	
When is it?	
What do people do?	

3 **Talk with a partner.** Look at the pictures on this page. What do you see? What do you like?

24 Unit 2

Explore Our World 6, Student Book, Page 75 (L, R, &W)

1 **Listen and repeat.** Then read and write. TR: 7.4

mix

pour

a teaspoon

a recipe

ingredients

1. Learn how to make a delicious chocolate milkshake with this _____!
2. First, make sure you have all the _____: vanilla ice cream, milk, cocoa powder, and little pieces of dark chocolate.
3. Put 2 cups of vanilla ice cream, 1 cup of milk, and 6 _____ of cocoa powder into a blender. _____ the ingredients well.
4. When the liquid is ready, _____ the milkshake into two glasses. Decorate them with the pieces of dark chocolate. Enjoy!

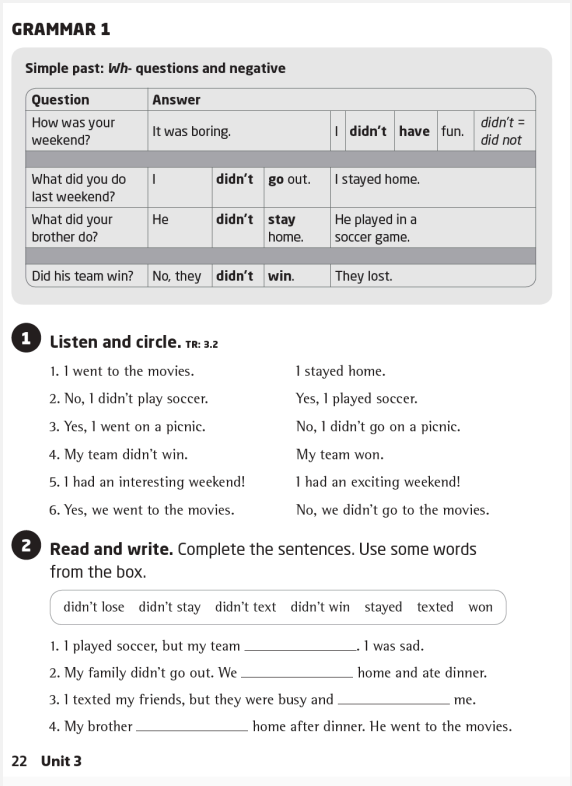
B. Sentence Dimension (e.g., types, variety of grammatical structures, formulaic and idiomatic expressions; conventions)

1) Do the materials address language features at the sentence dimension for all of the identified proficiency levels?	**Yes**	No
2) Are the language features at the sentence dimension appropriate for the identified proficiency levels?	**Yes**	No
3) Are the language features at the sentence dimension addressed systematically throughout the materials?	**Yes**	No

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

1) The materials address language features at the sentence dimension for all identified proficiency levels. The Starter level, designed for the beginning English learner, focuses on pronunciation, letter sounds and vocabulary, but nevertheless incorporates grammar and sentence structures through repetition. And, as stated on page 22 of the Starter Teacher Book, “Language activities in the Student’s Books and Workbooks, then, show target language in meaningful sentences that students can use as models for language production. Even students at the Starter level are given the opportunity to engage in dialogues using high-frequency grammatical structures along with recycled vocabulary.”

The units all have Grammar lessons that allow students to practice sentence structures using “real-world” language with their peers. An example can be found in Unit 4, page 22 (Workbook) where the students are using the simple past to talk about their weekend:



GRAMMAR 1

Simple past: *Wh*- questions and negative

Question	Answer							
How was your weekend?	It was boring.				I	**didn’t**	**have**	fun.	*didn’t = did not*
What did you do last weekend?	I	**didn’t**	**go** out.	I stayed home.				
What did your brother do?	He	**didn’t**	**stay** home.	He played in a soccer game.				
Did his team win?	No, they	**didn’t**	**win**.	They lost.				

1 **Listen and circle.** TR: 3.2

1. I went to the movies. / I stayed home.
2. No, I didn’t play soccer. / Yes, I played soccer.
3. Yes, I went on a picnic. / No, I didn’t go on a picnic.
4. My team didn’t win. / My team won.
5. I had an interesting weekend! / I had an exciting weekend!
6. Yes, we went to the movies. / No, we didn’t go to the movies.

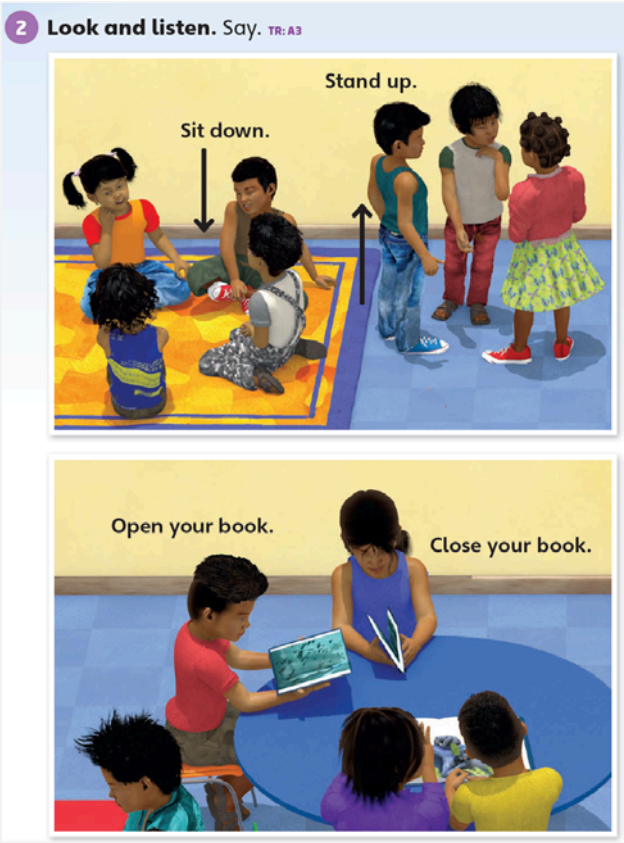
2 **Read and write.** Complete the sentences. Use some words from the box.

didn’t lose didn’t stay didn’t text didn’t win stayed texted won

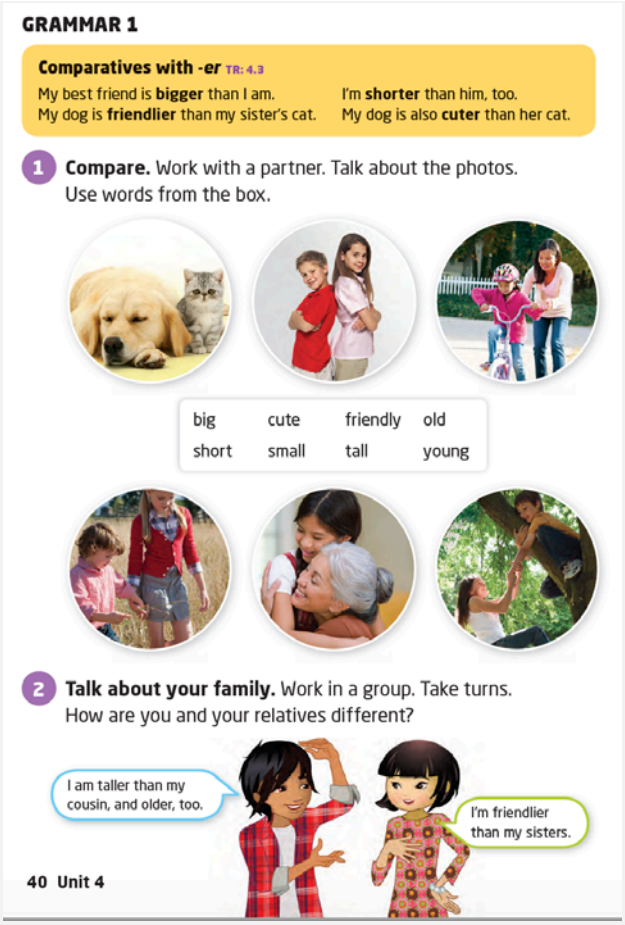
1. I played soccer, but my team _____. I was sad.
2. My family didn’t go out. We _____ home and ate dinner.
3. I texted my friends, but they were busy and _____ me.
4. My brother _____ home after dinner. He went to the movies.

22 **Unit 3**

2) The language features at the sentence dimension are appropriate for the identified proficiency levels. This new edition of Explore Our World features updated grammar lessons with expanded charts and more practice for all levels. At the Starter level, students begin by learning the sounds of English through chants, repetition, movement and teacher modeling. They begin, in Unit 0, with simple greetings and basic classroom commands as shown here (p.7, Student Book):



As the Levels increase, the sentence level language features become more complex, which is appropriate for this primary age group. For example, in Level 4, Unit 4, there is a lesson that focuses on the use of comparatives with -er in the context of family. Page 40 has the students completing the sentences by selecting verbs from a word bank, and adding -er to make it a comparative:



GRAMMAR 1

Comparatives with -er TR: 4.3

My best friend is **bigger** than I am. I'm **shorter** than him, too.
My dog is **friendlier** than my sister's cat. My dog is also **cuter** than her cat.

1 **Compare.** Work with a partner. Talk about the photos. Use words from the box.

big cute friendly old
short small tall young

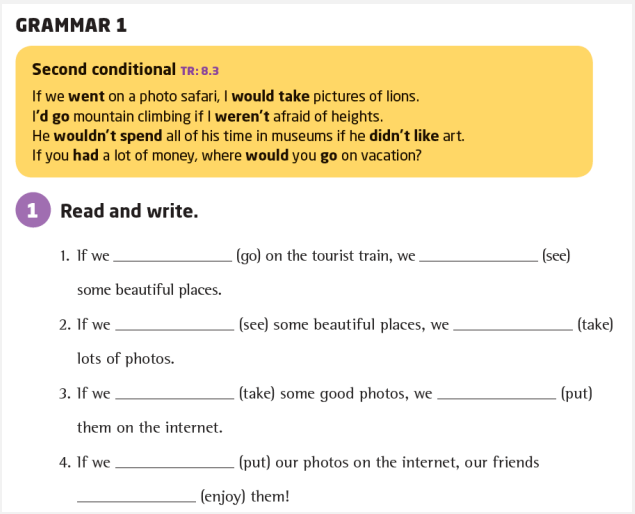
2 **Talk about your family.** Work in a group. Take turns. How are you and your relatives different?

I am taller than my cousin, and older, too.

I'm friendlier than my sisters.

40 Unit 4

3) Language features at the sentence dimension are addressed systematically throughout the materials. As mentioned above, each Unit of each level contains grammar lessons that include real-world examples such as the one below from Explore Our World Level 6, Unit 8:



GRAMMAR 1

Second conditional TR: 8.3

If we **went** on a photo safari, I **would take** pictures of lions.
I'**d go** mountain climbing if I **weren't** afraid of heights.
He **wouldn't spend** all of his time in museums if he **didn't like** art.
If you **had** a lot of money, where **would** you **go** on vacation?

1 **Read and write.**

1. If we _____ (go) on the tourist train, we _____ (see) some beautiful places.
2. If we _____ (see) some beautiful places, we _____ (take) lots of photos.
3. If we _____ (take) some good photos, we _____ (put) them on the internet.
4. If we _____ (put) our photos on the internet, our friends _____ (enjoy) them!

Additionally, the Starter Level Teacher Book (pgs. 21-22) explicitly states: “Because their analytical skills are not yet fully developed, younger learners gain little from analyzing forms and memorizing rules the way many adults do. They benefit more by seeing many repetitions of a target grammar point in different meaningful contexts, and by using grammar as unanalyzed ‘chunks’ that help them communicate. Language activities in the Student’s Books and Workbooks, then, show target language in meaningful sentences that students can use as models for language production.”

C. Word/Phrase Dimension (multiple meanings of words, general, specific, and technical language[1])

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

Justification: Provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

1) The Our World materials address language features at the word/phrase dimension in

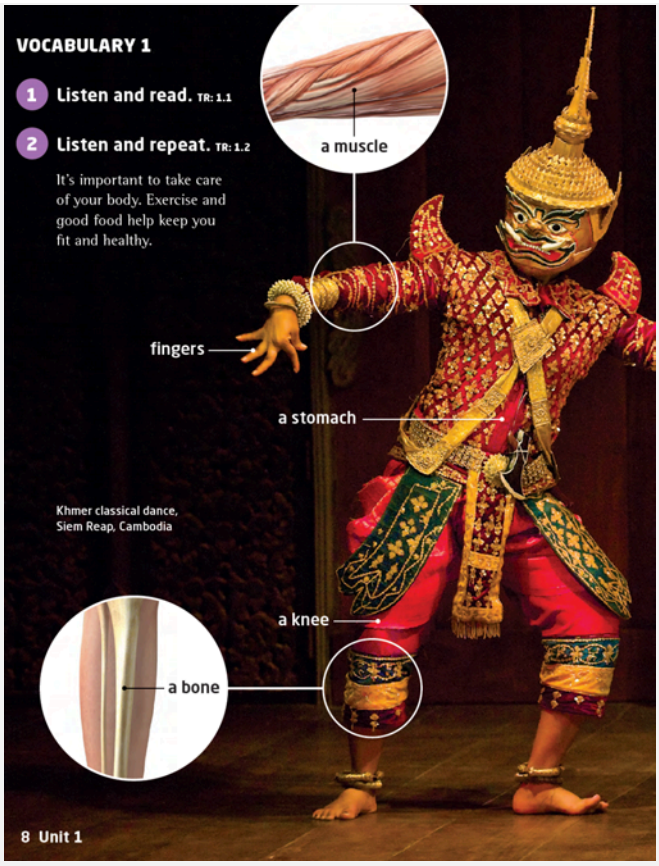
[2]General language refers to words or expressions not typically associated with a specific content areas (e.g., describe a book).
Specific language refers to words or expressions used across multiple academic content areas in school (chart, total, individual).
Technical language refers to the most precise words or expressions associated with topics within academic content areas in school and is reflective of age and developmental milestones.

a consistent manner for all identified proficiency levels. Every Teacher Book for all Levels contains a Scope and Sequence section which has at least one row that shows the targeted vocabulary for each Unit. An example, from page 2 of the Explore Our World Level 5 Teacher Book, can be seen here:

	1 Wonders of the Sea	2 Good Idea!	3 That's Really Interesting!	4 The Science of Fun
CONTENT AREA CONNECTION	Science	Science, Technology and Engineering	Language Arts	Science
GOALS SC: 1	• name and describe sea life • talk about how you can protect the oceans • talk about future events	• talk about inventions • talk about past habits • describe how to use an invention	• talk about your hobbies and interests • give information about people you know • talk about gifts you've received	• identify how you use force to move • use *The more . . .* to describe cause and effect • understand and make definitions
VOCABULARY 1 & 2 SC: 2–3	disappear, dolphin, layer, octopus, resource, sea turtle, shark, squid, whale biodegradable, garbage, oil spill, plastic, pollution **Strategy:** Suffix *–able*	fail, idea, imagination, invent, invention, problem, solution, succeed, try, useful, wheel **Strategy:** Using the Suffix *–ful* lift, move, put, turn, use **Strategy:** Imperatives for instructions	alone, avatar, collect, compete, controller, enjoy, score, screen, take photos, together **Strategy:** Using Context bug, comic book, dinosaur, fossil, stuffed animal	backward, balance, fall over, force, forward, happen, pull, push, skater, spin **Strategy:** Antonyms away from, direction, gravity, lean, toward

ographic Learning

Each Unit begins with a vocabulary lesson, using multiple language domains and visuals for support. See an example here from Level 4, Unit 1:



2) Words, phrases and expressions are represented in context in the Our World series. The vocabulary taught for each unit is connected to a Theme and the words are used frequently in a variety of activities throughout the unit in order to reinforce and make meaning. In the Teacher Book, at the beginning of the unit, there is a list of the target vocabulary words, a narrative where the target words are incorporated for the students to hear, read and sometimes speak, and vocabulary teaching strategies. See an example of all three from Level 6, Unit 4 here:

VOCABULARY I

Objectives

Students will

- identify and use verbs related to protecting the environment.
- identify and use nouns related to protecting the environment.

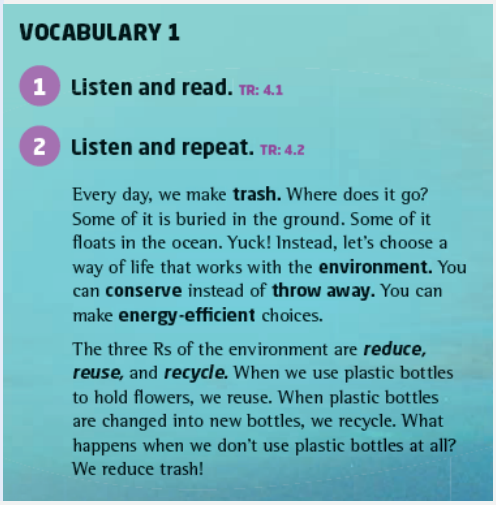
Vocabulary *trash, environment, conserve, throw away, energy-efficient, reduce, reuse, recycle, design, build, natural*

Academic Language *prefix, root word*

Content Vocabulary *buried, float*

Resources TR: 4.I–4.2; Video Sc. 2; Activity Worksheet 4.I; Workbook pp. 28–29, Workbook Audio: TR: 4.I; Online Practice

Materials index cards



VOCABULARY 1

1 **Listen and read.** TR: 4.1

2 **Listen and repeat.** TR: 4.2

Every day, we make **trash.** Where does it go? Some of it is buried in the ground. Some of it floats in the ocean. Yuck! Instead, let's choose a way of life that works with the **environment.** You can **conserve** instead of **throw away.** You can make **energy-efficient** choices.

The three Rs of the environment are ***reduce, reuse,*** and ***recycle.*** When we use plastic bottles to hold flowers, we reuse. When plastic bottles are changed into new bottles, we recycle. What happens when we don't use plastic bottles at all? We reduce trash!

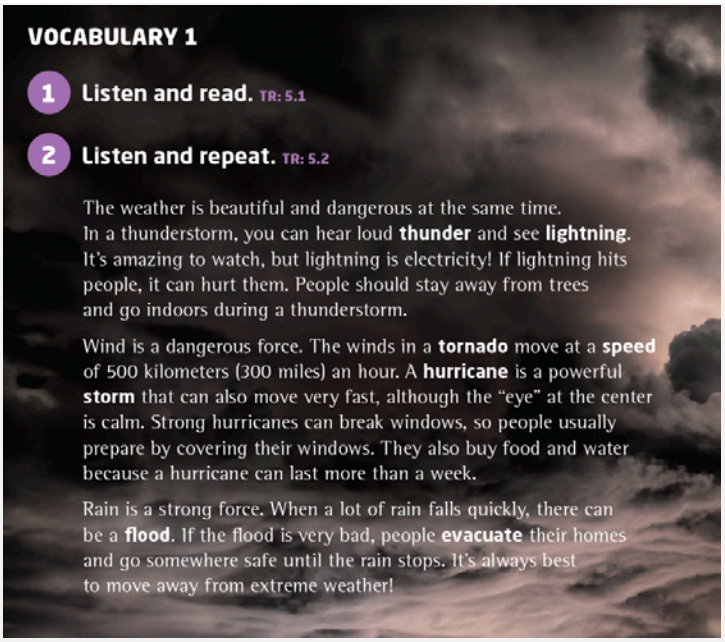
BE THE EXPERT

Vocabulary Strategy

Prefix *re-* The vocabulary words *recycle*, *renew*, and *reuse* begin with the prefix *re-*. One meaning of *re-* is "again." Adding *re-* to a verb means that the action is done again, or repeated. For example, something that is *reused* can be used again. (Note: The *re-* in *reduce* is not a prefix, but part of the root word.)

3) The general, specific, and technical language is appropriate for the targeted proficiency levels. At the earlier levels (Starter, 1 & 2.), the vocabulary introduced is more general, laying a foundation for the higher levels later on. An example of the general vocabulary used is in the Student Book for Level 1, Unit 1, titled My Classroom:

The language becomes more specific and technical as the student's progress through the levels. A science lesson in Level 5 demonstrates this with a reading passage filled with specific and technical vocabulary like *thunder, lightning, electricity, hurricane, flood, and evacuate:*



VOCABULARY 1

1 **Listen and read.** TR: 5.1

2 **Listen and repeat.** TR: 5.2

The weather is beautiful and dangerous at the same time. In a thunderstorm, you can hear loud **thunder** and see **lightning**. It's amazing to watch, but lightning is electricity! If lightning hits people, it can hurt them. People should stay away from trees and go indoors during a thunderstorm.

Wind is a dangerous force. The winds in a **tornado** move at a **speed** of 500 kilometers (300 miles) an hour. A **hurricane** is a powerful **storm** that can also move very fast, although the "eye" at the center is calm. Strong hurricanes can break windows, so people usually prepare by covering their windows. They also buy food and water because a hurricane can last more than a week.

Rain is a strong force. When a lot of rain falls quickly, there can be a **flood**. If the flood is very bad, people **evacuate** their homes and go somewhere safe until the rain stops. It's always best to move away from extreme weather!

4) The general, specific and technical language is systematically presented throughout the materials. As mentioned above, each unit contains a Scope and Sequence chart in the Lesson planner that outlines the vocabulary to be presented in the unit. Additionally, there is a section throughout the Lesson Planners called "Be the Expert," which is a sidebar for the teacher that provides extra assistance like "Teaching Tip," "Grammar in Depth," and other strategies or extensions of learning. Another category sometimes found in this section focuses on vocabulary, as this example from page 201 of the Level 6 Lesson Planner illustrates:

BE THE EXPERT

Vocabulary Strategy

Using a Dictionary Dictionaries typically offer the commonly known meanings of a word. To know which meaning is wanted, first focus on context. Study how the word is used in context. For example, in this lesson, *land* has multiple meanings. It may mean "the ground," or "to touch down on a surface." Other words in this lesson may function as either a verb or a noun, for example, *crash* and *flip*.

3. Performance Definitions

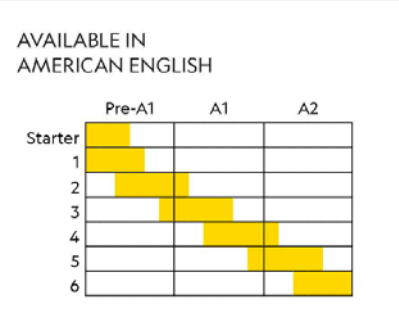
The WIDA Performance Definitions define the WIDA levels of language proficiency in terms of the three dimensions of academic language described above (discourse, sentence, word/phrase) and across six levels of language development.

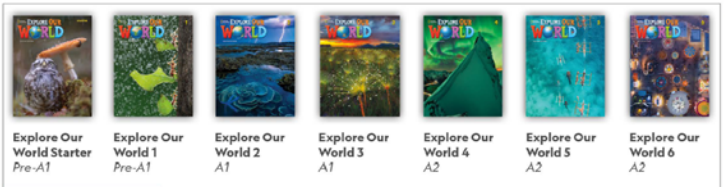
A. Representation of Levels of Language Proficiency

1)	**Do the materials differentiate between the language proficiency levels?**	**Yes**	No
2)	**Is differentiation of language proficiency developmentally and linguistically appropriate for the designated language levels?**	**Yes**	No
3)	**Is differentiation of language systematically addressed throughout the materials?**	**Yes**	No

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

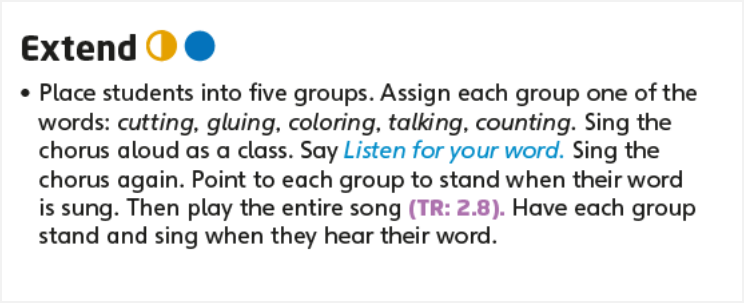
1) While the Explore Our World materials do not explicitly mention the WIDA Proficiency Levels, the program is comprised of seven levels, Starter through Level 6, that cover Pre-A1 – A2+. See the charts that show this:





The academic language demands increase with each level, so that by level six, students are performing language functions such as identifying cause and effect, describing, and retelling. In contrast, at the lower levels of the series, students are performing tasks such as naming, counting and using the simple present tense. In the *Explore Our World* Teacher Book, teachers have many different activities to choose from, including extension activity suggestions to supplement the Student's Book. An example of an extension

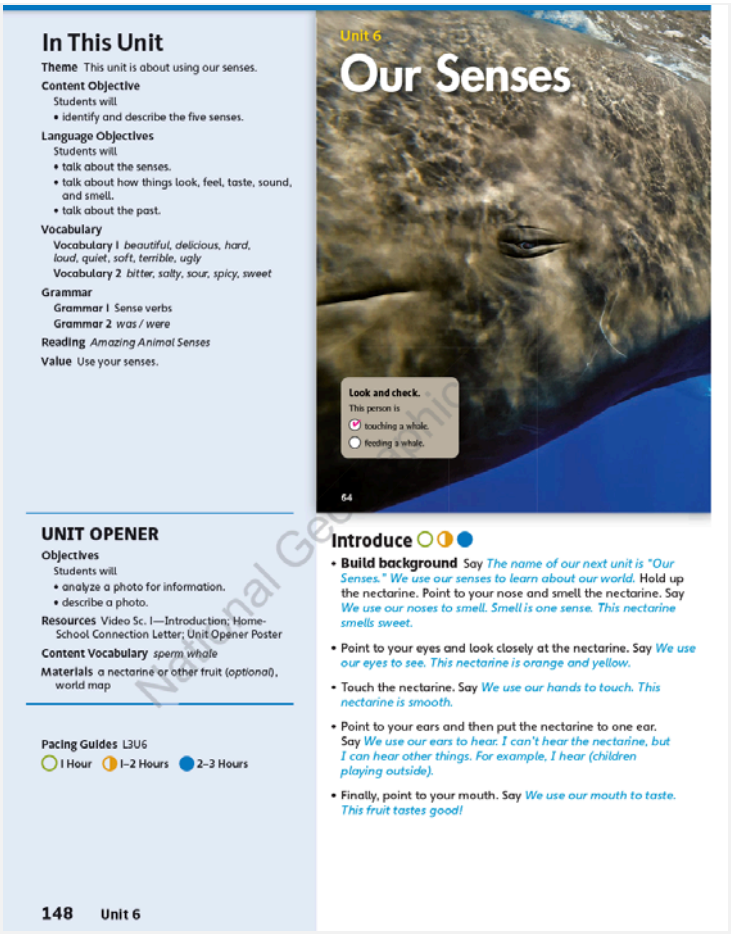
activity is below, taken from page 76 of the Lesson Planner for Level 2:



Extend

- Place students into five groups. Assign each group one of the words: *cutting*, *gluing*, *coloring*, *talking*, *counting*. Sing the chorus aloud as a class. Say *Listen for your word.* Sing the chorus again. Point to each group to stand when their word is sung. Then play the entire song **(TR: 2.8).** Have each group stand and sing when they hear their word.

2) Differentiation of language proficiency is developmentally and linguistically appropriate for the designated language levels. The *Explore Our World* series is designed for young learners which the variety of activities, scaffolds, extensions, and supports reflect. The vocabulary and grammar structures presented in each lesson is repeated and reinforced in a variety of ways throughout the entire lesson. The series recognizes that younger learners are most likely going to process information mainly through their senses, so they focus on the four main learning styles for sensory learners: Visual, Auditory, Tactile and Kinesthetic. These styles lend themselves well to a variety of hands on, physical, musical, and artistic activities, which *Explore Our World* provides in each Unit. Level 3, Unit 6 is about the senses and begins with an introduction using all four learning styles:



In This Unit

Theme This unit is about using our senses.

Content Objective
Students will
- identify and describe the five senses.

Language Objectives
Students will
- talk about the senses.
- talk about how things look, feel, taste, sound, and smell.
- talk about the past.

Vocabulary
Vocabulary 1 *beautiful, delicious, hard, loud, quiet, soft, terrible, ugly*
Vocabulary 2 *bitter, salty, sour, spicy, sweet*

Grammar
Grammar 1 Sense verbs
Grammar 2 *was / were*

Reading *Amazing Animal Senses*

Value Use your senses.

Unit 6
Our Senses

Look and check.
This person is
touching a whale.
feeding a whale.

64

UNIT OPENER

Objectives
Students will
- analyze a photo for information.
- describe a photo.

Resources Video Sc. 1—Introduction; Home-School Connection Letter; Unit Opener Poster

Content Vocabulary *sperm whale*

Materials a nectarine or other fruit (optional), world map

Pacing Guides L3U6
1 Hour 1–2 Hours 2–3 Hours

Introduce

- **Build background** Say *The name of our next unit is "Our Senses." We use our senses to learn about our world.* Hold up the nectarine. Point to your nose and smell the nectarine. Say *We use our noses to smell. Smell is one sense. This nectarine smells sweet.*
- Point to your eyes and look closely at the nectarine. Say *We use our eyes to see. This nectarine is orange and yellow.*
- Touch the nectarine. Say *We use our hands to touch. This nectarine is smooth.*
- Point to your ears and then put the nectarine to one ear. Say *We use our ears to hear. I can't hear the nectarine, but I can hear other things. For example, I hear (children playing outside).*
- Finally, point to your mouth. Say *We use our mouth to taste. This fruit tastes good!*

148 Unit 6

3) Differentiation of language is systematically addressed throughout the materials. As mentioned above, each Level of the Teacher Book has an Extension section and each Unit has an extension activity for those students who are ready for it as seen here in Level 5, Unit 3:

Extend

- **Vocabulary I** Tell students the rest of the song names other hobbies and other vocabulary words. Say *Let's listen.* Play *What's Your Hobby?* all the way through as students follow along in their books. Complete song lyrics are on p. 97.
- **Grammar I** Play **TR: 3.6** again. Say *Use the song to answer these questions: Who wins the video game?* (the boy who has the highest score) *Who can see dinosaurs in dreams?* (the girl who reads about dinosaurs) *Who sees something on a screen?* (the boy who takes a photo)
- Play **TR: 3.6** again. Sing the chorus alone. Then point to the class and have them join in to sing the next eight lines of the song. Repeat with the second chorus and the rest of the song.

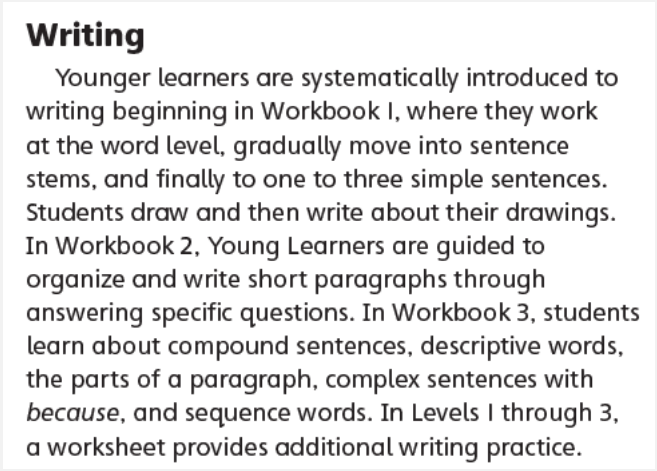
B. Representation of Language Domains

WIDA defines language through expressive (speaking and writing) and receptive (reading and listening) domains situated in various sociocultural contexts.

1) Are the language domains (listening, speaking, reading, and writing) targeted in the materials?	**Yes**	No
2) Are the targeted language domains presented within the context of language proficiency levels?	**Yes**	No
3) Are the targeted language domains systematically integrated throughout the materials?	**Yes**	No

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

1) All four language domains are targeted in the materials. The Teacher Workbooks at every level (Starter-6) contains a section at the beginning entitled "The Four Skills: Listening, Speaking, Reading, and Writing." It goes on to describe each domain in some detail and how it is used throughout the series. An example from Writing can be seen here:



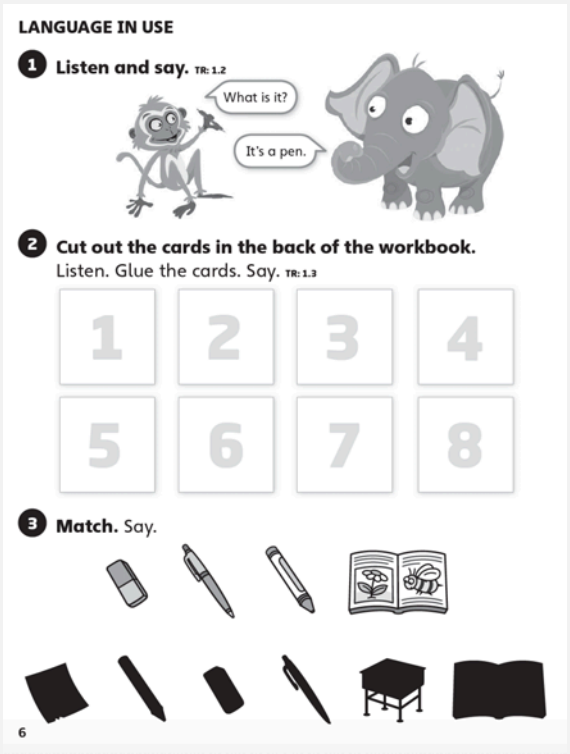
Writing

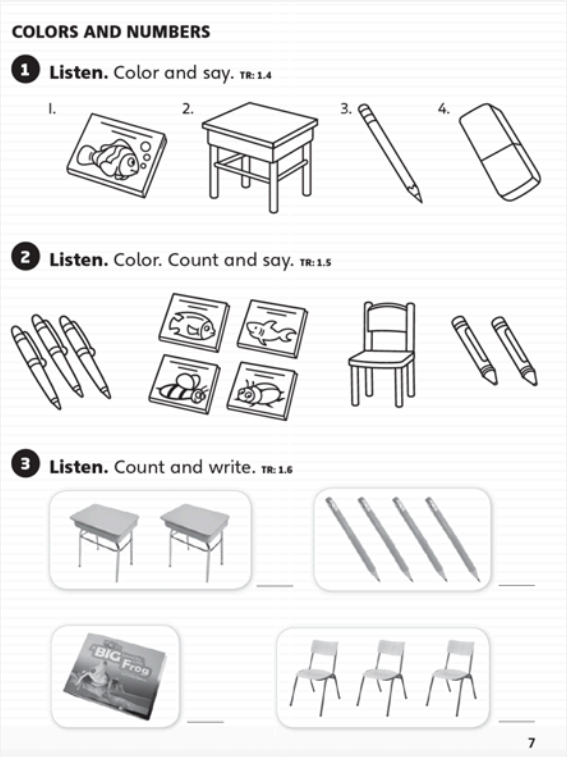
Younger learners are systematically introduced to writing beginning in Workbook 1, where they work at the word level, gradually move into sentence stems, and finally to one to three simple sentences. Students draw and then write about their drawings. In Workbook 2, Young Learners are guided to organize and write short paragraphs through answering specific questions. In Workbook 3, students learn about compound sentences, descriptive words, the parts of a paragraph, complex sentences with *because*, and sequence words. In Levels 1 through 3, a worksheet provides additional writing practice.

2) The targeted language domains are presented within the context of language proficiency levels. All four language domains are presented in each unit of each level of the *Explore Our World* series. The series uses real world content to teach English. In describing this philosophy, the program states that teaching real world content includes "the use of a variety of learner-appropriate tasks, both receptive and productive." This is evident in all levels of *Explore Our World*.

3) The targeted language domains are systematically integrated throughout the materials. As mentioned above, each language domain is present in every unit of every level of *Explore*

Our World. An example can be found on pages 6 and 7 of the Explore Our World Starter Work Book, where the lesson is about “My School.” In these activities, they are instructed to Listen, Read, and Speak about basic classroom objects and then match and write numbers:





4. The Strands of Model Performance Indicators and the Standards Matrices

The Strands of Model Performance Indicators (MPIs) provide sample representations of how language is processed or produced within particular disciplines and learning contexts. WIDA has five language development standards representing language in the following areas: Social and Instructional Language, The Language of Language Arts, The Language of Mathematics, The Language of Science, The Language of Social Studies as well as complementary strands including The Language of Music and Performing Arts, The Language of Humanities, The Language of Visual Arts.

The Standards Matrices are organized by standard, grade level, and domain (Listening, Speaking, Reading, and Writing). The standards matrices make an explicit connection to state academic content standards and include an example for language use. Each MPI includes a uniform cognitive function (adopted from Bloom's taxonomy) which represents how educators can maintain the cognitive demand of an activity while differentiating for language. Each MPI provides examples of what students can reasonably be expected to do with language using various supports.

A. Connection to State Content Standards and WIDA Language Development Standards

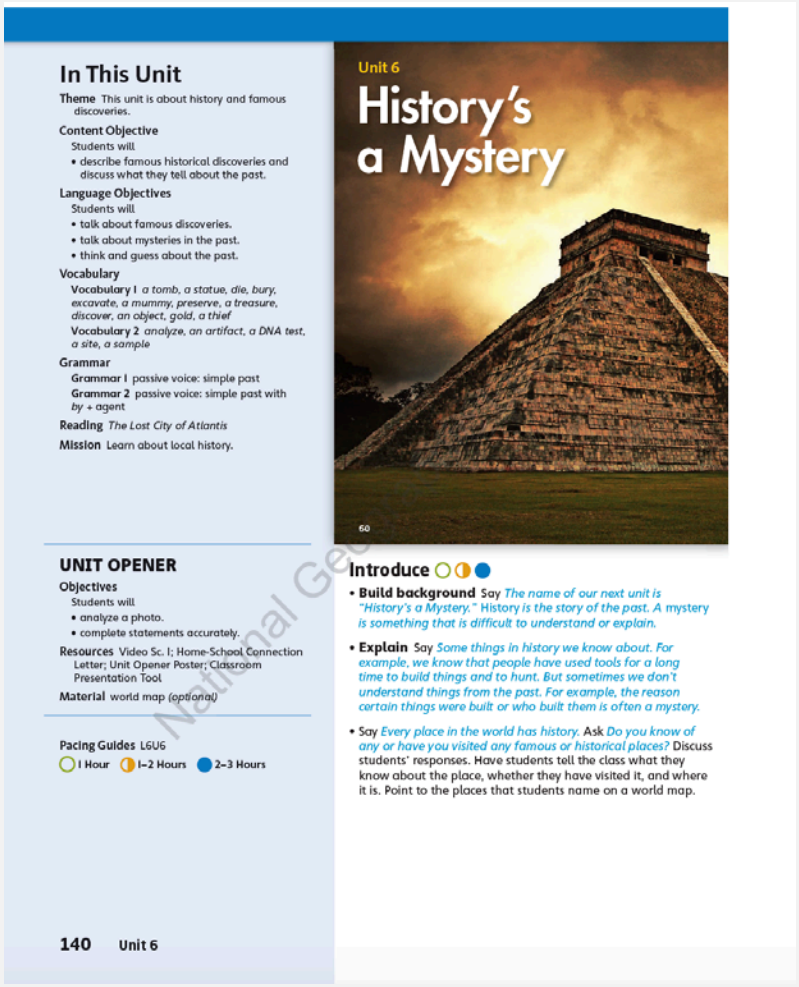
1) Do the materials connect the language development standards to the state academic content standards?	Yes	**No**
2) Are the academic content standards systematically represented throughout the materials?	**Yes**	No
3) Are social and instructional language and one or more of the remaining WIDA Standards present in the materials?	**Yes**	No

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

1) While the *Explore Our World* series does cover all the major content areas, it does not state that the materials connect the language development standards to any particular state academic content standards.

2) Academic content standards are systematically represented throughout the materials. In the Lesson Planners for each level, content objectives are listed at the beginning of every

unit. An example of a Social Studies unit can be seen here, from page 140 of Level 6:



In This Unit

Theme This unit is about history and famous discoveries.

Content Objective
Students will
- describe famous historical discoveries and discuss what they tell about the past.

Language Objectives
Students will
- talk about famous discoveries.
- talk about mysteries in the past.
- think and guess about the past.

Vocabulary
Vocabulary 1 *a tomb, a statue, die, bury, excavate, a mummy, preserve, a treasure, discover, an object, gold, a thief*
Vocabulary 2 *analyze, an artifact, a DNA test, a site, a sample*

Grammar
Grammar 1 passive voice: simple past
Grammar 2 passive voice: simple past with *by* + agent

Reading *The Lost City of Atlantis*

Mission Learn about local history.

Unit 6

History's a Mystery

UNIT OPENER

Objectives
Students will
- analyze a photo.
- complete statements accurately.

Resources Video Sc. 1; Home-School Connection Letter; Unit Opener Poster; Classroom Presentation Tool

Material world map *(optional)*

Pacing Guides L6U6
1 Hour 1–2 Hours 2–3 Hours

Introduce

- **Build background** Say *The name of our next unit is "History's a Mystery." History is the story of the past. A mystery is something that is difficult to understand or explain.*
- **Explain** Say *Some things in history we know about. For example, we know that people have used tools for a long time to build things and to hunt. But sometimes we don't understand things from the past. For example, the reason certain things were built or who built them is often a mystery.*
- Say *Every place in the world has history.* Ask *Do you know of any or have you visited any famous or historical places?* Discuss students' responses. Have students tell the class what they know about the place, whether they have visited it, and where it is. Point to the places that students name on a world map.

140 Unit 6

The content is then presented in a systematic way throughout the unit. There are six components that accompany each lesson. They are: Warm-up, Present, Practice, Apply, Extend, and Wrap-Up. A description can be found at the beginning of each Levels Lesson Planner, along with an optional Three-Step Routine strategy:

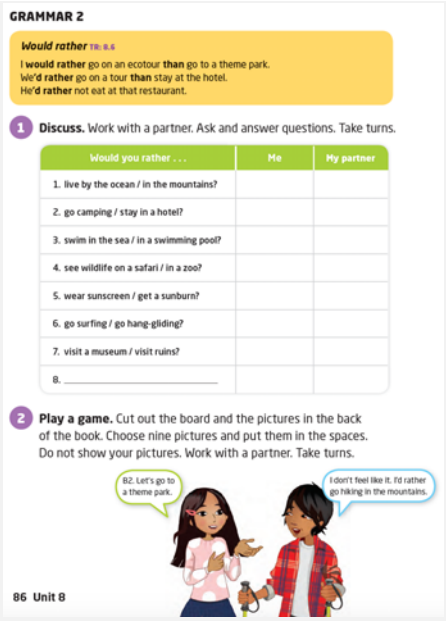
Stages of a Lesson

Explore Our World uses six basic steps recognized as the standard for effective language instruction: **Warm Up**, **Present**, **Practice**, **Apply**, **Extend**, and **Wrap Up**.

- **Warm Up** These activities create interest and excitement about the topic and prepare learners for the new language input. They help EFL students switch over from their native language to English, prompt them to remember material from earlier lessons, and build students' confidence about what they know.
- **Present** Teachers should take time during this step to provide meaningful listening and reading input. Activities should require the use of the four skills in order to reliably check students' comprehension. The *Explore Our World* Lesson Planner provides multiple activities to present and check comprehension of language in support of the activities in the Student's Book.
- **Practice** An important step focuses on students' first efforts to use new target language. For Young Learners, practice is guided, meaning that students are provided with the structures and vocabulary needed to produce the target language. While students are not expected to create new language independently, the goal is to provide opportunities for them to try out new language in order to prepare for real communicative contexts.
- **Apply** At this stage, students should be able to use new language in realistic contexts, as well as personalize the language with respect to their own lives. Application further develops students' abilities to use language communicatively.
- **Extend** Extension activities are additional communicative activities that help students personalize new language and use it in realistic contexts. These activities are not found in the Student's Book and are designed to provide additional opportunities for real communication among students in the classroom.
- **Wrap Up** This might be a quick review in game form of what was learned in class or even a simple song or chant. The wrap up might be a conclusion to a pair-work extension activity in which the teacher asks individual students what they learned from their partners.
- **Three-Step Routines** In addition to the explicit, guided instruction provided in the Lesson Planner, *Explore Our World* also offers a series of three-step teaching routines as an alternative or streamlined approach to lesson planning. These routines can be used for any major lesson type and contain all of the major elements of successful lessons in consolidated form.

National Geographic Learning

3) Social and instructional language and one or more of the remaining WIDA Standards are present throughout the materials. It is most prevalent in the lower levels (Starter, 1, 2 & 3), but is present in all the remaining levels as well. An example can be found in Unit 8 of Level 6, called “Cool Vacations!”:



GRAMMAR 2

Would rather TR: 8.6

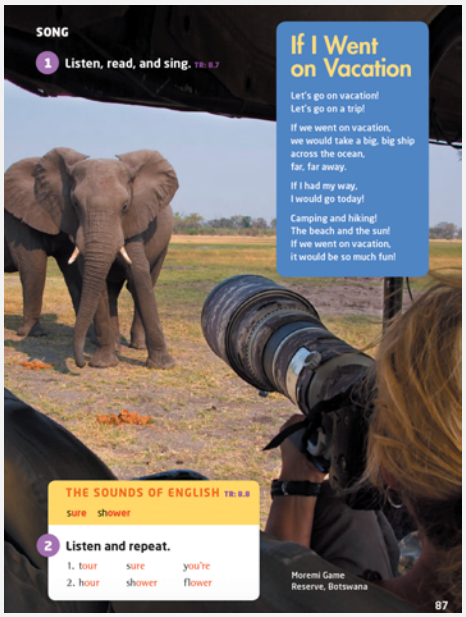
I **would rather** go on an ecotour **than** go to a theme park.
We'**d rather** go on a tour **than** stay at the hotel.
He'**d rather** not eat at that restaurant.

1 **Discuss.** Work with a partner. Ask and answer questions. Take turns.

Would you rather . . .	Me	My partner
1. live by the ocean / in the mountains?		
2. go camping / stay in a hotel?		
3. swim in the sea / in a swimming pool?		
4. see wildlife on a safari / in a zoo?		
5. wear sunscreen / get a sunburn?		
6. go surfing / go hang-gliding?		
7. visit a museum / visit ruins?		
8. _____		

2 **Play a game.** Cut out the board and the pictures in the back of the book. Choose nine pictures and put them in the spaces. Do not show your pictures. Work with a partner. Take turns.

86 Unit 8



SONG

1 Listen, read, and sing. TR: 8.7

If I Went on Vacation

Let's go on vacation!
Let's go on a trip!

If we went on vacation,
we would take a big, big ship
across the ocean,
far, far away.

If I had my way,
I would go today!

Camping and hiking!
The beach and the sun!
If we went on vacation,
it would be so much fun!

THE SOUNDS OF ENGLISH TR: 8.8

sure shower

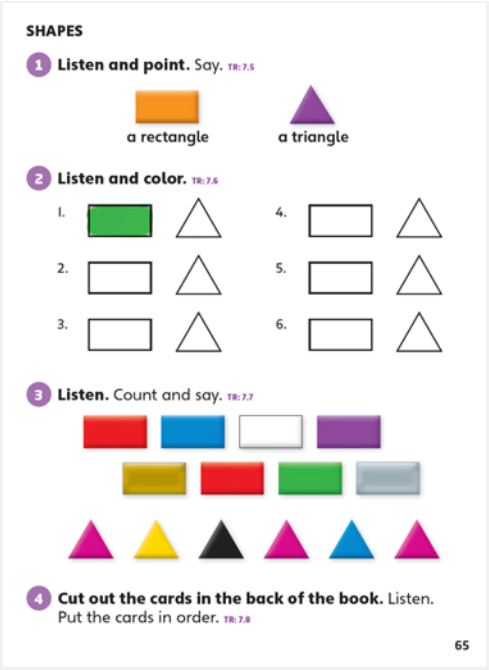
2 Listen and repeat.

1. tour	sure	you're
2. hour	shower	flower

Moremi Game Reserve, Botswana

87

The other WIDA Standards, the Language of Language Arts, Math, Science, and Social Studies are also represented throughout the Levels of *Our World.* On occasion, a few standards are combined in each unit, as this example from the Starter level, Unit 7 shows, encompassing the Language of Language Arts, the Language of Math and Social and Instructional language:



SHAPES

1 **Listen and point.** Say. TR: 7.5

a rectangle a triangle

2 **Listen and color.** TR: 7.6

1. 2. 3. 4. 5. 6.

3 **Listen.** Count and say. TR: 7.7

4 **Cut out the cards in the back of the book.** Listen. Put the cards in order. TR: 7.8

65

THE SOUNDS OF ENGLISH

1 **Listen and say.** TR: 7.9

shirt doll milk

2 **Listen.** Which words have the sound? Check ✓. TR: 7.10

sound	word 1	word 2	word 3
1. shirt			
2. doll			
3. milk			

3 **Listen and chant.** TR: 7.11

I want a shirt.
My sister wants a dress.
Let's shop for clothes.
Grandma, please say yes!

66 Unit 7

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

1) Do materials present an opportunity for language learners to engage in various cognitive functions (higher order thinking skills from Bloom's taxonomy) regardless of their language level?	**Yes**	No
2) Are opportunities for engaging in higher order thinking systematically addressed in the materials?	**Yes**	No

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

1) The materials present an opportunity for language learners to engage in various cognitive functions, regardless of language level. In the introduction to each level of the Lesson Planner, there is a section dedicated to critical thinking skills which explains that all students will have an opportunity to engage in thinking beyond just a surface level. Some of the skills students may be challenged with include:

- **Classifying** What are (two) ways you can group together these words?
- **Comparing** How are (dogs) and (wolves) alike?
- **Contrasting** How are the (cassowary) and (ostrich) different?
- **Making Inferences** Looking at these effects, what do you think is the cause?
- **Predicting** What will happen when (the volcano erupts)?
- **Problem Solving** What are some ways we can solve the problem of (conserving water at school)?
- **Ranking** How would you list your (favorite sports) from one to five?
- **Sequencing** When (planting vegetables), what are the steps in order?
- **Using Graphic Features** What do the title, caption, diagrams, and photographs tell you about what you're going to read?
- **Visualizing** How do you picture (the treasure) in your mind?

Examples of these skills are evident throughout the *Explore Our World* materials. At the lower levels, students are engaging with the materials in a way that will make meaning for them and help them build towards the higher level cognitive functions. For example, in the Level 2 Work Book, students will listen to and read about baby animals then will list their favorites:

READING

1 Listen and read. TR: 1.8

More Baby Animals

Let's learn about more baby animals. A baby cow is called a calf. A baby horse is a foal. A baby goat is a kid. A baby turtle is called a hatchling. There are many baby animals!

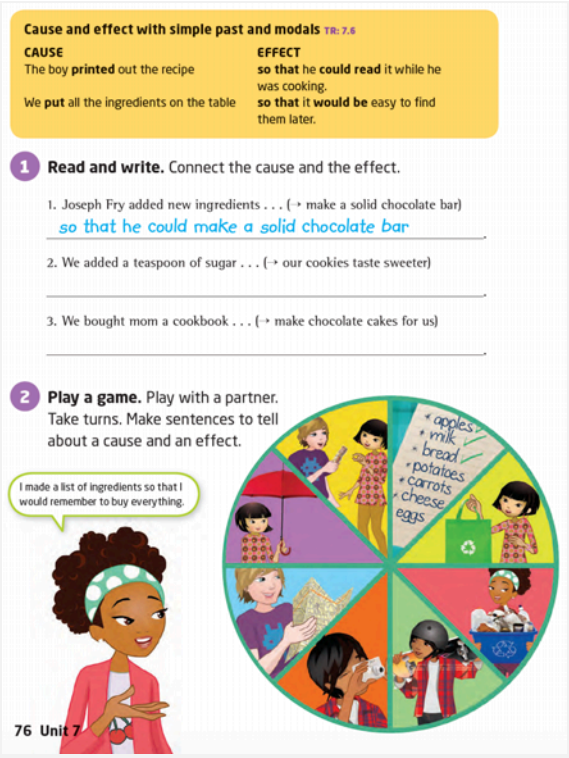
2 **Read and write.**

What are your favorite baby animals? _____

_____

_____

At the higher levels, students will use skills such as analyzing to read about a topic and determine cause and effect. At level 6, in Unit 7, students will be reading and learning about recipes and cooking and using the simple past and modals to talk about cause and effect:



Cause and effect with simple past and modals TR: 7.6

CAUSE	EFFECT
The boy **printed** out the recipe	**so that** he **could read** it while he was cooking.
We **put** all the ingredients on the table	**so that** it **would be** easy to find them later.

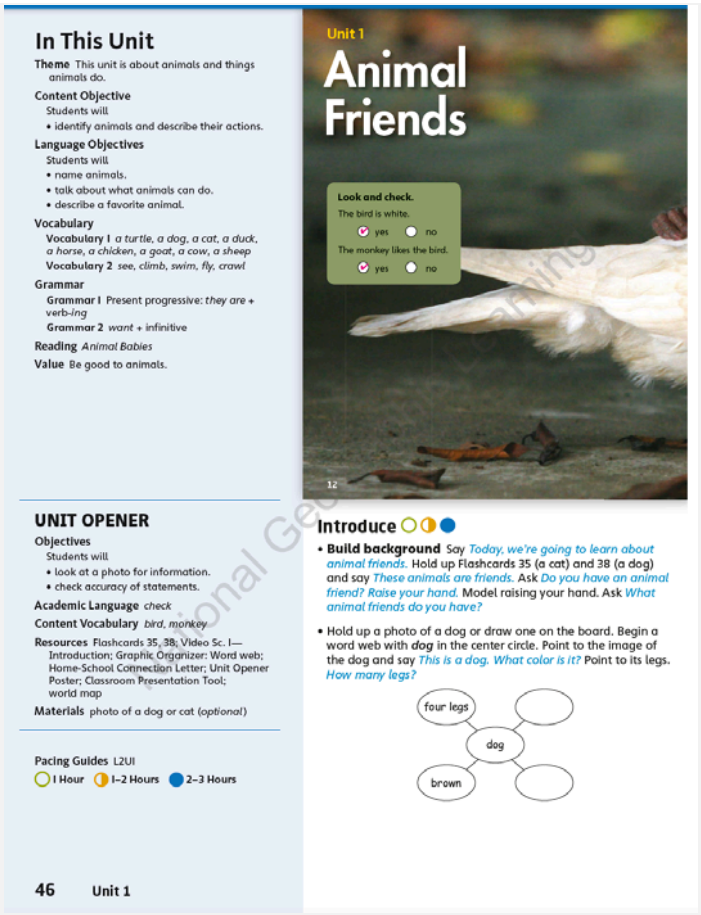
1 **Read and write.** Connect the cause and the effect.

1. Joseph Fry added new ingredients . . . (→ make a solid chocolate bar)
so that he could make a solid chocolate bar.
2. We added a teaspoon of sugar . . . (→ our cookies taste sweeter)
_____.
3. We bought mom a cookbook . . . (→ make chocolate cakes for us)
_____.

2 **Play a game.** Play with a partner. Take turns. Make sentences to tell about a cause and an effect.

76 Unit 7

2) Opportunities for engaging in higher order thinking are presented systematically throughout the materials. Each Unit within a level contains an overall summary of the Theme, the Content and Language Objectives, Vocabulary and Grammar presented, as well as a Pacing guide, a Writing objective and a project. An example can be seen here, from Level 2:



In This Unit

Theme This unit is about animals and things animals do.

Content Objective
Students will
- identify animals and describe their actions.

Language Objectives
Students will
- name animals.
- talk about what animals can do.
- describe a favorite animal.

Vocabulary
Vocabulary 1 *a turtle, a dog, a cat, a duck, a horse, a chicken, a goat, a cow, a sheep*
Vocabulary 2 *see, climb, swim, fly, crawl*

Grammar
Grammar 1 Present progressive: *they are + verb-ing*
Grammar 2 *want* + infinitive

Reading *Animal Babies*

Value Be good to animals.

Unit 1

Animal Friends

Look and check.
The bird is white.
yes no
The monkey likes the bird.
yes no

12

UNIT OPENER

Objectives
Students will
- look at a photo for information.
- check accuracy of statements.

Academic Language *check*

Content Vocabulary *bird, monkey*

Resources Flashcards 35, 38; Video Sc. 1—Introduction; Graphic Organizer: Word web; Home-School Connection Letter; Unit Opener Poster; Classroom Presentation Tool; world map

Materials photo of a dog or cat (*optional*)

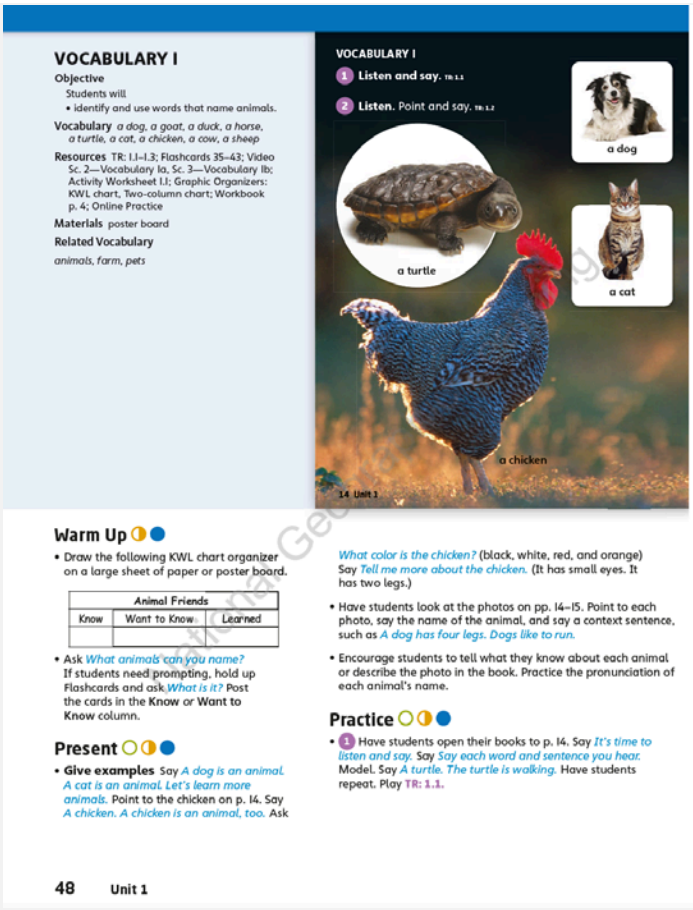
Pacing Guides L2UI
1 Hour 1–2 Hours 2–3 Hours

Introduce

- **Build background** Say *Today, we're going to learn about animal friends.* Hold up Flashcards 35 (a cat) and 38 (a dog) and say *These animals are friends.* Ask *Do you have an animal friend? Raise your hand.* Model raising your hand. Ask *What animal friends do you have?*
- Hold up a photo of a dog or draw one on the board. Begin a word web with ***dog*** in the center circle. Point to the image of the dog and say *This is a dog. What color is it?* Point to its legs. *How many legs?*

46 Unit 1

Then, within each component of the Unit, there are further breakdowns of objectives, strategies, vocabulary and other resources. In this example, also from Level 2, the students will be identifying using words that name animals through a variety of activities, repetition, and practice:



VOCABULARY I

Objective
Students will
• identify and use words that name animals.

Vocabulary *a dog, a goat, a duck, a horse, a turtle, a cat, a chicken, a cow, a sheep*

Resources TR: 1.1–1.3; Flashcards 35–43; Video Sc. 2—Vocabulary Ia, Sc. 3—Vocabulary Ib; Activity Worksheet 1.1; Graphic Organizers: KWL chart, Two-column chart; Workbook p. 4; Online Practice

Materials poster board

Related Vocabulary
animals, farm, pets

VOCABULARY I

1 **Listen and say.** TR: 1.1

2 **Listen.** Point and say. TR: 1.2

14 Unit 1

Warm Up

• Draw the following KWL chart organizer on a large sheet of paper or poster board.

Animal Friends		
Know	Want to Know	Learned

• Ask *What animals can you name?* If students need prompting, hold up Flashcards and ask *What is it?* Post the cards in the Know or Want to Know column.

Present

• **Give examples** Say *A dog is an animal. A cat is an animal. Let's learn more animals.* Point to the chicken on p. 14. Say *A chicken. A chicken is an animal, too.* Ask *What color is the chicken?* (black, white, red, and orange) Say *Tell me more about the chicken.* (It has small eyes. It has two legs.)

• Have students look at the photos on pp. 14–15. Point to each photo, say the name of the animal, and say a context sentence, such as *A dog has four legs. Dogs like to run.*

• Encourage students to tell what they know about each animal or describe the photo in the book. Practice the pronunciation of each animal's name.

Practice

• 1 Have students open their books to p. 14. Say *It's time to listen and say.* Say *Say each word and sentence you hear.* Model. Say *A turtle. The turtle is walking.* Have students repeat. Play TR: 1.1.

48 Unit 1

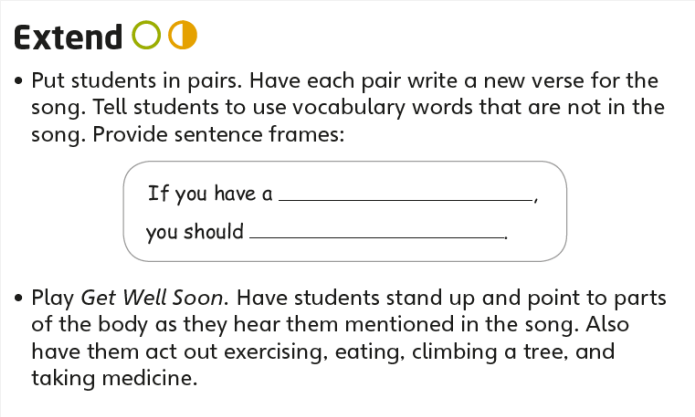
C. Supports for Various Levels of Language Proficiency

1) Do the materials provide scaffolding supports for students to advance within a proficiency level?	**Yes**	No
2) Do the materials provide scaffolding supports for students to progress from one proficiency level to the next?	**Yes**	No
3) Are scaffolding supports presented systematically throughout the materials?	**Yes**	No

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

1) The materials provide scaffolding supports for student to advance within a proficiency level. As mentioned earlier, each Unit of the Stater Level and Levels 1-6 contains

multiple activities related to a particular theme. Each Unit contains more or less the following features/components: A Unit Opener, Vocabulary Introduction, A song, A Grammar Lesson, Additional thematic vocabulary and grammar, Content Reading, Writing and Values, and Project Work. Supporting these areas are photographs, posters, Audio CDs, readers, videos, workbooks, and picture cards. There are also extension activities built into each lesson which allows the students to practice more with the new language they were presented and build on it using real world communication skills. In a unit entitled *Get Well Soon!*, in Level 4, the students learn vocabulary used when talking about illness and injuries and how to treat them. Through a variety of activities, the students learn new vocabulary, and how to ask and answer questions about injury and illness. The extension activity, shown below, gives students an opportunity to write a new verse for a song they heard in the lesson called *Get Well Soon.* Using a provided sentence frame, the students can write a new verse using the phrase "you should." Then the teacher has the option of having the students act out various parts of the song as well as pointing to parts of the body they hear mentioned in the song:



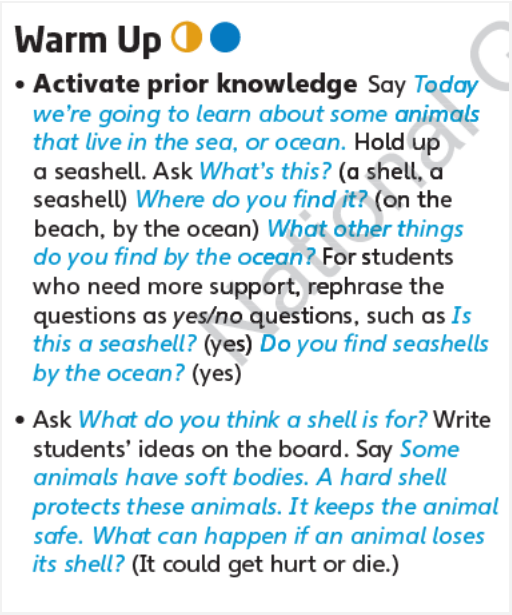
Extend

- Put students in pairs. Have each pair write a new verse for the song. Tell students to use vocabulary words that are not in the song. Provide sentence frames:

  If you have a _____,
  you should _____.

- Play *Get Well Soon*. Have students stand up and point to parts of the body as they hear them mentioned in the song. Also have them act out exercising, eating, climbing a tree, and taking medicine.

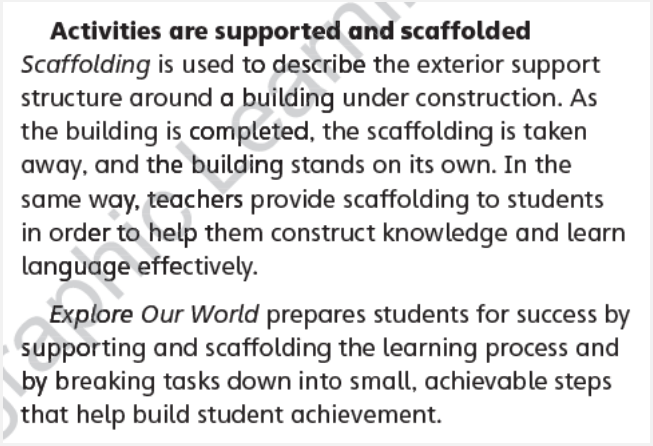
2) The materials provide scaffolding supports for students to progress from one proficiency level to the next one. One of the narratives in the Starter Level Teacher Book states, on page 15, that "Students learn effectively when they're challenged just one step beyond their current stage of cognitive and language development. They most often need support form a knowledgeable person at this time to successfully understand and incorporate new information." Additionally, the lessons usually begin with a Warm Up, where the teacher activates the students' prior knowledge and reminds them of what they've already learned, as seen in this example from Unit 1, Level 5:



Warm Up

- **Activate prior knowledge** Say *Today we're going to learn about some animals that live in the sea, or ocean.* Hold up a seashell. Ask *What's this?* (a shell, a seashell) *Where do you find it?* (on the beach, by the ocean) *What other things do you find by the ocean?* For students who need more support, rephrase the questions as *yes/no* questions, such as *Is this a seashell?* (yes) *Do you find seashells by the ocean?* (yes)
- Ask *What do you think a shell is for?* Write students' ideas on the board. Say *Some animals have soft bodies. A hard shell protects these animals. It keeps the animal safe. What can happen if an animal loses its shell?* (It could get hurt or die.)

3) Scaffolding supports are presented systematically throughout the materials. At the beginning of each Teacher Book for all levels, the importance of supports and scaffolding are explicitly stated:



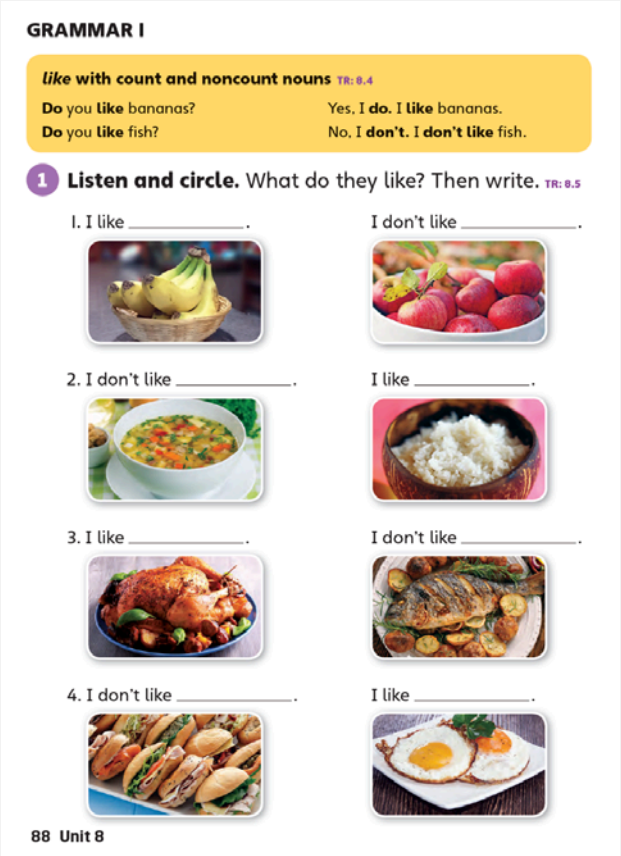
Activities are supported and scaffolded

Scaffolding is used to describe the exterior support structure around a building under construction. As the building is completed, the scaffolding is taken away, and the building stands on its own. In the same way, teachers provide scaffolding to students in order to help them construct knowledge and learn language effectively.

Explore Our World prepares students for success by supporting and scaffolding the learning process and by breaking tasks down into small, achievable steps that help build student achievement.

Students at all levels are provided multiple opportunities through a range of activities to engage with the material they are learning. For example, in *Explore Our World* Level 1, Unit 8, the students are learning about food and drinks. They start with a warm-up and presentation of general food vocabulary:

They then listen to an audio track which incorporates the same vocabulary:



GRAMMAR I

like with count and noncount nouns TR: 8.4

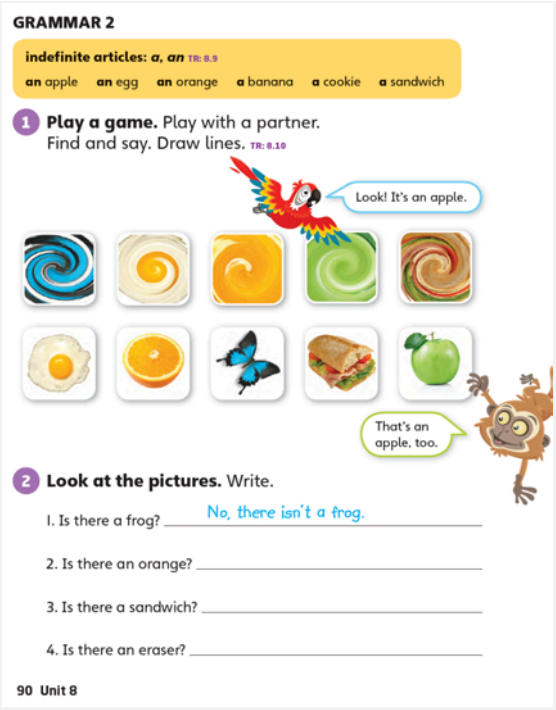
Do you **like** bananas? Yes, I **do.** I **like** bananas.
Do you **like** fish? No, I **don't.** I **don't like** fish.

1 Listen and circle. What do they like? Then write. TR: 8.5

1. I like _____. I don't like _____.
2. I don't like _____. I like _____.
3. I like _____. I don't like _____.
4. I don't like _____. I like _____.

88 Unit 8

They also work on grammar and reinforce vocabulary through a game:



GRAMMAR 2

indefinite articles: *a, an* TR: 8.9

an apple **an** egg **an** orange **a** banana **a** cookie **a** sandwich

1 **Play a game.** Play with a partner. Find and say. Draw lines. TR: 8.10

Look! It's an apple.

That's an apple, too.

2 **Look at the pictures.** Write.

1. Is there a frog? No, there isn't a frog.
2. Is there an orange? _____
3. Is there a sandwich? _____
4. Is there an eraser? _____

90 Unit 8

Another fun activity is a reading and listening activity where they talk about food sculptures:

READING

1 **Listen and read.** TR: 8.13

Fun Food

Every day, people eat food. Every day, people play. Some people play with food! They make pictures of people or animals from fruits and vegetables. These are all examples of fun food.

2 **Ask and answer.** What are your favorite foods? Work with a partner.

You can eat everything in this picture!

92 Unit 8

The lessons in the *Explore Our World* series progress in a similar fashion throughout**.**

D. Accessibility to Grade Level Content

1) Is linguistically and developmentally appropriate grade-level content present in the materials?	**Yes**	No
2) Is grade-level content accessible for the targeted levels of language proficiency?	**Yes**	No
3) Is the grade-level content systematically presented throughout the materials?	**Yes**	No

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

1) Grade-level content that is linguistically and developmentally appropriate is present in the materials. The *Explore Our World* series is designed for younger learners, early elementary age, and the materials reflect that. In the introductory pages of the Teacher Books, there is a section called "Teaching with Explore Our World." It explains the philosophy of the program in part by saying: "Learning about the world through theme-based units is an approach that benefits Young Learners because a variety of topics provides a meaningful basis for exploration as well as a rich variety of language-learning tasks. Addressing the needs of the whole child in the language class includes paying attention to learning styles, learning strategies, critical thinking skills, 21st-century skills, and universal cultural values."

2) The grade-level content is accessible for the targeted levels of language proficiency. In the Starter and early levels of the program, the content is what one would expect to find, like the example of "My School" seen here:

In This Unit

Theme This unit is about school.

Content Objectives

Students will

- identify and name classroom objects.
- identify and name things that are *green* and *yellow*.
- count up to four items.

Language Objectives

Students will

- identify and name classroom objects.
- ask and answer questions to identify classroom objects.
- describe objects by color.

Vocabulary

a book, a chair, a crayon, a desk, an eraser, paper, a pen, a pencil

Language in Use

What is it?
It's a [chair].

Colors and Numbers *green, yellow, 3 (three), 4 (four)*

The Sounds of English

/p/ *p*en
/eɪ/ p*a*per
/ɛ/ d*e*sk

Reading *Time for School*

Writing Letters *Aa, Bb, Cc*

UNIT OPENER

Objectives

Students will

- use a photo to demonstrate understanding.
- identify things used in school.

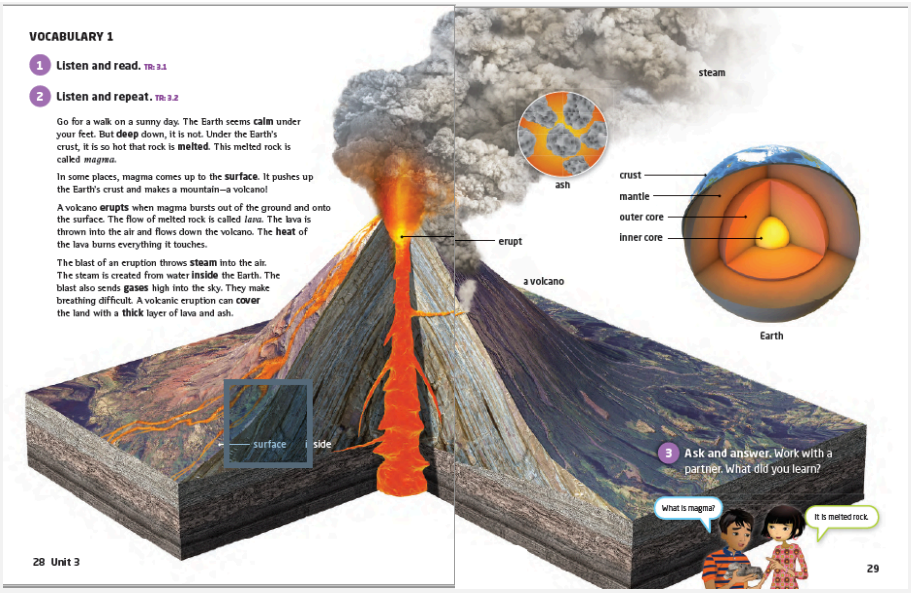
Recycling *hello, hi, blue, red, two*

Resources Classroom Presentation Tool; Home–School Connection Letter; Unit Opener Poster

Materials a photo of a house, a pencil, a teddy bear, a crayon, a banana, an eraser, a hat

National C

Towards the middle and end of the series, at the higher levels, the content is still accessible for the targeted proficiency levels. For example, at Level 5, Unit 3 is about how volcanoes form and how they erupt. Through some of the content teaches more technical, scientific language, it is appropriate for the grade level and provides a lot of support for learning the content. In this example, the students listen to the text being read while they read along. There is a large, labeled graphic of a volcano with the key vocabulary words for the lesson and multiple opportunities to practice speaking and understanding the words.



VOCABULARY 1

1 Listen and read. TR: 3.1

2 Listen and repeat. TR: 3.2

Go for a walk on a sunny day. The Earth seems **calm** under your feet. But **deep** down, it is not. Under the Earth's crust, it is so hot that rock is **melted**. This melted rock is called *magma*.

In some places, magma comes up to the **surface**. It pushes up the Earth's crust and makes a mountain—a volcano!

A volcano **erupts** when magma bursts out of the ground and onto the surface. The flow of melted rock is called *lava*. The lava is thrown into the air and flows down the volcano. The **heat** of the lava burns everything it touches.

The blast of an eruption throws **steam** into the air. The steam is created from water **inside** the Earth. The blast also sends **gases** high into the sky. They make breathing difficult. A volcanic eruption can **cover** the land with a **thick** layer of lava and ash.

surface

side

28 Unit 3

steam

ash

erupt

a volcano

crust

mantle

outer core

inner core

Earth

3 Ask and answer. Work with a partner. What did you learn?

What is magma?

It is melted rock.

29

3) Grade-level content is systematically presented throughout the materials. Each lesson in every Unit of every Level revolves around a content area theme. The Scope and Sequence chart at the beginning of each Teacher Book outlines each unit, the theme, goals, vocabulary and grammar. An example from page 2 of the *Explore Our World* 4 Teacher Book illustrates this:

	1 Feeling Fit	2 Let's Celebrate!	3 My Weekend
CONTENT AREA CONNECTION	Health and Physical Education	Social Studies, Music and the Performing Arts	Health and Physical Education, Language Arts
GOALS ▶ SC: 1	• name parts of the body • talk about the past • talk about good and bad habits	• talk about celebrations and festivals • tell what happened in the past • talk about cultural traditions	• talk about free-time activities • talk about the past • talk about hobbies
VOCABULARY 1 & 2 ▶ SC: 2–3	back, bone, elbow, fingers, knee, muscle, shoulder, stomach, toes **Strategy:** Analogies eat fruit, eat junk food, eat vegetables, get exercise, get rest	celebrate, costume, dance, dress up, fireworks, lantern, mask, parade, party **Strategy:** Using a dictionary balloons, birthday cake, candles, invitation, present	busy, exciting, go on a picnic, go to the movies, interesting, lose, stay home, text my friends, win **Strategy:** Using a dictionary go fishing, go hiking, go horseback riding, go ice skating, go swimming
GRAMMAR 1 & 2 ▶ SC: 4–5	**Simple past: *Yes / no* questions and short answers** ***too* and *enough***	**Simple past: Regular verbs** **Simple past: Irregular verbs**	**Simple past: *Wh-* questions and negative** ***go* + verb + *-ing***
READING	Take Care of Your Brain! **Strategy:** Identify main idea and details	November Celebration **Strategy:** Scanning text for information	Wow! Look at That! **Strategy:** Identifying an author's purpose
MISSION ▶ SC: 8	**Keep fit.** **National Geographic Explorer:** Mireya Mayor	**Celebrate your culture.** **National Geographic Explorer:** Daniel Torres Etayo	**Try new things.** **National Geographic Explorer:** Iain Couzin
REVIEW	**Units 1–4**		
LET'S TALK	**Hello!** **I agree!**		

National Geographic Learning

E. Strands of Model Performance Indicators

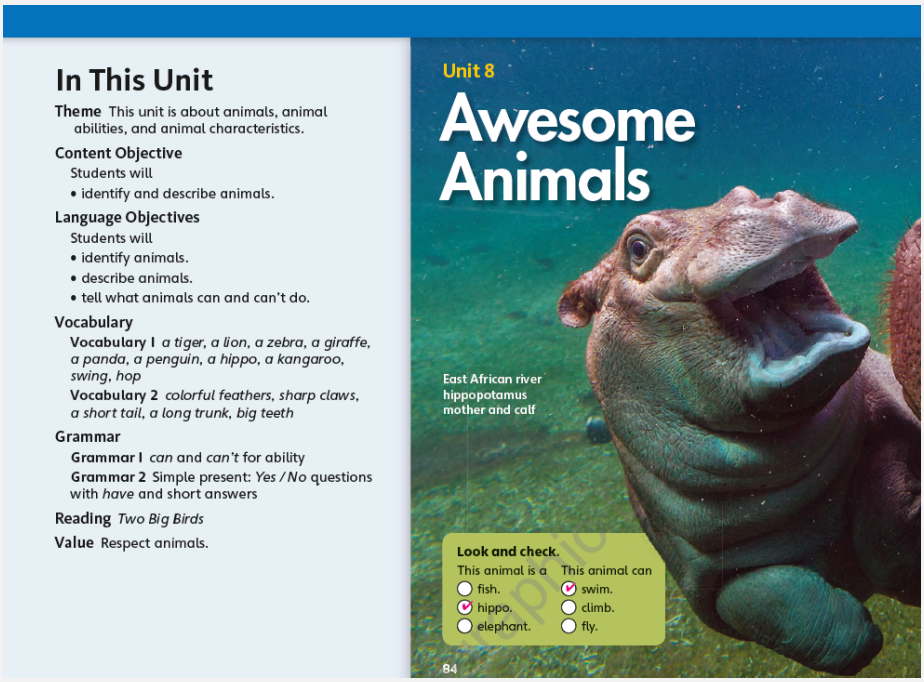
1) **Do materials include a range of language functions?** **Yes** No

2) **Are the language functions incorporated into a communicative goal or activity?** **Yes** No

3) **Do the language functions support the progression of language development?** **Yes** No

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

1) The materials in the *Explore Our World* series contain a wide range of language functions. In each Unit, there are many different points in the Teacher Book that outline specific objectives for the given activity. For the following Unit in the Teacher Book, Level 2, the students will identify, describe, and tell:



In This Unit

Theme This unit is about animals, animal abilities, and animal characteristics.

Content Objective
Students will
- identify and describe animals.

Language Objectives
Students will
- identify animals.
- describe animals.
- tell what animals can and can't do.

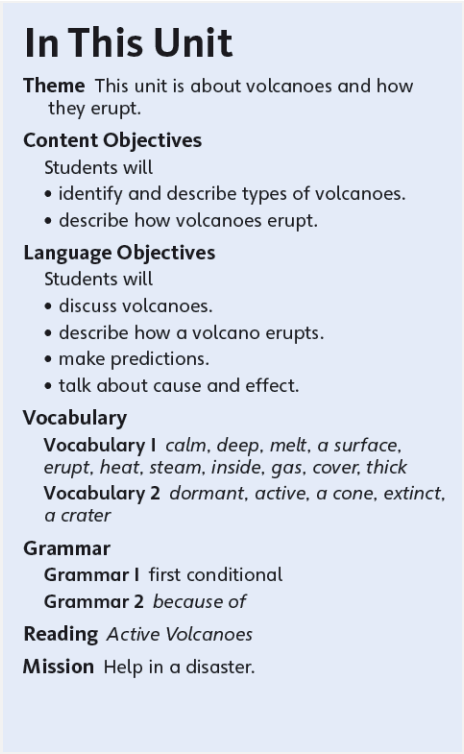
Vocabulary
Vocabulary 1 *a tiger, a lion, a zebra, a giraffe, a panda, a penguin, a hippo, a kangaroo, swing, hop*
Vocabulary 2 *colorful feathers, sharp claws, a short tail, a long trunk, big teeth*

Grammar
Grammar 1 *can* and *can't* for ability
Grammar 2 Simple present: *Yes / No* questions with *have* and short answers

Reading *Two Big Birds*

Value Respect animals.

In the higher levels, there are naturally higher-level language functions, as seen here for a writing task in Level 6, Unit 3, where the students will be, among other things, discussing and making predictions:



In This Unit

Theme This unit is about volcanoes and how they erupt.

Content Objectives

Students will

- identify and describe types of volcanoes.
- describe how volcanoes erupt.

Language Objectives

Students will

- discuss volcanoes.
- describe how a volcano erupts.
- make predictions.
- talk about cause and effect.

Vocabulary

Vocabulary 1 *calm, deep, melt, a surface, erupt, heat, steam, inside, gas, cover, thick*

Vocabulary 2 *dormant, active, a cone, extinct, a crater*

Grammar

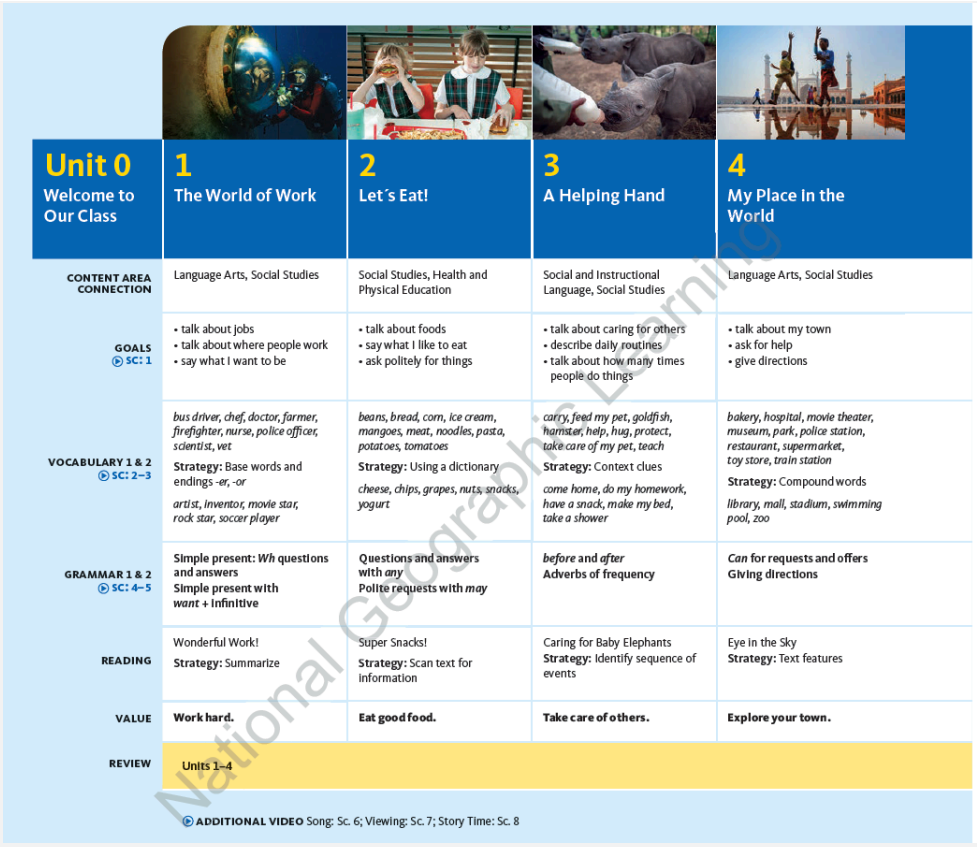
Grammar 1 first conditional

Grammar 2 *because of*

Reading *Active Volcanoes*

Mission Help in a disaster.

2) The language functions are incorporated into a communicative goal or activity throughout the *Explore Our World* series. In the Scope and Sequence charts at the beginning of each of the Lesson Planners, there is a column for Goals and within that the target language functions are listed.



Unit 0 Welcome to Our Class	1 The World of Work	2 Let´s Eat!	3 A Helping Hand	4 My Place In the World
CONTENT AREA CONNECTION	Language Arts, Social Studies	Social Studies, Health and Physical Education	Social and Instructional Language, Social Studies	Language Arts, Social Studies
GOALS ▶ SC: 1	• talk about jobs • talk about where people work • say what I want to be	• talk about foods • say what I like to eat • ask politely for things	• talk about caring for others • describe daily routines • talk about how many times people do things	• talk about my town • ask for help • give directions
VOCABULARY 1 & 2 ▶ SC: 2–3	*bus driver, chef, doctor, farmer, firefighter, nurse, police officer, scientist, vet* **Strategy:** Base words and endings *-er, -or* *artist, inventor, movie star, rock star, soccer player*	*beans, bread, corn, ice cream, mangoes, meat, noodles, pasta, potatoes, tomatoes* **Strategy:** Using a dictionary *cheese, chips, grapes, nuts, snacks, yogurt*	*carry, feed my pet, goldfish, hamster, help, hug, protect, take care of my pet, teach* **Strategy:** Context clues *come home, do my homework, have a snack, make my bed, take a shower*	*bakery, hospital, movie theater, museum, park, police station, restaurant, supermarket, toy store, train station* **Strategy:** Compound words *library, mall, stadium, swimming pool, zoo*
GRAMMAR 1 & 2 ▶ SC: 4–5	**Simple present: *Wh* questions and answers** **Simple present with *want* + infinitive**	**Questions and answers with *any*** **Polite requests with *may***	***before* and *after*** **Adverbs of frequency**	***Can* for requests and offers** **Giving directions**
READING	Wonderful Work! **Strategy:** Summarize	Super Snacks! **Strategy:** Scan text for information	Caring for Baby Elephants **Strategy:** Identify sequence of events	Eye in the Sky **Strategy:** Text features
VALUE	**Work hard.**	**Eat good food.**	**Take care of others.**	**Explore your town.**
REVIEW	Units 1–4			

▶ **ADDITIONAL VIDEO** Song: Sc. 6; Viewing: Sc. 7; Story Time: Sc. 8

National Geographic Learning

In this example, from Level 5, some of the language functions expected are discuss, describe, and make predictions. Students do these through a variety of activities in the Units. An example of an activity where the student will make predictions can be seen below, in an activity involving the reading of a folktale:

The Tug-of-War

One morning, the animals in the jungle have an argument. Some say Elephant is the strongest animal in the jungle. Others say Hippo is the strongest. When Turtle says that he is the strongest, the other animals laugh at him. Can Turtle prove that he is right?

Before You Read

- **Activate prior knowledge** Ask students the following questions. *Have you ever played a game called tug-of-war? How is the game played? How does a person or a team win the game? How do players move in a game of tug-of-war?* Act it out if necessary.
- **Introduce the strategy** Review the meaning of *prediction*. Say *When you make a prediction, you make a guess about what is going to happen. You look for clues that help you make a good guess. For example, look at the picture on the cover of this reader.* Ask *What do you think this story will be about? Your guess is a prediction.*
- Have students use a two-column chart to keep track of predictions. Have students write **What I predict** at the top of the first column and **Was I correct?** at the top of the second.
- Say *As we read, we will sometimes stop to make predictions about what will happen next. Look for clues in the text to help you make these predictions.*

While You Read

- Stop after every few pages to make predictions together about what will happen next. Ask these questions and allow time for students to write their predictions in their charts.
  - p. 5: *How will Turtle prove he is stronger?*
  - p. 7: *Who will win, Elephant or Hippo? Why?*
  - p. 10: *Will the animals find out about Turtle's trick? Why or why not?*

After You Read

- After finishing the story, ask students to fill in the second column with "yes" and "no" answers. For "no" answers, have students write what actually happened.

3) The language functions support the progression of language development in the *Explore Our World* series. The simpler language functions, like identify, name, and match, provide a foundation of language skills for the later levels, when the students will need to compare and contrast, predict, and explain. This is summed up well in the beginning of each Teacher Book when Critical Thinking Skills are discussed. It states: "Critical thinking is a higher order of thought that involves analyzing, evaluating, and synthesizing information. In many Young Learner classrooms, teachers' questions may be limited to basic comprehension questions (*What is the story about? Is it a happy or sad story?*) and to display questions (*How many planets are there in our solar system? Is the moon hot or cold?*). Students ask questions that activate skills such as the following: **Classifying, Comparing, Contrasting, Making Inferences, Predicting, Problem Solving, Ranking, Sequencing, Using Graphic Features, and Visualizing**."