



PRIME V2TM

Protocol for Review of
Instructional Materials for ELLs V2

WIDA PRIME V2 CORRELATION





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): *Hands-On English, An English Language Development Program, K-1 Beginners*

Publisher: Ballard & Tighe

Materials/Program to be Reviewed: Hands-On English K-1 Beginners

Tools of Instruction included in this review: Program Guide, Teacher's Guides A-E, Big Books, Slides, Printables, Assessment Forms, and EnglishMats

Intended Teacher Audiences: K-1 ELD Teachers

Intended Student Audiences: K-1 English learners

Language domains addressed in material: Speaking, Listening, 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 and Instructional Language, the Language of Language Arts, the Language of Social Studies, the Language of Math, the Language of Science

WIDA Language Proficiency Levels included: WIDA Language Proficiency levels are not explicitly identified. The program is designed for beginner EL students.

Most Recently Published Edition or Website: 2018

In the space below explain the focus or intended use of the materials: *Hands-On English K-1* is an English Language Development (ELD) program designed for English Learners (ELs) who are at the beginning level of English language proficiency. In terms of content, it aligns best with the overall curriculum in K-1, while in terms of ELD, it is highly suitable for TK-2. The program's hands-on approach requires students to actively use language in all modalities to communicate ideas, interact with peers, and use language for social and academic purposes.

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.

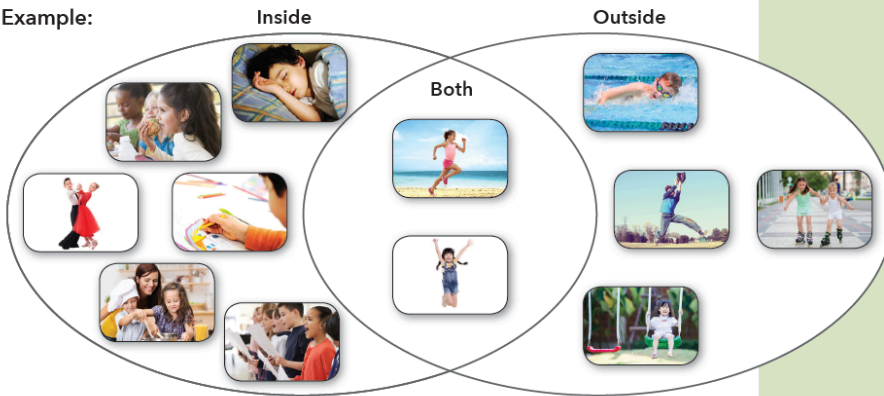
- | | | |
|--|-------------------|----|
| 1) Are the student assets and contributions considered in the materials? | <u>Yes</u> | No |
| 2) Are the student assets and contributions systematically considered throughout the materials? | <u>Yes</u> | No |

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

- 1) Student assets and contributions are considered in the materials. In the Program Guide, which describes the philosophy and structure of the materials, it states that “The program’s hands-on approach requires students to actively use language in all modalities to communicate ideas, interact with peers, and use language for social and academic purposes.” (page 6). An example is taken from the Teacher’s Guide A, Chapter 2, called “Things We Like to Do,” where the Essential Question is “What do you like to do?” There are a variety of activities that elicit student answers to this question. In Lesson 2, page 39 of the Teacher’s Guide, there is an activity where the students are shown a Venn diagram and will sort pictures of what they like to do inside, outside and then both inside and outside:

MODEL Introduce the Venn diagram. Attach pictures to the diagram to help students remember what each part of the diagram refers to and explain that the middle is for both. Tell students that they will sort the actions into the three categories. Go through several words on the anchor chart, and decide together which actions they like to do inside, outside, and both inside and outside. Write the words or tape pictures on the Venn diagram.

Example:



- 2) Student's assets and contributions are considered systematically throughout the materials. The materials are designed for young, beginning level ELs and each Chapter incorporates a variety of interactive, hands-on activities that would appeal to this age group. The Chapters all incorporate student's interests, likes and dislikes in order to help facilitate understanding of the content and language. In Chapter 7, students will be talking about time and routines. Students will be using vocabulary picture cards in Lesson 3, Activity 2 to talk about their daily routines:

Activity
2

When Do You Brush Your Teeth?

Use time phrases to describe daily routines



SLIDE 6 Tell students that they are going to sort daily routines into *morning*, *afternoon*, and *night*. Introduce/review the nine daily routines on the slide: *wake up*, *brush (your teeth)*, *put on (your clothes)*, *read a book*, *eat breakfast*, *eat lunch*, *eat dinner*, *put on (your pajamas)*, *go to sleep*.

PRACTICE PRINTABLES 2-3 Show students Printable 2. Tell them *morning* shows the sun low in the sky, *afternoon* shows the sun high in the sky, and *night* shows the moon. Put the pictures from Printable 3 in a pile. Show one picture, and ask: **When do you _____? In the morning, in the afternoon, or at night?** Do a group sort with several of the pictures, sorting the pictures into the three time periods and modeling the frames. Explain that you do some routines more than once a day (e.g., brush your teeth), so there are two options for where to put those routines.

C7F5 When do you _____?
(verb + activity)

C7F6 I _____ .
(verb + activity) (time phrase)

Give A-B partners Printable 2 and a set of pictures from Printable 3. Have them sort the pictures and then take turns asking and answering questions using the frames.

Printable 2: Sorting Activity

Names: _____



morning



afternoon



night

Chapter 7

Lesson 3: One page per pair

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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) Because this is a program designed for young (K-1) beginning level ELs, there is a

strong emphasis on vocabulary and basic grammar structures, however, the Program Guide addresses the issue of academic language and discourse. See the description below, from page 9 of the Program Guide:

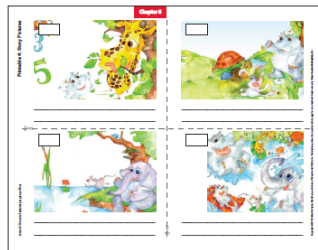
The most central tasks for kindergarten and first-grade students in the Common Core State Standards for English Language Arts are telling stories, relating events, stating opinions or preferences, and giving information about self and other familiar topics. **Hands-On English, K-1** builds students' English skills in numerous ways. Narration includes identifying and describing characters and settings and describing a sequence of events, while informational accounts require identifying and describing events and relating information in an organized way. Program tasks require students to identify, describe, and give information. In terms of structures, students use concrete nouns, verbs, and adjectives as labels; phrases that combine these word classes; and pronouns, adverbs, conjunctions, and simple and complex clauses to create meaningful communication.

An example of this kind of meaningful communication is seen below, from the Teacher Guide C, Lesson 5, page 16. Students will be working with sequence words to retell a story:

PRINTABLE 4 Tell students they are going to complete a puzzle. Give each group of four students one set of story pictures from the printable. Then, have them put the pages in order according to the story. Last, have them write the words *first*, *then*, *next*, *last* in the boxes on the printable. Assist students as they work.

To close, have one group at a time stand and hold up their pictures in sequential order. Then, using the sequencing words (*first*, *next*, *then*, *last*) and frames, have them retell the story on each page orally. Each student should say at least one sentence to the class. Scaffold the activity as needed by starting the sentences for students and letting them finish them orally.

- C4F7 What happens _____?
- C4F8 _____, what happens?
- C4F9 First, _____.
- C4F10 Next, _____.
- C4F11 Then, _____.
- C4F12 Last, _____.



2) The language features at the discourse dimension are addressed systematically throughout the materials. Many lessons contain stories, songs, chants and other forms of discourse that the students are engaged with throughout. An example is taken here, from the Teachers Guide B, Lesson 4, Activity 1, where the students



see and listen to a chant about the body:

Activity 1 Let's Move: My Body

Introduce a chant and vocabulary related to the body



TOTAL PHYSICAL RESPONSE [SLIDES 4A-B] Start the chant slowly, and, with each repetition, say it a little faster and louder. Do the chant again while pointing to parts of the body.

<p>My Body <small>SLIDE 4A</small></p> <p>This is my body, head, and nose. Head and nose. Head and nose.</p> <p>This is my stomach, face, and neck. Face and neck. Face and neck.</p> <p>These are my arms, legs, and toes. Legs and toes. Legs and toes.</p> 	<p><small>SLIDE 4B</small></p> <p>These are my ears, eyes, and knees. Eyes and knees. Eyes and knees.</p> <p>These are my hands, elbows, and feet. Elbows and feet. Elbows and feet.</p> 
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Each lesson also contains an “extend” activity where students who are ready, can get more practice working with the language. An example, from the Teacher’s Guide C, Lesson 9, page 25, has students practicing writing with the support of sentence frames and visuals:


EXTEND: WRITING PRACTICE

WRITE [PRINTABLE 7] Have students glue their mask to a piece of paper and then write the sentences they practiced in Activity 1 underneath their mask. Create a model for students, and review it. Then, create a second model with a volunteer by having him/her dictate what to write and writing the sentences on the board for him/her. Then, hand out paper and pencils, and guide students to glue their masks and write their sentences. Display the frames to support students:

- C1F2 (Hi.) My name is _____.
- C5F9 I am a _____
(adjective)
- C5F10 I like to _____, but I don't like to _____.
(action/activity) (action/activity)

↑ Have students add a sentence to their dialogue telling where their animal is using the frame:
I am _____ the _____
(preposition) (place)

Sample



Hi. My name is Coco the Cow.
I am a fat cow.
I like to sing, but I don't like to run.

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? | <u>Yes</u> No |
| 2) Are the language features at the sentence dimension appropriate for the identified proficiency levels? | <u>Yes</u> No |
| 3) Are the language features at the sentence dimension addressed systematically throughout the materials? | <u>Yes</u> 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 are designed for Beginning level EL students and the sentence dimension language features at this level are addressed. This mostly involves the most frequently used grammar structures as the program guide describes on page 9:

Grammar in the Context of Use

The program goal is to introduce and practice grammar in the context of language functions and tasks that are tightly connected with chapter topics. This approach helps students develop their thinking and knowledge related to the topics and essential questions. That said, the grammar progression in *Hands-On English, K-1* follows a traditional path for instruction of English as a second language, starting with introduction of the most frequently used forms in English, such as the simple present tense and present progressive, personal pronouns, and high-frequency adjectives. More advanced grammatical forms are used occasionally in order to serve important communication needs, such as using past tense verbs and time expressions to support learning how to talk about stories in ELA (e.g., *What did the girl do?*).

- 2)** The language features at the sentence level are appropriate for the beginning proficiency level target of the materials. As mentioned above, the features at the sentence dimension are the most frequently used forms in English, such as simple present tense and high frequency adjectives, appropriate for the K-1 age group. An example of an activity incorporating the simple present is seen below, from the capstone activity where the students have created an animal puppet and are using the printable to describe it with the sentence frames provided:

Name: _____

What does it need to survive?

What is it?	It is _____.
What does it eat and drink?	It eats _____. It drinks _____.
Where does it live?	It lives in _____.

Chapter 6

- 3)** The language features at the sentence dimension are systematically addressed throughout the materials. The Program Guide states, on page 9, “the grammar progression in *Hands-On English, K-1* follows a traditional path for instruction of English as a second language, starting with introduction of the most frequently used forms in English, such as the simple present tense and present progressive, personal pronouns, and high-frequency adjectives. More advanced grammatical forms are used occasionally in order to serve important communication needs, such as using past tense verbs and time expressions to support learning how to talk about stories in ELA (e.g., *What did the girl do?*).” Each Teacher’s Guide provides an overview for each of the two Chapters that are contained within it. This overview is a table of which two columns are dedicated to the Grammatical Forms and Sentence Frames used in the Chapter. An example is seen below, from the Teacher’s Guide E, Chapter 9:

Grammatical Forms	Sentence Frames
Interrogative (<i>where</i>) Prepositions of location (<i>in</i>)	Where is your school? It is in _____. **Where do you live? **I live in _____.
Interrogative (<i>how</i>) Prepositions of location (<i>in, on</i>) Interrogative (<i>how + will</i>) Simple future (<i>will</i>)	How do you get to _____? I _____ (verb) (vehicle) I _____ (verb) (in/on) (vehicle) How will you get there? I will _____ (verb) (vehicle) I will _____ (verb) (in/on) (vehicle)
Interrogative (<i>what</i>) Prepositions of location (<i>at, in, on</i>) Habitual present	What place is this? This is the _____. What do you do at the _____? I _____ at _____.
Interrogative (<i>where</i>) Prepositions of location	Where is the _____? It's _____ the _____. (preposition) The _____ is _____ the _____. (preposition) It's on the _____ side of the _____.
Interrogative (<i>what, where, how</i>) + <i>will</i> Simple future (<i>will</i>)	What will _____ do _____? (time word or phrase) _____ will _____. Where will _____ go _____? (time word or phrase) _____ will go to _____. (place) How will you get there? I will _____ (verb) (vehicle) I will _____ to _____. (verb) (noun) (place)

Additionally, there is a box of sentence frames that comes with the materials that “support the learning of new functions and grammatical forms” (Program Guide, page 26). The sentence frames are labeled by chapter number and then frame number, so teachers can easily access them. At the beginning of each lesson in the Teacher’s Guides, there is an area that references the sentence frames used in the lesson, as seen here, from Teacher’s Guide D, Lesson 2, page 10:

SENTENCE FRAMES

C4F2, C7F1-2

C. Word/Phrase Dimension (multiple meanings of words, general, specific, and technical language¹)

- | | | |
|---|-------------------|----|
| 1) Do the materials address language features at the word/phrase dimension in a consistent manner for all identified proficiency levels? | <u>Yes</u> | No |
| 2) Are words, expressions, and phrases represented in context? | <u>Yes</u> | No |
| 3) Is the general, specific, and technical language appropriate for the targeted proficiency levels? | <u>Yes</u> | No |
| 4) Is the general, specific, and technical² language systematically presented throughout the materials? | <u>Yes</u> | 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 word/phrase dimension in a consistent manner for the identified Beginner proficiency level. Because this is a program targeted for K-1 beginning students, there is a heavy emphasis on vocabulary development. Each chapter of the program has 38-40 target

²General 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.

vocabulary words, presented in a variety of ways, both visually and in writing. The Program Guide talks about the research based approach to this selection, when it says on page 10:

Research indicates that students benefit most when programs focus on a limited number of target words per week. Beginning ELs, in particular, do best when they receive explicit vocabulary instruction aimed at helping them master the meaning and appropriate use of new words (Beck, McKeown, and Kucan, 2002; Biemiller, 2005). Based on this research, each chapter focuses on 38-40 target words central to the chapter content.

Chapter 1 introduces vocabulary related to school and teaches students a variety of general specific and technical vocabulary appropriate for this age/proficiency level. The materials come with a set of vocabulary cards and pictures for teachers to use as well as a separate box of student cards which are only pictures and are smaller than the vocabulary cards. Examples of both can be seen below, from the Program Guide, page 27:

Vocabulary Cards

There are 38-40 target vocabulary words per chapter, and of those, 20-24 are Vocabulary Cards. Abstract concepts are difficult to represent visually, so the remaining words are presented in context throughout the chapter. The Vocabulary Cards can be used to introduce new vocabulary and help students practice sentence structures. Teachers can display the cards in a pocket chart during activities or use them as manipulatives to engage students in tactile ways, such as by matching the words to pictures or sorting pictures into categories. After the cards have been introduced, display them for reference during oral and written activities.

The diagram illustrates the components of the vocabulary instruction materials. On the left, two separate cards are shown: one with a picture of a cow and the word 'cow', and another with a picture of a field of flowers and the word 'spring'. A blue callout box labeled 'Separate cards for pictures and words' points to these cards. Below them, another blue callout box labeled 'Chapter number for quick reference' points to a small '01' in the top right corner of the 'spring' card. On the right, a page from the Teacher's Guide is shown, featuring a lesson plan for 'Let's Make The Best Soup'. A blue callout box labeled 'Teacher's Guide margins identify the Vocabulary and Student Cards to be used' points to a small blue icon in the right margin of the guide page.

Student Cards

Student Cards are smaller than the Vocabulary Cards, making them easier for children to handle. The photographs are the same as those on the Vocabulary Cards, but no word cards are included. Each box of student cards contains five identical sets of cards for each chapter. One set of cards can be shared by a pair students. If shared by a pair, each package is enough for 10 students. After you remove the packaging for each chapter, store each set in individual envelopes or baggies for easy distribution.

The colored borders correspond to the chapter colors for easy sorting and organizing



Chapter 1	Chapter 2
Chapter 3	Chapter 4
Chapter 5	Chapter 6
Chapter 7	Chapter 8
Chapter 9	Chapter 10

2) Words, phrases, and expressions are represented in context throughout the program. The Chapter Overview provides a list of the target vocabulary used in the chapter as seen here, from Chapter 1, Teacher’s Guide A:

Target Vocabulary*

NOUNS

People

bus driver
class
principal
student
teacher

Places

bathroom
classroom
hallway
playground
school

Things

block
book
chair
crayon
desk
door
flag
glue
paper
pencil
picture
scissors

VERBS

School

count
draw
listen
look
read
sit down
stand up
walk

ADJECTIVES

Numbers 1-10

The target vocabulary then appears throughout the lessons that follow, breaking down for the teacher the specific vocabulary from the larger list used in each lesson. An example is shown below, from Lesson 3 where the students are using the vocabulary related to school objects. The teacher sees this list in the Teacher's Guide, page 12:

VOCABULARY

CARDS

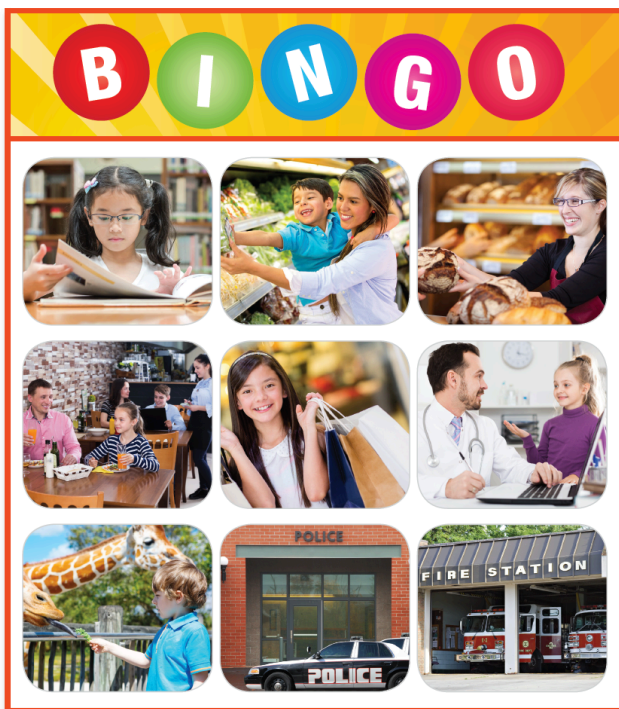
Things

block	book	chair	crayon
desk	door	flag	glue
paper	pencil	picture	scissors

With this list, the students will see the vocabulary cards as well as use realia (pencils, books, etc.) to play a game and use a short sentence frame (This is a _____) to help cement understanding of the vocabulary. All the lessons follow a similar format, with games, stories, pictures and other age-appropriate activities that incorporate the target vocabulary.

- 3)** The general, specific and technical vocabulary is appropriate for the targeted proficiency level of the program. This is a program designed for beginning ELs and the vocabulary throughout the program reflects that. Because this is a young age group (K-1), there is not an abundance of technical vocabulary, but the students are exposed to some, especially in the later chapters, such as chapter 9, where the essential question is “Where do we go every day?” The students learn specific words such as “restaurant” but also technical terms like “bakery.” Students interact with these words in a variety of creative ways, such as a bingo game, seen here:

Bingo Card 1



Chapter 9

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BINGO PRINTABLE 3 There are three different Bingo cards on the printable. Give each pair one Bingo card. Read the sentences below to students, and have them call out bingo when they complete a row.

- I read at the library.
- I buy food at the grocery store.
- I buy bread at the bakery.
- I eat food at the restaurant.
- I shop at the mall.
- I talk to a doctor at the hospital.
- I look at animals at the zoo.
- I see police cars at the police station.
- I see fire trucks at the fire station.



- 4) The general, specific, and technical words are presented systematically throughout the materials. Each chapter, as mentioned earlier, contains a chapter overview which outlines the target vocabulary, broken down by parts of speech. Each lesson highlights for the teacher the vocabulary used and identifies the specific vocabulary cards that are to be used. See an example below from


Chapter 7, Lesson 1:

VOCABULARY CARDS

bright	moon	rainbow
sky	star	sun

SLIDE 1 VOCABULARY CARDS Introduce the target vocabulary: *bright, moon, rainbow, sky, star, and sun* using the vocabulary cards and *glow, shine, and twinkle* using the slide.

SLIDE 1



glow twinkle shine

Chapter 7

Additionally, at the end of the chapters, there is a “EnglishMat” activity, which, according to the Program Guide, page 6, “support creative language production using rich illustrations as the basis for developing vocabulary, speaking, and writing skills associated with ELA standards.” An example of an EnglishMat is seen below, from Chapter 3, where students are taking about feelings and family:

ENGLISHMAT™ Author: _____

Vocabulary

angry	listening
earbuds	mother
frowning	mouth
hands	son
hip	upset

Title: _____

Conversation Corner

Who are the people in the picture?

What is the woman doing?

How does she feel?

What is the boy doing?

How does he feel?



MAT 3

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 | <u>No</u> |
| 2) Is differentiation of language proficiency developmentally and linguistically appropriate for the designated language levels? | <u>Yes</u> | No |
| 3) Is differentiation of language systematically addressed throughout the materials? | <u>Yes</u> | 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 do not differentiate between the language proficiency levels because it is a program designed primarily for the range of beginning level EL students. However, the materials do state in the Program Guide that "some intermediate grammatical forms and vocabulary are introduced when the topic and content make them relevant." (page 8)
- 2)** Differentiation of language proficiency is developmentally and linguistically appropriate for the designated beginner level of the program. The Program Guide, on page 33 explains that while the program is "designed to work like an accordion, more time may be needed if the students have fewer than five lessons a week or if a group moves through the core lessons more slowly than the intended lesson-a-day pace." The program has what they call "flex activities and lessons." These consist of the Capstone Project, EnglishMat, Reteaching, and Phonics. A

description of each is seen here:

The **Capstone Project** is an individual, pair, or group culmination activity that combines use of the functions, vocabulary, and grammar that students have learned in the chapter. For that reason, the capstone should always be introduced after the core lessons. The project is presented orally with visual support and sometimes includes a writing component.

EnglishMat activities can occur any time after the target vocabulary has been introduced, usually by Lesson 6. The activities provide an opportunity to expand vocabulary, engage students with conversation questions that are specific to the mat, and use target forms students have learned in the chapter. These tasks introduce skills students will need to interpret how illustrations relate to text; how stories are created and structured; and the types of comprehension questions students will experience in ELA lessons and assessments.

Reteaching activities are available in the Online Resources and relate to the chapter language learning goals and assessments. If students are struggling, teachers can use these activities to reintroduce and practice challenging material in a different manner. These activities can also be used as review.

Phonics activities are an optional component of the program, also available in the Online Resources. They include basic alphabet and phonics lessons and chapter-specific printables with sight word practice. Other literacy concepts are included in the *Work with Text* sections of the chapters, such as learning how to identify the beginning and end of a sentence and the directionality of text from left to right. The phonics activities can be used at the teacher's discretion based on the needs of students.

These activities are all developmentally appropriate for grades K-1. An example of a flex activity, is a Capstone project for Chapter 9 where the students create a community map after the core lessons are presented. Community is a common topic taught at these grade levels:

Capstone PROJECT

Create a community map with three places on it; present the map and describe one of the places, what you do there, its location, and how to get there.

PROJECT SUPPLIES

- Printable 11: One template per student
- Printable 12 (optional); print on cardstock
- Vocabulary Cards (places)
- Glue

SLIDE 138

Sample Presentation Frames

This is a map of <u>Fontana</u> . <small>(where you live)</small>	C9F19
This is <u>the fire station</u> . <small>(place)</small>	C1F20
I <u>see a fire truck</u> at <u>the fire station</u> . <small>(verb phrase)</small>	C9F9
The <u>fire station</u> is <u>across from</u> the <u>library</u> . <small>(place) (preposition)</small>	C5F7
I <u>ride</u> <u>a bus</u> to <u>the fire station</u> . <small>(verb) (noun) (place)</small>	C9F18

Chapter 9



3) Differentiation of language is systematically addressed throughout the materials. The Program Guide addresses this issue, calling it “Leveling Up and Down.” The guide specifically talks about how students enter school at different times and with different proficiency levels. The guide offers general guidelines for Leveling Up or Leveling Down as needed. This advice, from pages 45 and 46, is seen below:


↑ Leveling Up:


- Convert simple sentences (*I like to run.*) into more complex ones: by adding prepositional phrases (*I like to run in the park.*), adjectives (*I like to run in the big park.*), or adverbs (*I like to run fast in the park.*), or by adding independent (*I like to run because it's fun.*) or dependent clauses (*When it's cold, I like to run.*)
- Have more fluent students lead activities or “play teacher” after you model an activity to help keep them engaged.
- Ask more complex, higher order questions instead of simple literal questions (*Why did the woman decide to help the little bat? versus What did the little bat like to eat?*).
- Have students retell different parts of a story after it is read aloud or ask them to embellish a story using the illustrations to provide more details.
- Have students ask and answer additional questions beyond the structure(s) that is/are being targeted.
- Increase the complexity of oral directions by giving 2- and/or 3-step directions without pausing.
- During *Work With Text* activities, have students read the comprehension questions aloud themselves and always ask follow up questions to encourage students to justify their answers with evidence.
- Have students write additional or more complex sentences than the activity requires.

 **Leveling Down:**

- Allow students to point to images, hold up Student Cards, or respond to prompts physically instead of orally.
- If the class is at a very low proficiency level, use whole group activities with physical actions and choral repetition instead of pair or small group activities.
- Model how to respond to questions by asking a question and then providing the beginning of the targeted sentence structure when eliciting the response (*Where are you going? I am going ...*).
- Simplify the complexity of the targeted structure to something more familiar if students struggle with new content or vocabulary words.
- Give one direction at a time, pausing to let students complete one action or task before giving another direction.
- Increase the amount of time teaching vocabulary. Provide more opportunities for practice through play.
- Decrease the amount of vocabulary that is introduced or reviewed in a lesson.
- Make a set of word cards to go with the Student Cards and have students match the words and pictures by playing vocabulary games, such as Bingo, Fly Swatter, Concentration, and Go Fish*.
- Add drawings to illustrate unfamiliar words on anchor charts or other teacher-created materials.
- Have students copy words from an anchor chart to help them begin to write down their thoughts.
- Have students write new vocabulary words in personalized word and picture dictionaries, where they can alphabetize the words by first letter.

A specific example of leveling up and down suggestions can be seen here, from Lesson 2, page 11, which is a lesson about feelings:

 Have students work in pairs during this activity and focus on naming the emotions.

 After other students have mimed an emotion, have students ask: *How does he/she feel?*

The program also recognizes the potential challenges working with young students (ages 4-7, K-1st Grade) who may not have literacy skills in their first language or English. The Program Guide, part of which is seen here from page 46, offers advice for adapting for these different ages and grade levels:

Adapting for Different Grade Levels

There can be so many differences between children ages 4-7, in terms of literacy, cognitive growth, and oral language, among other things. Students in kindergarten and first grade may lack literacy skills in their first language and in English. Many students will not be able to read the words or sentence frames when they enter this program as beginners in part because of their age. Younger students may go through a silent period in which they do not respond verbally in any language, which will make it difficult for them to participate in interactive tasks or show much evidence of engagement. Their proficiency level may also contribute to problems engaging in tasks. Here are some tips for working with students who have little to no literacy skills or who are not verbal yet.

- Focus on whole class work rather than pair or small group work. For example, instead of having students work in pairs to practice language with frames, have them respond as a group in a choral response.
- Provide the beginning of a sentence and have students complete the sentence orally with a word or phrase. If they are unable to do that, have them point to or hold up vocabulary picture cards. For vocabulary questions, have students choose the correct answer from two alternatives that you provide.
- Do whole class writing activities, in which students provide responses, you write the responses on the board, and they copy the words, phrases, or sentences.
- Although students may not be able to read, continue to use the frames to reinforce concepts of print, underlining words with your fingers as you read them.

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? | <u>Yes</u> | No |
| 2) Are the targeted language domains presented within the context of language proficiency levels? | <u>Yes</u> | No |
| 3) Are the targeted language domains systematically integrated throughout the materials? | <u>Yes</u> | No |

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

1) The language domains of listening, speaking reading, and writing are targeted in the materials. There is a strong emphasis on oral language, because, as described in the Program Guide, page 47, "Oral language development is the gateway for success in school and in life." By providing a variety of activities and tasks in the materials, students have a lot of opportunities to practice both oral language production as well as literacy skills. In this example, from Chapter 1, Lesson 3, students are using listening, speaking and reading to play a game where they identify things used in a classroom using picture cards:

MODEL **VOCABULARY CARDS** Tell students: **Let's talk about some things in the classroom. Then, we will play a game.** Introduce classroom objects using the vocabulary cards. Use realia to support understanding. Show students the word cards with the pictures. Underline the word with your finger or a pointer as you say it.

PRACTICE Place the picture cards face down on a desk. Ask a volunteer (Student A) to choose a card, and tell him/her not to show it to anyone.

Student A: (*looking at the card*) Who can find a pencil ?

The student with the card calls on a student with his/her hand raised.

Student B: (*touching the object in the classroom*) This is a pencil .

If correct, Student A shows the card to everyone. If incorrect, Student A asks another student to find the object. The student who identifies the object correctly gets to pick the next card.

In another example, from Lesson 4, Chapter 3, students have an opportunity to also write during an extension activity. Students are identifying parts of the body and will write body parts on a large outline of a classmate or alternatively on a printable, as seen here:



2) The language domains are presented within the context of the beginner language proficiency level the materials target. There is an emphasis on oral language development in the materials, because they are made for young, beginning ELs. The materials that come with the program contain a range of bright, relatable graphics in the Big Books and also in the slides and printables that supplement the use of the language domains, such as this song from Chapter 10 about cleaning up, where the

students will listen, speak and read:

SLIDE 1A

Clean It Up!

(sing to the tune of *Bingo*)

If you see litter on the ground,
What should you do-oo?

Bend down and pick it up,

Bend down and pick it up,

Bend down and pick it up,

And put it in the trash can!



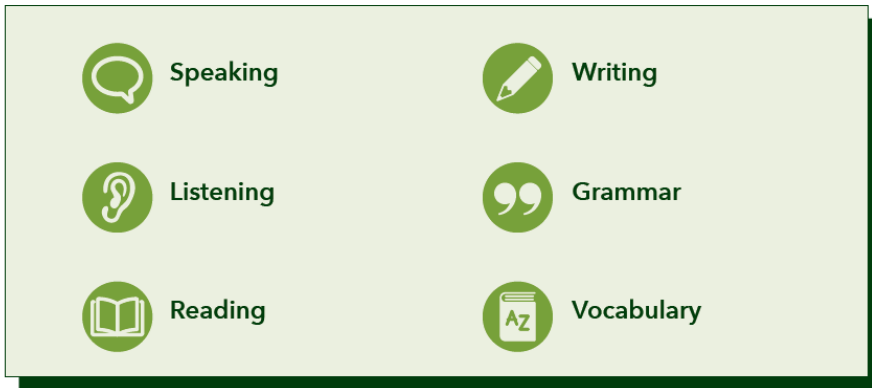
Chapter 10

- 3) The language domains are systematically integrated throughout the materials. Page 48 of the Program Guide explains their philosophy behind their teaching of instructional routines and strategies:

Throughout the program, *Hands-On English, K-1* uses a core group of classroom routines and strategies, many of which students learn early on and then reuse while practicing more demanding language. The benefit of teaching a core group of routines is that when the routines are repeated, students can focus on the content they are learning rather than on learning a new routine, saving time and making learning more efficient.


The Program Guide then goes on to describe all the routines and strategies that are used throughout the program, using the following icons to demonstrate what

language domains each incorporates:



Throughout the ten chapters of the program, teachers will see this icon:

This indicates that it is a routine described in the Program Guide, to which they can refer to determine how the strategy works and what language domains are addressed. An example can be seen here, from Lesson 6, Chapter 1, where the students are learning to use pronouns. The teacher sees the indication for the Magic Mirror strategy:

 **MAGIC MIRROR** If this is the first time doing this routine, go over the rules and model them several times as needed.

They can then consult the program guide, if need be, for instructions on how the activity works:

MAGIC MIRROR



In this choral response routine, students not only repeat what the teacher says but also act out what the teacher does. It is a good activity for introducing new material, especially when students' proficiency is low.

1. Have all the students stand in a circle facing each other.
2. Say "Magic Mirror" while outlining the frame of a mirror in front of you with your hands. Use a mirror the first time you do this activity to show what the word mirror means.
3. Tell students: **Do and say what I say.** Say "Magic Mirror" while outlining the frame of a mirror in front of you. Students say "Magic Mirror" while copying your motion.
4. Say: **When we play Magic Mirror, you are the magic mirrors because you do and say exactly what I do and say.** Say, "Magic Mirror" again while outlining the frame of a mirror in front of you. If students don't mirror you, reteach this until they all mirror you.
5. Then, practice the new sentence frames or grammatical concept. For example, practice subject pronouns by organizing students into male and female groups. Then, when you say "she," point to the girls, and when you say "he," point to the boys. Students should mimic your actions and words.

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? | <u>Yes</u> | No |
| 2) Are the academic content standards systematically represented throughout the materials? | <u>Yes</u> | No |
| 3) Are social and instructional language and one or more of the remaining WIDA Standards present in the materials? | <u>Yes</u> | 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 connect the language development standards to the state academic content standards. This passage, from the Program Guide, page 7,

outlines the standards used:

Grounded in Language and Content Standards

All teachers, schools, and districts are held accountable for the success of their students. In order to help teachers meet these requirements, the themes and topics in **Hands-On English, K-1** were developed on the basis of ELD and content-area standards. Language goals and tasks reflect state and national ELD standards, including the California English Language Development Standards, the Texas English Language Proficiency Standards, the ELPA21 standards, and the WIDA English Language Development Standards. The program has content connections to the Common Core State Standards (CCSS) for English Language Arts and Mathematics, the Next Generation Science Standards, and the National Curriculum Standards for Social Studies. Additionally, the activities support standards that emphasize learning about English as opposed to just learning English, referenced in the CCSS ELA “Language Standards” and the California English Language Development Standards for “Learning about how English works.”

- 2) Academic content standards are systematically represented throughout the materials. The program contains ten chapters and each chapter begins with an essential question. The beginning of each chapter in the Teacher’s Guide also contains a section outlining the language development goals and the content connections. An example is seen here, from Chapter 6, where the essential question is “Where Do Animals Live?”

The diagram consists of two purple header boxes. The left box is titled 'LANGUAGE DEVELOPMENT GOALS' and contains a bulleted list: 'Animal homes and habitats', 'Describing the physical features of animals and habitats', 'Contrasting different animals and habitats', and 'Describing survival needs'. The right box is titled 'CONTENT CONNECTIONS' and contains a bulleted list: 'Language Arts' and 'Science'.

Additionally, there is a teacher e-port, located at www.HandsOnEnglish4Teacher.com where teachers can access the ELD and content standards alignment.

- 3) Although the WIDA Standards are only mentioned in the program guide passage above, the Social Instructional and other WIDA language development standards are present in the materials. This program is designed for beginner level, K-1 ELs and a large part of the program focuses on Social and Instructional (SIL)

language, such as in Chapter 1 where the essential question is: “What Do You Know About School?” The language development goals of the chapter are indicative of the SIL standards:

LANGUAGE DEVELOPMENT GOALS

- Introductions and greetings
- Identifying people, places, and objects at school
- Understanding commands
- Expressing quantity from 1 to 10

As can be seen in the passage above, there is also a language of math goal included in the list. The language of math, science, social studies, and also language arts can all be found in the materials. Chapter 10 connects language arts, science and social studies with the essential question of “How do we keep Earth clean?” See the Academic Skills and Flex Activities and Lessons for the chapter below:

ACADEMIC SKILLS

- Describe places and events with relevant details, expressing ideas clearly
- Use words and phrases to signal simple relationships between ideas
- Communicate solutions to reduce human impacts on the environment
- Describe resources needed by all living things

FLEX ACTIVITIES & LESSONS

OBJECTIVES

Building Connections	Students collect information about trash and recycling in their home or neighborhood and share with the class. Best completed during Lesson 8. (page 51)
Capstone Project	Using recycled items, students create a 3D drawing of a place or an animal and give an oral presentation.
EnglishMat	Themes: Work, Outdoors Students tell a story orally and/or in writing. They describe the setting and the characters and tell what the main character did first, what he is doing now, and what he should do next. Best introduced after Lesson 5.
Reflection	Review the Essential Question: How do we keep Earth clean? Students express their opinions and thoughts about things they should do to keep Earth clean. Best completed after Lesson 10 or the Capstone Project.

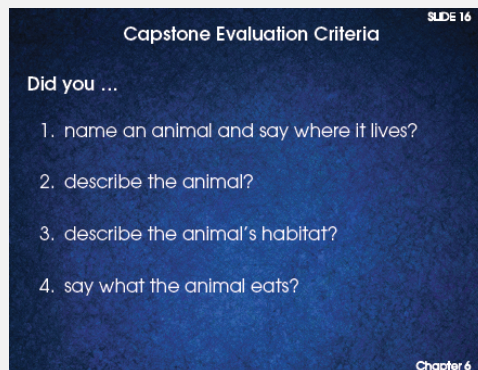
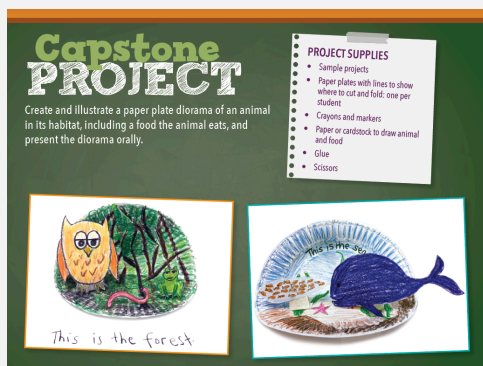
B. Cognitive Challenge for All Learners at All Levels of Language Proficiency

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

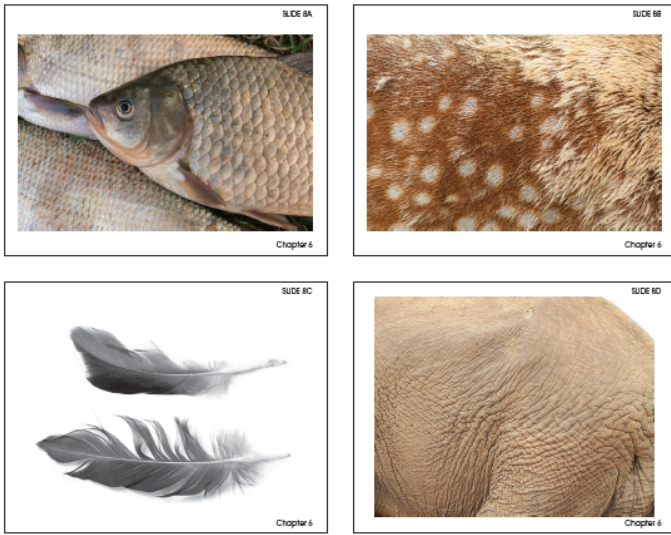
Justification: Provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

1) Although these materials are designed for the younger (K-1) beginning level EL students, there are opportunities for students to engage in various higher order thinking skills. The Capstone Project at the end of each chapter allows for this type of thinking by giving students “the opportunity to complete a project that brings together the chapter vocabulary, grammar, and content material and culminates with an oral presentation of their work” (Program Guide, page 6). An example can be seen below, from Chapter 6, where the Capstone Project has the students creating a paper plate diorama and part of the evaluation criteria is for them to describe it:



Another example comes from Teacher’s Guide C, Lesson 5 where the students are asked to classify animals by their physical features:

VOCABULARY CARDS **SLIDES 8A-D** Show each slide, and ask which animals have fur, feathers, skin, and scales. Display vocabulary cards showing animals to support students.



2) The materials provide consistent opportunities for students to engage in higher order thinking skills. As mentioned above, each chapter ends with a Capstone Project, which allows the students to dive deeper into the content and language learned throughout the chapter, and apply it to a new task which they present to the class. Appendix H in the Program Guide contains a table of all the Capstone Projects in the program, where they can be found, and a description of each project:

Appendix H Capstone Projects

Teacher's Guide	Chapter	Page	Description
A	1	28	Create a self-portrait with one added detail representing a concept studied in the chapter and present the self-portrait to classmates.
A	2	56	Create a T-Chart about an activity, survey five people about the activity and record their responses on the chart, and then describe the T-Chart orally.
B	3	28	Illustrate and describe two pages in a mini-book about feelings. Create a cover for the book, and present the book orally to the class.
B	4	56	Create and present an illustrated mini-book that retells a familiar story, including a description of one character and the setting, and a sequence of events using sequencing words.
C	5	28	Create and label a stick animal puppet. With a partner, role-play a dialogue between two puppets that includes a greeting, self-introduction, description of appearance and/or size, and identifying something it likes to do.
C	6	56	Create and illustrate a paper plate diorama of an animal in its habitat, including a food the animal eats, and present the diorama orally.
D	7	28	Create a mobile that represents the sky at a particular time of day and describe it in an oral presentation.
D	8	56	Make and present an informational poster about one season with details about the weather, trees, clothing, and activities during that season.
E	9	28	Create a community map with three places on it; present the map and describe one of the places, what you do there, its location, and how to get there.
E	10	56	Using recycled items, students create a 3D drawing of a place or an animal and give an oral presentation.

C. Supports for Various Levels of Language Proficiency

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

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

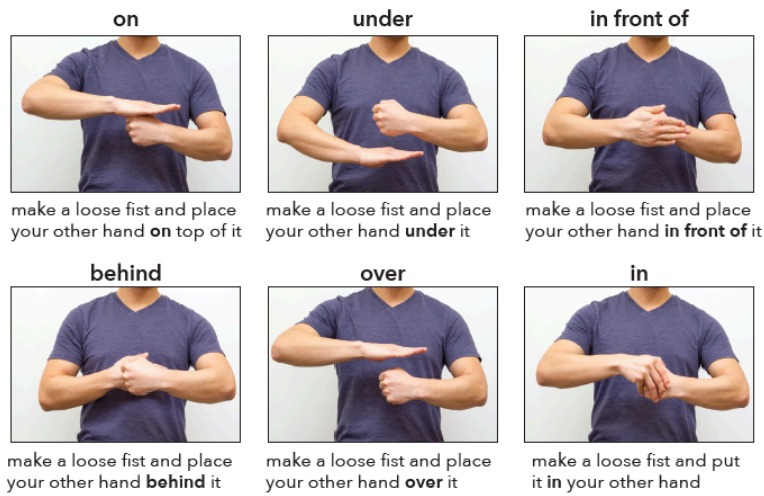
- 1)** The materials contain scaffolding supports to help students advance within a proficiency level. All the lessons contain a multitude of interactive, graphic and other supports to help students understand the content. The materials come with a series of Big Books, one for each of the five themes, used to support the literacy development of the students. The books each contain one illustrated fictional text, and one informational text supported with real life photos, as seen here:



We go to a grocery store to buy food. We go to a zoo to see animals. We go to a library to read books. How do we get to all of these places?

The materials also use a variety of strategies, such as Total Physical Response (TPR) to support understanding for these youngest learners. An example is seen below, from Chapter 7 where the students learn a hand game to understand prepositions:

PREPOSITIONS HAND GAME



- 2) The materials provide scaffolding supports for students to progress from one proficiency level to the next. As mentioned earlier, the materials are designed for beginning level ELs and only address this level. However, each Chapter contains a variety of “leveling up” activities for students who are progressing and ready for a new challenge. These leveling up activities contain scaffolding supports as well. An example is seen below, from Chapter 1, Lesson 3 where the students have worked with the student picture cards showing classroom objects. The main activity is to say if they have an object. The leveling up activity has students saying something they like to do with the object:

↑ After answering the question, students can say something they like to do, such as: *Yes, I do. I have crayons. I like to draw.*

After one round, have partners trade cards and practice again. If students need more practice, have them switch partners and repeat the activity.

- 3) Scaffolding supports are presented systematically throughout the materials. In addition to the Big Books mentioned above, the materials contain a box of sentence frames used to support learning, vocabulary cards, student picture cards and EnglishMats, which are to be used after the chapter vocabulary has been introduced to “provide opportunities for language use in creative, open-ended discussions” (Program Guide, page 28). Examples of these supports can be seen

below:

Sentence Frames



Sentence frames that support the learning of new functions and grammatical forms are included for each chapter. The frames for the entire program are stored in a box separated by chapter tabs. The frames help students practice and refine their oral language skills, and they support reading and writing skills. Teachers model the target frames and then lead guided practice in a variety of activities. The frames should always be displayed during class so that all students can see them.

I feel _____ because _____ C6F2

What is the _____ doing? C6F13

Coded for quick reference

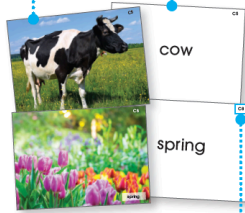
- C6 = Chapter number
- F2 = Frame number

I you he she

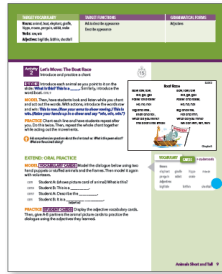
Pronoun frames to support lessons

reference during oral and written activities.

Separate cards for pictures and words



Chapter number for quick reference



Teacher's Guide margins identify the Vocabulary and Student Cards to be used

The colored borders correspond to the chapter colors for easy sorting and organizing



Chapter 1	Chapter 2
Chapter 3	Chapter 4
Chapter 5	Chapter 6
Chapter 7	Chapter 8
Chapter 9	Chapter 10



D. Accessibility to Grade Level Content

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

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

- 1)** Linguistically and developmentally appropriate grade-level content is present in the materials. The materials are developed for grades K-1 beginner ELs and the essential questions and content of the chapters reflect this. The materials are all colorful, user-friendly and engaging, which is appealing to young learners. The chapter topics such as "Things We Like to Do" (Chapter 2), and "I Feel Silly!" (Chapter 3) are on target for these youngest learners. Linguistically, the materials represent the most basic, introductory forms and vocabulary, as well as repetition, in order to convey meaning, as seen here, from Chapter 3:


SLIDE 1A

How Do You Feel?

Happy, mad, silly, and sad!
What do you do when you feel glad?

I smile when I'm happy!
Smile, smile, smile!

I laugh when I'm silly!
Ha, ha, ha!



Chapter 3

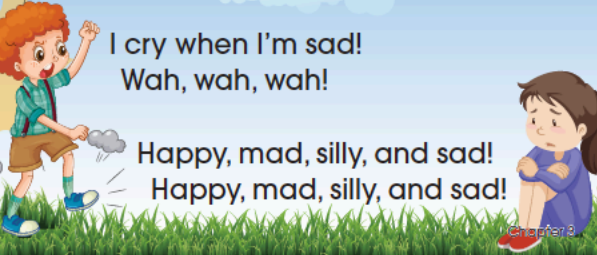
SLIDE 1B

Happy, mad, silly, and sad!
What do you do when you feel bad?

I frown when I'm mad!
Stomp, stomp, stomp!

I cry when I'm sad!
Wah, wah, wah!

Happy, mad, silly, and sad!
Happy, mad, silly, and sad!



Chapter 3

- 2) Grade level content is accessible for the beginning language proficiency level of the students. Chapter 9 is a good example as it talks about community, which is a common topic for this age level. The essential question for the Chapter is “Where do we go every day?” The students engage in a variety of tasks appropriate for beginning level students to help support understanding. Lesson 1 is about transportation, or how do we get to places in our community? One activity involves the students playing a concentration game with picture and words cards that shows various modes of transport, as seen here:

I ride in



a car.

I ride



a bicycle.

I ride on



a motorcycle.

I take



a train.

I fly in



an airplane.

Chapter 9

3) Grade level content is systematically presented throughout the materials. The beginning of each chapter outlines the content connections and academic skills to be addressed, as seen here, from Chapter 7:

CONTENT CONNECTIONS

- Language Arts
- Science

ACADEMIC SKILLS

- With prompting and support, identify main characters and events in a story
- Identify words or phrases in stories that suggest feelings
- Describe observations orally with visual support (e.g., drawings)
- Participate in a research and writing project about the sky
- Make observations of the sky to describe patterns that can be predicted

Additionally, there is a chart at the beginning of each chapter that outlines the objectives, lesson, by lesson. See an example here, also from Chapter 7:

	Objectives	Materials	Preparation
Lesson 1 Explore the Topic	<ul style="list-style-type: none"> • Introduce and recite a poem: <i>Day and Night</i> • Introduce the Essential Question: What do you see in the sky? 	PROGRAM MATERIALS Frames C7F1 Vocabulary Cards ONLINE RESOURCES Slides 1, 2A-B	CREATE <ul style="list-style-type: none"> • Anchor Chart GATHER <ul style="list-style-type: none"> • Crayons, markers, paper
Lesson 2 Work with Words	<ul style="list-style-type: none"> • Read and answer comprehension questions about a poem: <i>Day and Night</i> • Introduce and practice new vocabulary to describe the sky • Describe changes in the day and night sky 	PROGRAM MATERIALS Frames C4F2; C7F1-2 ONLINE RESOURCES Slides 2A-B, 3A-B, 4A-C Printable 1: Sun and Moon	PRINT & CUT <ul style="list-style-type: none"> • Printable 1: One sun or moon per student GATHER <ul style="list-style-type: none"> • Crayons, markers, paper REUSE <ul style="list-style-type: none"> • Anchor Chart
Lesson 3 Work with Language	<ul style="list-style-type: none"> • Introduce and practice using time phrases • Describe daily routines using time phrases 	PROGRAM MATERIALS Frames C7F3-6 Vocabulary Cards ONLINE RESOURCES Slides 5, 6 Printable 2: Sorting Activity Printable 3: When Do You Do This?	PRINT <ul style="list-style-type: none"> • Printable 2: One template per pair PRINT & CUT <ul style="list-style-type: none"> • Printable 3: One set of pictures per pair
Lesson 4 Work with Text	<ul style="list-style-type: none"> • Introduce and read an informational text: <i>Our Big, Beautiful Sky</i> • Organize word chunks from a familiar text into complete sentences 	PROGRAM MATERIALS Big Book D Vocabulary Cards Student Cards ONLINE RESOURCES Slide 7 Printable 4: Sentence Scramble	PRINT & CUT <ul style="list-style-type: none"> • Printable 4: One sentence per student GATHER <ul style="list-style-type: none"> • Crayons, markers, paper

All chapters follow this format throughout the program.

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 program guide states, on pages 8 and 9 describes the use of language functions throughout the materials. Part of the passage states: "Hands-on English, K-1 teaches key social language functions such as introducing oneself and asking for and giving personal information. However, the emphasis in the program is on academic language functions."

The beginning of each chapter contains a chart for the teachers that outlines the target functions for the chapter. An example can be seen here, from Chapter 4, where the students will be identifying, describing, telling or retelling, and sequencing:

Target Functions	Grammatical Forms	Sentence Frames	Lesson(s)
Ask to identify colors Identify colors	Adjectives	**Do you see something ___? The ___ is ___.	Lessons 1, 2
Ask about appearance Describe appearance Ask to describe Describe activities and actions	Interrogative (<i>what</i>) Adjectives Imperative Present progressive	What color is/are the ___? The ___ is/are ___. <small>(adjective)</small> What is ___ wearing? ___ is wearing ___. Describe the ___. The ___ is/are ___. ___ is/are ___ing.	Lessons 1, 2, 3, 5, 8, 10
Ask to identify things (clothing) Identify things (clothing)	Subject-verb agreement Demonstrative pronouns (<i>this, these</i>)	What is this? This is a ___. What are these? These are ___.	Lesson 2
Ask about location Describe location	Interrogative (<i>where</i>) Subject-verb agreement Prepositions of location	Where is the ___? It's ___ the ___. <small>(preposition)</small> Where are the ___? They are ___ the ___. <small>(preposition)</small>	Lessons 4, 6, 10
Ask about sequence of events Tell or retell a story Sequence events	Adverbs of sequence	What happens ___? <small>(first, next, last)</small> ___, what happens? First, ___. Next, ___. Then, ___. Last, ___.	Lessons 3, 7, 9

2) Language functions are incorporated into communicative goals and activities in the materials. Using the example above, from Chapter 4, the students will be learning a chant and playing an I Spy! game to identify colors:

<p style="text-align: right;">SLIDE 1A</p> <p style="text-align: center;">I Spy!</p> <p>Red, red, an apple is red. I spy something red!</p>  <p>Orange, orange, a pumpkin is orange. I spy something orange!</p>  <p>Yellow, yellow, a banana is yellow. I spy something yellow!</p> 	<p style="text-align: right;">SLIDE 1B</p> <p>Green, green, the grass is green. I spy something green!</p> <p>Blue, blue, the sky is blue. I spy something blue!</p> <p>Purple, purple, the flower is purple. I spy something purple!</p>  <p style="text-align: right;">Chapter 4</p>
<p style="text-align: right;">SLIDE 1C</p> <p>Brown, brown, the bear is brown. I spy something brown!</p>	

These types of activities occur throughout the materials. Another example comes from Chapter 7, lesson 2 where the students use TPR to describe changes in the day and night sky:

TOTAL PHYSICAL RESPONSE Tell students that they are going to perform the movements of the sun and the moon. Give each student a cutout of the sun or the moon. Tell them to look at their cutout so they know which one they are. Then, say the sentences below one by one, alternating using the words *sun* and *moon*. Have the *sun* students perform the actions related to the sun, and the *moon* students perform the actions related to the moon. For example, when you say, "The moon rises," students with the moon should stand up and raise the moon over their heads.

Say	Actions
The sun/moon goes up .	stand up
The sun/moon goes down .	sit down
The sun/moon rises .	get up slowly, move hands up, and reach for the sky
The sun/moon sets .	lower your body or arms to the ground slowly
The sun/moon is high in the sky.	hold sun/moon up at or above shoulder level
The sun/moon is low in the sky.	hold sun/moon down below your waist

3) The language functions support the progression of language development. As mentioned above, the program teaches both key social language functions but mainly focuses on academic language functions. There is a primary and secondary focus within this area-the primary being on the language essential for meeting classroom demands and the secondary focus is on "language essential for communicating about grade-appropriate academic content, both in general terms and in some subject-specific detail as appropriate for the content of each chapter." Each Chapter contains a Capstone activity which is the culmination of the vocabulary, language functions and grammatical forms the students have been using to complete a small project either alone or in pairs and involves an oral presentation. An example is seen here, from Chapter 9, where the students need to create a community map:

Capstone PROJECT

Create a community map with three places on it; present the map and describe one of the places, what you do there, its location, and how to get there.

PROJECT SUPPLIES

- Printable 11: One template per student
- Printable 12 (optional); print on cardstock
- Vocabulary Cards (places)
- Glue

SLIDE 13B

Sample Presentation Frames

This is a map of Fontana. C9F19
(where you live)

This is the fire station. C1F20
(place)

I see a fire truck at the fire station. C9F9
(verb phrase)

The fire station is across from the library. C5F7
(place) (preposition)

I ride a bus to the fire station. C9F18
(verb) (noun) (place)

Chapter 9



The evaluation criteria, seen below, contains the language functions that the teacher should be seeing from the students:

SLIDE 14

Capstone Evaluation Criteria

Did you ...

1. identify one place on your map?
2. describe what you do or see there?
3. describe where it is on the map?
4. explain how you get there?

Chapter 9

This culminating activity should demonstrate a progression in language development from the students.