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**

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PRIME Part 1: Provide Information about Materials

Provide information about each title being correlated.

Publication Title(s): Carousel of IDEAS, 4th Edition

Publisher: Ballard & Tighe, Publishers

Materials/Program to be Reviewed: Carousel of IDEAS- Sets 1 & 2

Tools of Instruction included in this review: Teacher’s Guide, Resource Book & Resources. Examples are taken from the Teacher’s Guide.

Intended Teacher Audiences: Content Specialists, Classroom Teachers, Resource Teachers & Language Teachers

Intended Student Audiences: K-5 Grade Level English Language Learners

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 and Instructional, Language Arts, Mathematics, Science & Social Studies

WIDA Language Proficiency Levels included: Levels 1-5

Most Recently Published Edition or Website: 4th Edition; www.ballard-tighe.com

In the space below explain the focus or intended use of the materials:
Carousel of IDEAS is a program designed to prepare K-5 English language learners for transition into mainstream academic classes. The program integrates listening, speaking, reading, and writing into the major content areas. It can be used in a pull-out or an immersion program. The program allows teachers to customize the lessons based on the student abilities. The variety of activities and teaching materials enables teachers to provide differentiated instruction and address a wide range of learning styles and student abilities. The program builds on prior learning and language is recycled from chapter to chapter to build upon concepts presented. Integrated literature helps students build and refine literacy and critical thinking skills. Students engage in active learning and group settings to experience authentic and meaningful communication.
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 assets and contributions are considered throughout the Carousel of IDEAS program. The language learning model emphasizes communication and provides content, guided discussions, and open-ended questions that encourage students to share their own experiences and engage with peers. Example activities include students telling about animals found in their native countries, zoos they have visited, previous schools, holidays, household items, and types of transportation commonly used in their native countries. View an example speaking and grammar activity that encourages sharing from Unit 6, Chapter 5 Teacher’s Guide (TG), p.364:

* Tell students: I have been in the United States for ____ years. I have been here since _____. Ask each student: How long have you been in the United States? Students should respond following your model. Next, organize students into pairs and have them take turns asking and answering the question.

**Theme Pictures** is a vocabulary and language activity that draws upon prior knowledge and builds background knowledge. A descriptive image is presented to the class, and a guided discussion that includes open-ended questions encourages students to contribute personal knowledge. See examples from Unit 8, Chapter 2 TG/Theme pictures #32-35:
In addition, lessons conclude with the family oriented Activity Sheet in which students complete content related activities with their families. These are often interactive and include games and musical chants. If no family members speak English, students are encouraged to complete the activity in the native language. At the beginning of the year, teachers are encouraged to send a letter home that explains the process and student progress. Model parent letters are available in Cambodian, Chinese, Hmong, Laotian, Spanish, and Vietnamese. View an example from Unit 6, Chapter 5 TG, p.357:

2. Activities that encourage students to share their own experiences, connect and communicate with their peers, and connect self to content are systematically presented in Carousel of IDEAS. For example, each lesson begins with a greeting that connects the student to chapter content. In this example from Unit 3: Chapter 7 TG, p.490, the chapter vocabulary and content is about food, stores, and eating.
Throughout the units, chapters, and lessons students practice new language in conversations that mimic real-life situations and encourage peer communication. In this example interactive activity from Unit 3: Chapter 7 TG, p. 502 the lesson begins with a prior knowledge discussion. This exemplifies how Carousel begins most lessons, by connecting first to the student and then teaching new content.
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. Carousel of IDEAS places a strong emphasis on providing opportunities for students to discuss and work collaboratively in academic and social contexts that are supported for all targeted proficiency levels. Students communicate continuously in the Carousel program, from basic communications like answering and asking questions, describing, and retelling, to academic tasks like creating an argument and giving a collaborative presentation. Discussions and cooperative learning activities occur in small and large group settings. Teacher guided discussions that include open-ended questions are found at the beginning of each chapter, in the Theme Picture lessons, and throughout the unit language lessons. Chapters begin with whole-class prior knowledge discussions like this example from the TG Unit 3, Chapter 7 TG, p.490:

You will need: Chapter 7 PRE-TEST
• Write today’s date on the board.
• Start each lesson by greeting your students: Good morning! Did you have a good breakfast? Did you eat something healthy? Raise your hand if you think you ate the biggest breakfast.

See an example from Unit 6, Chapter 5 TG, p.364 of a graphically supported Theme Picture lesson that includes listening and speaking activities that promote discourse.
Discourse dimension practice occurs in activities that develop language in a variety of contexts that include role-play, reader’s theater, and debates. Activities are followed with discussions that use the new language and reflect on the lesson objectives. The following example discussion in Unit 3, Chapter 7 TG, p.498 follows a role-play activity.

This example follows a writing lesson in Unit 3, Chapter 7 TG, p.506:

Additionally, oral and written discourse is geared specifically to the language levels addressed in each chapter. Language activities are supported with a range of scaffolds that include graphic/sensory/interactive supports, language frames, language models, and guided questioning techniques to assist in automaticity of language and oral output. View an example interactive language development lesson from Unit 3, Chapter 7 TG, p.502:
2. *Carousel of IDEAS* presents language features at the discourse dimension systematically in all lessons, chapters, and units in the program. Each chapter contains 5-6 lessons that present systematic instructional routines. These routines include vocabulary and language practice, language domain lessons, presentations, extensions, family activities, and assessments. Each of these routines include opportunities similar to the examples in part 1, that practice language at the discourse level.

### 3) 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) *Carousel of IDEAS* presents language features at the sentence dimension for all targeted language proficiency levels. Students are placed into the appropriate *Carousel* level prior to starting the program. All language domain activities are appropriately leveled for the targeted proficiency. Throughout the lessons, teachers lead discussions practicing new language, figurative meanings, and syntactical structure through the use of the sentence frames that target specific grammatical forms and verb tenses. Students practice target grammatical forms in whole-class exercises, small peer groups, and in writing.
activities that practice a range of actions like practicing dialogue, comparing and contrasting, and expressing opinions. For example, after introducing the vocabulary at the beginning of the chapter, teachers lead a discussion using the new terms and targeting grammatical structures. This is accomplished by utilizing resources such as the Picture Cards, Theme Pictures, Transparencies, Activity Sheets, and language supports in the TG to create interactive activities.

See example sentence level speaking and writing activities from Unit 6, Chapter 5 TG, p.355 and 373:

Listening/Speaking

* Hand out one PICTURE CARD to each student to practice recognition of the target vocabulary and to review possessive nouns and pronouns. For example, give one student the tissue card and say: Whose tissue is this? It is Abdul’s tissue, it is his tissue. Continue asking questions in this fashion and have students respond following your model. Then have students take arms playing the role of “teacher” and asking the questions.

* Review object pronouns (covered in Unit 5) with students. Call four students to the front of the class—at least one boy and one girl. Have two students (a boy and a girl) stand individually. Have the other two students stand together. Put the PICTURE CARDS on a table and ask a student volunteer to follow this command: Give the towel to him. Point to the male student standing by himself. Say: I am giving the towel to him. Have the student volunteer repeat after you while handing the towel PICTURE CARD to the male student. Model this for students to make sure they understand what to do. Continue with other commands: Give the dustpan to her. Give the washcloth to them. Give the mop to me. Give the can opener to us. ... and so forth. Continue until all students have had a chance to participate.

Writing

* Rent an age-appropriate movie version of the legend you read about. There are many animated versions of historical legends on Elms. Watch the movie as a class. (Don’t forget the popcorn!) After the movie is over, have students compare and contrast the book and movie. Record their responses in a Venn diagram:

![Venn diagram example]

* Have students write a paragraph comparing and contrasting the book legend with the movie legend. Review with students how to write a paragraph using TEMPLATE 1A-B (“What is a Paragraph?” and “How to Write a Paragraph”). Then give each student a copy of ACTIVITY SHEET 10 (”Legend: Book Versus Movie”). Make sure students understand that they should refer to the Venn diagram you created as a class to help them write their paragraphs. Allow students to work independently and then with a partner. Give each student a copy of TEMPLATE C (“Editing Checklist A”) and explain that they should use it to edit their work and check their partner’s work. Have students read their paragraphs aloud and then put them in the Chapter 5 Portfolio.

2. All sentence level listening, speaking, reading, and writing lessons are leveled and appropriate for the identified proficiency levels. Content is clearly labeled by proficiency level, and Carousel includes a range of student assessments that help to place students in the correct level and judge their readiness.

Unit and chapter content is leveled and contain instructional scaffolds and differentiation to support
learners working above or below level. These include but are not limited to writing models, templates, and language frames. For example, language activities like the Picture Cards and Theme Pictures practice sentence domain language structures for the targeted level and also include differentiation for multiple proficiency levels. View example instruction for Theme Picture #36, Unit 8, Chapter 4:

### Advanced Language Development Activities

**Listening and Speaking**
- Have students describe something happening in the theme picture using a complex or compound sentence. Example: The boy looked at the insects as soon as he got to the museum.
- Ask students questions about the theme picture that require them to predict, persuade, and debate: What are the children doing? Why are the boy and girl writing? These animals are not alive. Where could you see live animals like these?
- Have students role play conversations between people in the pictures. Make sure students incorporate target vocabulary they are learning.

**Reading and Writing**
- Ask students: What are the children in the picture doing? Do you think it’s important to have places where people can look at and study animals? Have students imagine that their city is closing down the local natural history museum to make room for a new shopping mall. Have students write a letter to the city council either supporting the shopping mall project or persuading the council to reconsider closing the museum. Students should be sure to explain their positions and include at least three reasons supporting them. Have students share their letters with a partner.

### Language Development Activities for Other Levels

**Beginning:** Students are able to listen and respond nonverbally and/or speak in one- or two-word responses. Give directions and ask questions such as: Is this the buffalo? Is this the leopard or the ostrich? How many animals in the picture have four legs? Point to the spider. Continue with other yes/no and either/or questions.

**Early Intermediate:** Focus on students’ ability to speak in short, simple sentences. Have them describe the picture. Ask questions such as: What are the children in this picture doing? Describe the ostrich/leopard/elephant. Have students write a sentence explaining something that is happening in this picture; then ask students to read their sentences to a partner.

**Intermediate:** Students are starting to speak in complex sentences, and they are able to form opinions when prompted. Ask questions such as: Does the raccoon live in the same habitat as the rhinoceros? How do you know? Have you ever seen any of these animals? Where? Have students choose one animal in the picture and write several sentences describing it.

**Early Advanced:** Students are speaking in complex and compound sentences, and they should be able to analyze and debate a position. Ask questions such as: Why do people go to a natural history museum? Why is it important to have a place to study wild animals? Have students write a paragraph responding to one of the questions and then read their paragraphs to a partner.

3. Sentence level language features are presented systematically throughout the Carousel program. Chapters contain 5-6 lessons that present language development lessons in a systematic manner. All lessons, no matter if the focus is reading or writing, include multiple opportunities for students to practice language at the sentence level. View the range of writing and speaking activities, from describing the location of objects to comparing and contrasting books and movies, in the content objectives from the representative lessons in Unit 6, Chapter 5 TG, p.352:

### Unit 6, Chapter 5 Overview

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<th>Lesson</th>
<th>Skill Emphasis</th>
<th>Key Objectives</th>
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<td>1</td>
<td>Listening, Speaking, Reading &amp; Writing</td>
<td>5.3.1 Listen attentively to presentation of target vocabulary: Carousel music, household items 5.1.2 Recognize and demonstrate comprehension of target vocabulary through verbal and nonverbal communication: Carousel music, household items 5.1.3 Describe location of object (e.g., The corner is in front of the sink) 5.1.4 Ask and answer questions (e.g., Where is the clock? It is under the window) 5.1.5 Look up words in a dictionary and read definitions and sentences 5.1.6 Write original sentences using target vocabulary words 5.1.7 Identify short letters 5.1.8 Describe things easily and in writing using multiple adjectives (e.g., That is a big, soft towel.)</td>
</tr>
<tr>
<td>2</td>
<td>Listening, Speaking, Reading &amp; Writing</td>
<td>5.2.1 Listen attentively to presentation of target vocabulary: other (e.g., animal) 5.2.2 Recognize and demonstrate comprehension of target vocabulary through verbal and nonverbal communication: other (e.g., animals) 5.2.3 Identify and match synonyms orally and in writing 5.2.4 Describe two household items using synonyms (e.g., The bowl in little. The teacup is small.) 5.2.5 Replace words with synonyms in written sentences</td>
</tr>
<tr>
<td>3</td>
<td>Listening, Speaking, Reading &amp; Writing</td>
<td>5.3.1 Listen attentively to presentation of target vocabulary: verbs (e.g., hurt, eat, play) 5.3.2 Recognize and demonstrate comprehension of target vocabulary through verbal and nonverbal communication: verbs (e.g., hurt, play) 5.3.3 Complete sentences using the present perfect tense 5.3.4 Ask and answer questions (e.g., Have you and the fish? Yes, I have used the fish.) 5.3.5 Describe actions of being and actions using the present perfect tense (e.g., I have been in the United States for two years. Fred has played a book on the piano.) 5.3.6 Write sentences describing household items a family member has and has not used</td>
</tr>
</tbody>
</table>
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?  
   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 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 Carousel program uses a consistent method to address language features at the word/phrase dimension for all identified proficiency levels. Each chapter targets a specific language proficiency level, and the vocabulary and language structures are practiced at that level throughout the chapter.

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.
Carousel instruction utilizes a range of resources for vocabulary/language instruction including Picture and Word Cards, Theme Pictures, and the IDEA Picture Dictionary 1 & 2. The Picture and Word Cards are colorful 4x5" cards with illustrations and photographs that facilitate comprehension of target vocabulary words. See examples:

![Picture Cards Example](image1)

Theme pictures are full color illustrations or photographs that provide an authentic context for language learning, and leveled questions appropriate for a range of proficiency levels. See example from Theme Picture #28:

![Theme Picture Example](image2)

Additionally, the IDEA Picture Dictionary is a resource for early readers and includes 600 illustrated entries, translations into six languages, and language development activities. Carousel language lessons encourage students to consult the visual dictionary and learn its varied uses.
Other instructional supports that help to differentiate content include kinesthetic activities like games, chants, songs, language starters, and models. Words and concepts from earlier chapters are recycled in subsequent chapters to help students retain and build upon what they have learned. Vocabulary instruction is consistently presented in each chapter. First, students are presented with a Theme Picture, and introduced to the new target vocabulary words. Words and phrases are then practiced and applied in various language domain activities throughout the chapter lessons. Students receive instruction on word parts, prefixes and suffixes, homophones and homographs, Latin root words, and strategies on analyzing and using context clues to understand unknown words. See an example practice activity from Lesson 1 in Unit 6, Chapter 5 TG, p.355:

2. The Carousel of IDEAS program presents new words, expressions and phrases in context consistently throughout the program. Prior knowledge is activated when students are introduced to new vocabulary and language with visual and contextual support. With audio supports, students listen to new language in phrases and expressions related to the content theme. Students practice using the new language with a range of resources and extension activities that all connect to the chapter content.
Students are presented with general, specific, and technical language in each leveled unit. Students use general vocabulary specific to living and working together throughout all lessons and chapters. Carousel specifically teaches idioms and expressions that are difficult to learn in both social and academic situations. Specific vocabulary is taught in the lessons that target content areas like Science and Social Studies. Each chapter includes a connection to a content area and teaches words, phrases, and concepts related to the connection. These content connections help familiarize students with academic language and subject matter they will encounter in mainstream classrooms. Academic and technical language is included throughout the program in the instructional language, academic language functions practiced in each chapter, language arts instruction, and in the content specific readings and activities. See examples from Unit 6, Chapter 5 TG, p.351:

Content Emphasis: Science—gathering data by observing texture, smell, size, taste, and other features; Language arts—distinguishing reality from fantasy

General, specific, and technical language is systematically presented throughout the Carousel of IDEAS program. Vocabulary is organized into themes that are spiraled through the program with each unit building on the previous. Each chapter focuses on general and academic vocabulary and includes specific connections to content areas like Science and Social Studies. These words/phrases are systematically incorporated into all language domain activities, including literature selections incorporate the chapter’s vocabulary in an authentic context.
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. The Carousel of IDEAS program is a leveled program organized into 2 sets. Set 1 targets students in the WIDA proficiency levels of entering and emerging. Set 2 targets developing, expanding, and bridging students in the intermediate to advanced stages of language acquisition. There are multiple methods for student placement into Carousel of IDEAS that are adapted for various teaching situations and students. These include a placement test and a speaking and listening performance-based evaluations. The Placement Test Booklet includes a Tester Examiner’s Manual with directions, scoring rules, answer keys, and all the information needed for placing students into the appropriate Carousel level. Once students are placed in the appropriate level, specific skills can be tested in each chapter to establish student knowledge and readiness. These tests are administered at the beginning of each chapter, see an example in Unit 3, Chapter 7 TG, p.490:

Establishing an Instructional Base Line

You will need: Chapter 7 PRE-TEST
• Write today’s date on the board.
• Start each lesson by greeting your students: Good morning! Did you have a good breakfast? Did you eat something healthy? Raise your hand if you think you ate the biggest breakfast.
• Tell students: Today we’re going to review the letters in the English alphabet and use them to make words and sentences. Explain that before you begin, you want to find out what they already know about this topic. This will provide a base line assessment for this chapter. Give each student a copy of the Chapter 7 PRE-TEST. Show students where to write their names and the date. Read the directions and review the sample item for each part of the test. Reassure them that all they have to do is their best and not to worry if they don’t know the answers.
2. Differentiation of language proficiency is developmentally and linguistically appropriate for all designated language levels. Program content correlates to ELP national standards for each level. In the TG, a variety of differentiation strategies are available to address a range of learning styles and student abilities. View example differentiation on the back of the vocabulary and language activity Theme Picture #19. This example activity targets intermediate language learners but includes differentiation for a range of learners.

Embedded instructional supports that include visual, sensory, and interactive scaffolds are present throughout every unit to help make content accessible to all learners. For example, literature books are colorful, visually exciting, and drawn from the major content areas. Colorful pictures are provided to hang throughout the classroom and are used in small group settings. Interactive lessons include family activities, games, and music.

3. Differentiation of language is systematically addressed throughout Carousel of IDEAS. Each set targets a range of language levels, and content in all units corresponds to the targeted language level. A formal placement test, or another adapted method of placement, places students in the appropriate Carousel level. All instruction within the units include differentiated instruction and instructional supports to assist students working above and below level.
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. Carousel of IDEAS systematically presents listening, speaking, reading, and writing lessons in every chapter and unit. Listening and speaking skills are practiced in a range of activities that include whole-class and small group discussions, peer collaborations, debates, games, chants, songs, listening to teachers read aloud, asking and answering questions, and presenting family extension activities to the class. Evaluations at the end of the chapter provide assessments of listening and speaking comprehension. See representative examples of listening/speaking activities:

This speaking lesson in Unit 6, Chapter 5 TG, p.364 practices language using the present perfect tense:

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Tell students: I have been in the United States for ____ years. I have been here since _____. Ask each student: How long have you been in the United States? Students should respond following your model. Next, organize students into pairs and have them take turns asking and answering the question.
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Theme Picture #20 Unit 5, Chapter 3. Theme Pictures include instruction in all language domains.
In lesson 4 of each chapter, students read literature from a large range of award-winning titles. Text feature lessons are included to provide all proficiency levels access to the text. Students read each selection several times, with each reading focuses on a different aspect of the text—structure, vocabulary, language. Activities tap into prior knowledge, build background, and include pre-reading, during reading, and post-reading strategies. Students respond orally and in writing to determine the main ideas, supporting details, character and setting details, story sequence, and problem/solution situations. Students organize, display, restate, and summarize details and ideas from the text. Additionally, reading skills are developed on every Picture Card, Theme Picture, CD-ROM Transparency, The Literature Collection, and in the IDEA Picture Dictionary. The TG extends the lessons by including research activities and interactive activities like watching the movie version of the text for comparison. See an example of the reading lesson from Unit 6, Chapter 5 TG, p.366. Notice the amount of speaking/listening activities integrated into the read aloud section.
Carousel provides students with regular opportunities to write, and each chapter includes a targeted writing lesson. Writing tasks range from short paragraphs to more extended lessons like writing a response to literature, book reports, poems, persuasive texts, letters, e-mails, and consumer materials like how-to manuals. Students learn about the structure of the different writing genres and follow scaffolded instructional steps, models, and reviewing/editing supports to develop their writing skills. View a representative writing activity from Unit 6, Chapter 5 TG, p.373:

2. Carousel of IDEAS listening, speaking, reading, and writing lessons are leveled for the targeted proficiency level and include instructional supports and differentiation. For example, in the beginning levels students write simple phrases and sentences following a highly structured model. As the program progresses, students independently write brief narratives, short stories, and more extended responses.
All domain instruction includes instructional scaffolds like graphic organizers, models, and language frames and starters. See an example from Unit 6, Chapter 5 TG, p.373:

3. The Carousel program is structured in the same systematic manner in each unit and chapter. Each chapter presents 5-6 lessons that are rich in language domain instruction. At the beginning of all chapters in the TG, an Overview section lists the listening, speaking, writing, and reading activities presented in the unit. View the systematic presentation of listening, speaking, reading, and writing activities throughout a representative chapter:
<table>
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<th>LESSON</th>
<th>SKILL EMPHASIS</th>
<th>KEY OBJECTIVES</th>
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| 4      | Listening, Speaking, Reading & Writing | 5.4.1 Make predictions using the future tense; confirm predictions following a model (e.g., I found out _______ now I think _______).  
|        |                | 5.4.2 Listen to a story and respond orally by answering comprehension, recall, and critical thinking questions  
|        |                | 5.4.3 Discuss and experiment with different ways of making popcorn and take a poll to determine which popcorn recipe is the best  
|        |                | 5.4.4 Retell a story to a family member  
|        |                | 5.4.5 Ask interview questions and record responses |
| 5      | Reading & Writing | 5.5.1 Listen attentively to presentation of target vocabulary; other (legend)  
|        |                | 5.5.2 Recognize and demonstrate comprehension of target vocabulary through verbal and nonverbal communication; other (legend)  
|        |                | 5.5.3 Distinguish reality from fantasy (e.g., I think this legend is fantasy because demons are not real)  
|        |                | 5.5.4 Orally compare and contrast book and movie versions of a legend  
|        |                | 5.5.5 Write a paragraph comparing and contrasting two versions of a legend  
|        |                | 5.5.6 Edit writing for basic conventions (e.g., capital letters, punctuation, spelling) |
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. Carousel of IDEAS connects language development to K-5 state and national academic state standards throughout the program. Carousel addresses a wide range of state and district ELP standards, and the Common Core standards. The program places emphasis on reading, writing, and assessment, as well as academic language and cognitive tasks. Each chapter has a content emphasis to help familiarize students with academic language and subject matter they will encounter in mainstream classrooms. See example from Unit 4, Chapter 2 TG, p.539:

Carousel includes a good mix of informational texts and literature selections. As the proficiency level increases, students are exposed to a greater extent and complexity of content-based informational text. Unit Learning Objectives are listed at the beginning of each unit for all language domains. See an example from Unit 4, Chapter 1 TG, p.512:

Key objectives for each chapter and lesson are clearly labeled, and the program includes assessments that enable teachers to easily track student progress to ensure they meet state and national standards. See example from Unit 6, Chapter 5 TG, p.353:

2. Content that correlates to K-5 academic content standards are represented throughout the materials. Each chapter has a focused content connection to one or more of the WIDA standards of Language Arts, Science, or Social Studies. All units and chapters have instructional and practice activities for each of the language domains; reading, writing, listening, and speaking. Reading and writing activities, no matter the level, contains instruction that prepares the student for academic rigor in the mainstream classroom.

3. The Carousel program integrates social and instructional language and the WIDA standards throughout all units and chapters. Instructional language is used in the objectives, key objectives, throughout the lessons, and assessments to guide student progression. Program content includes instruction in survival language and basic vocabulary, like foods and shopping terms, that include social and conversational instruction. Social language is also integrated into language domain practice as students practice grammar, new language, and discuss topics with peers in conversations that share personal information. For example, Theme Pictures integrate social and instructional language into a real world setting. See an example from Unit 4, Chapter 1 Theme Picture #15, TG p.519. The lesson is teaching language related to occupations.

Each chapter has a different topic and a Content Emphasis that connects to multiple WIDA Standards. These content connections help familiarize students with academic language and subject matter they
will encounter in mainstream classrooms. See and example in the Unit 4, Chapter 1 TG, p.515:

Content Emphasis: Social studies—learning about people who provide goods and services; learning about the job of the president of the United States and about the lives of former U.S. presidents

And objectives that target content connections are listed before each unit. See and example from Unit 4, Chapter 1 TG, p.514:

Additionally, the end of chapter feature Sponge Activities provides fun and interactive exercises that integrate social and instructional language with the new unit content.
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. Carousel of IDEAS provides opportunities for students to engage in higher order thinking regardless of their language level. A large range of literature and non-fiction texts requires students to answer rigorous in-depth text-based questions promoting critical thinking and inquiry. Students practice cognitive tasks like categorizing, comparing, contrasting, reflecting, researching, creating opinions, and evaluating to build academic language and help to make the transition into mainstream classrooms. Higher order activities are made accessible to a range of proficiency levels by using instructional scaffolds like graphic organizers and visual supports. For example, students read familiar stories but with a new twist and compare and contrast the stories using graphic organizers followed by written responses (e.g., *The Three Bears* vs. *Goldilocks*). In the example below students compare a book to the movie version.

   Unit 6, Chapter 5, p.373:
Theme Picture activities include a set of questions that target higher order thinking based on proficiency level. For example, in Theme Picture #12 students at the Intermediate level form opinions, and are asked questions such as ‘What do you see in this picture? What are the students doing? Why do you think students are helping other people in their community?’ At the Early/Advanced level, they analyze or debate a position, with question prompts such as ‘Which clothing or accessory in the picture is most useful in the summer? Why?’ At the Advanced level, students are expected to predict, persuade, and debate. Questions include ‘How does our community help people in need?’

Theme Picture #12 from Unit 3, Chapter 2: Students Help Out

2. Opportunities for engaging in higher order thinking are systematically addressed throughout the materials. Chapters in the TG are organized into 3 sections; Present, Practice, and Apply and Extend. The Apply and Extend section offers opportunities for students of all proficiency levels to engage in higher order thinking skills. View a representative example from Unit 3, Chapter 7 TG, p.506 that shows reflection and evaluation.
Additionally, *Theme Pictures, Word Cards, Resource Book Activities, Transparencies,* and the *Sponge Activities* help to enrich the opportunities available for students to use higher order thinking skills in a collaborative setting.

### 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. *Carousel of IDEAS* provides a wide range of instructional scaffolding to support student advancement within their proficiency level. Visual supports like illustrations, graphics, photographs, graphic organizers, writing models, and charts are used to organize information and engage with the content. Many lessons, like the *Theme Pictures*, are centered around engaging and colorful visuals that promote discussion and student connection to content. See an example illustration from *Theme Picture* #28:
Vocabulary and language instruction is supported with visuals, pronunciation assistance, student-friendly definitions, and context sentences. View an example of vocabulary supports utilized in the program from the *IDEA Picture Dictionary*:

Graphic organizers are used throughout whole-class instruction and in writing and speaking activities in *Carousel*. Teachers model how to use graphic organizers to scaffold student advancement. See example from Unit 3, Chapter 7 TG, p.504:
Carousel includes leveled sensory rich scaffolds like listening, teachers read aloud, singing, chanting, discussions, and collaborative peer work. Many lessons and extension activities have interactive elements like researching, including media in writing projects, games, and activities that explore student environments. View representative example interactive activities from Unit 3, Chapter 7 TG:

2. Carousel presents scaffolding supports that help students progress from one proficiency level to the next. Students are supported in using language at increasingly higher levels throughout the units. Sentence starters, academic language frames, and language models provide supports for students to produce academic talk. Before starting the program, English Level Proficiency test identifies the
student’s ELP level and places them in the appropriate Carousel level. At the end of each chapter and unit, assessments show student advancement through the proficiency levels. Additionally, differentiated instruction found in lessons like the Theme Pictures, offers alternative instruction for a range of proficiency levels.

3. The supports described in part 1 and 2 are representative of the types of scaffolds found systematically throughout the Carousel program. Each lesson is supported with instructional, graphic, sensory, and interactive scaffolds that help to differentiate content for all learners. Teachers utilize instructional supports in whole-class lectures and discussions, and students are presented with supports in activities that practice and apply new content throughout the program.

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. Carousel content is linguistically and developmentally appropriate for K-5 grade level students. The program is targeted for English Language learners and students are presented with basic vocabulary that is familiar in real-life situations. Connections to grade-level academic content are made throughout the lessons as students read literature and non-fiction texts, make cross-content connections, write in a range of genres, and learn to complete academic tasks like comparing and contrasting texts, responding to literature, or using graphic organizers.

2. Grade level content is made accessible to students by leveling instruction, providing embedded instructional supports in all lessons, and differentiating content. Instructional supports include but are not limited to activities that build background and tap into prior knowledge, interactive activities like games and singing songs, cooperative lessons, and resources that support content like the graphically supported IDEA Picture Dictionary.

3. Carousel of IDEAS presents grade level content systematically in each unit and chapter. Language, grammar, phonics, vocabulary, speaking, writing, and reading lessons as well as content related extensions projects are presented in the same order throughout every chapter. View the Lesson Plan Flow Chart that gives a breakdown of grade level content by diving lessons into K-1 and 2-5th grade.
sections:

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) Carousel includes a wide range of WIDA defined language functions in every lesson and throughout the resources. Language functions like express, share, display, discuss, draw, describe, act, observe, compare, contrast, present, explain, respond, retell, choose, expand, analyze, identify, categorize, and solve are used throughout the instructional language. Example activities using language functions include ‘describe the clothing,’ ‘draw a picture,’ or ‘observe two family members.’ Language functions are used in the unit objectives and chapter key objectives listed before each unit and chapter in the TG.
In Carousel, students use grammatical structures to perform a variety of actions and tasks such as asking and answering questions, expressing opinions, restating, comparing and contrasting, connecting ideas, and so forth. There are many varied opportunities in the program for students to use language in authentic and functional contexts to develop accuracy and fluency. The key language functions used in language lessons are listed in conjunction with the language forms used to perform the functions at the beginning of each chapter. For a full list of the language functions covered, see Appendix G of the Teacher’s Guide or this example from Unit 6, Chapter 1 TG, p.231:

2) Language functions are always attached to a context, and used to guide instruction throughout the Carousel program. They are used to define the action involved in the activity, to describe instructions, and used to define lesson goals in the Teacher’s Guide. See a representative example from Unit 6, Chapters 1-2 TG:
3. Language functions comprehensively support the progression of language development throughout the Carousel program. All chapters have a section that describes language functions (see example in part 1), and those functions become more challenging as the text moves forward. Those functions are evaluated using the Language Progress Cards where an instructor indicates language forms mastered. See this sample from Appendix F in the Teacher’s Guide: