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):
Continental Press, Ready, Set, Go! Newcomers Kit @2020

Publisher:
Continental Press

Materials/Program to be Reviewed:
Continental Press Ready, Set, Go! Newcomers Kit @2020

Tools of Instruction included in this review:
Continental Press Ready, Set, Go! Newcomers Kit; Annotated Teacher’s Edition, Student Books for the New Arrival Student or Student with Limited or Interrupted Formal Education(SLIFE), Downloadable Audio files/ Audio Scripts found in the Teacher’s Edition, Toolkit Picture Dictionary, Toolkit Vocabulary Picture Card Set, Newcomers card set; including alphabet cards, number cards, and conversation starter cards

Intended Teacher Audiences:
Educators of Tier 1 ESL students receiving ELD instruction in the mainstream classroom in grades 6-12. Tier II New Arrival or Students with Limited or Interrupted Formal Education (SLIFE)

Intended Student Audiences:
Tier 1 ESL students receiving ELD supported instruction in the mainstream classroom in grades 6-12. Tier II New Arrival or Students with Limited or Interrupted Formal Education (SLIFE)

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

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).
Standard 1, Social and Instructional Language; Standard 2, Language of Language Arts; Standard 3, Language of Mathematics; Standard 4, Language of Science; Standard 5,
WIDA Language Proficiency Levels included:

**English Language Proficiency Levels 1 and 2.**

Most Recently Published Edition or Website:

**Continental Press, Ready, Set, Go! Newcomer Kits**


**In the space below explain the focus or intended use of the materials:**

*Ready, Set, Go! Newcomers Kit* is a blended ESL program that is designed to support the secondary Newcomer student (Grades 6-12) with a focus on fundamental skills instruction from phonics to social communication to academic language. The *Ready, Set, Go! Newcomers Kit* are designed for flexible adoption including a resource to be utilized to continue supporting early language development in the mainstream classroom. The resources can be used to support a Tier II push-in or pull-out English Language development model of instruction. The program develops vocabulary and life skills through listening, speaking, writing, and reading activities necessary for newcomers to effectively communicate with those around them.
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) *Ready, Set, Go! Newcomers Kit* offer consistent considerations for student’s linguistic assets in both the Teacher’s Edition suggestions for differentiating instruction and the Student books. This highly targeted curriculum was created to support Newcomers, or students with limited English skills who have immigrated to the United States. This curriculum is specifically created with resources designed for the secondary student. The *Ready, Set, Go! Newcomers Kit* is a supplemental English Language Development (ELD) program designed for the secondary ELP Level 1 and 2

Highlighted below the *Ready, Set, Go! Newcomer Materials* designed for the Beginning and Entering Level secondary students (Grades 6-12):
2) The learning materials offered in the Ready, Set, Go! Newcomers Kit for students to engage with core content through personal experiences and connections. The students thematic reading, listening comprehension components, and discussion ensure the students make personal connections with the content, new vocabulary and concepts. Highlighted below are the essential elements in each of the student books. Each of the theme-based lessons include the following components: Part 1, Listen- Students hear new vocabulary and information about a topic. They repeat the language in order to understand correct pronunciations and answer questions from spoken test, Part 2, Speak- Students are given an opportunity to practice speaking skills in a casual setting, Part 3, Write- Student write using the words they have learned in new contexts. The student books provide unit practice with grammar and word study, opportunities to read and write about a short-shared text, graphic organizational tools and review supports for practice with new essential skills.

Highlighted below the Ready, Set, Go! Newcomer Student Book Example:
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

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discourse dimension in a consistent manner for all identified proficiency levels?

2) Are the language features at the discourse dimension addressed systematically throughout the materials?  

Yes  No

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

1) The Ready, Set, Go! Newcomers Kit materials address language features at the discourse dimension in a consistent manner for the early emergent Newcomer secondary student; English Language Proficiency Levels 1 and 2. The Ready, Set, Go! Newcomers Kit provides differentiation within each targeted unit of study and each lesson addresses the early emergent Newcomer secondary student language needs across all four language domains. Each of the lesson guides educators to ways to provide strategic access to students at their individual language acquisition levels. The Newcomer’s conversation cards highlight ways in which the curricula support students with culturally responsive conversations as they gain confidence acquiring English.

Highlighted below the Ready, Set, Go! Newcomer Conversation Cards:

<table>
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<tr>
<th>What colors are on your native country’s flag?</th>
<th>How does your favorite color make you feel?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are the seasons the same or different here than in your native country? Explain.</td>
<td>What are some outdoor activities you like to do in the summer months?</td>
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Highlighted below the Ready, Set, Go! Overview of the Teacher’s Edition with suggested pacing guidelines, clear goals and vocabulary denoted for each lesson, teaching
strategies to support language development, audio files to support receptive language development, cultural connection suggestions to encourage students to share information about their home countries and language, and differentiated instructional strategies and activities to meet early emergent language learners:

2) The language features at the discourse dimension are addressed systematically throughout the Ready, Set, Go! Newcomers Kit materials. Each student’s experience with the student support materials is organized for the English Language Proficiency Levels 1 and 2 to participate fully in classroom discussions, guided readings, unit audio files, and scaffolded writing activities. In each of the six-page unit lessons the following components are considered to support language development at an early emergent discourse dimension:

Highlighted below the Ready, Set, Go! Overview of the Student’s Book illustrating Parts 1-3 of the daily lesson:
B. Sentence Dimension (e.g., types, variety of grammatical structures, formulaic and idiomatic expressions; conventions)
1) Do the materials address language features at the sentence dimension for all of the identified proficiency levels?

Yes  No

2) Are the language features at the sentence dimension appropriate for the identified proficiency levels?

Yes  No

3) Are the language features at the sentence dimension addressed systematically throughout the materials?

Yes  No

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

1) The *Ready, Set, Go! Newcomers Kit* materials address language features at the sentence dimension in a consistent manner for the early emergent Newcomer secondary student; English Language Proficiency Levels 1 and 2. The *Ready, Set, Go! Newcomers Kit* provides differentiation within each targeted unit of study and each lesson addresses the early emergent Newcomer secondary student language needs across all four language domains. Each lesson guides educators to ways to provide strategic access to students at their individual language acquisition levels. With each unit lesson students respond to *beginning* through *expanding* items by identifying answers (Listening Comprehension or Reading) or producing sentences (Speaking in classroom discussions or scaffolded writing).

Highlighted below the *Ready, Set, Go!* Overview of the Teacher’s Edition highlighting scaffolded writing and differentiated instruction for both challenging and remediating for student needs:
Highlighted below the Ready, Set, Go! Overview of the Teacher’s Edition highlighting scaffolded writing and differentiated instruction for both challenging and remediating for student needs:

2) The language features at the sentence dimension are appropriate for the identified proficiency levels in the Ready, Set, Go! Newcomers Kit materials. The early emergent learner is supported both in the Teacher’s Edition and Student’s Book with both the Check for Understanding, Turn and Talk, and Newcomer discussion cards.
Highlighted below the Ready, Set, Go! Overview of the Teacher’s Edition highlighting scaffolded writing with cloze sentence vocabulary practice for key unit vocabulary:

3) The language features at the sentence dimension are addressed systematically throughout the Ready, Set, Go! Newcomers Kit materials for the early emergent Newcomer secondary student; English Language Proficiency Levels 1 and 2. The Teacher’s Edition and Student Books are sequenced around units of study appropriate
for a Newcomer student or for the student with interrupted formal education. In each lesson sequence students work with all four language domains: Listening, Reading, Writing and Speaking within the sentence dimension. The *Ready, Set, Go! Newcomers Kit* materials provide additional sentence dimension scaffolded support as highlighted in the teacher guidance notes and cultural connections provided.

Highlighted below the *Ready, Set, Go! Overview of the Student Book* highlighting a lesson on useful phrases:

**Useful Phrases**

**Objective:**
- Identify appropriate phrases to use in different situations
- Speak, read, and write useful phrases

**Vocabulary:**
- Tier 1: excuse me
- Tier 2: please sorry thank you useful
- Tier 3: phrases

**WORK WITH THE PAGE**
Write a sentence using a useful phrase on the board. Then role play with a volunteer to show the context and demonstrate the meaning of the sentence. For instance, write, “Excuse me. Where is the bathroom?” Say the sentences and show gestures when speaking to the student.

**CULTURE CONNECTION**
Ask students to share common phrases in their languages, such as Please. Thank you, and I’m sorry.

Highlighted below the *Ready, Set, Go! Newcomer Kit Teacher’s Edition, Book 1, Grammar Verb Lesson,* Supporting language development at the sentence dimension:
C. Word/Phrase Dimension (multiple meanings of words, general, specific, and technical language)

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”

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2 General language refers to words or expressions not typically associated with a specific content areas (e.g., describe a book).
Specific language refers to words or expressions used across multiple academic content areas in school (chart, total, individual).
Technical language refers to the most precise words or expressions associated with topics within academic content areas in school and is reflective of age and developmental milestones.
Language features at the word/phrase dimension are addressed in a consistent manner for all identified proficiency levels. *Ready, Set, Go! Newcomers Kit* supports Language Proficiency Levels 1 and 2. Each unit of study and support lesson identifies tiered academic vocabulary at a tier 1 (the most common basic words used in everyday language), tier 2 (high-frequency words and multiple-meaning words across the content areas), tier 3 (low-frequency words that are used in specific content area or domains) as aligned to the level of complexity. Academic tiered vocabulary is addressed to provide students both context and cross-curricular contexts. Additionally, within each unit of study the *Ready, Set, Go! Newcomers Kit* has embedded grammar and English convention word work strategies including: identifying root words, defining words based on the root word, identifying and demonstrating word relationships.

Highlighted below the *Ready, Set, Go! Overview of the ELD Descriptors and Vocabulary:*

**ELP Descriptors**

**BEGINNING** *Students can:*
- determine meaning of frequently occurring words in oral presentations
- respond to yes/no and *wh-* questions
- participate in short conversations
- express an opinion about a familiar topic
- recognize the meaning of simple phrases
- identify the point an author makes
- communicate basic information about a topic with simple sentences
- participate in short written exchanges on familiar topics

**ENTERING** *Students can:*
- identify main topic and key details from oral communication
- participate in short conversations about familiar topics
- support a claim with opinions, reasoning, and evidence
- recount a sequence of events
- summarize data and information
- write simple and compound sentences using linking words

Highlighted below the *Ready, Set, Go! Student Book, Vocabulary List:*
2) Words, expressions, and phrases are represented in context. The start of each unit of study and lesson students are introduced to targeted academic language and
specific content vocabulary in the *Before We Read* sections.

Highlighted below the *Ready, Set, Go!* Student’s Edition, People at School:

Highlighted below the *Ready, Set, Go!* Teacher’s Edition, Methodology for pre-teaching vocabulary:

3) The general, specific, and technical language are appropriate for the targeted proficiency levels. *Ready, Set, Go! Newcomers Kit* for the early emergent Newcomer secondary student; English Language Proficiency Levels 1 and 2. Tiered academic language is addressed within a unit of study providing students multiple exposures and opportunities to learn the vocabulary in a variety of contexts. Additionally, the *Ready, Set, Go! Newcomers Kit* provides students with supplementary picture dictionary resources. Each of the unit student books provide visual supports and graphic organizer tools for student
to complete word activities.

Highlighted below the *Ready, Set, Go! Newcomer Kit*, Teacher’s Guide Instructional Strategies to support language and vocabulary development:

4) The general, specific, and technical language is systematically presented throughout the *Ready, Set, Go! Newcomers Kit*. The toolkits provide grade level differentiation and leveling to specifically address the unique language development levels in a classroom. In each unit of study students focus on word work, grammar and English conventions and writing for the early emergent Newcomer secondary student.

Highlighted below the *Ready, Set, Go! Newcomer Kit* Picture Dictionary Student Resource:
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 Ready, Set, Go! Newcomers Kit materials do not differentiate between all of the WIDA language proficiency levels. The Ready, Set, Go! Newcomers Kit is specifically for the early emergent Newcomer secondary student; English Language Proficiency Levels 1 and 2.

Highlighted below the Ready, Set, Go! Newcomer Kit Teacher’s Edition Materials
Overview:

**ELP Descriptors**

**BEGINNING** *Students can:*
- determine meaning of frequently occurring words in oral presentations
- respond to yes/no and *wh*- questions
- participate in short conversations
- express an opinion about a familiar topic
- recognize the meaning of simple phrases
- identify the point an author makes
- communicate basic information about a topic with simple sentences
- participate in short written exchanges on familiar topics

**ENTERING** *Students can:*
- identify main topic and key details from oral communication
- participate in short conversations about familiar topics
- support a claim with opinions, reasoning, and evidence
- recount a sequence of events
- summarize data and information
- write simple and compound sentences using linking words

2) The differentiation of language proficiency is developmentally and linguistically appropriate for the designated proficiency levels. The *Ready, Set, Go! Newcomers Kit* is specifically for the early emergent Newcomer secondary student; English Language Proficiency Levels 1 and 2.

Highlighted below the *Ready, Set, Go! Newcomer Kit* Teacher’s Edition Instructional Strategies to support academic vocabulary development within each unit of study:
3) The differentiation of language is systematically addressed throughout the materials. The *Ready, Set, Go! Newcomers Kit* is specifically for the early emergent Newcomer secondary student; English Language Proficiency Levels 1 and 2.
Highlighted below the *Ready, Set, Go! Newcomer Kit Teacher's Edition, Book 1, Lesson 1:*

**The Alphabet**

**Objective:**
- Identify uppercase and lowercase letters of the alphabet
- Speak, read, and write uppercase and lowercase letters
- Identify the sounds of the letters

**Vocabulary**
- Tier 3: alphabet, uppercase, lowercase

**Work with the Page**
Introduce the alphabet to students, along with the definitions of uppercase and lowercase. Point out letters used in materials around the room.

**Listen**
- Direct students to the letter chart in the student book. Read each letter while pointing to it. Repeat the letters again and have students repeat each letter.

**Speak and Write**
- Have students work with a partner. Say the letters to each other and then have each student write the alphabet and lowercase letters.
- Students may have difficulty with the pronunciation of letters, especially vowels. Say the letter names in isolation and exaggerate the position of your mouth/tongue in the correct position.

**Differentiated Instruction**
- **Challenge:** Have more advanced students count in pairs to recitations of words that the teacher has written on the board. Have them read each word for the class. Have them say each word for the class.
- **Assist:** Direct students' names and levels and have students work with the help of a partner. Ask students to write their names in the appropriate class.

**Answer Key**

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Answers will vary.

- **Review**
  - Close the lesson by recapping the terms alphabet, uppercase, and lowercase. Continue with differentiated instruction activities as needed.

- **Assessment**
  - Have students write the alphabet in the space provided. Ask students to copy the letters to the appropriate oval.
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) The Ready, Set, Go! Newcomers Kit provides explicit practice in all four language domains: Listening, Speaking, Reading and Writing. Each of the Ready, Set, Go! Newcomers Kit units of study is specifically for the early emergent Newcomer secondary student; English Language Proficiency Levels 1 and 2. Highlighted below the Ready, Set, Go! Newcomer Kit Student Book highlighting the format of each student book. There are 10 lessons focused on an integrated unit of study with specific topics for the newcomer student with opportunities for students to use language across all four domains:

![Format of the Student Book](image)
2) The targeted language domains are presented within the context of the language proficiency levels throughout the *Ready, Set, Go! Newcomers Kit*. Each of the *Ready, Set, Go! Newcomers Kit* units of study is specifically for the early emergent Newcomer secondary student; English Language Proficiency Levels 1 and 2.

Highlighted below the *Ready, Set, Go! Newcomer Kit* Teacher’s Edition Suggestions for Use with a focus on language development across all four domains:

**Suggestions for Use**

The lessons in Ready, Set, Go! Newcomers do not have to be completed consecutively. Pick and choose the lessons or lesson components that most closely coordinate with your curriculum. Each lesson identifies the suggested total time to complete the components of the lesson. These times are guidelines and should be adjusted as necessary to accommodate the number of students and proficiency levels of students in your classroom. Downloadable audio files are available for sections marked with an icon. Tips and Culture Connection callouts in the teacher’s edition help to enhance the lessons.

**Work with the Page**

Before you begin each lesson, introduce the topic to the students and provide background knowledge as necessary. Lead a discussion about the topic and encourage students to ask questions or give information that they may have about the topic. Use the Picture Dictionary, the Vocabulary Picture Cards, and the Alphabet and Number Cards in the Newcomers Cards box as visual support for the topics.

**Listen**

In this section, students listen to words, information, or a conversation about the topic. A picture is usually provided for context. Students should repeat the text and then complete the activities in this section independently, with a partner, or in a small group, depending on proficiency. Activities in this section should be read to the students. You may wish to use the downloadable audio files in place of reading the material aloud. Files can be retrieved at www.ContinentalPress.com/Newcomers-Audio.

**Speak**

Questions and sentence starters are provided to encourage students to practice their speaking skills. You may wish to model a response for the students. Then have students work with a partner or in a small group. You may wish to assign partners ahead of time so students can quickly pair up. Set a timer for an allotted time. Time is up, ask partners to share their thoughts and ideas. Circulate among the students to check for understanding.

Use the questions and sentence frames provided in the teacher’s edition as well as the Conversation Cards in the Newcomers Cards box for additional practice as time allows.

**Write**

Students gain writing practice in this section. Sentence frames and close sentences help model appropriate responses. Some activities in this section should be read to the students. You may wish to use the downloadable audio files in place of reading the material aloud.

**Grammar**

Students can complete these word study activities independently, with a partner, or in a small group, depending on proficiency.

**Read and Write**

Students gain practice writing about a topic related to a passage. Sentence frames and close sentences may help model appropriate responses. Read the passage together or use the downloadable audio files if students are unable to read it themselves.

**Review**

Use this section as a short assessment to measure students’ learning. Part 5 of the review allows students to self-assess the vocabulary terms they learned from the unit. Words they do not know should be added to their Vocabulary Notebook in the back of the student book, along with the definitions.

3) The targeted domains are systematically integrated throughout the secondary *Ready, Set, Go! Newcomers Kit* materials. Each integrated unit of study has embedded practice with Listening comprehension, Reading, Speaking and Writing.

Highlighted below the *Ready, Set, Go! Newcomer Kit* Teacher’s Edition Additional Instructional Strategies with a focus on language development across all four domains:
Additional Instructional Strategies

Picture Dictionary, Vocabulary Picture Cards, and Newcomers Cards

Beginning and Entering ELLs benefit from simple illustrations and photographs to represent words they are learning. Introduce vocabulary in logical groups. By teaching students several words at once and through pictures, they will be able to learn the words and make connections among the English words as they learn them.

To introduce topics and complement lesson activities, use images from the enclosed Picture Dictionary, the Vocabulary Picture Cards, or the Alphabet and Number Cards in the Newcomers Cards box. Ask students to write or speak about what they see in the pictures and use vocabulary from the lesson as they write.

Language Wall/Word Wall

Word walls provide visual support for all learners in their acquisition of vocabulary. At the beginning of the school year, create a Language Wall in the classroom, on which you and your students will post, on an ongoing basis, index cards that list and depict new words, phrases, sentence frames, and discourse-level language students learn.

- Organize Language Walls by topic/theme. You may want to place word- and discourse-level language in different sections of the wall so that they are more accessible to students.
- For each lesson, produce and post on the wall sentence strips of sentence frames, language stems, and new vocabulary as indicated at the beginning of each lesson.

Simple prompts as entry and exit slips are time-efficient ways to help.

Sample entry prompt: Write the words _____ and _____ from our partner, write everything you think you know about them.

Sample exit prompt: Write one new thing you learned today as of our word wall words in your response.

Vocabulary Notebooks

Have students utilize the Vocabulary List and My Vocabulary Notebooks per lesson instructions. You may also wish to have students sit Notebook, to which they will continually add and personalize for all.

- Help students to write the new vocabulary, helpful phrases, or language in their Notebooks on a regular basis.
- You may want to help them organize their Notebooks by the following: words (verbs), describing words (adjectives and adverbial things (nouns), sentence frames.
- To provide support for learning language, you may also want to organize for students to use their Notebooks for writing their own sentence or phrase using the word, and their own personal word.

Grammar Handbook

The Grammar Handbook at the back of the student book gathers in examples, and grammar rules in one location. Students may use this as well as provide a reminder of skills learned in the book.

Sentence Frames, Sentence Starters, Signal and Conversation Cards

Sentence frames, sentence starters, and signal words help students build content and language. To develop sentence frames, think of questions or prompts. Then remove key vocabulary. Change sentence advanced students.

Sentence starters provide a partial frame for students and only begin to complete the idea or sentence. Teach signal words in context and encourage students to build them. For example, students should be aware of words such as signal cause-and-effect relationships.

Post common frames, starters, and signal words around the room or incorporate them in their oral and written work.
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) The materials do not connect the language development standards to the state academic content standards. Each of the Ready, Set, Go! Newcomers Kit units of study is specifically for the early emergent Newcomer secondary student; English Language Proficiency Levels 1 and 2.
The academic content standards are not systematically represented throughout the materials. Each of the Ready, Set, Go! Newcomers Kit units of study is specifically for the early emergent Newcomer secondary student; English Language Proficiency Levels 1 and 2. All four language domains are reflected in each thematic unit of study highlighted in the instructional feature’s documentation above. Each lesson highlights a specific topic, a standard focus and a language focus appropriate for the early emergent Newcomer secondary student.

3) The following WIDA Standards are present in the Ready, Set, Go! Newcomers Kit materials: Standard 1, Social Instructional Language, Standard 2, The Language of Language Arts, Standard 4, The Language of Science and Standard 5, The Language of Social Studies. The Ready, Set, Go! Newcomers Kit materials provide exposure to concepts and topics that are helpful for a newcomer secondary student to master in order to interact with people in school and in the community. Within a unit of study, there are a variety of lessons with specific targeted academic vocabulary, a standard focus and language focus as highlighted in the instructional feature’s charts.
Highlighted below the *Ready, Set, Go! Newcomer Kit* Teacher’s Edition, book 1, Lesson 35, Visiting the Nurse. The example illustrated below demonstrates the cross-curricular objectives as related to the language and support needs of the secondary Newcomer student:

**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 |

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**Visiting the Nurse**

**OBJECTIVES**
- Recognize the duties of the school nurse.
- Label the nurse’s work and discuss the nurse’s role.

**VOCABULARY**
- It’s enough
- Puts pain on
- Serious illness
- Not enough
- Headache
- Stomachache

**Work with the Page**
A question asks the student to locate the school nurse in Lesson 35, Visiting the Nurse. The teacher explains that the nurse’s role involves various cognitive functions.

**Guidelines**
1. Direct students to the picture on the page. Read the label while pointing to the picture.
2. Explain what is happening in each picture.
3. Ask by whispering and write the details.
4. Ask the student to write the correct picture.
5. Test the student to locate the school nurse.
6. Write and discuss the text in the notebook.
2) Are opportunities for engaging in higher order thinking systematically addressed in the materials? Yes  No

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

1) The materials present an opportunity for language learners to engage in various cognitive functions as appropriate for the targeted audience; a Newcomer early emergent secondary student, ELP 1 and 2. The *Ready, Set, Go! Newcomers Kit* materials are designed with embedded scaffolding to both challenge and remediate elements of the unit of study. Throughout each integrated unit of study, students are exposed to Depth of knowledge questions within the following sequence of lesson activities; In-depth small group or whole class introductory discussions, discussion cue cards, listening comprehension sequence with new unit vocabulary, targeted genre reading and comprehension questions, reflections and writing activities.

Highlighted below the *Ready, Set, Go! Newcomer Kit* Teacher’s Edition, book 1, Lesson 37, School Rules. The example highlighted below highlights the opportunities for Newcomer secondary students to engage higher-order thinking skills regardless of language proficiency level:

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**School Rules**

**WORK WITH THE PAGE**
1. Direct students to the chart on the page. Have them review the chart and discuss the different components.
2. Talk about the rules for the classroom. Discuss the consequences of breaking each rule.
3. Discuss the importance of following rules and the consequences of breaking them.

**VOCABULARY**
-罚 (fa) - punishment
- 参与 (cān yǔ) - participate
- 违反 (wéi fǎn) - violate
- 危险 (wēixiǎn) - danger

**OBJECTIVES**
- Develop classroom and school rules
- Follow classroom and school rules
- Speak, read, and write about rules

**DIFFERENTIATED INSTRUCTION**
- Challenge: How students decide rules and consequences, e.g., absent from the class. Ask students to write a list of rules and consequences.
- Support: Provide sentence starters and ask students to write about rules and consequences, e.g., if absent from class, they must make up the work or face consequences.

---

**School Rules**

**CULTURE CONNECTION**
Discuss cultural differences in school rules and consequences. For example, in some cultures, students may be required to wear uniforms, while in others, they may be allowed to wear casual attire. Discuss how these differences impact the students.

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**School Rules**

**DIFFERENTIATED INSTRUCTION**
- Challenge: How students decide rules and consequences, e.g., absent from the class. Ask students to write a list of rules and consequences.
- Support: Provide sentence starters and ask students to write about rules and consequences, e.g., if absent from class, they must make up the work or face consequences.
The opportunities for engaging in higher order thinking are systematically addressed in the materials. The differentiation tools including supported scaffolding within each unit lesson are available throughout the *Ready, Set, Go! Newcomers Kit* materials. Each of the *Ready, Set, Go! Newcomers Kit* units of study *is specifically* for the early emergent Newcomer secondary student; English Language Proficiency Levels 1 and 2.

Highlighted below the *Ready, Set, Go! Newcomer Kit Scope and Sequence* documentation highlights the lesson topic, standard focus, and language focus appropriate for the early emergent Newcomer secondary student:

Highlighted below the *Ready, Set, Go! Overview of the Teacher’s Edition* with suggested pacing guidelines, clear goals and vocabulary denoted for each lesson, teaching strategies to support language development, and differentiated instructional strategies and activities to meet early emergent language learners:
C. Supports for Various Levels of Language Proficiency

1) Do the materials provide scaffolding supports for students to advance within a proficiency level?  
   Yes  No

2) Do the materials provide scaffolding supports for students to progress from one proficiency level to the next?  
   Yes  No

3) Are scaffolding supports presented systematically throughout the materials?  
   Yes  No

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

1) The materials provide scaffolding supports for students to advance within the early-emergent proficiency level. Each of the Ready, Set, Go! Newcomers Kit units of study is specifically for the early emergent Newcomer secondary student; English Language Proficiency Levels 1 and 2. Ready, Set, Go! Newcomers Kit scaffolded supports include scaffolded discussions, discussion cue cards, sentence frames, picture flash cards with key concept vocabulary, visuals, figures, graphic organizational tools, accessible and high interest text, oral language supports with the audio component of the tool kit.

Highlighted below the Ready, Set, Go! Overview of the Teacher’s Edition with suggested pacing guidelines, clear goals and vocabulary denoted for each lesson:
Highlighted below the *Ready, Set, Go!* Overview of the Teacher’s Edition book 1, Lesson 30, Emergency Form. The example highlighted below highlights the opportunities for Newcomer secondary students to advance within the early-emergent proficiency level:

2) The materials do not provide scaffolding supports for students to progress from one English language proficiency level to the next. Each of the *Ready, Set, Go! Newcomers Kit* units of study is specifically for the early emergent Newcomer secondary student; English Language Proficiency Levels 1 and 2.

3) The scaffolding supports are presented systematically throughout the *Ready, Set, Go! Newcomers Kit* units of study. The introduction to each thematic unit of study incorporates academic language and targets content-specific vocabulary. Each activity scaffolds students initial understanding and background knowledge with
assistance through visual supports, targeted direct instruction and modeling, along with cultural contextual connections. Each lesson within a unit of study has scaffolds to support the early emergent student with academic English language development. The student resource books including the picture dictionary, picture clue cards, audio files, and discussion prompt cue cards provide both visual and graphic supports with guided activities to support continue language development.

Highlighted below the *Ready, Set, Go! Newcomer Kit, Teacher’s Guide Instructional Strategies to support language and vocabulary development:*

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**Additional Instructional Strategies**

**Picture Dictionary, Vocabulary Picture Cards, and Newcomers Cards**

Beginning and entering ELLs benefit from simple illustrations and photographs to represent words they are learning. Introduce vocabulary in logical groups, by teaching students several words at a time and through pictures, they will be able to form the words and make connections among the English words as they learn them.

To introduce topics and complement lesson activities, use images from the enclosed Picture Dictionary, the Vocabulary Picture Cards, or the Alphabet and Number Cards in the Newcomers Cards box. Ask students to write or speak about what they see in the picture and use vocabulary from the lesson as they write.

**Language Wall/Word Wall**

Word walls provide visual support for all learners in their acquisition of vocabulary. At the beginning of the school year, create a Language Wall in the classroom, on which you and your students will post, on an ongoing basis, index cards that list and depict new words, phrases, sentence frames, and discourse-level language students learn.

- Organize Language Walls by topic/theme. You may want to place word and discourse-level language in different sections of the wall so that they are more accessible to students.
- For each lesson, produce and post on the wall sentence strips of sentence frames, language items, and new vocabulary as indicated at the beginning of each lesson.

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**Vocabulary Notebooks**

Have students utilize the Vocabulary List and My Vocabulary Notebooks per lesson instructions. You may also wish to have students or Notebook, to which they will continually add and personalize for all.

- Help students to write the new vocabulary, helpful phrases, or language in their Notebooks on a regular basis.
- You may want to help them organize their Notebooks by the 5 action words (verbs), describing words (adjectives and adverbs), things (nouns), sentence frames.

To provide support for learning language, you may also want to organize terms into their Notebooks for easy reference, which students can refer to in the home language, e.g., their own sentences or phrases using the word, and their own sentence or phrase using the word, and their own... the word.

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**Grammar Handbook**

The Grammar Handbook at the back of the student book gathers in examples, and grammar rules in one location. Students may use this as well as a reminder of skills learned in the book.

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**Sentence Frames, Sentence Starters, Signal and Conversation Cards**

Sentence frames, sentence starters, and signal words help students learn how to build context and language. To develop sentence frames, add questions or prompts. Then remove key vocabulary. Change sentence advanced students.

Sentence starters provide a partial frame for students and only begin to complete the idea or sentence.

Teach students to build context and encourage students to build them themselves. For example, students should be aware of words such as signal cause-and-effect relationships.

Post common frames, starters, and signal words around the room or classroom to help students build on their own.
Highlighted below the *Ready, Set, Go! Newcomer Kit Student Book* highlighting the format of each student book. There are 10 lessons focused on an integrated unit of study with specific topics for the newcomer student with opportunities for students to use language across all four domains:

**Format of the Student Book**

There are four units in Book 1, each containing 10 lessons. The units focus on specific topics that are important for newcomers to master in order to interact with others:

- **Sounds and Letters**
- **The Basics**
- **Welcome**
- **My School**

Each unit opener page includes a checklist of goals for the unit.

The lessons in unit 1 focus on phonics review activities. The lessons in units 2–4 follow a standard format:

- **Listen**
  Students hear new vocabulary and conversations. They repeat the language in order to understand the correct pronunciations and answer questions from spoken text.

- **Speak**
  This section provides an opportunity for all students to practice speaking skills in a casual setting.

- **Write**
  Students write about the words they have learned in a variety of ways.

- **Grammar**
  Students focus their attention on word study, grammar, or English language conventions relevant to the unit. They review a particular topic and then complete activities that provide practice.

Highlighted below the *Ready, Set, Go! Newcomer Kit Scope and Sequence* documentation highlights the lesson topic, standard focus, and language focus appropriate for the early emergent Newcomer secondary student:
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) The linguistically and developmentally appropriate grade-level content is not present in the Ready, Set, Go! Newcomer Kit materials. Each of the Ready, Set, Go! Newcomers Kit units of study is specifically for the early emergent Newcomer secondary student; English Language Proficiency Levels 1 and 2. Ready, Set, Go! Newcomer Kit materials are designed for use by ESL teacher as support for ELLs with limited English ability. The thematic units of study are focused on topics that a newcomer student needs to master in order to interact with people in school and the community. Each unit of study has the following: a common lesson theme topic, an academic standard focus (Language Arts, Science, Social Studies, and Math) and a targeted language focus.

Highlighted below the Ready, Set, Go! Newcomer Kit Scope and Sequence documentation highlights the lesson topic, standard focus, and language focus appropriate for the early emergent Newcomer secondary student:
The grade-level content in the *Ready, Set, Go! Newcomer Kit* is not aligned to the 6-8 or 9-12 core standards. *Ready, Set, Go! Newcomer Kit* materials are designed for use by ESL teacher as support for ELLs with limited English ability.

The grade-level content in the *Ready, Set, Go! Newcomer Kit* materials is not presented systematically through the grade-level scope and sequence. Rather each unit of study and support lessons are designed to support language and content understanding of topics that a newcomer secondary student will require to access more difficult grade-level specific content. As highlighted above, the thematic units of study, support lessons, and activities are built to develop student academic language and vocabulary around a centralized concept.

**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 *Ready, Set, Go! Newcomer Kit* materials include a range of language functions. Each integrated unit, lessons and support activities integrates all four language domains: Listening, Speaking, Reading and Writing. The Teacher’s Edition provides lesson plans that provide additional opportunities for differentiation with modifications for both challenge and remediation. Each of the Books begin with a
skills assessment checklist identifying individual student word skill and life skill strengths as related to the scope and sequence. This skills assessment checklist can help to modify the content to best meet the emergent language and literacy skills of the individual student. The Teacher’s Edition provides lesson plans that provide a targeted focus on the WIDA language-development standards including: The Language of Language Arts, The Language of Academic Science concepts, and The Language of Academic Social Studies concepts. Examples of language functions found throughout the Ready, Set, Go! Newcomer Kit materials include identify, States, Restates, Explain, Describes, Orders, Classify, and Explains.

Highlighted below the Ready, Set, Go! Newcomer Kit Scope and Sequence documentation highlights the lesson topic, standard focus, and language focus appropriate for the early emergent Newcomer secondary student:
Highlighted below the *Ready, Set, Go! Newcomer Kit* Teacher’s Edition Skill Assessment Checklist:

<table>
<thead>
<tr>
<th>Skill</th>
<th>Yes</th>
<th>No</th>
<th>Need Help</th>
<th>Pass</th>
<th>Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify colors</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify numbers 1-100</td>
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<tr>
<td>Discuss day of the week and month of the year</td>
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<td>Identify season and weather</td>
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<td>Identify time and temperature</td>
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<tr>
<td>Count people appropriately</td>
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<td></td>
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<tr>
<td>Talk about family</td>
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<tr>
<td>Write own name</td>
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<td>Speak and repeat non-interactive and spoken number</td>
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<td>Identify own birthday and other important dates</td>
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<tr>
<td>Identify family: mother, father, child, brother, sister, grandmother, son, uncle, cousin</td>
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<tr>
<td>Understand social etiquette</td>
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<td>Complete an emergency form</td>
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<td>Identify classroom objects</td>
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<td>Recognize people at school</td>
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<td>Understand and follow school rules</td>
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<tr>
<td>Understand and follow school-related instructions and announcements</td>
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</table>

2) The language function activities are embedded throughout the *Ready, Set, Go! Newcomer Kit* materials. Each integrated unit, lessons and support activities integrates all four language domains: Listening, Speaking, Reading and Writing. The Teacher’s Edition provides lesson plans that provide additional opportunities for differentiation with modifications for both challenge and remediation. Oracy based tasks include the following: *listen and discuss, turn and talk, check for understanding*. In the student books all language-based task are paired. If a student is expected to listen to a shared reading, a subsequent activity would encourage students to share their experiences using the discussion cue cards.

Highlighted below the *Ready, Set, Go! Newcomer Conversation Cards*:

- **What colors are on your native country’s flag?**
- **How does your favorite color make you feel?**
Highlighted below the *Ready, Set, Go!* Overview of the Teacher’s Edition with suggested pacing guidelines, clear goals and vocabulary denoted for each lesson, teaching strategies to support language development:

3) The language functions support the progression of language development in that the *Ready, Set, Go! Newcomer Kit* units of thematic study and subsequent lessons provide embedded scaffolds to support students at the early emergent English language proficiency levels.
Highlighted below the *Ready, Set, Go!* Teacher’s Edition, Methodology for support academic vocabulary development:

Use of a seven-step method for preteaching vocabulary to ELL students can assist in your students’ success. This method comes from ESC-ELL, an extensive set of strategies and resources to aid in teaching vocabulary, close reading, reading comprehension, and writing. Find more information and resources on their website: [https://esc-ell.com](https://esc-ell.com).

By choosing five to six key words each day to highlight with students, you help newcomers to dramatically grow their vocabulary over the course of the school year. ESC-ELL’s method can be implemented in both the ESL and the mainstream classroom. Following these seven steps should take approximately two minutes per word:

- **Step 1:** Say the word or phrase three times and have the students repeat it.
- **Step 2:** Read the sentence that contains the word or phrase from the actual text to provide context.
- **Step 3:** Give the dictionary definition of the word.
- **Step 4:** Give a student-friendly definition of the word.
- **Step 5:** Explain unusual characteristics of the word, such as grammar, spelling, or multiple meanings.
- **Step 6:** Provide a sentence starter or frame and allow the students to use the new word or phrase in partner or group discussion for about 30 seconds.
- **Step 7:** Explain to students how and when they will use the word in the classroom activity or writing assignment.