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.

<table>
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<tr>
<th>Publication Title(s):</th>
<th>Discussions4Learning</th>
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Publisher: Davis Publications, Inc.

Materials/Program to be Reviewed: Discussions4Learning, An Oral Vocabulary and Language Program. Levels A-D

Tools of Instruction included in this review: Program Guides and Teacher Planners

Intended Teacher Audiences: Primary Grade Teachers (Grades K-3). The Levels have been correlated (with the CCSS) to Grades K-3, however each level can be used at any grade level since the vocabulary and images are not grade-level specific.

Intended Student Audiences: The Levels have been correlated (with the CCSS) to students in Grades K-3, however each level can be used at any grade level since the vocabulary and images are not grade-level specific.

Language domains addressed in material: Listening & Speaking (oral language)

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

- [ ] WIDA Spanish Language Development Standards
- [x] WIDA English Language Proficiency Standards

WIDA Language Development Standards addressed: (e.g. Language of Mathematics). The WIDA Standards are not explicitly addressed in the materials, but the images and discussions built around the images include the Language of Language Arts, the Language of Social Studies, the Language of Science and Social and Instructional Language

WIDA Language Proficiency Levels included: The WIDA Language Proficiency Levels are not explicitly identified in the materials.

Most Recently Published Edition or Website: 2012

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

Discussions4Learning introduces a wealth of rich, academic, oral vocabulary through fast-paced, twenty-minute lessons designed to engage all students. Each lesson focuses on a brilliant fine art image or photographic image; each week includes two fine art images and two real-world photos. By focusing on oral language, rather than connecting vocabulary instruction to phonics
and spelling instruction, all students, regardless of their decoding proficiency, can participate in learning and using new vocabulary. Discussions4Learning is designed to be a phonics-free time of the school day when students engage in listening to and using sophisticated, high-level vocabulary as they discuss and explore fine art images and real-world photos from around the world.

PLEASE NOTE: The images used in this correlation are taken from the Teacher’s Guide. Images on the student materials in the program are projected in full color, not the black and white thumbnails used in this correlation.
PRIME Part 2: Correlate Your Materials

1. Asset-Based Philosophy

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

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

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

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

1) Student’s assets and contributions are considered in the materials. This is an oral language program focused on vocabulary development. The program uses photographs as a launch pad for this. Students spend the 20 minute lessons engaging in conversations and also asking and answering questions. The program will ask students their opinion on different topics or to demonstrate understanding of the target vocabulary through words or gestures, such as in the example below, from Level A, Lesson 4:

3 How can you tell that the girls are excited? Allow wait time. (They are smiling and hugging each other.) Very good! They have radiant smiles. How do you think their eyes might look? Allow wait time. (happy) Their eyes shine with excitement. 🕳️ Their eyes sparkle with excitement. Who can say that with me? Show me how you look when you are excited. Allow children to act out the emotion. Let’s look around. Do you see your friends’ eyes sparkle? What does it look like when eyes sparkle? Allow wait time. (The eyes shine.)

2) Students assets and contributions are systematically considered throughout the
materials. In all four levels, there are questions directed towards the students about their interests, thoughts or ideas. An example is seen below, from Level B, Lesson 2, where the teachers ask the students to name an activity they enjoy:

![Connecting to the Theme: Our Changing World](image)

Additionally, throughout the program, there are “sidebars” which include an area called “Guided Discussion Tips.” In this area, teachers are provided with tips that “support teachers in facilitating academically productive talk and in creating a classroom culture of listening respectfully. The emphasis is on students listening to and assessing each other’s comments, rather than on the teacher evaluating whether students’ answers are right or wrong” (Program Guide, page 12). An example of this is seen here, from Level D, Lesson 2:
2. Academic Language

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

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

1) Do the materials address language features at the discourse dimension in a consistent manner for all identified proficiency levels?  

   Yes  No

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

   Yes  No

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

1) The materials address language features at the discourse dimension in a consistent manner. Although this is an oral language/vocabulary building program, there are multiple opportunities in each lesson for students to engage with language
at the discourse level. Many of the questions the teachers ask the students regarding the vocabulary are open ended, allowing for opportunities for discussion. An example is seen here, from Level A, Theme 1:

All of the lessons in the four levels are designed in this manner.

2) Language features at the discourse dimension are addressed systematically throughout the materials. In addition to the open ended question format described above, each lesson comes with “Guided Discussion Tips” in the margins of the teacher planner. According to the Program Guide, these discussion tips “support teachers in facilitating academically productive talk and in creating a classroom culture of listening respectfully. The emphasis is on students listening to and assessing each other’s comments, rather than on the teacher evaluating whether the students’ answers are right or wrong.” An example of a guided discussion tip can be seen here, from Level B, Lesson 2:
Guided Discussion Tip #2
To help children think about what is being said, ask them to restate each other’s responses. For example, you might say, “Maddie, can you explain what Nolan said about ‘old-fashioned’ amusements?” As children respond to and discuss this question, lead them to see that pastimes that don’t require electricity tend to change the least over time.

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

1) Do the materials address language features at the sentence dimension for all of the identified proficiency levels? 
Yes No

2) Are the language features at the sentence dimension appropriate for the identified proficiency levels? 
Yes No

3) Are the language features at the sentence dimension addressed systematically throughout the materials? 
Yes No

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

1) The materials address language features at the sentence dimension. Although the primary focus of the program is oral language and vocabulary development, the vocabulary is presented in a contextual way using questions and sentence level introductions to the images the students will be talking about. An example of an introductory set of questions is seen below, from Level A, Lesson 1:
2) The materials do not identify specific proficiency levels—the program is designed for all students, with information for supporting English Language Learners as well as linguistically advanced students.

3) The materials address the language features at the sentence dimension systematically throughout. On page 16 of the Program Guide, under the heading “Support for English Language Learners,” it states, “Students are encouraged to use each new target word orally in a complete sentence. (These scripted sentences are displayed for the teachers by introducing the sentence with a speech bubble and applying boldface to the sentence. The targeted word is highlighted in yellow.)” An example of these scripted sentences can be seen below, from Level A, Lesson 2:
C. Word/Phrase Dimension (multiple meanings of words, general, specific, and technical language¹)

1) Do the materials address language features at the word/phrase dimension in a consistent manner for all identified proficiency levels?  
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 technical² language systematically presented throughout the materials?  
Yes  No

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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.
**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 identify specific proficiency levels—the program is designed for all students, with information for supporting English Language Learners as well as linguistically advanced students.

2) Words, expressions, and phrases are represented in context. Each level contains four themes and each theme includes six weeks of four twenty-minute lessons. These lessons all focus on vocabulary and oral language development. The vocabulary is presented in context each time through fine art and real-world photos. An explanation of this can be seen here, from the Program Guide, page 28:

![Fine Art and Real-World Photos Provide Authentic, Engaging Contexts](image)

Each lesson revolves around a photograph of an artwork (painting, multimedia, sculpture, installation, architecture, etc.) or a real-world photograph from the United States and around the world. The target vocabulary is presented in the context of this image. An example is seen below, from Level A, Theme 4, Lesson 2, called “A Grandmother Gardening with her Grandson:”
3) The materials do not identify specific proficiency levels—the program is designed for all students, with information for supporting English Language Learners as well as linguistically advanced students. Additionally, the program uses “rare words,” a
Rare words, or sophisticated, high-level words, have been shown to be positively correlated with receptive vocabulary knowledge, expressive language, story comprehension in early elementary school, and reading comprehension success in fourth grade (Dickinson & Tabors, 2001). Weizman and Snow (2001) found that the density of rare words heard by children at home predicted the children's vocabulary performance in the primary grades.

This is why, in Discussions4Learning, the target words for each lesson are chosen explicitly because they are not, in most cases, found on the Dale-Chall list. They are chosen because they are rare words, which have also been referred to as sophisticated words, high-level words, and robust words. The target words for each lesson are chosen for the following reasons:

1. They are high-level, sophisticated vocabulary rather than vocabulary that primary-grade students are ordinarily expected to decode (high-frequency words).

2. They are generative in nature because they are words that students can use or will hear in other contexts. Similarly, they might include prefixes, suffixes, or root words that students can apply to new words.

3. They are words that students are likely to encounter in reading texts as they move from the primary-grade texts that focus on decodable words and learning to read, to the intermediate-grade texts that focus on reading to learn.

4) General, specific, and technical language is presented systematically throughout the materials. The program is vocabulary based and therefore new vocabulary is presented in every lesson of each of the four levels of the program. Each of the Program Guides for the Levels contains a Scope and Sequence section which outlines the vocabulary presented each week. See an example below from Level A:
Each week also contains an overview for the teacher and includes a section called Cumulative Oral Vocabulary. This section shows the vocabulary the students will be engaged with in each lesson. An example is seen here, from Level A, Theme 1, Week 3:
3. Performance Definitions

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

A. Representation of Levels of Language Proficiency

1) Do the materials differentiate between the language proficiency levels?  
   Yes  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 materials do not explicitly identify the WIDA (or any) proficiency levels and although there are multi-tiered questions in each lesson (see below), the materials do not differentiate between language proficiency levels in any structured way.

Multi-Tiered Questioning

Each lesson includes open-ended discussion to engage and challenge your more linguistically advanced students, while also including simple either-or questions that allow all students—including English language learners—to experience success.

2) See response above.

3) See response above.
B. Representation of Language Domains

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

1) Are the language domains (listening, speaking, reading, and writing) targeted in the materials? 
   Yes  No

2) Are the targeted language domains presented within the context of language proficiency levels? 
   Yes  No

3) Are the targeted language domains systematically integrated throughout the materials? 
   Yes  No

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

1) All four language domains (listening, speaking, reading, and writing) are not targeted in the materials. The program is only designed as an oral language program and therefore only listening and speaking are represented.

2) The targeted language domains of speaking and listening are not presented within the context of language proficiency levels as there are no language proficiency levels identified in the program.

3) The targeted language domains of listening and speaking are systematically integrated throughout the materials. The program is exclusively an oral language and vocabulary development program and the listening and speaking domains are the entire focus of each lesson. The lessons, according to the Program Guide, contain four sections: Introduce the Image, Observe and Discuss the Image, Connecting to the Theme, and Quick Question Review. Each section falls into the listening and speaking domain. Examples of each section can be seen here, from Level C, Theme 2, Lesson 3:
Lesson 3  Howl (about 20 minutes)

Introduce Image 2-7

Last time, we examined a photograph of an insect. We had to look closely just to identify it. Today, we will see an animal that might be more familiar.

Observe and Discuss the Image

1. What materials do you think the artist utilized to create this sculpture? Allow time for children to speculate. The material is called fiberglass. What texture do you think this fiberglass sculpture has? (smooth)

2. Can you identify the animal in this artwork? Allow time. Children may suggest a dog or a wolf. In fact, this animal is a coyote. What traits make it similar to dogs and wolves? Allow wait time. (four legs, fur, nose, ears, and howling) ♦ Coyotes, dogs, and wolves are all mammals. Let’s say that together. Mammals can produce milk to feed their young. Is a cow a mammal? Allow wait time for this question and the three that follow. (yes) How about a fish? (no) Is a whale a mammal? (yes) Are people mammals? (yes) Who can identify some other mammals? Allow wait time. See Teacher Tip #1.

3. When you look at this sculpture, what do you feel or think? Allow wait time. Children may suggest that they feel sad or think about being alone. See Guided Discussion Tip #1. ♦ The coyote is realistic, but it also symbolizes ideas and feelings. Who can say that with me? If you say our flag symbolizes our country, do I mean it is a replica of our country, or a representation of our country? Allow wait time. (a representation of our country) So, do you think the coyote in this sculpture symbolizes loneliness and sadness? (yes) ♦ The coyote could be a symbol for loneliness. Can you say that?

4. Symbols exist all around us. What does a red traffic light symbolize? Allow wait time. (stop) Can anyone name another symbol and tell us what it symbolizes? Allow wait time. Elicit examples such as a heart symbolizing love or life, snowflakes symbolizing winter, and so on.

Connecting to the Theme: Our Living World

1. What is this coyote doing? (howling) Why might the coyote be howling? Allow wait time and a variety of answers. ♦ A coyote howls to communicate. Who can say that? How do dogs communicate? Allow wait time. See Teacher Tip #2. (by barking, howling, whining, growling, and by wagging their tails)


3. What did we say that this coyote symbolizes? (loneliness) Why, then, might this coyote want to communicate? Allow wait time. Elicit that the coyote might howl because it is lonely. Very good! ♦ The coyote, a solitary figure, howls to the sky. Can you say that? See Repetition Tip. When are you solitary: when you’re here in class, or when you’re all by yourself? (when you’re all by yourself)

4. What mood does this solitary sculpture inspire? Allow wait time. Elicit that the sculpture creates a sad or lonely mood. ♦ The sculpture inspires a mournful mood. Who can say that? If you are mournful, are you happy, angry, or sad? (sad)

5. Some people say that a coyote has a mournful howl. Has anyone heard a coyote howl? If so, how would you describe the sound? Allow time for children to share experiences and descriptions. Let’s make a mournful, howling sound, like a coyote.

Quick Question Review

1. Chloe saw an arrow on a sign. Is the arrow a replica, or a symbol? (a symbol)

2. You call your friend. Are you communicating, or are you excelling? (You are communicating.)

3. Grandma cried during the sad movie. How did she feel: serene, or mournful? (mournful)

4. Raise your hand when I name a mammal: a cat, a snake, an eagle, a horse. (Correct answers are in bold type.)

5. Jason sat by himself and read his book. Was he temporary, or was he solitary? (He was solitary.)

6. The sign outside a big building has a picture of an open book on it. Does the book symbolize a library, or assemble a library? (It symbolizes a library.)
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

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<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>1) Do the materials connect the language development standards to the state academic content standards?</td>
<td></td>
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<tr>
<td>2) Are the academic content standards systematically represented throughout the materials?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>3) Are social and instructional language and one or more of the remaining WIDA Standards present in the materials?</td>
<td>Yes</td>
<td>No</td>
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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 mention language development standards.

2) The materials are correlated to the Common Core State Standards (CCSS) for English Language Arts. Specifically, according to the Program Guide (page 41), the program “provides a wealth of systematic practice in the Speaking and Listening
Standards. The program is based on helping students gain skill and confidence in the two key standards for listening and speaking: Comprehension and Collaboration, and Presentation of Knowledge and ideas.” Additionally, the Program Guide states (page 41), “The levels A-D have been correlated to the Common Core State Standards for grades K-3 respectively. However, each level can be used at any grade level since the vocabulary and images are not grade-level specific.” The back of each Program Guide contains a chart of the grade level CCSS and the areas each lesson correlates to. An example is seen here, from Level C, Grade 2 CCSS:

3) The materials do not mention the WIDA Standards.

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

1) Do materials present an opportunity for language learners to engage in various cognitive functions (higher order thinking skills from Bloom’s taxonomy) regardless of their language level? Yes No

2) Are opportunities for engaging in higher order thinking systematically addressed in the materials? Yes No

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

1) The materials present an opportunity for language learners to engage in
various cognitive functions. In each 20 minute lesson, the students are repeating, observing, discussing, and making connections, among other things. This is all done through the observation and discussion of a photograph or piece of fine art. An example is seen below, from Level C, Theme 2, Lesson 3 which introduces the student to a sculpture entitled *Orange Show*:

2-11: Jeff McKissack, *Orange Show*. See page 83.

The students will spend the lesson discussing, and making observations and connections. An example is seen below, where students are connecting to the theme by comparing and contrasting:

3 How are the fronds on the sculpture similar to real leaves? Allow wait time for this question and the next. Elicit that they are green and shaped in a similar way. How are they dissimilar? Elicit that they are made of hard metal; they can't grow or move. 🌿 The sculpture's leaves are rigid. Who can say that? If the leaves are rigid, are they mobile, or immobile? (immobile) Are they soft, or hard? (hard) Are the bird's wings aquatic, or are they rigid? (They are rigid.)

4 How is this permanent sculpture different from a real tree? Allow wait time. Elicit that the sculpture is rigid and does not grow or change.

2) Opportunities for engaging in higher order thinking are systematically
addressed throughout the materials. In addition to the features listed above, there is a “Guided Discussions” section in each lesson which, according to the Program Guide (page 17), “are open-ended opportunities for students to apply previously learned vocabulary and concepts to the discussions of each new image. These guided discussions encourage students to think critically and to listen to each other.” Also according to the Program Guide, students have “Regular opportunities to compare and contrast images” which promotes “higher-order thinking skills.”

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) Although the program does not identify specific language proficiency levels, there are scaffolding supports provided in each lesson. In some lessons there are “repetition tips” which, according to the Program Guide, “provide ideas for helping those students who may have difficulty repeating the sentences on the first try.” The program also contains multi-tiered questioning. The Program Guide describes this as “open-ended discussion to engage and challenge your more linguistically advanced students, while also including simple either-or questions that allow all students-including English language learners-to experience success.”

2) Although the program does not identify specific language proficiency levels, there are scaffolding supports to allow students to make progress in their language proficiency. In addition to the supports listed above, students are also encouraged to
support their responses with evidence, such as in this example from Level C, Theme 2, lesson 3:

![Guided Discussion Tip #1](image)

Encourage children to support their responses with evidence in the artwork: “Roberto, what do you see that makes you think that this landscape is a cold place?”

3) Scaffolding supports are presented systematically throughout the materials. All of the supports listed above, repetition tips, guided discussion tips, photos and pictures, can be found in every lesson of all four levels of the program.

**D. Accessibility to Grade Level Content**

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<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
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<tbody>
<tr>
<td>1) Is linguistically and developmentally appropriate grade-level content present in the materials?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>2) Is grade-level content accessible for the targeted levels of language proficiency?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>3) Is the grade-level content systematically presented throughout the materials?</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

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

1) Linguistically and developmentally appropriate grade-level content is present in the materials. The materials are correlated to the CCSS for English Language Arts for Grades K-3. In addition, the program incorporates the Reading Standards for Literature but through discussing fine art images. According to the Program Guide (page 41) “This allows all students-including those who may still be struggling with
decoding skills—to engage in higher level discussions as they work together to figure out the artist’s intent and the meaning of an artwork in the same way they work together to figure out the author’s intent and the meaning of a given piece of literature.”

2) There are no identified target levels of language proficiency in the program.

3) The grade level content is systematically presented throughout the materials. At the back of the Program Guide for each level, there is a chart that outlines the CCSS and the areas each lesson covers, week by week. An example of this is seen here, from the Level A Program Guide:

![Chart showing the CCSS and lesson topics for Level A](image)

**E. Strands of Model Performance Indicators**

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

2) Are the language functions incorporated into a communicative goal or activity?  **Yes**  No
3) Do the language functions support the progression of language development?  Yes  No

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

1) The materials include a range of language functions. In any given lesson, students will be comparing and contrasting, repeating, restating, recalling, understanding, and making connections. These language functions are embedded in the discussion format of the program. According to the Program Guide (page 18), “Two kinds of images—works of fine art and real-word photographs from around the world—form the visual foundation of the Disccusions4Learning program.” These two images allow the students to compare and contrast in each lesson. An example of these images is seen below, from Level D, Theme 3, Week 17:

Week 17 Images

3-17 Fine Art

3-18 Real-World Photo

3-19 Fine Art

3-20 Real-World Photo

2) The language functions are incorporated into a communicative goal or activity. The lesson objectives contain what students will do linguistically as it relates to the
images. An example is seen here, from Level D, Theme 3, Week 17:

In this lesson, students will be asked questions that will incorporate the targeted vocabulary and allow for students to use various language functions. An example is seen below, from the Observe and Discuss the Image section where the students will be asked to describe, repeat, and explain:

3) The language functions support the progression of language development. Each lesson contains opportunities for students at all levels to advance linguistically.
The Program Guide describes this on page 17: “While all students should have the opportunity to participate in the discussions, teachers can encourage their more advanced students to use the target vocabulary and speak in complete sentences. Teachers can also guide their advanced students to respond to the more challenging questions, while asking the less advanced students to restate, in their own words, what their classmates have said.”