**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): GrapeSEED

Materials/Program to be Reviewed: GrapeSEED Units 1-5

Tools of Instruction included in this review: Teacher’s Manual (TM) plus GrapeLEAF online resource (GL), Quick Start Guide (QSG), Repeated Exposure and Practice (REP), Professional Development modules and modeling/coaching materials including Tonya’s Tuesday Tips (TTT).

Intended Teacher Audiences: Early Elementary Educators including ELL teachers, classroom teachers, intervention teachers, language teachers,

Intended Student Audiences: ELL’s in Early Childhood 4 Year Old Units, Developmental Kindergarten, Kindergarten, newcomer ELLs, and striving/struggling readers.

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

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

☒ WIDA English Language Proficiency Standards

WIDA Language Development Standards addressed: (e.g. Language of Mathematics).
Social and Instructional Language Standard 1, Language of Language Arts Standard 2,

WIDA Language Proficiency Levels included:
The materials do not specifically reference WIDA Language Proficiency Levels. This program is for ELLs 4-year olds through kindergarten focusing on oral language and literacy acquisition.

Most Recently Published Edition or Website: www.grapeseed.com/us/

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

GrapeSEED Units 1-5 is a comprehensive, standards-based program for English Language Learners (ELLs) designed to help four-year olds through kindergarten students gain and develop English-Language-Proficiency and successfully benefit from classroom instruction. It provides educators with the tools, modeling/coaching and professional development necessary to empower ELLs to acquire the English language structures and vocabulary necessary to achieve competency in the four language domains.

After students have had about 10-12 exposures to the instructional tools (stories, songs, action
activities, poems, chants, big books), a text with the instructional tools for the unit is sent home. Repeated Exposure and Practice (REP) extends the learning from the school to each home. The text belongs to the student. It is not returned to the school, since each unit has a text (REP) that creates a readable home library.

Carefully structured content-driven lessons expose students to grade-level academic English and provide models of standard English. GrapeSEED is based on the most current scientific research and includes content-rich print and technology resources that work together to help teachers deliver direct, structured, inclusive instruction.

**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. The materials integrate students’ assets and contributions throughout Units 1-5. The Units 1-5 themes focus on a child’s world allowing them to make connections between the language and their world. For example, in the story “Family and Friends” students focus on the language used to describe family members and friends. Once students know the language, teachers elicit responses about students’ own families. As an extension activity, students may be asked to bring in photos of their family and introduce them to the class, giving teachers the opportunity to informally assess whether the language structure has been internalized.
2. The student assets and contributions are systematically utilized throughout the units in stories, poems, big books, illustrations and songs.

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. Stories, songs, big books, poems and chants address language features at the discourse dimension but are not identified in proficiency levels. Modeling, shared experience, and partnering ensure access for all learners. For example, with the chant “Yes, It Is!” teachers use modeling, the shared experience and finally partner work to differentiate instruction, allowing all students to understand the give and take of conversation, question and answer, and the differing expressions and intonations.
2. Songs, poems, stories, action activities and chants consistently use language features at the discourse dimension and are addressed systematically throughout Units 1-5. As stated above, students understand written text, structure of dialogue, question and answer, sequence of directions and narrative structures.

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. Action activities, songs, big books, stories and poems address language features at the sentence dimension so that students can gain new literacy skills and succeed; however, they are not identified by the proficiency levels. Students have the opportunity to practice, apply and extend language knowledge in a variety of oral activities. Materials consistently have sentences with a variety of sentence structures and genres to meet various purposes and perspectives. An example is the song “Let’s Spin” which has simple and compound sentences, gives directions to students to perform while singing the song, providing a match between the language form and purpose. Coordinating language and movement can be tricky at this age; this song provides students the opportunity to practice fluency of language, movements and thought.
2. The language features at the sentence level are not identified with the proficiency level. Units 1-5 are for four-year-old through kindergarten students, focusing on the acquisition stage of language and literacy.

3. Language features at the sentence dimension are addressed systematically throughout the instructional materials. Sentence structures vary from simple to compound to complex to a mix of sentence structures used throughout the instructional materials. Opportunities are provided to build fluency of expression, intonation, and language forms to express different purposes and perspectives. Below is an example of how the sentence structure develops over the units. In the chant “Yes, it is” from Unit 1 the sentence structure is a simple declarative structure showing two ways to say “No, it isn’t” by changing the contraction to “No, it is not.” In “Yes, I am” from Unit 5 the change is structural and more complex from “Yes, I am” to “Yes, I am a banana.”

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" response for this section. Provide descriptions, not just page numbers.

1. Material does address language features at the word/phrase dimension; however, proficiency levels are not identified. GrapeSEED’s focus is on the acquisition stage of language development and the emergent, early and transitional stage of reading and writing. Vocabulary is supported in all levels of Units 1-5 with colorful illustrations and photos. The teacher’s manual helps identify possible challenging vocabulary and multi-meaning words.

2. Usage of language features at the word/phrase level is a vital component of the GrapeSEED program. General, specific and technical vocabulary is taught as words, phrases, and expressions in context. Before every instructional tool (stories, poems, big books, songs, chants, action activities), vocabulary is taught and then immediately applied in context using whole pieces of text. After using the instructional tools (songs, stories, poems, etc.), vocabulary, expressions, and phrases are used throughout comprehension discussions and questions.

Below are examples of everyday words that for an EL learner can be confusing because of the multiple meanings. Teachers pre-teach the correct meaning before using it in an instructional tool, enhancing student comprehension. Unit 2 – point; point on a pencil or point at something. Unit 3 – shake; shake your hand or shake a bag of marbles or milkshake. Unit 5 – wave; wave goodbye or wave on the beach or wave at a football game.

__________________________

1 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.
When teachers introduce a vocabulary word with obvious antonyms and synonyms, both are presented, giving a clearer understanding of the vocabulary word. Below are examples. Unit 1; circle, line. Unit 2; open, close/shut. Unit 4; clean, dirty.

Immediately after introducing a vocabulary word, it is used in continuous text to improve understanding of the word and comprehension. Below is an example from Unit 1, where circle and line are introduced using illustrations of kids; then immediately they participate in the action activity *Take a Step* where they are asked to line up and make a circle.
3. Vocabulary is highly contextual and from the three tiers (general, specific, and technical; however, it is not identified by proficiency levels.

4. General, specific and technical language usage is age appropriate and systematically presented throughout GrapeSEED Units 1-5. Below you will find examples from Unit 3: vocabulary goes from general playing outside on the playground to specific equipment that Marvin likes to play with on the playground, such as sandbox, jungle gym, merry-go-round, swing, and slide.

In Unit 1 there is an example where vocabulary moves from general language to technical or academic language, from students lining up in a line and making a circle to using line and circle the way it would be used in mathematics.
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. In the Teacher’s Manual and through professional development, teachers are given suggestions for differentiating instructional tools (Story, poem, song, action activity, shared big books, etc.) to meet the need of students. Supports are not differentiated by language proficiency levels.

2. Supports and extensions are developmentally and linguistically appropriate for the development of speaking and listening and the acquisition of reading and writing. Supports and extensions are not differentiated by proficiency levels.

3. Every Unit 1-5 offers differentiation that is systematically presented throughout all five units. Each unit focuses on the progression of learning for every instructional tool. Teachers use the effective instructional strategy of Gradual Release of Responsibility from modeling to shared work to partner work and finally to independence. Big Books and shared poems, where every student can see the print on the page, are used in every unit. Below are examples of Big Books from Unit 1; *Red* and Unit 4; *Green*. There is an increase in linguistic complexity, forms and conventions used through Units 1-5. *Red* has a simple question format answered by two simple declarative statements. *Green* uses compound and extended sentences.

The power of repetition is one strategy used to support and differentiate for students needs in developing increased linguistic complexity. For example, in the first 5-8 readings, it is modeled by the teacher; for the next 8-14 readings...
students participate in a shared reading experience. Partner work takes place during discussion at centers and work stations. Finally, after 15-20 readings the linguistic complexity is informally assessed during discussion of text and independent work. Independence is always the goal.

B. Representation of Language Domains
WIDA defines language as expressive domains (speaking and writing) and receptive domains (reading and listening) 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 addressed in the program. In the Teacher’s Manual every song, shared reading poem, shared reading big book, story, action activity, and chant clearly states the language development objective, as well as extensions. Each language domain is often used with another and is varied with modeling, shared practice, partnering, small group, whole group and individual practice.
2. Language domain activities are differentiated by student’s needs, but are not presented within the context of language proficiency levels.

3. Listening, speaking, reading and writing are developmentally appropriate and systematically integrated throughout the material in Units 1-5. The following examples are representative of Units 1-5.

Listening, speaking, reading and writing begin with Phonological Awareness, including both phonemic awareness and phonics, in each session. Below is an example from Unit 1: K,k,/k/. The teacher introduces the phoneme /k/, letter K and the formations of the letter K. On the back side of the phoneme card, the letter formation appears with arrow directions; the teacher doesn’t need to turn her back to the students as they teach letter formation using ‘air writing’. Next the focus is hearing the phoneme at the word level; hearing the phoneme at the beginning, middle, and end of words, and finally, looking for and hearing the phoneme in continuous text (a shared reading poem).
Every Unit 1-5 has shared reading big books and shared reading poems which provide the opportunity for teachers to model the reading process, moving to a shared experience and then to independence. Teachers model print concepts, such as title, front/back cover, upper/lower case letters, where to begin to read, directionality, where to go at the end of a line of print (return sweep), left page before the right page, difference between letter and word, beginning and end of a word and page, identifying punctuation, etc. Teachers have the opportunity to model emergent and early reading strategies, such as one-to-one match, identifying known words, and problem solving unknown words. Shared Reading allows teachers to model and work with students as they understand illustrations carry meaning, how to use context clues and how to retell a series of events. High frequency words are always ‘tricky’ for an ELL student to understand and use correctly in language structure. How do you define ‘the’ or ‘of’? Native English-speaking students may not know the definition of the word ‘of’ but they know if it is not used correctly in an English sentence. That knowledge comes from hearing ‘of’ used multiple times, in multiple ways. Poems and big books used in shared reading are filled with numerous high frequency words. Below is an example from Unit 3 big book Three, notice the high frequency words; I, see, up, in, the, is, and, are. From Unit 5 the shared reading poem My Watermelon includes high frequency words; My, you, can, see, up, in, the, but, me.

Stories read aloud encourage accountable talk, which develops and relies on ELL students listening comprehension. Multiple readings of 15 – 20 exposures of a story lets students listen to and speak about story structure and story elements, narrative sentence structure, and vocabulary unique to the stories characters,
events and themes. Accountable talk focuses on comprehension strategies: learning to discuss a story while being supported through modeling, thinking aloud, sentence stems and partner work. Below is a favorite story of *Mice in the Barn* from Unit 1, targeting prepositional phrases used to describe the journey made by the mice from the barn, to the cheese on the kitchen table, and the scramble home to safety while being chased by a cat.

Students speak about and participate in a shared writing or interactive writing experience about the story characters or events or how the story ends. One of the main topics for professional development, which is a mandatory part of the program, is assisted writing or shared writing or interactive writing extensions to be used with stories, songs, poems, chants, etc. The goal to provide a shared writing experience connecting students' listening to and speaking about a passage.
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. Every instructional tool (story, poem, song, chant, action activity and shared reading big book) has been aligned to the grade level Common Core English Language Arts Standards: Reading Literary Text, Reading Informational Text, Reading Foundational Skills, Speaking and Listening and Language Standards. Some of the Common Core Math Standards also aligned with the instructional tools. The instructional tools provide connections where students see, listen, and speak about real-world experiences. Placing the stories, songs, big books, and poems in a real-world setting helps students understand and use the language and terms successfully in their everyday experiences. Below is page 4 of the Kindergarten Alignment document for Unit 1 instructional tools.
2. Appropriate grade level English Language Arts Standards are systematically presented throughout the materials. The materials include many methods for teachers to provide well-developed lessons in a user-friendly environment that helps all students learn, apply, and master the skills and strategies of the program. However, it does not include all academic content areas, GrapeSEED focuses on English Language Arts.

3. GrapeSEED Units 1-5 focuses on conversational language enabling ELL students to communicate for social and instructional purposes within the school and home setting. The unit themes are Unit 1: Family, Friends, and Zoo Animals, Unit 2: All About Us and Clothing, Unit 3: All Around My School, Unit 4: Farm Animals and Bugs and Unit 5: Fruits and Vegetables. GrapeSEED also targets the communication information, ideas and concepts necessary for academic success in the content area of Language Arts. The WIDA Standards are not directly stated in the materials but this is what we do.

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</tr>
<tr>
<td>Goodbye Song</td>
<td>RL.K.1</td>
<td></td>
<td>SL.K.1c</td>
<td>RL.K.1c</td>
<td></td>
<td>RL.K.1c</td>
</tr>
</tbody>
</table>

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. Materials in Units 1-5 present the opportunity for language learners to engage in various cognitive functions, regardless of their language level. One of the topics for professional development is Language Development: Helping Students Succeed. Beginning readers have to identify and remember features of print. Below is a Unit 4 big book, *Black*. After reading this story together the teacher may want to focus on the new phoneme introduced: B, b. Students have been introduced to the phoneme by air writing, hearing the letter name and sound and a word that begins with the sound (B, /b/, ball). The teacher then moves to a higher level of finding it in continuous text. In professional development, teachers learn to support student’s language levels with different levels of questioning and picture support. There are also short instructional videos for teachers that model different levels of support to meet students differing language levels.

Highest level of support would be to tell students, “This is the letter B.” (Show the students the B, b phoneme card at the same time). Next ask, “Show me a letter B on this page.” (Have the phoneme card right there so they can look at it and find a letter that matches it on the page.)

A lower level of support would be to turn to the page in the big book *Black* and ask, “Is this a letter B (touch an upper-case B) or is this a letter B (touch the upper-case S)?” Have the B,b phoneme card there in case you need it, so the student can match the correct letter.

A next lower level of support would be to turn to the page in the big book *Black* and ask, “Can you find a letter B on this page.”

A next lower level of support is to turn to the page in the big book *Black* and ask, “Can you find all of the B’s on this page? The upper and lower-case B’s.”

The next level of support would be to turn to the page in the big book *Black* and ask, “Find me all of the B’s on this page? How many are there? Show me an upper-case B and a lower-case b.”

The lowest level of support would to turn to the page in the big book Black and ask, “Find me all of the B’s on this page? Show me an upper-case B and a lower-case b.”
Make an upper-case $B$ and a lower-case $b$ on the white board." (You need to have a white board readily available.)

2. Skills are systematically addressed in the context of each lesson and across the units. In each lesson, simple literal skills are addressed as well as more complex higher-order thinking skills. The materials provide the opportunity for incorporating a variety of higher-order thinking skills. Progression Training helps teachers to understand the levels of support needed for every instructional tool throughout a unit. For example, chants are used in Units 3-5 and the progression of support is consistent through all units. Support begins with the teacher modeling; when students know the chant and are ready, it moves to groups taking parts and performing the chant. Support finally moves to partners taking parts and performing the chants.
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 centered on a unit are designed with a thematic focus that transpires over 5-6 weeks – ongoing daily exposures leads to greater facility with language and language structures provided by each instructional tool. The effect is further enhanced as more instructional tools are utilized. Examples of support include illustrations, photographs, regalia, action activities, partners, whole group and songs and poems on charts. Supports are not stated in proficiency levels.

2. The interactive, visual and graphic supports found throughout the materials work in conjunction with the language to advance language development over time. For example, by pre-teaching vocabulary with pictures and props prior to reading a story aloud, students can engage at their current level of language to improve their listening comprehension and move to the next level of understanding. However scaffolding supports are not indicated by proficiency levels.

3. GrapeSEED uses carefully crafted stories and home/school connections activities to systematically scaffold internalization of language and meaning structures provided by the material.

   For example, in Unit 4: The Spider’s Web, the text provides visual and dialogic scaffolds for developing language of both internal and interpersonal dialogue in small group and whole group interactions.

   Suggestions are given to facilitate dramatic enactment of the language of the story having small groups take on the part of the spider and other insects, allowing a student to use one’s voice to dramatize the tale. Teachers are trained to ask varied questions that move from literal to open-ended and are of sufficient quantity to facilitate discussion of increasing complexity and development over the course of multiple readings. In the home/school connection students listen to the story as much as they desire, while following along in a copy of the story, further developing
their listening skills and/or their facility with the written word. In general, the activities serve to promote the extension and application of the language of the story with the story serving as the scaffold.

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 stories, songs, poems, action activities, chants, and shared reading of big books as well as various group, extension and home/school connection activities in GrapeSEED are selected for their suitability to the linguistic and developmental needs of children in the PreK-K. For example, the text from _The Spider's Web_ is linguistically and developmentally appropriate for children in the PreK-K grade cluster. Illustrations are colorful and convey both objects and actions.

2. The group, extensions and home/school connection activities seek to make the content of the instructional tools (songs, poems, stories, action activities, etc.) accessible to students at all levels of language development. The various
components of a balanced literacy program are accessible by means of the language and knowledge framework the instructional tools provide. Activities center around the instructional tools that are aligned to English Language Arts Standards for the PreK-K grade clusters and are designed to integrate well with the structures found in most quality early childhood education settings. The approach to both content and language used in the series is natural for both first and second-language learners in the PreK-K range. The grade-level content is not stated in proficiency levels.

3. Grade-level content is systematically presented through the Instructional Tools, group, extension and home/school connection activities. There are whole group activities for read-aloud, shared reading, discussion, sequencing, writing, the sounds of language, songs, poems, chants and action activities. There are also activities designed to develop home/school connections such as parent nights, CD’s and DVD’s that animate the Instructional Tool for each unit.

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 contain a wide variety of language functions, including, but not limited to pair, match, sequence, describe, follow oral directions, similar, different, repeat, point out, draw, predict, find, asking questions, and give reasons for.

2. All language functions occur within the context of instructional tools and extensions related thematically to a Units 1-5. Instructional Tools and extensions are rich with context embedded learning experiences through each unit's read aloud stories, shared reading big books, shared reading poems, group writing, sounds of language, songs, chants and action activities.

3. All language functions are presented within the framework of both the Instructional Tool and within the context of the thematic Units 1-5. Extension activities are connected to an Instructional Tool to scaffold students in the use of language and
knowledge structures inherent in this type of analogically structured discourse. At the same time, language functions have been selected to provide simultaneous development in English Language Arts as typically found and organized in early childhood settings. For example, in Unit 4 the following language functions are found in the unit objectives: attend to and comprehend (L1, 3), follow oral directions (L4), develop an awareness (L6,7, 8, 9), enunciate (OL2), mimic (OL3), context of meaning (OL7), sort (OL9), reply / express your thoughts (OL8), opposites (OL9), produce the sound (P1, 2), exposure (PhA3), point to (R7), recognize (R8), discuss (R9).