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**

<table>
<thead>
<tr>
<th>Standards Framework Elements Included in the PRIME Inventory</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Asset-based Philosophy</td>
</tr>
<tr>
<td>A. Representation of Student Assets and Contributions</td>
</tr>
<tr>
<td>2. Academic Language</td>
</tr>
<tr>
<td>A. Discourse Dimension</td>
</tr>
<tr>
<td>B. Sentence Dimension</td>
</tr>
<tr>
<td>C. Word/Phrase Dimension</td>
</tr>
<tr>
<td>3. Performance Definitions</td>
</tr>
<tr>
<td>A. Representations of Levels of Language Proficiency</td>
</tr>
<tr>
<td>B. Representations of Language Domains</td>
</tr>
<tr>
<td>4. Strands of Model Performance Indicators and the Standards Matrices</td>
</tr>
<tr>
<td>A. Connection to State Content Standards and WIDA Language Development Standards</td>
</tr>
<tr>
<td>B. Cognitive Challenge for All Learners at All Levels of Language Proficiency</td>
</tr>
<tr>
<td>C. Supports for Various Levels of Language Proficiency</td>
</tr>
<tr>
<td>D. Accessibility to Grade Level Content</td>
</tr>
<tr>
<td>E. Strands of Model Performance Indicators</td>
</tr>
</tbody>
</table>
PRIME Part 1: Provide Information about Materials

Provide information about each title being correlated.

Publication Title(s): Let’s Talk! English

Publisher: Smart Class+ By Robotel

Materials/Program to be Reviewed:
Digital Learning Modules Basic Level, A1 Beginner and A2 Elementary. The modules included in the A1 Beginner level include thematic content focused on the following content; All about you, Free Time, Family, School, Shopping, Entertainment. A2 Elementary level include thematic content focused on the following content; At Home, Food and Drink, Travel, Around Town, Health and Wellness, and At Work

Tools of Instruction included in this review:
Digital Learning Modules and Teacher Support Materials

Intended Teacher Audiences:
Secondary educators working with students in a small group, guided English language development classroom instruction, intervention including secondary students (grades 6-12) SLIFE English language and literacy learners.

Intended Student Audiences:
Secondary students (grades 6-12) receiving comprehensive English language and literacy instruction through group work, guided classroom instruction, intervention including secondary SLIFE and language learners. The program is also appropriate for individual and self-guided student exploration. The program can also be teacher directed with specifically chosen work sessions. Let’s Talk! English is designed to be used in conjunction with the SmartClass+ language lab platform.

Language domains addressed in material:

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).

WIDA Standard 1, Social Instructional Language
WIDA Standard 2; The Language of Language Arts
WIDA Standard 5; The Language of Social Studies

WIDA Language Proficiency Levels included:
A1= English Language Proficiency Level 1: Entering
A2= English Language Proficiency Level 2: Beginning
Let’s Talk! English is designed for secondary students (grades 6-12) English language learners acquiring literacy and oracy skills in English.

Most Recently Published Edition or Website:
https://www.robotele.com/
In the space below explain the focus or intended use of the materials:
Let’s Talk! English is an English language and literacy support program for secondary students (grades 6-12) English language learners that reflects best practices in 2nd language acquisition. Let’s Talk! English digital learning modules.
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) Let’s Talk! English creates pathways for students to connect to content by connecting student’s background, personal experiences, culture and academic knowledge throughout their online experiences. Students assets and contributions are considered in the materials so that students connect to the materials in each digital learning thematic module. Each chapter includes social and emotional language with *important English phrases*, strategic connections with *phrases in the classroom*, target vocabulary, interactive video sequences, mini-comprehension assessments based on the new learning. Additionally, students are provided opportunities to engage with the target learning and language objectives through embedded reading sequence activities, conversational practice activities, and extension exploration activities. Screenshots below reflect the A1. Beginner chapter entitled All About You. The language and learning targets highlighted in this chapter include; *introductions, discussions about where someone is from, the ability to use pronouns and conjugate the verb to be, using number to communicate both age and phone number, and asking and answering personal questions.*
Students assets and contributions are considered systematically throughout the *Let’s Talk! English* online learning program. Activities that present opportunities for students to connect to content and share their personal experiences are found in both the digital self-guided learning program and the teacher-directed in-class extension experiences. Students are provided strategic thematic vocabulary, associated grammar and foundational literacy skills. Students explore language function and construction through sequenced listening and speaking activities. Each thematic chapter in A1 Beginner Level and A2 Elementary levels address the student context and experience by using diverse secondary actors, real-world situations, and academic setting related to the target age group. Additionally, secondary students are provided a series of language and literacy-based extension activities that focus on foundational skills, language function, construction and collaboration through listening, reading, speaking and writing.

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 function features at the discourse dimension for early emergent language learners in a consistent manner. The discourse dimension is considered in the listening, speaking, and academic conversation lessons presented in each thematic chapter. In each digital learning module, language and thematic content lessons are presented in a contextual narrative with supported video, student dialogue and student characters that relate to real-world in-school and beyond, peer interactions. The student characters interact with each other to provide authentic verbal and nonverbal cues to increase student’s contextual comprehension. Beginning conversational practice lessons focus on school contexts with conversational information presented in the following chapters; *All about you, Free Time, Family, School, Shopping and Entertainment*. The *All about you* chapter for example contains the following components, contextualized vocabulary practice with the following thematic concepts; *greetings and introductions, places to live and using numbers* and conversation practice activities focused on *spelling names, asking and answering personal information questions and practice with introducing classmates*. Key terminology and target language are highlighted for students to attend to new vocabulary and conversational information at a discourse level. Throughout each of the digital learning modules there are opportunities for discourse.

### MAD Image Match

Match the greeting with the correct picture.

- **A.** See you later, Joe.  
  Bye, Tom!  
- **B.** Good afternoon, Mrs. Williams, Good afternoon, Mary.  
- **C.** Hi, Sarah!  
  Morning, Olivia!  
- **D.** Have a good night, Mr. Smith.  
  Goodbye, Mr. Johnson.
Language features at the discourse dimension are addressed systematically throughout the A1 Beginner and A2 Elementary thematic materials. There are introductory levels of linguistic complexity appropriate for the newcomer secondary student. Let’s Talk! English includes interactive supported videos, conversations, mini embedded listening and reading comprehension assessments based on the new thematic learning and interactive vocabulary. The online Let’s Talk! English chapters highlight the student context and experiences by using real and diverse student actors, real-world situations and context and academic settings relatable to the target student group. See examples from the A1 Learning Chapter, *All About Me.*

In the examples highlighted below students use all 4 language domains to listen and learn to discourse level information about a business and contact information shared on a business card;
The additional example provided below highlights a speaking extension activity in which students watch and learn from a peer and then participate in discourse-level information gathering discussions.

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 the language features at the sentence dimension. The sentence dimension is considered in both the A1 Beginner and A2 Elementary Content on-line thematic chapters. Let’s Talk! English students are taught new language and vocabulary with explicit connections and context at the sentence level. In online listening and speaking activities students watch interactions between peers and through both verbal and nonverbal cues, students interpret the conversations and indicate understanding through a series of connected activities. Throughout each of the thematic chapters, listening, speaking and reading lessons focus on acquisition at the word, sentence and phrase level to build academic English skills. The focus of the Let’s Talk! English levels are highlighted as follows;

A1 Beginner;

_Students can;_

- Understand everyday expressions and very basic phrases
- Introduce themselves and answer personal expressions
- Interact in a simple way with others

A2 Elementary;

_Students can;_

- Understand sentences and frequently used expressions
- Communicate in simple and routine tasks
- Describe in simple terms aspects of their background

The sequence information below highlights how Let’s Talk! English is partitioned into 6 different thematic courses with the following components; Vocabulary, Grammar, Conversation, Reading, Let’s Talk! Review and Assessment.
Within the A1(Beginner) and A2(Elementary) thematic courses there are examples of language features at the sentence dimension that are appropriate for the early emergent secondary
language learner. Within each chapter and video sequence students are supported with the following; peer models, audio and visual supports to contextualize new learning, supported text with new vocabulary, grammatical construct lessons, and opportunities to revisit comprehension through assessment. The digital modules provide immediate feedback to both teacher and student. The teacher can use built-in extension activities to generate student-specific lessons and individualized supports. The information included below is from the A2 (Elementary) thematic course titled, At Home that align to the language features at the sentence dimension;

Each concept is connected to cultural context for the new arrival student.

Students have opportunities to explore concepts for each language domain with a series of digital interactive activities as highlighted in the examples above.

3)

The 6 thematic courses in the A1 (Beginner) and A2 (Elementary) provide examples of language features at the sentence dimension addressed systematically throughout the digital learning materials. Each thematic chapter includes the following components: interactive student
videos with audio and visual supports, practice and review. Each chapter component can be extended beyond the language lab, to facilitate whole or small groups with teacher modified instruction, cooperative learning and exploration activities. Provided below are additional sentence level multi-language domain opportunities for students to continue to explore the target learning in the At Home chapter,

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) The digital learning materials in Let’s Talk! English address language features at the word/phrase level dimension in a consistent manner throughout the program. Each digital module includes an introductory video and audio files, connections to cultural context and focus on thematic vocabulary and phrases. Each thematic chapter provides students exposure to both high frequency vocabulary and unit theme vocabulary. Students are taught vocabulary through both interactive videos, dialogue, audio files, pictures and engaging activities. Theme-based vocabulary is repeated in multiple contexts throughout the theme chapter activities, which provides students with a rich language experience and deepens comprehension. The online language and literacy assessments throughout the chapter provide educators actionable data to inform additional individualized language and literacy support. Example below highlights how students engage with new key vocabulary in At Work. The key language and learning objectives for this module include; discussion professions with future tense, using the present continuous for the future, and discussion about places of work using the 1st conditional tense;

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.
2) Words, expressions, and phrases are represented in context. In each of the thematic chapters students are provided interactive videos, audio files, pictures, dialogue and activities in which students use the target vocabulary in multiple contexts. General, specific and content vocabulary are level English language proficiency level appropriate and made accessible for the targeted proficiency
levels with embedded supports. Supports include audio tracks, dialogue, conversations, vocabulary practices and student actors that provide both verbal and non-verbal cues. The example highlighted below indicates a student online vocabulary builder sequence from the chapter At Work:

The general, specific, and technical language is appropriate for the targeted emergent secondary language and literacy level. Early emergent language and literacy skills are practiced in listening, reading, writing and speaking activities both through on-line exposure and teacher-led classroom extensions. Let’s Talk! English teaches vocabulary, emergent secondary students will experience in
the classroom and beyond their school days.

4) The general, specific, and technical language is systematically presented throughout the Let’s Talk! English materials. As highlighted above the chapter, At Work, provides students exposure to both high frequency words and/or content vocabulary in context. Additionally, the online instructional modules focus on terminology, grammatical construction, language function and construction, collaborative listening, speaking and writing. The students are provided the opportunity to work with complex grammatical constructs in English using theme-based vocabulary practice activities. Highlighted below is the vocabulary and grammar activities provided to students in the At Work module;
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?

2) Is differentiation of language proficiency developmentally and linguistically appropriate for the designated language levels?

3) Is differentiation of language systematically addressed throughout the materials?

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

1) Let’s talk! English provides effective support for new arrival English language learners. The basic A1
and A2 materials are targeted for the early emergent and emergent English language and literacy learner. The A1 materials align to the WIDA English language proficiency level 1 or Entering. The A2 materials align to the WIDA English language proficiency level 2 or Beginning.

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1 Beginner</td>
<td>Can understand everyday expressions and very basic phrases</td>
</tr>
<tr>
<td></td>
<td>Can introduce themselves and answer personal questions</td>
</tr>
<tr>
<td></td>
<td>Can interact in a simple way with others</td>
</tr>
<tr>
<td>A2 Elementary</td>
<td>Can understand sentences and frequently used expressions</td>
</tr>
<tr>
<td></td>
<td>Can communicate in simple and routine tasks</td>
</tr>
<tr>
<td></td>
<td>Can describe in simple terms aspects of their background</td>
</tr>
<tr>
<td>B1 Intermediate</td>
<td>Can understand topics concerning family, work, school, etc.</td>
</tr>
<tr>
<td></td>
<td>Can deal with most situations that arise while traveling</td>
</tr>
<tr>
<td></td>
<td>Can describe experiences, events, dreams, hopes &amp; ambitions</td>
</tr>
<tr>
<td>B2 Upper Intermediate</td>
<td>Can understand main ideas on both concrete &amp; abstract topics</td>
</tr>
<tr>
<td></td>
<td>Can interact with a degree of fluency and spontaneity</td>
</tr>
<tr>
<td></td>
<td>Can produce clear detailed text on a wide array of subjects</td>
</tr>
<tr>
<td>C1 Advanced</td>
<td>Can understand a wide range of demanding clauses</td>
</tr>
<tr>
<td></td>
<td>Can express ideas fluently and spontaneously</td>
</tr>
<tr>
<td></td>
<td>Can use language effectively, socially &amp; professionally</td>
</tr>
<tr>
<td>C2 Proficiency</td>
<td>Can understand with ease virtually everything heard or read</td>
</tr>
<tr>
<td></td>
<td>Can summarize information and reconstruct arguments</td>
</tr>
<tr>
<td></td>
<td>Can express themselves very fluently and precisely</td>
</tr>
</tbody>
</table>

2)
The identified levels of language proficiency level in the digital learning modules are targeted specifically for the newcomer secondary student. As defined by Let’s Talk English! the A1 materials correspond with the WIDA English language proficiency level 1 or Entering. The A2 materials correspond with the WIDA English language proficiency level 2 or Beginning. The embedded differentiation provided is to support the level 1 Emergent speaker progress to the level 2 early expanding stage in both receptive and productive language development.

3)
The differentiation of language is systematically addressed throughout the materials although there are not identified levels of language proficiency in the program beyond Basic or A1(Beginner) and A2 (Elementary). Through digital guided language and literacy modules, assessment data, teacher guided activities provide unique opportunities for secondary students to grow across all 4 language domains. Additionally, the teacher portal provides suggestions for differentiation. The interactive student and teacher online portal illustrate the ease of program interface and understanding student performance data to support misconceptions.
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 language domains of listening, speaking, reading and instructional writing strategies are targeted in the materials. Throughout each of the thematic chapters, students have the opportunities to engage in activities across all four language domains. Students listen to audio files and watch thematic video sequences.

- Listening: Students listen to engaging dialogue and conversations highlighting target theme vocabulary and concepts
- Reading: Students read a variety of passages, thematic content materials and complete associated comprehension skills to facilitate extension guided discussions and activities.
- Writing: Students are provided with core interactive lessons and assessment features that address language function in the context of thematic units.
- Speaking: Students listen and answer questions throughout each of the thematic units providing students opportunities to practice utilizing target vocabulary

A2, Chapter 1- At Home Activity; Listening Activity highlights practice with prepositional phrases
A2, Chapter 1 - At Home Activity; Reading Activity highlights practice with prepositional phrases.
A2, Chapter 1 - At Home Activity; **Speaking Activity** highlights practice with prepositional phrases

### ACTIVITY 1.1.10 - SPEAK

**MAD Pronunciation**

Pronounce sentences that use prepositions of place.

1. The key is above the door.
2. The dining room is next to the kitchen.
3. The garage is near the house.
4. The kids are in the yard.
5. The book is on the table.
6. My school is far from my house.
7. The plate is between the fork and knife.

### ACTIVITY 1.1.14 - SPEAK

**MAD Open Recording**

Look at each picture, and say where the dog is located in relation to the dog house.

*Say the number of the picture. Use prepositions of place.*

1. The dog is in the dog house.
2. The dog is behind the dog house.
3. The dog is next to the dog house.
4. The dog is on the dog house.
5. The dog is far from the dog house.
6. The dog is near the dog house.

A2, Chapter 1 - At Home Activity; **Writing Activity** highlights practice with prepositional phrases
2)

The targeted language domains; listening, reading, speaking and writing are present within the targeted emergent proficiency levels. The Let’s Talk! English provides effective support for the emergent English language learner. The materials presented differentiate between the A1 or WIDA ELP Level 1, entering and A2 WIDA ELP Level 2, beginning.

3)

Listening, Reading, Speaking and Writing language domains are systematically integrated throughout each of the A1 and A2 digital thematic chapters. Each chapter has the following online components; interactive videos, dialogue, audio file conversations, pictures In which students use the vocabulary and grammatic structures introduced in context.
The **LETS TALK ENGLISH** is partitioned into five (5) different courses, corresponding to levels A1, A2, B1, B2 and C1 of the Common European Framework of Reference (CEFR) for languages as described below:

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1 Beginner</td>
<td>Can understand everyday expressions and very basic phrases</td>
</tr>
<tr>
<td>A2 Elementary</td>
<td>Can understand sentences and frequently used expressions</td>
</tr>
<tr>
<td>B1 Intermediate</td>
<td>Can understand topics concerning family, work, school, etc.</td>
</tr>
<tr>
<td>B2 Upper Intermediate</td>
<td>Can understand main ideas on both concrete &amp; abstract topics</td>
</tr>
<tr>
<td>C1 Advanced</td>
<td>Can understand a wide range of demanding clauses</td>
</tr>
<tr>
<td>C2 Proficiency</td>
<td>Can understand with ease virtually everything heard or read</td>
</tr>
</tbody>
</table>
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) Let’s Talk! English digital materials correspond to the common European Framework of Reference (CEFR) for languages. Let’s Talk! English does not provide a specific alignment to the Common Core State Standards however, each of the thematic chapters provide students exposure to cross-curricular content language. The resources highlighted below illustrate the Let’s Talk! English connections to
both cultural concepts and content.

2)

The academic content standards in Let’s Talk! English are systematically represented throughout the materials. As referenced previously, each A1 and A2 chapter thematic module highlight specific content and social instructional vocabulary targeted in the lesson.

3)

Social and instructional language is reflected throughout the Let’s Talk! English digital materials as well as the language of language arts, the language of Mathematics, the language of Science and the Language of Social Studies. For example, in one of the A2 thematic chapter units students are exposed to a variety of careers. Students have an opportunity to communicate their ideas and understanding of the concepts presented. See the example of these online opportunities below;
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 regardless of their language levels. The Let’s Talk! English digital materials were developed specifically for the newcomer secondary language learner. In each of the A1 and A2 thematic chapters students interact using various cognitive functions including some of the following cross language domain activities;

- Mini lessons on cross-cultural connections
- Social instructional phrases with exposure to common English phrases
- Cross curricular vocabulary activities
• Cross curricular activities applying new vocabulary to a variety of contexts
• Cross curricular listening activities using dialogue
• Cross curricular speaking activities providing students ample practice
• Cross curricular exposure to a variety of genres and texts to promote reading comprehension
• Cross curricular extension writing activities

The examples highlighted below are from the A1, *About Me* chapter. The activity sequence provides students with opportunities to learn numbers, apply this learning to phone numbers and then apply this to considering area codes around the world when call from North America.

Opportunities for engaging in higher order thinking are addressed systematically throughout the Let’s Talk! English online materials. Each A1 and A2 chapter module provide activities for students listen, read, write and speak using various cognitive functions. Additionally, each module leverages some of the following language functions; *restate, retell, describe, identify, explain, claim, argue, compare* etc. For example, in each of the thematic chapters, students use the following cognitive functions to interact with new concepts and vocabulary. Students are provided multiple opportunities in the activity sequence to acquire concept vocabulary in different contexts and use key information to locate facts and make new connections to other presented concepts.
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) Let’s Talk! English digital materials differentiate between language proficiency levels; A1 aligned to WIDA ELP Level 1, Entering and WIDA ELP Level 2, Beginning. Each of the thematic modules provide language scaffolding supports for students including peer-to-peer models, audio and visual supports, and repetitious exposure to new concepts in a variety of contexts.

2) The materials differentiate between language proficiency levels with a targeted focus on A1 or WIDA ELP Level 1, Entering and A1 or WIDA ELP Level 2, Beginning. The Let’s Talk! English unique thematic based chapters provide the necessary scaffolding support that may progress students from the early emergent level to the next language proficiency level in each language domain. The materials provide students with a unique metacognitive and metalinguistic approach that enhances both language learning and language retention.

3) Scaffolding supports are presented systematically throughout the materials. Each digital learning activity contains interactive videos, audio files, visual supports, cross curricular activities and engaging opportunities to practice with early language and literacy skills.

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) Let's Talk! English A1 and A2 interactive thematic modules are linguistically and developmentally appropriate for the early emergent and newcomer language learner. The modules and assessments are designed to assist newcomer students acclimate to an American school context by providing designated English language development and early literacy instruction with a focus on language construct and grammar. The on-line chapters are centered around specific themes important to the newcomer student including; All About You, Free Time, Family, School, Shopping, Entertainment, At Home, Food and Drink, Travel, Around Town, Health & Wellness, and At Work. Students are provided a variety of embedded assessments that align with the thematic units to ensure language growth and comprehension.

2) Let's Talk! English provides opportunities for multilingual students to access grade-level content and concepts and also promote English language development. The following supports are present through the interactive online chapters to provide instruction to support the emergent English language learner including interactive video sequences, audio files, cultural connection activities, and opportunities for scaffolded practice with both early language and literacy skills. The student assessment data included on the teacher portal provides information about both the individual student and whole class performance. The easy to gather reporting helps teachers to address specific skill areas of need in a whole or small group supported setting. Additionally, educators can provide both individual written and oral feedback as a means to progress monitor student success.

3) Let’s Talk! English content indicates early emergent language literacy structures systematically presented throughout each chapter. There are six unique thematic chapters in the A1 (beginner) sequence and six unique thematic chapters in the A2 (elementary) sequence. The thematic topics include the following essential elements; cultural connections, social language exploration, content-specific vocabulary, language construct and grammar components, collaborative listening and speaking activities, collaborative listening, reading, researching and writing activities with a focus on a variety of relevant topics.

### 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) Let’s Talk! English online thematic chapters include a range of language functions. Within each of the six digital chapters in the A1 (beginner) and A2 (elementary) students have an opportunity to work with the following high-leverage language functions:

- Restate
- Identify
- Locate
- Clarify
- Sequence
- Choose
- Sequence
- Compare
- Contrast
- Distinguish
- Use prepositional words and phrases
- Use temporal words and phrases
- Adapt language choices to context
- Recount essential details

Additionally, students work with the following language functions and construction:

- Using verbs and verb phrases
- Using nouns and noun phrases
- Modifying to add details
- Connecting ideas
- Condensing ideas
- Understanding and using cohesion
- Presenting information with specific cited findings and supporting evidence clearly, concisely and logically
• Using various phrases to convey meaning

2) Let’s Talk! English A1 and A1 materials provide an opportunity for language functions to be used in a communicative goal or activity through both the online exposure and through extension in-class opportunities. Each of the thematic chapters is focused on providing the multilingual student exposure online and through engaging small-group or whole-group learning.

3) Language functions are presented comprehensively and support multilingual student’s language development progression throughout the program. Language functions are found within the core thematic chapters and are grade level appropriate for newcomer multilingual secondary learners.