Protocol for Review of Instructional Materials for ELLs V2
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.

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**PRIME Part 1: Provide Information about Materials**

Provide information about each title being correlated.

**Publication Title(s):** Look

**Publisher:** National Geographic Learning

**Materials/Program to be Reviewed:** Look

**Tools of Instruction included in this review:** Lesson Planner, Student Book and Workbook for Starter level and Levels 1-6 in the primary grades

**Intended Teacher Audiences:** English Learners Teachers

**Intended Student Audiences:** English Learner Primary Students

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

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

☐ WIDA Spanish Language Development Standards

X WIDA English Language Proficiency Standards

**WIDA Language Development Standards addressed:** (e.g. Language of Mathematics). Social & Instructional Language, Language of Language Arts, Language of Math, Language of Science, Language of Social Studies

**WIDA Language Proficiency Levels included:** WIDA’s Language Proficiency Levels are not explicitly identified in the materials, however, the materials do cover a similar range of levels, Books are leveled from 1-6. There is also a Starter level, designed for young students just starting to learn English.

**Most Recently Published Edition or Website:** 2020 Cengage Learning


In the space below explain the focus or intended use of the materials: Look Starter can be used before the Look series and is for early childhood learners with no previous exposure to English. It is designed to give learners the basic skills for learning the language. Look is a seven-level primary series from National Geographic Learning which uses real-world content, stunning photographs and video from National Geographic, and a variety of interactive digital resources to fully engage and motivate students as they learn about the world in English. It gives young learners the essential language, skills, and knowledge they need to understand the world.
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 Look materials. All lessons, follow a specific format, beginning with establishing students’ background knowledge about a particular topic when introducing the theme. An example can be found in the teacher’s lesson planning book on page 77a, where the teacher is instructed to bring in photos of other animals to discuss with students in order to gather information about what they know about farms and animals. Teachers ask, “*What is your favorite animal?*” In the student book, students are asked, “*What can you see,*” as they look at a colorful picture of a sheep.
2) Student assets and contributions are systematically considered throughout the Look series. The Lesson Planners at all levels point out a potential issue or pertinent idea and/or consideration a teacher may want to point out during the lesson. In the Starter Lesson Plan on page 5, there is a Teacher Tip that reminds teachers: “that some students may be starting school for the first time and that they should be patient with them and model good social skills. Say hello to your students and encourage them to reply. Model turn-taking, hand-raising, and other classroom norms. When a student acts out of turn, don’t get angry. Patiently explain that this is not how we act in a classroom. This type of instruction may not take place in English at first, and that’s OK. Be prepared to work on proper school behavior and norms throughout the year.”
Another example can be found in Look Lesson Plan Book 4 on page 17a. This Teacher Tip encourages teachers to slow down when new learning can be difficult for a new student.

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 Look series addresses language features at the discourse dimension in a consistent manner at all identified proficiency levels. The Starter level includes reproducible texts at the back of the student and teacher book that brings the new language from the units into one text for beginning students to practice their new language at the discourse level in reading and listening.
At higher levels in the Look series more discourse is presented to the students in both orally and in writing. An example can be found in Unit 4, Level 6 on page 40 in the student book. The students are expected to listen and to read an excerpt about “camera traps,” then discuss the guiding questions.

2) The language features at the discourse dimension are addressed systematically throughout the Look series. The four language domains of Listening, Speaking, Reading, and Writing are addressed at each level, although the starter level focuses mostly on listening and speaking. Throughout the units there are many varied experiences opportunities for students to engage with language through each of these domains. Some examples:
Look Level 1, Student Book, Pages 70-71, Listening and Speaking

Look Level 5, Student Book, Page 80, Reading, Listening, and Speaking
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
1) The Look series addresses language features at the sentence dimension for all of the identified proficiency levels. The Starter Level is designed for the beginning English learners by building on vocabulary. Students have an opportunity to explore the sentence dimension through the grammar portion of lessons learning about sentence structure using repetition.

This is similarly done in Look Level 3, but adds sentence complexity with asking students to complete sentences with the correct vocabulary word and through asking students to write and orally share their answers with a partner.
2) The language features at the sentence dimension are appropriate for the identified proficiency levels. The Starter Level is intended for newcomers and/or beginning language production and the proficiency levels increase from there up to level 6. At the Starter Level, students begin to learn English through chants, repetition, movement and teacher modeling. They begin with simple greeting and classroom commands as shown here on page 6 in the student book.

As the levels increase, the sentence level language features become more complex. For example, at Level 5, Unit 5 there is a lesson that focuses on the future verb tense form of be. On page 79, students work in pairs to explain orally what they are going to do when their “pen pal” visits from another country next weekend.
3) Language features at the sentence dimension are addressed systematically throughout the Look series. Each unit of each lesson contains grammar lessons that include real life examples. In this example, Lesson Planner for Unit 4 shows how the grammar lessons are thematically linked to the units of study and the real world.

Additionally, the Starter Lesson Plans state that grammar targets are reached through games and songs for young learners. Students, listen and repeat chorally and individually. The songs contextualize grammar points of the unit. The catchy rhymes help fix the new structures in the beginning English learners mind.
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 Look series addresses language features at the word/phrase dimension in a consistent manner for all identified proficiency levels. The Starter Lessons are mostly focused on general language as you will see in the scope and sequence. As you move into Level 3 you will see evidence of the words/phrases become more specific and technical as shown in the scope and sequence. In Level 6 you will find evidence of more technical phrases being used that are directly tied to the thematic units being covered as shown in the scope and sequence.

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1 General language refers to words or expressions not typically associated with a specific content areas (e.g., describe a book).
2 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. Through the Look series general, specific, and technical language is represented throughout thematic units. For example in Book 2, Unit 5 the theme for the unit is, *At Work*, the vocabulary that is developed throughout the unit is directly connected to this theme. There are opportunities for students to listen, read, speak, and write using this vocabulary.

3) The general, specific, and technical vocabulary is appropriate for the targeted proficiency levels. The vocabulary that is presented at the earlier proficiency levels in more general and grows into more specific and technical language as the proficiency levels grow from starter to level 6. The vocabulary is also developmentally appropriate for the primary years.
In Unit 1, Book 2 you will notice that the vocabulary is more general and specific. You will notice words like *classes, homework, grade, and garden* are highlighted. These are words that are more common and found in social language. In Unit 10, Book 6 you will notice specific and technical vocabulary highlighted. This language is specific to what the students are studying. In this unit, students are working on a theme around museums and the vocabulary highlighted include: *sign language, fossils, cocoons and lucky*.

4) The general, specific and technical language is systematically presented throughout the materials. As mentioned above, each unit contains a Scope and Sequence chart in the Lesson planner that outlines the vocabulary to be presented in the unit.

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**

   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) Although the WIDA proficiency levels are not explicitly identified in the materials, The Look series addresses proficiency levels throughout the materials. The way the books are leveled support the differentiation between proficiency levels. The series starts at the Starter level and advances through level 6. There are a total of 7 students books and 7 teacher's editions that represent the growth in proficiency levels.

2) The differentiation of language proficiency is developmentally and linguistically appropriate for the designated language levels. There are examples of sensory, interactive, graphic and linguistic supports throughout the proficiency levels. The following types of differentiation are included but not limited to: Sensory supports include visuals, pictures, videos, diagrams and drawings. Interactive supports include working in pairs, groups, cooperative grouping, and conferences. Graphic supports include charts, tables, graphs, infographics, timelines, and graphic organizers. Linguistic supports include word banks, sentence frames, cloze passages.

3) Differentiation of language is systematically addressed throughout the Look materials. In each unit of study there are multiple opportunities and suggestions for differentiation within the teachers lesson plans. Some of these include suggestions on how to use the photos, a teacher tip to support students, and suggestions about how to activate students' background knowledge. In
the student books there are many opportunities for differentiation which include but are not limited to: Interactive supports which include working in pairs, groups, cooperative grouping, and conferences. Graphic supports include charts, tables, graphs, infographics, timelines, and graphic organizers. Linguistic supports include word banks, sentence frames, cloze passages throughout each unit.

Example from Teacher Book 1, Unit 1

**Use the Photo**

- Have students open their books to p. 9. Say *Look at page 9.* Hold up a copy of the Student’s Book open to p. 9 to show students the correct page. Make sure all students are on the correct page. Have students check that their classmates are on the same page.
- Read aloud the instructions at the bottom of the page and point to the photo. Ask *What colors can you see?* Have students point to things in the photo and say the colors. (black, blue, brown, green, orange, pink, white, yellow)
- Ask *Where is the girl? Is she at home?* (no) If necessary, draw an outline of a house to clarify the meaning of *home*. Then say *She’s at school.* Gesture around the classroom. Repeat the word and say *School.*

**TEACHER TIP**
The best way to teach students how to do an unfamiliar activity is by demonstrating it a few times so that they can see exactly what is expected. Use different students each time you want to model an activity and repeat it as many times as necessary. That way, every student is clear about what needs to be done. As students get used to different activities and routines, there will be less need for demonstrations and modeling.

Example from Student Book 4, Unit 10
Grammar

1. Listen and read.  

Should / shouldn’t?

**Should** or **shouldn’t**?

1. Your bedroom **should** be very light.
2. You **should** drink soda at night.
3. You **shouldn’t** go to bed at the same time every night.
4. You **shouldn’t** run and play during the day.
5. You **should** play video games before you go to sleep.

2. Complete the advice about sleeping with should or shouldn’t.

<table>
<thead>
<tr>
<th>Should</th>
<th>Shouldn’t</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drink</td>
<td>Forget</td>
</tr>
<tr>
<td>Eat</td>
<td>Wash</td>
</tr>
<tr>
<td>Wash</td>
<td>Eat</td>
</tr>
<tr>
<td>Think</td>
<td>Count</td>
</tr>
<tr>
<td>Act</td>
<td>Backwards</td>
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</table>

**Examples:**
- You **should** eat before you go to bed.
- You **shouldn’t** drink coffee before bed.

3. Reading

**Clean Birds**

We take a shower every day and wash with soap and shampoo. We use a towel to get dry and we brush our teeth with a toothbrush and some toothpaste. Animals have their own ways of staying clean.

Some birds take “dust baths.” They roll on the ground to take off the dirt and insects, and then they shake the dust off their bodies. Most birds also use their beaks to get dirt and insects out of their feathers. They use oil from their bodies to clean their feathers, too. Birds have about 25,000 feathers, so it’s not an easy job! Why do they do it? Because it keeps their feathers strong, and the oil stops them from getting wet.

Ostriches are birds that like to clean other animals. They live in Tanzania, Africa, and they eat insects from the fur of goats. This helps to keep goats healthy. Sometimes, the ostriches clean the goats’ ears! They take small pieces of food from between their teeth, too. They also clean other animals like zebras, minos, and outbackos.

4. Match the words in bold in the text with their meanings.

1. You use it to wash your hands and face.
2. You use it to wash your hair.
3. You use it to dry your hands and face.
4. You should do it twice a day: after breakfast and before you go to bed.
5. You use these to clean your teeth and.

**Examples:**
- You use soap to wash your hands and face.
- You use shampoo to wash your hair.
- You use a towel to dry your hands and face.
- You should use toothpaste to brush your teeth.
- You use toothbrush to clean your teeth and
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?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td><strong>Yes</strong></td>
<td><strong>No</strong></td>
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</table>

2) Are the targeted language domains presented within the context of language proficiency levels?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
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</thead>
<tbody>
<tr>
<td><strong>Yes</strong></td>
<td><strong>No</strong></td>
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</table>

3) Are the targeted language domains systematically integrated throughout the materials?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
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</thead>
<tbody>
<tr>
<td><strong>Yes</strong></td>
<td><strong>No</strong></td>
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</tbody>
</table>

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 (listening, speaking, reading, and writing) are targeted in the Look materials. Each unit of study has opportunities for students to use the four domains of language. Examples of each are shown below from Book 5, Unit 3
2) The targeted language domains are presented within the context of language proficiency levels. All four language domains are presented in each unit of each level of the Look series. The series uses real world content to teach English. In describing this philosophy, the program states that teaching real world content includes “the use of a variety of learner-appropriate tasks, both receptive and productive.” This is evident in all levels of Look.

3) The targeted language domains are systematically integrated throughout the materials. As mentioned above, each language domain is present in every unit of every level of Look. An example can be found on page 56 of the Look 3 Student Book, where the students are watching and listening to a video and expected to apply their new learning through writing by completing sentences about what they learned. In this portion of the lesson, they are listening, reading, and writing.
2. Watch the video again. Complete. There are two words you don’t need.

- breakfast, chocolate, pasta, pizza, salad, soup, strawberry

1. I like milkshakes. ________________ are my favorite.
2. Sometimes I go out for ________________ with Mom and Dad.
3. I like chicken pho. It’s kind of ________________ with noodles and vegetables.
4. I like burgers and ________________, but my favorite is shawarma.
5. You can buy it in the street. We eat it with ________________.

Writing

We use quotation marks when someone speaks.

A: I say, “My favorite place to visit is _______ when it’s really cool. I love going there.”

B: He says, “It’s the best place to eat!”

3. Choose a restaurant. Complete the comments.

- Name of restaurant: ____________________________
- My friend says: ____________________________
- My mom says: ____________________________
- My teacher says: ____________________________
- I say: ____________________________
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) While the Look series does cover all the major content areas, it does not state that the materials connect the language development standards to any particular state academic content standards.
2) The academic content standards are systematically represented throughout the materials. In the lesson planners for each unit, content objectives are listed for each unit. An example of a social studies lesson can be seen here, from Book 5, page 17, Lesson 1. Each lesson has its own set of content objectives throughout the units.
The content is presented in a systematic way throughout the unit. There are seven lessons within each unit. The lessons are as follows for each unit: Lesson 1: Vocabulary, Lesson 2: Grammar, Lesson 3: Reading, Lesson 4: Grammar, Lesson 5: Song, Lesson 6: Song, Lesson 7: Video. Each lesson has guidance which is included in the Teacher’s Planner.

3) Social and instructional language is and one or more of the WIDA Standards are present throughout the Look materials. In this example from Book 5, Unit 2 you will find examples of social and instructional language, the language of science, social studies and ELA.
In this example from the Starter Book, Unit 2 you will find examples of social and instructional language and the language of mathematics.
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) There is some opportunity for language learners to engage in various cognitive functions (higher order thinking skills from Bloom’s taxonomy) regardless of their language. You may find examples of this within the content goals for each lesson in the teachers book. Students are asked to use the different domains of language throughout the levels, however the opportunities to interact with language functions is not explicit. In this example from Book 6, Unit 2, Lesson 6 you will find an opportunity to “identify the value of caring for the environment”.

In this example, from Book 4, Unit 2, Lesson 3 you will find an opportunity for students to ask and answer questions.
2) There are opportunities to engage in higher order thinking skills in the materials systematically. The Reading Extra lessons promote extensive reading through real-world stories and fables and challenge students to use higher order thinking skills. In book 6, one or more higher order thinking skills are present in every Reading Extra lesson. For example, Bonus Reading Extra question 1 asks, "If someone told you they never told a lie, would you believe them?" In question 5 after the student has read the story it asks, "Do you think it’s ever OK to lie? If so, give an example of when. It then goes on to ask what is the story trying to teach us?"
C. Supports for Various Levels of Language Proficiency

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

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

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

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

1) The materials provide scaffolding support for students to advance within a proficiency level. As mentioned earlier, each Unit of the Stater Level and Levels 1-6 contains multiple activities related to a particular theme. The supports include but are not limited to: Interactive supports which include working in pairs, groups, cooperative grouping, and
conferences. Graphic supports include charts, tables, graphs, infographics, timelines, and graphic organizers. Linguistic supports include word banks, sentence frames, cloze passages throughout each unit. In this example from Book 2, Unit 3, Pages 50-51 you will notice supports that include visuals, word banks, a chant, highlighted words, and sentence frames.

In this example from Book 2, Unit 11, Pages 110-111 you will notice similar support as in the last example but now students are asked to respond to one another using oral language which is supported with color coding for each student's language production.

2) The materials provide scaffolding support for students to advance from one proficiency level to the next. As mentioned earlier, each Unit of the Stater Level and Levels 1-6 contains multiple activities related to a particular theme. The supports include but are not limited to: Interactive supports which include working in pairs, groups, cooperative grouping, and conferences. Graphic supports include charts, tables, graphs, infographics, timelines, and graphic organizers. Linguistic supports include charts, tables, graphs, infographics, timelines, and graphic organizers. Linguistic supports include word banks, sentence frames, cloze passages throughout each unit. In this example from Book 1, Unit 2, Page 20 you will notice supports that include a word bank, opportunities to listen and repeat, visuals, and another opportunity to read again and match.

In this example from Book 6, Unit 9, Page 92 you will see that there is less support for higher proficiency levels. In this example, there is more text, however the support includes an option to
listen to the text, highlighted vocabulary and a word bank. This decrease in support is appropriate for high proficiency levels as we want students working at their zone of proximal development.

3) Scaffolding supports are presented systematically throughout the materials. Throughout the Starter Level and Levels 1-6 there are scaffolds and supports provided in each lesson so students can be successful as they grow their content and language knowledge. As the proficiency levels grow the support drops off appropriately in order to have students work at their zone of proximal development. See example above.

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) Linguistically and developmentally appropriate grade-level content is present in the materials. The Look series is designed for younger learners, elementary age, and the materials reflect that.
In the introductory pages of the Lesson Planners, there is a section called, “The World is an Amazing Place,” it explains the philosophy of the program. The Look series takes into account current research and approaches in teaching language to young learners. Students learn language and content at the same time, so it’s natural and authentic to incorporate academic content into the English language classroom.

2) Grade-level content is accessible for the target levels of language proficiency. In the Starter and early levels of the program, the content is what one would expect to find as children are acquiring language at a beginning level.

Towards the middle and end of the series the content is still accessible for the targeted proficiency levels. In this example from Book 5, Unit 12 you will notice more technical science vocabulary. This unit focuses on navigation and discoveries. Students are asked to try an experiment using a magnet and a needle. Students are also asked to discuss big concepts about how people in the past used the stars and the sun to navigate.
3) The grade-level content is systematically presented throughout the materials. Each lesson in every Unit of every Level revolves around a content area theme. The Scope and Sequence chart at the beginning of each Lesson Planner outlines each unit, the theme, vocabulary, grammar and the skills. The Scope and Sequence from Book 4 outlines this:
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 Look materials provide a somewhat a range of language functions. You can find examples of these language functions in the Teachers Books under the goals for each lesson. In this example from a grammar lesson, you will see an example of the language function of identify. The students are asked to identify the position of adverbs of frequency in sentences.

   In this lesson, students will:
   • talk about how often they do routine activities.
   • identify the position of adverbs of frequency in sentences.

   Resources: Audio Track 6, Classroom Presentation Tool, Workbook p. 11, Workbook Audio Track 4, Online Practice
   Materials: 20 pieces of paper with everyday actions written on each, six pieces of poster paper with an adverb of frequency written on each, six sticky notes per student

In this example from a reading lesson, you will see another example of the language function of identify. Students will identify the value of learning about other cultures.
2) The language functions are incorporated into a communicative goal or activity. Even though there are not a wide variety of language functions explicitly represented in the Look series, there are many opportunities for students to incorporate language through the productive domains of speaking and writing. See the example from Book 5, Unit 7, Pages 75-76. Students are asked to write an informational text about Venus and discuss whether or not they would want the job of National Geographic Explorer and a mechanical engineer for NASA.

3) The language functions do not support the progression of language development explicitly. The domains of language are represented abundantly throughout the Look series. However, language functions are not explicitly outlined. This will make it difficult for users of the curriculum to understand whether or not the progression of language functions are supported.