Protocol for Review of Instructional Materials for ELLs V2

WIDA PRIME V2 CORRELATION
Introduction to PRIME

WIDA developed PRIME as a tool to assist publishers and educators in analyzing their materials for the presence of key components of the WIDA Standards Framework. PRIME stands for Protocol for Review of Instructional Materials for ELLs.

The PRIME correlation process identifies how the components of the 2012 Amplification of the English Language Development Standards, Kindergarten through Grade 12, and the Spanish Language Development (SLD) Standards, Kindergarten through Grade 12 are represented in instructional materials. These materials may include core and supplemental texts, websites and software (e.g., apps, computer programs), and other ancillary materials. PRIME is not an evaluative tool that judges the effectiveness of published materials.

Those who complete WIDA PRIME Correlator Trainings receive PRIME Correlator Certification. This may be renewed annually. Contact WCEPS for pricing details at store@wceps.org or 877-272-5593.

New in This Edition

PRIME has been expanded to include
- Correlation to the WIDA Standards Framework
- Connections to English and Spanish Language Development Standards
- Relevance for both U.S. domestic and international audiences

Primary Purposes
- To assist educators in making informed decisions about selecting instructional materials for language education programs
- To inform publishers and correlators on the various components of the WIDA Standards Framework and of their applicability to the development of instructional materials

Primary Audience
- Publishers and correlators responsible for ensuring their instructional materials address language development as defined by the WIDA English and Spanish Language Development Standards
- District administrators, instructional coaches, and teacher educators responsible for selecting instructional materials inclusive of or targeted to language learners

At WIDA, we have a unique perspective on how to conceptualize and use language development standards. We welcome the opportunity to work with both publishers and educators. We hope that in using this inventory, publishers and educators will gain a keener insight into the facets involved in the language development of language learners, both in the U.S. and internationally, as they pertain to products.
Overview of the PRIME Process

PRIME has two parts. In Part 1, you complete an inventory of the materials being reviewed, including information about the publisher, the materials’ intended purpose, and the intended audience.

In Part 2, you answer a series of yes/no questions about the presence of the criteria in the materials. You also provide justification to support your “yes” responses. If additional explanations for “No” answers are relevant to readers’ understanding of the materials, you may also include that in your justification. Part 2 is divided into four steps which correspond to each of the four elements being inventoried; see the following table.

PRIME at a Glance

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<td>E. Strands of Model Performance Indicators</td>
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**PRIME Part 1: Provide Information about Materials**

Provide information about each title being correlated.

Publication Title(s): HMH *On Our Way to English* © 2014

Publisher: Houghton Mifflin Harcourt

Materials/Program to be Reviewed: *On Our Way to English 2014* Teacher’s Edition


Intended Teacher Audiences: Teachers of ELD and ELLs, Grades K–5

Intended Student Audiences: Grades K–5 ELLs

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

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

☐ WIDA Spanish Language Development Standards

☑ WIDA English Language Proficiency Standards

WIDA Language Development Standards addressed: (e.g. Language of Mathematics).
Social and Instructional Language Standard 1, Language of Science Standard 4, Language of Social Studies Standard 5

WIDA Language Proficiency Levels included:
The materials do not specifically reference WIDA Language Proficiency Levels.

Most Recently Published Edition or Website: © 2014

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

HMH *On Our Way to English* is a comprehensive language and literacy program for English Language Learners in grades K–5. The *On Our Way to English* program provides English instruction in all four domains through interactive exploration of science- and social studies-themed units and differentiated reading instruction. The program was developed to fully address ELD standards and to support the Common Core State Standards. It can be used as a standalone program or to supplement materials currently in use in the classroom.
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 *On Our Way to English* materials integrate student assets and contributions. For example, the Grade 3 Unit 1 Theme Project on pages 8–9 of the Teacher’s Edition asks students to collaborate and share family stories, conduct research about their home countries, and design “All About Us” books to represent themselves and their relationship with their home cultures. The Theme Project for Grade 3 Unit 3 invites students to make a page for a group poster that shows how they have each changed over time. Student posters may include family photographs, favorite stories or songs, or drawings of meaningful items, such as toys or food. Students are also asked to bring their own resources and experiences to discussions, such as in the Introduce the Theme feature on page 17 of the Grade 3 Teacher’s Edition. Students are asked to set the context of the “Faces and Places” theme by sharing something they know or like best about their home country:
2) The materials integrate student assets and contributions systematically throughout the program. Language Workouts at the beginning of each lesson encourage students to describe prior experiences and explore theme-related concepts. See the following example from Grade 3:
Strategies throughout the *On Our Way to English* program draw upon students’ prior knowledge to allow them to engage fully in theme-related discussions. See the Grade 3 Academic Discussion Strategies on pages 165, 284, and 476:

(Grade 3 Unit 3 Week 4, p. 284)
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 *On Our Way to English* program addresses language features at the discourse dimension in a consistent manner for all identified proficiency levels. Each unit begins with meaningful discussions that incorporate academic vocabulary in the context of the unit theme. English Language Learners (ELLs) will use The Big Question and the Let’s Talk features to discuss grade-level appropriate science and social studies topics and become empowered with language productivity. The Learn the Words feature connects the student experience to core content and provides students practice with collaborative, interpretive, and productive oral language skills, while the Interactive Whiteboard activities get students actively involved in language learning.

Each lesson offers a variety of Differentiated Reading Instruction to support and ensure access for all learners, regardless of proficiency level. The Language Workout in each lesson provides a variety of exercises, often supported by differentiated instruction, that engage students at the discourse, sentence, and word/phrase dimensions. Scaffolded instruction allows students to set context and expand the discussion for each unit theme at varying levels of complexity based on proficiency. Students are given differentiated instruction targeting ELLs on five different levels of proficiency: Entering, Emerging, Developing, Expanding, and Bridging. See the following examples from the Teacher’s Edition:
**REINFORCE LANGUAGE** Introduce the new word *country*, which students will need to know for the selection they will read today.

Call students’ attention to the words on the Academic Language Builder. Use the chart below to differentiate instruction with the words.

<table>
<thead>
<tr>
<th>Differentiate Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entering</td>
</tr>
<tr>
<td>Call out a word. Have students point to the word on the poster. Students should also respond to commands, such as “Show me the family,” as they are able to.</td>
</tr>
<tr>
<td>Emerging</td>
</tr>
<tr>
<td>Call out a word. Have students point to the word on the poster. Then have students repeat the word.</td>
</tr>
<tr>
<td>Developing</td>
</tr>
<tr>
<td>Call out a word. Have students point to the word on the poster. Then have students use the word orally in a sentence.</td>
</tr>
<tr>
<td>Expanding</td>
</tr>
<tr>
<td>Have students sort the words into categories they create.</td>
</tr>
<tr>
<td>Bridging</td>
</tr>
<tr>
<td>Have students sort the words into categories they create. Have them write each category of words on a sheet of paper and discuss their reasons for how they organized the words.</td>
</tr>
</tbody>
</table>

(Grade 4 Unit 1, Week 1, Lesson 1, p. 39)

**Get Ready to Read**

**DEVELOP CONTENT LANGUAGE** This story features words related to a mystery. A mystery is similar to a puzzle. When you put together the pieces of a puzzle, you see the big picture. When you put together the clues of a mystery, you can explain how and why something happened. When you read the words clues, secret, spy, conclusion, solved, and detective, you are probably reading a mystery.

<table>
<thead>
<tr>
<th>Differentiate Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entering</td>
</tr>
<tr>
<td>Have students echo the content vocabulary words.</td>
</tr>
<tr>
<td>Emerging</td>
</tr>
<tr>
<td>Support students in completing the sentence frame, A mystery word is _____. Supply a word bank that includes clues, secret, spy, conclusion, solved, and detective.</td>
</tr>
<tr>
<td>Developing</td>
</tr>
<tr>
<td>Support students in completing the sentence frame, A mystery word is _____.</td>
</tr>
<tr>
<td>Expanding</td>
</tr>
<tr>
<td>Have students use phrases to explain the words used in a mystery.</td>
</tr>
<tr>
<td>Bridging</td>
</tr>
<tr>
<td>Have students use complete sentences to explain the words used in a mystery.</td>
</tr>
</tbody>
</table>

**SET THE CONTEXT** Have students turn to Student Edition page 82. Explain to students that this selection is a mystery. A mystery is a kind of fiction that presents a problem that characters must solve. Characters use clues to uncover the solution to the problem. Before students read, explain that the setting, characters, and solution of a mystery are usually realistic. Why do you think mystery writers use realistic settings, characters, and clues? They make the mystery seem more believable.

(Grade 5 Unit 2, Week 3, Lesson 1, p. 157)
The *On Our Way to English* program also addresses the discourse dimension in exploration and discussion of the leveled reading texts. As stated here on page 293 of the Grade 5 Teacher’s Edition, all 224 *On Our Way to English* Leveled Readers are available on several digital platforms and foster discussion of diverse topics among students of varied proficiencies.

(Grade 5 Unit 4 Resources, p. 293)

2) The language features at the discourse dimension are addressed systematically throughout the *On Our Way to English* program. Each unit is organized around a theme and contains a wide variety of activities, readings, and discussion options for students at all levels of proficiency to access the theme. Scaffolded writing instruction provides ELLs opportunities to fully engage
with model texts, including occasions to focus on language patterns and text structures. The Blueprint for Writing section found in every unit throughout the course encourages students to read and analyze a student model and use a rubric to evaluate it. Students then engage in shared writing activities and an independent writing exercise. See examples of the Blueprint for Writing on Teacher’s Edition pages 110–111, 154–155 and 346–347.
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) *On Our Way to English* addresses language features at the sentence dimension for all identified proficiency levels. The Language Workout section in each lesson offers students a variety of opportunities to engage with the text materials and interact with their peers at the discourse, sentence, and word/phrase dimensions. The Language Workout encourages ELLs to identify and practice language skills at the sentence dimension in both oral and written contexts. Sentence frames, teacher modeling and prompts, and group work allow students at all levels to acquire and strengthen new skills. Differentiated instruction allows students to access the vocabulary at all the identified proficiency levels. See the example exercises from the Language Workout from Grade 2 Unit 2, Week 4, Lesson 1, pages 184–187:
UNIT 2  LESSON 1
WEEK 4

OBJECTIVES
- Listen to and retell stories
- Build vocabulary through play
- Use the high-frequency word when
- Use theme vocabulary in response to prompts
- Conduct interviews
- Read abbreviations
- Use the strategy Use Your Name Language to Help You Understand a Word

MATERIALS
Student Book page 52
Vocabulary Cards 22–24
Big Book: Are We There Yet?
Concept Poster

NOTE TO TEACHERS
In advance of the next lesson, collect maps of the world or North America for each pair of children.

1. I Like It
   Model: Hold up a picture of a sunny day. Smile and say, I like sunny days. Do you like sunny days?
   Join In: Make a “yes” motion by nodding your head. Invite children to chorally respond by doing the same and repeating after you. Yes, I like sunny days. Yes, I like sunny days.
   Together: Display pictures of people playing soccer, swimming, or playing catch. Walk over to one child. Say, I like to play catch. Do you like to play catch? Nod and say, Yes, I like to play catch. Reverse roles and have the child begin while you respond. Yes, I like _____. If necessary, help the child word-by-word.

2. Match the Words
   Ahead of Time: On large index cards, make two copies each of these words: pale, mane, can, had, dot, sat (one word per card).
   The Challenge: Have five children stand. Give each child a word to hold, keeping pale for yourself. Tell children not to show their words. Hand out the six duplicate words to seated children. Someone seated has the same card as someone standing.
   The Procedure: Model the procedure. Look at your word without showing it. I have the word pale. Pale. Who has this word? The seated child with pale should come up to you. Both of you should display your words. Have the other standing children repeat the procedure.

3. High-Frequency Word when
   Display the high-frequency word when. Point to each letter as you spell the word aloud. To introduce the word, ask questions using when.
   • Ask a child, When is the sun in the sky, during the day or at night?
   • Tell children to get a piece of paper and markers and draw a picture of the sun. Tell them to raise their hands when they have finished.
   • Ask a child, When is the moon usually in the sky, during the day or at night?
   • Tell children to draw a picture of the moon and raise their hands when they have finished.
   • Now ask when questions about night and daytime. For example, When do you eat lunch, during the day or at night? When do you go to school, during the day or at night? Children can point to the Sun or Moon to indicate their answers.
   • Call on children to use the word when in a new sentence. Have children write the word as you say it. Check the spelling.

(Grade 2 Unit 2 Week 4 Lesson 1, p. 184)
Response to Reading

WRITE ABOUT ARE WE THERE YET? On chart paper, write a response from your earlier discussion about the question, What did you learn about the United States from the book Are We There Yet?

Differentiate Instruction

Entering: Allow children to write in their primary languages or draw pictures to show their thinking.

Emerging: Have children respond with single words or sentences.

Developing: Support children in completing the sentence frame I learned that...

Expanding: Provide a bank of phrases or terms for children to use to extend their sentences.

Bridging: Encourage children to use what they learned in Are We There Yet? to write a poem about the United States.

BIG QUESTION: SHARE PERSPECTIVES Restate the Big Question What do you like about living in the United States? Pair children of mixed language abilities. Have pairs discuss their initial responses with each other. Allow children to revisit their own notes and add or change any information based on their partner’s perspective. Encourage children with more advanced language acquisition to condense their partner’s and their own response to the Big Question using a compound sentence.

Academic Language Development

REVIEW CONCEPT POSTER Display the Concept Poster. Review the poster by asking volunteers to explain each row of pictures. Encourage children to use the Language Learning strategy Use Your Home Language to Help You Understand a Word, when they are having trouble with vocabulary.

Differentiate Instruction

Entering: Have children repeat correct statements made by children in higher groups.

Emerging: Have children respond with single words or simple sentences.

Developing: Provide children with sentence frames, such as A city has many ____. You could see a ___ in the country.

Expanding: Encourage children to use details from the pictures to tell interesting things about the various places.

Bridging: Encourage children to come up with a list of descriptive words that tell about things they see in the pictures.

Independent Writing, page 182.
2) Language features at the sentence dimension are appropriate for all identified proficiency levels. Differentiate Instruction features are built into each lesson in order to scaffold instruction and help English Language Learners extend language skills and deepen comprehension of the content. Suggested activities encourage language development at five different proficiency levels: Entering, Emerging, Developing, Expanding, and Bridging. See the following example:

![Differentiate Instruction Table]

(Grade 2 Unit 2 Week 4, p. 189)

3) Language features at the sentence dimension are addressed systematically, presented for all identified proficiency levels in every unit and lesson. The following examples from the Grade 3 Teacher’s Edition are indicative of the types of activities present in all grade levels of On Our Way to English:
- Differentiate Instruction, p. 66: Comprehension question related to the selection. Scaffolded response options include drawing pictures, sentence frames, and writing an opinion sentence or sentences.

![Differentiate Instruction Table]

(Grade 3 Unit 1 Week 3, p. 66)
• Differentiate Instruction, p. 225: Students discuss the theme using gestures, simple language, sentence frames, or responding to prompts in complete sentences, based on proficiency level.

(Grade 3 Unit 3 Week 1, p. 225)

• Newcomer Book: The Teacher’s Edition instruction on page 288 for the Newcomer Book provides sentence frames in order to help students to establish a language pattern. Instruction provides options for teachers to follow the path that best meets each level’s literacy-learning needs.

(Grade 3 Unit 3, p. 288)
Differentiate Instruction, page 557: Students learn nuances between related vocabulary words, answering questions, using sentence frames to guide responses, and expanding answers to add details and examples, depending on each student’s proficiency level.

<table>
<thead>
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<th>Differentiate Instruction</th>
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<tbody>
<tr>
<td>Entering</td>
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<tr>
<td>Developing</td>
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<tr>
<td>Expanding</td>
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<tr>
<td>Bridging</td>
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</table>

(Grade 3 Unit 6 Week 3, p. 557)

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
1) The *On Our Way to English* program addresses language features at the word/phrase dimension in a consistent manner for all identified proficiency levels. The program provides both written and oral activities for students to learn, practice, and integrate new vocabulary skills. *On Our Way to English* employs Marzano’s Six-Step Vocabulary Process to reinforce academic vocabulary. These six steps follow the order: Explain, Demonstrate Understanding, Show and Write, Discuss, Reflect and Refine, Apply in Learning Game.

(Grade 2 Teacher’s Edition, p. T17)
Students engage in the Six-Step Vocabulary activities during multiple lessons in each week. See the following example:

(Grade 3 Unit 3 Week 1, Lesson 3, p. 217)

Differentiate Instruction features in each lesson help each student access language with the appropriate amount of complexity for his or her identified proficiency level. Students may use strategies such as gestures, illustrations, or restatements to demonstrate understanding of vocabulary words.
2) Words, expressions, and phrases are represented in context throughout the *On Our Way to English* materials. The *On Our Way to English* lessons are developed around engaging grade-level science and social studies content. Words and phrases are addressed in context to show how they express ideas. Learn the Words features connect the student experience to the core content and afford ELLs varied opportunities to practice collaborative, interpretive, and productive oral and written language skills. See the following lesson targeting technology-related vocabulary:

(Grade 3 Unit 3 Week 3, p. 309)
Students also engage in contextualized language learning exercises via the Related-Word Activities. These optional activities can be paired with the Six-Step Vocabulary exercises to support student comprehension regardless of proficiency level.

(Grade 3 Teacher’s Edition, p. A60)

3) *On Our Way to English* presents general, specific, and technical language appropriate for all targeted proficiency levels. Each lesson provides activities, including the Language Workout and the Learn the Vocabulary and Learn the Words features, that focus on one or more of the three language categories and provide differentiated instruction for ELLs of varied proficiency. The program’s Oral Language Rubric outlines the knowledge and skills representative of each target proficiency level:
Oral Language Rubric

Oral Language Rubric for On Our Way to English

Entering
Students at this level understand everyday social and instructional words and phrases. They can produce simple statements or questions, simple grammatical constructions, words, phrases, and chunks of language, using general content-related words.

Emerging
Students at this level understand repetitive phrasal and sentence patterns across content areas. They can produce phrases and short sentences using general content-related words and expressions.

Developing
Students at this level understand sentence patterns across content areas, as well as compound and complex grammatical constructions. They can produce short and some expanded sentences with emerging complexity, using specific content language, including cognates and expressions.

Expanding
Students at this level understand a variety of complex grammatical constructions, as well as sentence patterns characteristic of particular content areas. They can produce short, expanded, and some complex sentences using words and expressions with expressive meaning through use of collocations and idioms across content areas, as well as specific and some technical content-area language.

Bridging
Students at this level can understand complex, compound, and complex grammatical constructions and a broad range of sentence patterns characteristic of particular content areas. They can produce a variety of grammatical structures matched to purpose and a broad range of sentence patterns characteristic of particular content areas, using technical and abstract content-area language, including content-specific collocations.

Learn the Vocabulary

Native American
explore
custom
culture

Activity book

Have students turn to Activity Book page 3 and read the high-frequency words for this unit. Check that students know what the words mean and how to spell them. Have partners practice reading and spelling the words. Turn the students to practice these words throughout the unit.

English-Spanish

Cognates

Help Spanish-speaking students with vocabulary words by pointing out the following cognates.

explorer
explore

The Early Americans
4) The general, specific, and technical language is systematically presented throughout all lessons in the *On Our Way to English* program. As stated above, each lesson provides activities, including the Language Workout and the Learn the Vocabulary and Learn the Words features, that focus on one or more of the three language categories and provides differentiated instruction for ELLs of varied proficiency.

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) The *On Our Way to English* program clearly differentiates among the language proficiency levels and uses strategic scaffolding to accommodate students at all levels. The instruction provides a wide variety of options to ensure student success, with clear distinctions among ELLs at the Entering, Emerging, Developing, Expanding, and Bridging levels. As illustrated above, the program’s Oral Language Rubric outlines the knowledge and skills representative of each target proficiency level. Throughout the program, both oral and written activities are scaffolded to meet student needs, either assisting or extending instruction based on student proficiency. See the following:
Get Ready to Read

SET THE CONTEXT Have students turn to Student Edition pages 174–175. This selection is an informational article. What is information? It is true facts and details about a topic. Remind students that an article is factual writing that appears in a print or Internet newspaper or magazine.

DEVELOP CONTENT LANGUAGE WITH TEXT AND GRAPHIC SUPPORT Point to the selection title “Words on Paper” on Student Edition page 174. Read the title with students. Explain that this selection will tell about the history of how people have been writing things down.

Display the following words: clay, quill pen, fountain pen, ballpoint pen, typewriter, type, computer, report, keyboard, communications. Discuss each word with students, inviting volunteers to explain any familiar words. Provide definitions for any unfamiliar words. Have students match the illustrations in the selection to as many words as they can, such as clay, quill pen, fountain pen, ballpoint pen, typewriter, computer, and keyboard.

Differentiate Instruction

<table>
<thead>
<tr>
<th>Level</th>
<th>Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entering</td>
<td>Have students echo read part of the selection.</td>
</tr>
<tr>
<td>Emerging</td>
<td>Have students echo read or read part of the selection.</td>
</tr>
<tr>
<td>Developing</td>
<td>Have students read part of the selection.</td>
</tr>
<tr>
<td>Expanding</td>
<td>Have partners take turns reading to each other.</td>
</tr>
<tr>
<td>Bridging</td>
<td>Have students read aloud to the class.</td>
</tr>
</tbody>
</table>

TEACHER BACKGROUND Cuneiform is the name for wedge-shaped writing used by the people of ancient Mesopotamia, or what is now Iraq. Cuneiform comes from the Latin word cuneus, meaning “wedge.” Mesopotamians drew pictures on stones or balls of clay to record what they traded. At first, they drew three cows to show what they traded. Then they began to draw one figure for the number and another for the item traded. Over time, the pictures changed to symbols that were faster and easier to draw and stood for sounds or syllables instead of whole words. The symbols were wedge-shaped. Writers of cuneiform used between 39 and 2,000 wedge-shaped symbols. People wrote on clay tablets that were dried in the sun, and on metal and stone. Cuneiform writings have been found in many areas of the Middle East.

SET A PURPOSE FOR READING Tell students to read this selection to learn about ways people put words on paper.

(Grade 3 Unit 4 Week 3, Lesson 1, p. 349)
As stated above, *On Our Way to English* offers developmentally and linguistically appropriate instruction and practice for all designated language levels. Each lesson offers options for scaffolding to support learners at their designated level. All selections and lessons provide appropriately guided opportunities for collaboration in both oral and written communication. Supports include teacher modeling, visuals, diagrams, small group discussion, whole group discussion, and meaningful collaborative tasks that allow students to deepen comprehension in multiple ways.
3) Differentiation of language is systematically addressed in the materials. As illustrated previously, every lesson in the *On Our Way to English* program begins with a Language Workout that focuses on grammar and vocabulary and provides context for the theme and selection. Differentiate Instruction features are also present in every lesson, allowing teachers to modify instruction based on group and individual needs in reading comprehension, vocabulary, and academic language development. Furthermore, graphic novel selections in each unit provide scaffolded Reader’s Theater activities to give students at all levels opportunities to interact with the text and increase reading fluency. See the following:

(Grade 3 Unit 6 Week 1, Lesson 2, p. 503)
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 and thematic instruction are at the core of the *On Our Way to English* program. Thematic units empower ELLs by engaging them in contextual language practice and providing for multiple exposures to new vocabulary. Every lesson in the *On Our Way to English* program includes instruction and practice in the domains of listening, speaking, reading, and writing. The Language Workout, Let’s Talk, and Interact with the Text features are among those providing instruction in the listening and speaking domains.

   (Grade 3 Unit 6 Week 1, Lesson 3, p. 507)
The *On Our Way to English* program offers extensive instruction in reading comprehension and fluency throughout each unit and grade level. The Paired Readings and Interact with the Text, After Reading, and Get Ready to Read features provide instruction in the reading domain. Differentiated Reading instruction extends from the primary text to the Newcomer Book, Reading Strategy Cards, and 224 *On Our Way to Reading* Leveled Readers, offering ELLs of varied proficiency levels a wide variety of themes and topics to explore.
Graphic novels, stories, folktales, poems, and plays present relevant, appealing content with language elements, such as idioms and expressions, that students can apply in their daily lives and writing. *On Our Way to English* gives ELLs the ability to listen to the texts read aloud, while each word is highlighted as it is read. Academic vocabulary is highlighted in informational texts and reinforced with Marzano’s Six-Step Vocabulary Process. Students also interact with reading and new vocabulary in the Vocabulary Readers.

Interact with the Text

**FIRST READING** Based on students’ needs, have them read the graphic novel independently, in pairs or small groups, or with you. Scaffold comprehension as needed.

Before beginning the discussion, review words and expressions that students might have found difficult, including as thin as a rail, to give (someone) a break, shut eye, hit the hay, beauty sleep, eats like a horse, to blow off (someone), to drive (someone) away, rap music, You can’t win ’em all, hit the road, and The early bird catches the worm.

**CLOSE READ** Read the pages again. Ask comprehension questions. Encourage students to answer in complete sentences. If they answer in single words or phrases, say, Can you tell me more? Ask students to provide evidence for each of their answers. Ask, What words in the story helped you answer the question?

**DISCUSS** In cell 3, why does Ramon say, “I’m an early bird. I caught a worm”? He says it because he is being funny. Literally, he has dug up a worm for the bird to eat. Figuratively, he is making a pun, or play on words, on the saying, “The early bird catches the worm.” Look at cells 9 through 13. Why are Ramon and Maya trying to drive the bird away? They are trying to drive the bird away because it is eating too much, and it is hard work digging up the ground to feed the bird so often. At the end of the story, why does Maya wonder if the bird will be back in the spring? She knows about the migratory pattern of birds and wonders if the bird will return next spring.

**WHAT’S YOUR OPINION?** Have partners relate the story to their own experiences. Can something like this happen to the student? In students’ opinion, is the story realistic? Have them point out specific reasons in the graphic novel to support their opinions. Elicit responses based on student ability.

(Grade 5 Unit 3 Week 1, Lesson 2, p. 214)
Students participate in modeled, shared, and independent writing activities by learning and applying the characteristics of different types of writing. The program offers in-depth instruction, application, and review of specific types of writing in each unit. Each week and lesson provide opportunities for students to focus on specific types of writing. In the Modeled Writing feature, students analyze form and explore an aspect of grammar that will aid their writing. The Shared Writing feature provides students a collaborative experience, while the Independent Writing exercise encourages students to use what they have learned in the other two features to create their own written products and evaluate their work using a rubric.
The Blueprint for Writing offers a uniform instructional process that leads to student independence in writing. As students work, they receive help in planning and organizing. See the following Blueprint for Writing from Grade 1:

(Grade 1 Unit 2 Week 1, p. 134)
Modeled Writing
Organize a Personal Narrative

Display Teacher’s Resource Book page 43. Point to the top picture, and explain that the class will pretend to be the boy in the picture, and that they will write about the things the boy hears. This picture shows the big, or main, idea in our story. Then trace the connecting lines and name each picture. These lines show us that each box tells more about the top picture.

Work with children to think of labels for each image. Write each label on the graphic organizer. Then read aloud each label as you trace the lines from the top picture to each detail picture.

We will use our notes on this organizer to write about what the boy hears. Tell children that they will write a draft in the next lesson.

Modeled Writing
Use a Rubric to Draft a Personal Narrative

Display the completed graphic organizer from Lesson 3, and tell children that they will use it to write a personal narrative. Now display the rubric on Teacher’s Resource Book page 236. Explain that it shows what a good personal narrative should be like. Read and explain the entries in the rubric.

Point to the top picture and label of the completed graphic organizer. We can use this label to write a sentence that tells what our story is about. Remind children that they are pretending to be the boy in the picture.

Use children’s input to write a complete sentence that begins with I. Now trace the line to the image of the bird and read the label aloud. We can use this label to write the second sentence. The label tells us that the boy hears a bird sing. Continue this process with the other pictures and labels, asking children to suggest details to add to the draft.

Save the draft for the next lesson.

Modeled Writing
Revise and Edit a Personal Narrative

Display the draft of the personal narrative from Lesson 4. Model using the personal narrative rubric to revise your personal narrative. Remind children that the sentences in the personal narrative should tell more about the big idea. Review the draft, noting that each sentence describes the big idea, things the boy hears. Model making revisions as necessary.

Return to the first sentence and edit for spelling, punctuation, grammar, and capitalization. For example, say, I remember that every sentence needs a capital letter. Let’s make sure that all of our sentences start with a capital letter.
2) The *On Our Way to English* program differentiates instruction in the four domains based on language proficiency levels. The program provides differentiated instruction for English language acquisition as well as literacy development. See the Instructional Path on pages T10–T21 of the Teacher’s Edition that summarizes how comprehensive literacy (including speaking, listening, reading, writing) is an integral part of the instructional plan. Refer again to page A39 to review the Oral Language Rubric. This rubric is used in all of the daily lessons to provide differentiation of instruction for each language stage.

![Oral Language Rubric](image)

**Oral Language Rubric for On Our Way to English**

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entering</td>
<td>Students at this level understand everyday social and instructional words and phrases. They can produce single statements or questions, simple grammatical constructions, words, phrases, and chunks of language, using general content-related words.</td>
</tr>
<tr>
<td>Emerging</td>
<td>Students at this level understand repetitive phrasal and sentence patterns across content areas. They can produce phrases and short sentences using general content-related words and expressions.</td>
</tr>
<tr>
<td>Developing</td>
<td>Students at this level understand sentence patterns across content areas, as well as compound and complex grammatical constructions. They can produce short and some expanded sentences with emerging complexity, using specific content language, including cognates and expressions.</td>
</tr>
<tr>
<td>Expanding</td>
<td>Students at this level understand a variety of complex grammatical constructions, as well as sentence patterns characteristic of particular content areas. They can produce short, expanded, and some complex sentences using words and expressions with expressive meaning through use of collocations and idioms across content areas, as well as specific and some technical content-area language.</td>
</tr>
<tr>
<td>Bridging</td>
<td>Students at this level can understand compound, complex grammatical constructions and a broad range of sentence patterns characteristic of particular content areas. They can produce a variety of grammatical structures matched to purpose and a broad range of sentence patterns characteristic of particular content areas, using technical and abstract content-area language, including content-specific collocations.</td>
</tr>
</tbody>
</table>

(Grade 3 Teacher’s Edition, p. A39)
English Language Learners are placed within a proficiency level, in part, by their demonstrated ability on the *On Our Way to English* Pre- and Post-Retelling assessment.

**Pre- and Post-Retelling**

The *On Our Way to English* Pre- and Post-Retelling is an oral language assessment intended as an initial screening tool for stage placement within the program. Using the levels of language acquisition, this assessment tool helps you to determine a child’s language proficiency. This tool is also intended to measure progress—you can reuse it at the program level to assess children’s language proficiency over the course of the year. Administer the test to one child at a time, allowing ten minutes per child.

To use the assessment, position this booklet so that page A41 faces the student. Invite the child to look at the pictures. Read “Night Light” aloud, pointing to the pictures as you read to provide comprehensible input. When you have finished reading, tell the child, “Please use the pictures to retell the story.” If the child is having difficulty, use the retelling prompts provided below the story, one at a time as needed. Refer to the criteria in the Oral Language Rubric provided on page A39 to determine the child’s appropriate language proficiency level.

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**The Bike Ride**

1. One day in early spring, Carlos and his brother Felipe decided to ride their bikes to the park. Felipe was older and stronger, so it was easy for him to ride more quickly than Carlos.

2. When Carlos pedaled hard to catch up, they heard a big BANG! Carlos had a flat tire. “Oh no!” said Carlos. “What can I do?” Carlos was very disappointed.

3. “I'll help you,” answered Felipe. Together they walked the bikes home, where Felipe could fix the tire. He took the tire off and began to work on it. After he had finished, Felipe put the tire back on the bike and pumped air into it. He said, “Here you go, Carlos!”

4. Soon the two set out again and rode all the way to the park without stopping. They had a wonderful time there, and Carlos realized that it's good to have a big brother.

**Retelling Prompts**

1. Tell me about Carlos and Felipe.

2. What made Carlos and Felipe stop riding?

3. Why was Carlos disappointed?

4. Why do Carlos and Felipe go home?

5. What happens at the end of the story?

(Grade 2 Teacher’s Edition, p. A40)
The Teacher’s Edition also provides instructors with the Language Learning Strategies Scope and Language Functions Scope (pp. A36–A38). These show which function and strategy expectations are present for each stage of oral language development and at which grade level.

(Grade 3 Teacher’s Edition, p. A38)
3) The targeted language domains are systematically integrated throughout the materials. In each unit of the *On Our Way to English* Teacher’s Edition, the Unit Overview pages provide a listing of the basic skills included in each of the Oral Language (speaking and listening), Reading, and Writing units. See page 3 of Grade 2 Unit 1:

(Grade 2 Unit 1 Overview, p. 3)

The Scope and Sequence Charts on pages A28–A38 of the Teacher’s Edition provide a listing of the reading, writing, speaking and listening, and language strategies for Grades K–5 and show how carefully integrated the instruction is within each level and across the levels. In each week of each grade, the program includes instruction in the language domains and includes a wide variety of instructional techniques to assist all levels of learners.

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

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

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

1) The materials connect the language development standards to Common Core State Standards (CCSS). Common Core State Standards are represented throughout the materials. Target standards are found in each unit lesson, theme project overview, and Blueprint for Writing activity, listed at the bottom of the Teacher’s Edition pages. They are also highlighted in each set of leveled readers within each grade to provide complete coverage of the target topics and content. The 2014 edition of *On Our Way to English* was written to address the Common Core and supports the more rigorous demands of the standards. The program, paired with the Common Core Extension text, helps students develop the tools they need to reach independence in reading, writing, and speaking English with the expected proficiency for each grade level.

(Grade 4 Unit 7 Week 1, Lesson 1, p. 592)
2) The academic content standards are systematically represented throughout the materials. As stated above, Common Core State Standards are represented throughout the materials. Target standards are found in each unit lesson and are listed at the bottom of the Teacher’s Edition pages. The standards are also highlighted in each set of leveled readers within each grade to provide complete coverage of the target topics and content. The 2014 edition of *On Our Way to English* was written to address the Common Core and supports the more rigorous demands of the standards. The program, paired with the Common Core Extension text, helps students develop the tools they need to reach independence in reading, writing, and speaking English with the expected proficiency for each grade level.

3) Social and instructional language standards and one or more of the remaining WIDA Standards are not present in the materials.

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**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 instructional language for each reading selection in the *On Our Way to English* program provides opportunities for students to engage in higher-order thinking, regardless of language level. The Interact with the Text, Prove It, and Zoom In sections contain exercises targeting key reading comprehension skills and vocabulary questions and provide students opportunities to engage in a variety of cognitive functions. Instructional language is carefully structured to encourage identification of key ideas, summarizing, recognizing author’s purpose, making inferences, etc. Likewise, the Dig Deeper section near the end of the unit gives students a chance to use the comprehension skills they have learned to analyze the reading selection. See the following examples:
Interact with the Text

**FIRST READING** Based on students’ needs, have them read the article independently, in pairs or small groups, or with you. Scaffold comprehension as needed.

**CLOSE READ** Read the pages again. Ask comprehension questions. Encourage students to answer in complete sentences. If they answer in single words or phrases, say, *Can you tell me more?* Ask students to provide evidence for each of their answers. Ask, *What words in the story helped you answer the question?*

1. **Key Details** Skim the text. In what year did the people of the United States hear about the discovery of gold in Alaska? They heard about it in 1897.

2. **Connect Text with Visuals** What is shown on the map on page 296? The map shows the area stampeder traveled from California to Alaska.

3. **Connect Text with Visuals** Who is pictured in the photo on page 296? A gold rush miner. How do you know? I read it in the caption.

4. **Story Structure** How does the author organize the information in the first paragraph of the article? In chronological order from the time the news of gold is announced until the first stampeder arrived in Dawson City.

5. **Main Idea** What one person is this story mainly about? The story is about Harriet Pullen.

6. **Vocabulary** What does it mean when the story says that Harriet could earn money? She could get paid to make something or provide a service.

---

Infer

When you read about Harriet’s idea for her business, what can you infer about the forms of transportation that existed at that time? Vehicles with engines, such as trucks, probably didn’t exist yet.

**Connections** What was Harriet able to use for her new business that she already owned? She owned workhorses that could haul freight.

**Key Details** What service did Harriet provide that made her a lot of money? She used horses to move miners’ supplies over the mountains.

**Turn and Talk** Have students turn to a partner and discuss Harriet Pullen’s life or the Klondike Gold Rush.

**Connect Text with Visuals** Have students look at the graph. What information does this graph represent? The Skagway population from 1895 to 1900.

**Connect Text with Visuals** Have students look at the graph again. According to the graph, what was the population of Skagway in 1897? 20,000

**Analyze** From the graph and its caption, what can you say about the population of Skagway between 1896 and 1899? Responses should include that it rose sharply, reached its highest peak, and then fell sharply.

**Prove It**

Read aloud the prove it question: What details show that Harriet Pullen was a good businesswoman? 

**Think Aloud:** I read that Harriet found work as a cook and quickly found a way to make money selling pies. Then she noticed a problem people were having moving their goods over White Pass. She found a way to make money solving people’s problem. When the gold rush ended, she quickly found another way to make money as a hotel owner.

**REREAD SELECTION** Click and play as students follow along.

(Grade 4 Unit 7 Week 1, Lesson 4, pp. 606–607)
Dig Deeper

**LOOK BACK** Remind students that they studied several diagrams and graphic features during this unit. Today you are going to use diagrams and other graphic features to answer questions. Have students look at Student Edition page 376. Read the first activity with students. Encourage students to ask questions to clarify what the activity is asking them to do.

**TALK ABOUT IT** Read the second activity with students. Have students share how they would describe a plant, tree, or flowers they have seen. Tell students to discuss how they would combine the sentences. Make a list of words that can help combine sentences on the board. Remember to make sentences that describe a plant, tree, or flower you have seen. Then, use one of the words from the board to combine your sentences.

**CONVERSATION** Have students look at page 377. Read the box together. Remind students that when they warn someone about something dangerous or unhealthy, they could use the word Stop! to get the person’s attention. Explain that they will follow the pattern on page 377 to have a conversation with their partner. One partner is Person A. The other partner is Person B. Person A begins by warning Person B of an emergency. How might Person B reply? Person B might say, “Thank you for helping me!” Remind students to give different kinds of warnings, including warnings about an emergency.

Continue to walk students through the conversation, making sure they understand what is expected of them. Then, have partners practice the conversation switching roles.

(Grade 5 Unit 8 Week 4, Lesson 3, p. 760)
2) Opportunities for engaging in higher order thinking are systematically addressed in the materials. As illustrated above, the Bloom’s taxonomy verbs are embedded in the instructional language throughout each lesson of *On Our Way to English*. Each unit planner identifies the Comprehension Strategy, Word Study, Literacy Skill, and Fluency progression for each week’s instruction. These charts and the Interact with the Text activities show the careful structure used to develop the program and how a wide range of higher-order thinking skills are introduced and reviewed throughout the lessons.

C. Supports for Various Levels of Language Proficiency

1) **Do the materials provide scaffolding supports for students to advance within a proficiency level?**

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

2) **Do the materials provide scaffolding supports for students to progress from one proficiency level to the next?**

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

3) **Are scaffolding supports presented systematically throughout the materials?**

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

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

1) *On Our Way to English* instruction involves scaffolding supports for students to advance within a proficiency level. Strategic scaffolding is integrated into the instructional material to support ELLs of varied proficiency levels. The program employs whole-class activities that are subdivided into partner and individual activities to modify the learning environment. The Turn and Talk feature provides opportunity for students to discuss ideas and seek greater comprehension together. The Response to Reading section invites students to record their thoughts on a reading selection in a writing response while actively practicing writing skills. Strategic scaffolding helps students as they think about text selections in the Check Understanding activities:
Check Understanding

We are going to work together to complete a page about Let’s Go to the Store! Distribute copies of the book and reread it to children.

Have children turn to Student Book page 82. Point to the items in Part A. Read the first item and model how to complete the first item.

Think Aloud The first sentence in the chart says, I know about shopping. Well, I go to the store with my dad sometimes. I know a little about shopping. So I am going to fill in the middle face. What about you? If you know a lot about shopping, you can fill in the smiling face. If you don’t know about shopping, you can fill in the frowning face. Repeat the procedure for the remaining items in Part A.

Next, point to the items in Part B. Have children look at the pictures in Item 1. The question is What do we eat? I see a picture of eggs and a picture of a list. I eat eggs. So I will make a check mark in the box under the picture of the eggs. Repeat the procedure for item 2 in Part B.

Support children as they complete the page.

Collect the books for use later in the unit.
Differentiate Instruction activities work with the Reading Response to give learners at all levels ample opportunity to hone their skills.

Teachers can also use the Prove It and Zoom In activities to scaffold instruction, read these prompts aloud and students learn to make thoughtful connections to the texts they are reading in order to answer the questions. Leveled Readers are delivered online along with a lesson plan for each reader. These Leveled Readers and activities can be chosen to fit the needs to each individual student. This flexible lesson structure allows students to advance within a level and then across levels. This structure is designed to accommodate all levels of learners in the development of language proficiency.
2) See pages T8–T21 in the On Our Way to English Teacher’s Edition for a summary of how the program’s design promotes skill acquisition and mastery to move from section to section, unit to unit, and level to level. Pages T20 and T21 illustrate how strategic scaffolding methods support student success and advancement from level to level while teachers monitor progress. The instruction in each unit begins with what the students know and can do and progresses throughout each lesson and unit.

(Grade 3 Teacher’s Edition, p. T20)
This instructional flow increases in complexity for oral language activities, reading selections, and visuals. Instruction in the Teacher’s Edition and in related materials provides scaffolded support as students move from fundamental to more complex skills practice. The Unit Progress Test, Open-Ended Oral Language Assessments, and Unit Assessment Checklists give teachers the tools to evaluate student progress from level to level. See pages A42–A58 in the Resources section for the Open-Ended Oral Language Assessments and rubrics.
3) The scaffolding supports are presented systematically throughout the *On Our Way to English* materials. The program provides systematic lesson designs for grades K–2 and 3–5. Within the Teacher and Student Editions there are varied opportunities for ELLs to progress from level to level as they master skills and concepts. Instruction in the Teacher’s Edition follows a uniform systematic approach in all grade levels. All instruction is monitored by Unit Progress Tests, Open-Ended Oral Language Assessments, and Unit Assessment Checklists, allowing teachers to use real data to gauge student achievement and advancement. See pages T20 and T21 in the Teacher’s Edition for a summary of the ways to monitor students to accommodate development.

### 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 *On Our Way to English* materials. Students read and analyze authentic, complex, and grade-appropriate texts of a variety of genres in the Student Edition, Leveled Readers, and Newcomer Book. *On Our Way to English* and all its component texts were collected in conference with the Common Core State Standards, ensuring grade-appropriate selections and strategic scaffolding for ELLs. Selections for each thematic unit, as well as comparative selections from the genre, are presented in the Unit Overview. Content standards were used in the identification of science, social studies, mathematics, and literature selections for each grade level. As materials are introduced, the appropriate content vocabulary is presented using Marzano’s Six-Step Vocabulary Process. Meanwhile, related Leveled Readers at the appropriate Rigby ELL Levels are introduced in each Week at a Glance feature.

(Grade 5 Unit 1 Overview, p. 2)
2) Grade-level content is accessible for the targeted levels of language proficiency. As stated previously, instructional language in the Teacher’s Edition scaffolds instruction to target students at specified levels of proficiency. As students progress through each reading selection, teachers use the Differentiate stage to focus on students who require varied levels of support. The Emerging, Expanding, and Bridging stages of development are represented in the content area through additional vocabulary activities. Learn the Words, Interact with the Text, Learn the Vocabulary, and Academic Language Development sections, along with the Differentiate Instruction activities, help to tailor instruction to students’ individual needs. These activities synthesize content and vocabulary to help students achieve English language proficiency academically and socially.
3) As previously illustrated, grade-level content is present in the *On Our Way to English* materials and is systematic in its presentation. Students read and analyze authentic, complex, and grade-appropriate texts of a variety of genres in the Student Edition, Leveled Readers, and Newcomer Book. Each unit theme is developed around a particular content area, and every unit employs both literary and informational texts to access multiple topics and subject area disciplines. Students learn language in the context of these selections in order to increase knowledge and proficiency, utilizing the same Six-Step Vocabulary Process throughout.

### 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) Students practice and develop a range of language functions in the *On Our Way to English* program. As students progress through each reading selection, they learn and practice language functions and apply them to reading selections. Students receive scaffolded support to use language functions to compare and contrast, ask and answer questions, analyze cause and effect relationships, summarize and paraphrase, and other text-related tasks. The program provides a number of features to facilitate language instruction. These include the Language Workout, Academic Discussion Strategy, and Social Language Function exercises. Within each of these features, language functions are presented and practiced comprehensively. See the following examples:
**OBJECTIVES**
- Respond to questions
- Recognize the letter G and identify the sound that it stands for
- Apply vocabulary
- Read and spell words with short a
- Read high-frequency words and story words
- Read and respond to My Grandmother’s Hands

**MATERIALS**
- Student Book page 49
- Vocabulary Cards 16–18
- Chant Poster
- Big Book: My Grandmother’s Hands
- Teacher’s Resource Book page 39

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**Answer Questions**

**Model** Display the familiar picture books. Say, **My favorite book is _____.** Point to the book and name it. Addressing the class, sweep your hand over all three books and ask, **What is your favorite book?** Point to a child, smile, and repeat the question.

**Respond** Prompt the child to choose a book and respond, **My favorite book is _____.** If needed, name the book for the child and have him or her repeat the name. Repeat with other children.

**Turn and Talk** Have children practice asking and responding to the question, **What is your favorite book?**

---

**Greet with “Go! Go! Go!”**

**Review /g/** Display the letters G and g. Remind children that these letters stand for the sound at the beginning of Gabriel Goat’s name. Say, **These letters stand for Gg. Say it with me, Gg!**

**Activity** Tell children to stand up and get ready for words that start with /g/. Say, **When you hear a word that begins with /g/, you will jump up and down and say, “Go! Go! Go!”** (Demonstrate using the word girl.) Say, **But if I say a word that does not begin with /g/, say, “No! No! No!”** So you’ll say either, “Go! Go! Go!” or “No! No! No!” Name objects that children can see in the classroom. Use a mix of words that start with /g/ and words that do not. Examples:

<table>
<thead>
<tr>
<th>glass</th>
<th>sign</th>
<th>gallon</th>
<th>mop</th>
<th>gold</th>
</tr>
</thead>
<tbody>
<tr>
<td>grapes</td>
<td>pen</td>
<td>map</td>
<td>grass</td>
<td>glue</td>
</tr>
<tr>
<td>paper</td>
<td>money</td>
<td>gray</td>
<td>green</td>
<td>girl</td>
</tr>
</tbody>
</table>

---

**High-Frequency Word the**

Display the high-frequency word the. Point to each letter as you spell the word aloud. To introduce the word, display six crayons. There should be only one crayon of each color.

- Point to any crayon and say, **I am pointing to a crayon, any crayon.** Then point to the blue crayon and say, **There is only one blue crayon. This is the blue crayon.**
- Ask a child to point to a crayon, any crayon. Then ask, **Is that the (name the color) crayon? Yes it is the (color) crayon.** Repeat with other children.

Call on children to use the word the in a new sentence. Have the children write the word as you say it. Check the spelling.

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(Language Workout, Grade 1 Unit 2 Week 2, Lesson 2, p. 166)
Academic Discussion Strategy

Ask for Evidence

**Review Strategy** Review the academic discussion strategy. Remind children that when they want to know where someone found an idea, they can ask that person for evidence. Review the prompts on the Academic Discussion Poster that support the strategy.

**Response to Reading**

**Write About Mother Duck’s Walk** On chart paper, write a response from your earlier discussion about the question, How is Mother Duck’s Walk like another book you know? Then invite children to write their own responses.

<table>
<thead>
<tr>
<th>Differentiate Instruction</th>
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<tbody>
<tr>
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<tr>
<td>Expanding</td>
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<tr>
<td>Bridging</td>
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<tr>
<td>Have children draw pictures to show their thinking.</td>
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</table>

**Practice Strategy** Write the following question on the board and then read it aloud: How is Mother Duck’s Walk like another book you know? As you guide the discussion, prompt children to ask each other for evidence. Guide children to point to pictures in Mother Duck’s Walk as their evidence.

**Big Question: Share Perspectives** Remind children of the Big Question for the unit. What makes a place feel like home? Encourage children to revisit the notes and pictures from their initial response to the Big Question in Week 1 Lesson 5.

Pair children of mixed language abilities. Have the pairs discuss their initial responses with each other. Then, allow children to revisit their own notes and add or change any information, based on their partner’s perspective. Circulate to provide assistance.

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Social Language Function

**Express Feelings**

**Teach and Model Skill** Display the sentence frame I feel ___ . and read it aloud. Tell children that there are many words we can use to say how we feel. Model feelings using language and facial expressions. Smile and say, I feel happy. Frown and say, I feel sad. Explain that this is how to talk about how you feel. Repeat: I feel happy. How do you feel? Tell children to respond using the sentence frame.

Point to the pictures of the girl expressing her feelings on Side A of the Academic Language Builder 1. Say each feeling word, and have children repeat the word and mimic the girl’s expression. Then have children use the sentence frame to express that feeling.

**Practice Skill** Invite children to stand up. Have a volunteer use phrases to name a scenario from the poster, such as going to a party or seeing a spider. Children can practice expressing feelings by using facial expressions and gestures that relate to the scenario. Repeat the activity with different volunteers.

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<tr>
<td>Have children use facial expressions and gestures to act out the feelings associated with each scenario.</td>
</tr>
</tbody>
</table>

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(Grade 1 Unit 5 Week 4, Lesson 4, p. 550)

(Grade K Unit 2 Week 1, Lesson 1, p. 125)
2) The *On Our Way to English* language functions are incorporated into communicative goals and activities. As stated above, students practice and develop a range of language functions in every lesson of the program. As students progress through each reading selection, they analyze genre, explore words and phrases, and practice social language functions. The Blueprint for Writing and Language Workout features provide crucial instruction in key language functions and provide students with opportunities to practice a range of skills and strategies in all language domains. See the following examples from the Teacher’s Edition, Grade K Unit 2 Week 1, Lesson 3, pages 132–135:

(Grade K Unit 2 Week 1, p. 132)
Learn the Vocabulary

**STEP 2: Practice**

- Review Vocabulary Cards 13-15. Write the following questions on the board and read each one aloud. Model a response to each prompt. Have partners choose a question and discuss their answers. Invite volunteers to share their responses.
  - What can you hear with your ear?
  - Why do you need your mouth?
  - What do you like to smell with your nose?

**Differentiation Strategies**

- **Emerging**
  - Encourage children to respond using a sentence frame, such as “I like to smell _______ with my nose.”
- **Developing**
  - Encourage children to respond using complete sentences.
- **Expanding**
  - Encourage children to respond to multiple prompts.
- **Extending**
  - Encourage children to respond to all of the prompts.

**Academic Language Development**

**SET THE CONTEXT** Display Chart 1. Point to the girl on the poster and ask children to explain what the girl is pointing to. Explain that the chart features one girl talking to the other girl.

**READ CHART** Read the chart aloud, using the techniques below to provide comprehensible input as children follow along.

<table>
<thead>
<tr>
<th>WORDS AND CONCEPTS</th>
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<tbody>
<tr>
<td>Item is your fingers.</td>
<td>Hold up and wiggle your fingers.</td>
</tr>
<tr>
<td>Item is your toes.</td>
<td>Point to and wiggle your toes.</td>
</tr>
<tr>
<td>and you will see</td>
<td>Point to your eyes.</td>
</tr>
<tr>
<td>the different parts</td>
<td>Touch your ears, nose, mouth, and arms.</td>
</tr>
<tr>
<td>of you and me</td>
<td>Point to the children. Then point to yourself.</td>
</tr>
</tbody>
</table>

**LANGUAGE LEARNING STRATEGY**

**Show Me What You Mean**

- Place blocks, crayons, and books on a table. Point to yourself and say, “I want the blocks.” Then point to the crayons and books and shake your head “no.” Point to the blocks and nod your head “yes.” Repeat. | Want the blocks! I need the blocks. I need the blocks! | Want the blocks! I need the blocks. I need the blocks! |

**Build Academic Language**

**ACADEMIC LANGUAGE BUILDER** Display the Academic Language Builder 1, Side B. Tell children that the song on the chart will help them learn more about the body. Point to and name body parts on the chart. Have children repeat the names as they point to their own body parts. Then flip to Side A of the chart. Use facial expressions to demonstrate happy, sad, and surprised. Have children repeat both songs after you.

**READ SONG** Read the songs aloud, using the techniques at the top of each page to provide comprehensible input. Then click and play for support as children follow along.

<table>
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<tr>
<td>ears, eyes, nose, and mouth</td>
<td>Point to your own body parts.</td>
</tr>
<tr>
<td>happy, sad, and surprised</td>
<td>Smile, frown, and open your mouth.</td>
</tr>
</tbody>
</table>

**BUILD LANGUAGE** Explain to children that they can change words in each song. On Side A of the poster, substitute a new feeling for the words in red. On Side B, substitute arms, hands, legs, and feet for the words in green. Extend language to include other parts of the body or feelings as children repeat the songs with you.

**Modeled Writing, page 123.**

(Grade K Unit 2 Week 1, pp. 133, 135)
3) The language functions support the progression of language development. The program was developed with a thematic structure so that content areas incorporated into the lessons and skills are organized into a complete scope and sequence that covers all areas of reading and language arts instruction. Each grade level is based on the thematic, well-constructed plan for skills and strategies that are included across the grade and from grade to grade. To view the Scope and Sequence chart, see pages A28–A38 of the Teacher’s Edition.