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.

**PRIME at a Glance**

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PRIME Part 1: Provide Information about Materials

Provide information about each title being correlated.

Publication Title(s): Our World Second Edition

Publisher: National Geographic Learning

Materials/Program to be Reviewed: Our World Edition Two

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

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, from 1-6. There is also a Starter level, designed for young students just starting to learn English.

Most Recently Published Edition or Website: Second Edition/https://ngl.cengage.com/ourworldtours/

In the space below explain the focus or intended use of the materials: Our World Starter can be used before the Our World series and is for young learners with no previous exposure to English. It is designed to give learners the basic skills for learning the language. Our World is a six-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 Our World materials. All of the lessons follow a specific format, beginning with a Warm-Up. Often, these warm ups will include questions specifically asking about students’ prior experiences. An example can be found in the Our World 6 Lesson Planner, page 53, where the teacher is instructed to set the stage for a reading lesson about extreme athletes and their sports. In order to activate prior knowledge, the lesson instructs the teacher to ask students “Have you ever had an accident playing a sport? Did you get an injury? Did you play the sport again? Were you scared?” Additionally, in the accompanying Student Book on page 17, the students are asked to discuss how they connect with nature and what outdoor activities they like to do:
2) Student’s assets and contributions are systematically considered throughout the Our World series. The Lesson Planners at all levels often contain a section entitled “Teacher Tip,” which points out issues or other pertinent ideas and considerations the teacher may want to think about during the lesson. In the Starter Level Lesson Planner, there is a Teacher Tip on page 71, which reminds teachers that students at 5 or 6 years of age may still have problems being away from their families, especially if they have never been to school before this year. The tip encourages parents to send a family photo and to hang these pictures of students’ families on the wall, or encourages students to glue these pictures into the inside cover of their books or notebooks. If the students feel anxious or upset about being away from their families, have them look at their photo and remind them that they will see their family members after school.

Another example can be found in the Our World Lesson Planner (page 94) and Student Book (page 38). Unit 2 is titled My Place in the World and there is an activity where the teacher asks the students to think about their favorite place and write about it. After this is done, they are instructed to read out loud in small groups what they wrote and fill out a chart.
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
1) The materials in the Our World series address the language features at the discourse dimension in a consistent manner for all of the proficiency levels, Starter-6. Even for beginning English learners, the Starter level contains chants that students can listen to and repeat, with proper support and repetition. An example can be seen here, taken from the Student Book, page 24:

![Listen and chant](image)

At the higher levels in the series, there is more discourse presented to the students both orally and in writing. An example can be found in Unit 5 of Level 5, Arts Lost and Found. The students are expected to compare and contrast, which is a higher-level language function, after listening and reading to a passage about Modern Mariachi Music:
In addition to the Student Workbook and Student Book, there are also accompanying audio CDs and Videos that, according to the description, “Can be used before, during or after instruction to preview, support and review.”

2) The language features at the discourse dimension are addressed systematically throughout the Our World series. The four language domains of Listening, Speaking, Reading and Writing are addressed at each level, although at the starter level, the focus is mainly on listening and speaking. Throughout the Units, there are many and varied opportunities for students to engage with the language through each of these domains. Some examples:

Our World 1, Student Book, Page 80 (L & S)
VOCABULARY I

1. **Listen and say.** TR: 5.1

2. **Listen.** Point and say. TR: 5.2

- **a hat**
- **gloves**
- **a skirt**
- **a jacket**

Guilin, China
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*
1) The materials address language features at the sentence dimension for all proficiency levels, Starter – Level 6. The Starter level, designed for the beginning English learner, focuses on pronunciation, letter sounds and vocabulary, but nevertheless incorporates grammar and sentence structures through repetition. And, as stated on page 4 of the Starter Lesson Planner, “The unit opener uses high-interest uses high interest photographs to engage students, present unit theme and provides opportunities for speaking and discussion.”

The units all have Grammar lessons that allow students to practice sentence structures using “real-world” language with their peers. An example can be found in Unit 4, page 47 (Student Book) where the students are using comparative language to discuss the evolution of telephones:
2) The language features at the sentence dimension are appropriate for the identified proficiency levels. The Starter level is intended for newcomer/very beginning English learners and the proficiency levels increase from there with Level 1 up to Level 6. At the Starter level, students begin by learning the sounds of English through chants, repetition, movement and teacher modeling. They begin, in Unit 0, with simple greetings and basic classroom commands as shown here (p.7, Student Book):
As the Levels increase, the sentence level language features become more complex, which is appropriate for this primary age group. For example, at Level 5, Unit 5, there is a lesson that focuses on the use of gerunds through a song about cultures. Page 82 has the students completing the sentences by selecting verbs from a word bank, and adding -ing to make it a gerund:
3) Language features at the sentence dimension are addressed systematically throughout the materials. As mentioned above, each Unit of each level contains grammar lessons that include real-world examples (p.7, Our World 3 Lesson Planner):

Additionally, the Starter Lesson Planner (p.21 and 22) explicitly states: “Our World presents grammar in age-appropriate, meaning based ways. Because their analytical skills are not yet fully developed, young learners gain little from analyzing forms and memorizing rules the way many adults do. They [younger learners] benefit more by seeing many repetitions of a target grammar point in different meaningful contexts, and by using grammar as unanalyzed “chunks” that help them communicate. Language activities in the Student Book and Workbooks, then, show target points in meaningful sentences that students can use as models for language production. Even students at the Starter level are given the opportunity to engage in dialogues using high-frequency grammatical structures along with recycled vocabulary.”

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

   Yes  No

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identified proficiency levels?

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 language2 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 Our World materials address language features at the word/phrase dimension in a consistent manner for all identified proficiency levels. Every Lesson Planner for all Levels, contains a Scope and Sequence section which has at least one, and sometimes two, columns that show the targeted vocabulary for each Unit. An example, from page 2 of the Our World 2 Lesson Planner, can be seen here:

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2General language refers to words or expressions not typically associated with a specific content areas (e.g., describe a book).
Specific language refers to words or expressions used across multiple academic content areas in school (chart, total, individual).
Technical language refers to the most precise words or expressions associated with topics within academic content areas in school and is reflective of age and developmental milestones.
2) Words, phrases and expressions are represented in context in the Our World series. The vocabulary taught for each unit is connected to a Theme and the words are used frequently in a variety of activities throughout the unit in order to reinforce and make meaning. In the Lesson Planner, at the beginning of the unit, there is a list of the target vocabulary words, as seen in the Level 5 Lesson Planner. There is a narrative that incorporates the words right next to it for the students to listen to then practice saying:
3) The general, specific, and technical language is appropriate for the targeted proficiency levels. At the earlier levels (Starter, 1, 2, etc.), the vocabulary introduced is more general, laying a foundation for the higher levels later on. An example of the general vocabulary used is in the Student Book for Level 1, page 28, where the Unit is about nature and objects in nature:

The language becomes more specific and technical as the student’s progress through the levels. A science lesson in Level 6 demonstrates this with a reading passage filled with specific and technical vocabulary like oceanographer, artifacts, shipwreck, submarine:
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. Additionally, there is a section throughout the Lesson Planners called “Be the Expert,” which is a sidebar for the teacher that provides extra assistance like “Teaching Tip,” “Grammar in Depth,” and other strategies or extensions of learning. Another category sometimes found in this section focuses on vocabulary, as this example from page 207 of the Level 6 Lesson Planner illustrates:
3. Performance Definitions
The WIDA Performance Definitions define the WIDA levels of language proficiency in terms of the three dimensions of academic language described above (discourse, sentence, word/phrase) and across six levels of language development.

A. Representation of Levels of Language Proficiency

1) Do the materials differentiate between the language proficiency levels? Yes No

2) Is differentiation of language proficiency developmentally and linguistically appropriate for the designated language levels? Yes No

3) Is differentiation of language systematically addressed throughout the materials? Yes No

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

1) Although the WIDA proficiency levels are not explicitly identified in the materials, the Our World series addresses proficiency levels throughout the material. The series itself consists of six levels, plus a Starter level, which is designed for young, beginning language learners. The academic language demands increase with each level, so that by level six, students are performing language functions such as identifying cause and
effect, describing, and retelling. In contrast, at the lower levels of the series, students are performing tasks such as naming, counting and using the simple present tense. Within each level of the Lesson Planners for Our World, there is a section entitled “Lesson Adjustments.” The need for differentiation is recognized here when it states, “In mixed-ability classes, for example, teachers spend more time with some students than with others. In the Our World lesson planner, teachers have many different activities to choose from, including extension activity suggestions that are not in the Student Book.” An example of an extension activity is below, taken from page 167 of the Lesson Planner for Level 2:

2) Differentiation of language proficiency is developmentally and linguistically appropriate for the designated language levels. The Our World series is designed for young learners, and the variety of activities, scaffolds, extensions, and supports reflect that. The vocabulary and grammar structures presented in each lesson are repeated and reinforced in a variety of ways throughout the entire lesson. The series recognizes that younger learners are most likely going to process information mainly through their senses, so they focus on the four main learning styles for sensory learners: Visual, Auditory, Tactile and Kinesthetic. These styles lend themselves well to a variety of hands on, physical, musical, and artistic activities, which Our World provides in each Unit. In fact, in Level 3, Unit 4 is about the senses and begins with an introduction using all four learning styles:
3) Differentiation of language is systematically addressed throughout the materials. As mentioned above, each Level of the Lesson Planner has an Extension section and each Unit has an extension activity for those students who are ready for it as seen here in Level 5, Unit 1:
Extend

- Say Let’s make word webs about the types of storms we learned about. Draw a word web on the board. In the center, write thunderstorm. Say Let’s think of words to describe a thunderstorm. Ask questions such as What happens in a thunderstorm? What do you see? What do you do? Complete the word web using students’ responses.

- Place students in groups. Give each group a copy of the word web organizer. Assign each group one of the following words: flood, ice storm, blizzard, tropical storm, hurricane, tornado, supercell, sandstorm. Have them write the word in the center of the word web. Say What words tell about the extreme weather on your word web? Write the words in the circles. Give students three minutes to fill in their word webs.

- Have groups share their word webs with the class. Tape each one to the board. As a class, discuss the similarities and differences between the types of weather. Ask What word webs have the same words?
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 (L, R, S, W) are targeted in the materials. The lesson planners at every level (Starter-6) contain a section at the beginning entitled “The 4 Skills: Listening, Speaking, Reading, and Writing.” It goes on to describe each domain in some detail and how it is used throughout the series. An example can be seen here:

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 Our World 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 Our World.
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 Our World. An example can be found on pages 96 and 97 of the Our World 6 Student Book, where the students are learning about product quality and advertising. In this activity, they are instructed to Listen, Read and then Sing a song, then work with a partner to complete sentences about the song:

**SAFE BUYS**

**CHORUS:**
Many of the things we buy are tested for safety.
They should be safe for you and me.
When you're in stores, the products you buy shouldn't break.
A quality product, it becomes what it is.

CHORUS:
Good is important.
Products should be safe.
A factory that makes things
should test everything, just in case.
A quality product is a joy.
The car speaks out and a light it's a signal.
It's just a fun to make sure everything is safe.

CHORUS:
Safe for you and me.

**Complete the sentences.**

1a. The two products tested in the song are

1b. The two products tested in the song are

1c. We test products so that they are

1d. We test products so that they are

2. How you even thought anything that

3. What happened?
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 Our World 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) Academic content standards are systematically represented throughout the materials. In the Lesson Planners for each level, content objectives are listed at the beginning of every unit. An example of a Science unit can be seen here, from page 260 of Level 6:
The content is then presented in a systematic way throughout the unit. There are seven components that accompany each lesson. They are: Warm-up, Presentation, Practice, Application, Extension, Wrap-Up and Three Step Routines. A description can be found at the beginning of each Levels Lesson Planner:
3) Social and instructional language and one or more of the remaining WIDA Standards are present throughout the materials. It is most prevalent in the lower levels (Starter, 1, 2 & 3), but is present in all the remaining levels as well. An example can be found in Unit 9 of Level 5, called “Cool Vacations!”:

**VOCABULARY 2**

**Objectives**
- Identify and use words related to travel.
- Complete sentences using words related to travel.

**Vocabulary**
- sunglasses, a passport, a suitcase, a souvenir, an airport

**Resources**
- TE 4.3-4.6, Table 5, Activity Worksheet 7.2 Workbook 1-5, Workbook Studio 70, CCR Ontario Progress

**Materials**
- Postcards or other souvenirs from a trip; sunglasses (optional)

**Practice**
- An important step focuses on students’ first efforts to use new target language. For young learners, practice is guided, meaning that students are provided with the structures and vocabulary needed to produce the target language. While students are not expected to create new language independently, the goal is to provide opportunities for them to try out new language in order to prepare for real communicative contexts.

- **Apply** At this stage, students should be able to use new language in realistic contexts, as well as personalize the language with respect to their own lives. Application further develops students’ abilities to use language communicatively.

- **Extend** Extension activities are additional communicative activities that help students personalize new language and use it in realistic contexts. These activities are not found in the Student’s Book and are designed to provide additional opportunities for real communication among students in the classroom.

- **Wrap Up** This might be a quick review in game form of what was learned in class or even a simple song or chant. The wrap up might be a conclusion to a post-work extension activity in which the teacher asks individual students what they learned from their partners.

**Three-Step Routines**
In addition to the explicit, guided instruction provided in the Lesson Planner, Our World also offers a series of three-step teaching routines as an alternative or streamlined approach to lesson planning. These routines can be used for any major lesson type and contain all of the major elements of successful lessons in consolidated form.
The other WIDA Standards, the Language of Language Arts, Math, Science, and Social Studies are also represented throughout the Levels of Our World. Sometimes, a few standards are combined in each unit, as this example from the Starter level, Unit 4 shows, encompassing the Language of Language Arts, the Language of Math and Social and Instructional language:

**COLORS AND NUMBERS**

1. **Listen and point. Say.** TR: 4.6
   - pink
   - purple

2. **Listen and color.** TR: 4.7
   1. 
   2. 
   3. 
   4. 
   5. 
   6. 

3. **Listen. Count and say. Trace.** TR: 4.8
   - [Image of sticks]
   - [Image of a circle]
   - [Image of a square]

4. **Cut out the cards in the back of the book.**
   Listen. Put the cards in order. Say. TR: 4.9

5. **Use the rest of the cards in the back of the book.**
   Say. Put the cards in order.
   - [Image of a parrot]
   - [Image of kites and books]
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?

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2) Are opportunities for engaging in higher order thinking systematically addressed in the materials?

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

1) The materials present an opportunity for language learners to engage in various cognitive functions, regardless of language level. In the introduction to each level of the Lesson Planner, there is a section dedicated to critical thinking skills which explains that all students will have an opportunity to engage in thinking beyond just a surface level. Some of the skills students may be challenged with include:
Examples of these skills are evident throughout the duration of Our World. At the lower levels, students are engaging with the materials in a way that will make meaning for them and help them build towards the higher level cognitive functions. For example, in the Level 1 Student Book, students will match shapes and then analyze/evaluate which shape matched a real-world example, in this case, a house:

- **Classifying** What are (two) ways you can group together these words?
- **Comparing** How are (dogs) and (wolves) alike?
- **Contrasting** How are the (cassowary) and (ostrich) different?
- **Making Inferences** Looking at these effects, what do you think is the cause?
- **Predicting** What will happen when (the volcano erupts)?
- **Problem Solving** What are some ways we can solve the problem of (conserving water at school)?
- **Ranking** How would you list your (favorite sports) from one to five?
- **Sequencing** When (planting vegetables), what are the steps in order?
- **Using Graphic Features** What do the title, caption, diagrams, and photographs tell you about what you’re going to read?
- **Visualizing** How do you picture (the treasure) in your mind?
At the higher levels, students will use skills such as predicting to read a story and make predictions along the way as to what will happen next. At level 6, in Unit 7, students will be reading a folktale called The Shark Kings Cave while they predict the outcomes of the story:
Opportunities for engaging in higher order thinking are presented systematically throughout the materials. Each Unit within a level contains an overall summary of the Theme, the Content and Language Objectives, Vocabulary and Grammar presented, as well as a Pacing guide, a Writing objective and a project. An example can be seen here, from Level 4:
Then, within each component of the Unit, there are further breakdowns of objectives, strategies, vocabulary and other resources. In this example, also from Level 4, the students will read the folktale The Empty Pot and make predictions:
C. Supports for Various Levels of Language Proficiency

1) Do the materials provide scaffolding supports for students to advance within a proficiency level?  
   
2) Do the materials provide scaffolding supports for students to progress from one proficiency level to the next?  

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Before You Read

- **Activate prior knowledge**: Ask students questions to get them thinking about main ideas in the story. Say, *Did you ever grow a plant? What did you need to do to help the plant grow? Did you ever enter a contest? Tell about it.*
- **Introduce the strategy**: Give students examples to help them understand the word prediction. Say, *Is it going to rain later? Hmm, The sky doesn’t look dark. I don’t see many clouds. I predict it won’t rain today.*
- **Say**: As we read the story, let’s use a chart to keep track of our predictions. Draw a two-column chart on the board. Label one column *My prediction,* and the other column *What actually happens.* Say, *Look at the picture on the cover of this reader. What do you predict this reader will be about?* 
- **Say**: As we read, we will sometimes stop to make predictions about what will happen next. Look for clues in the text to help you make these predictions.

While You Read

- Stop after every few pages to make predictions together about what will happen next.
  - P: What do you think Cheng will do?
  - P: Do you think Cheng will take his pot to the palace? What do you think will happen there?
  - P: What do you think the emperor will say?

After You Read

- After finishing the story, look at the predictions in the first column of the chart. For each prediction, ask *Was that prediction right?* Next to each prediction, have students write correct or write what actually happened.

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UNIT 2 READER

**Text Type** folktale  
**Reading Strategy** Make Predictions  
**Vocabulary** cucumber, an onion, a pumpkin, dig, grow, plant, water, weed, every day  
**Grammar** talk about obligation with have to or a verb  
**Resources**: Video 5c. 10; Graphic Organizer: Two-column chart; World Map

BE THE EXPERT

**Our World in Context**

The Empty Pot is a folktale from China, one of the largest countries in the world. China is on the eastern part of the continent of Asia. If possible, show students China on a world map.

**Reading Strategy**

Make Predictions. Making predictions helps students to be active readers. Help students make predictions while reading The Empty Pot by stopping every five pages and asking questions about what might happen next.

**Text Background**

The story takes place in ancient China. Chinese civilization, which started over 4000 years ago, is one of the oldest in the world. Emperors ruled China for more than 2000 years, starting in 221 B.C.
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 supports 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. Each Unit contains more or less the following features/components: A Unit Opener, Vocabulary Introduction, A song, A Grammar Lesson, Additional thematic vocabulary and grammar, Content Reading, Writing and Values, and Project Work. Supporting these areas are photographs, posters, Audio CDs, readers, videos, workbooks, and picture cards. There are also extension activities built into each lesson which allows the students to practice more with the new language they were presented and build on it using real world communication skills. In a unit on helping others, in Level 3, the students learn vocabulary used when talking about caring for other people or animals. They view photos and listen to then repeat sentences such as “I like to help my grandma.” They then work with the simple sentence frame of “I like to___” to reinforce the vocabulary. The extension activity, shown below, has students working with a three-column chart where they think of other ways to care for others and write a sentence describing that as a class. Then the teacher has the option of having the students create their own chart independently using an assigned vocabulary item:

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Extend 1

- Draw a three-column chart. Say We learned that holding hands is one way to care for others. Ask Who can use hold hands in a sentence? Write hold hands in the first column. Call on students to respond and write sample sentences in the center column. In the third column, draw a picture to illustrate one of the sample sentences.

<table>
<thead>
<tr>
<th>hold hands</th>
<th>I hold hands with my brother.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The girl holds hands with her father.</td>
</tr>
</tbody>
</table>

- Assign each student a vocabulary item and have students create their own charts. If time permits, have students share their charts with a group or partner.
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2) The materials provide scaffolding supports for students to progress from one proficiency level to the next one. One of the narratives in the Level 6 Lesson Planner states, on page 35, state that “As learners age and develop cognitively, they are invited to notice certain language features and think about how they function. The oldest learners can keep personal grammar reference notebooks in which they have a page for each grammar point, with examples of form, meaning, and use. Grammar practice in the Student Book is supported by additional activities in the Workbook and the Classroom Presentation Tool.” Additionally, the lessons usually begin with a Warm Up, where the teacher activates the students’ prior knowledge and reminds them of what they’ve already learned, as seen in this example from Unit 5, Level 6, page 180:

![Warm Up](image)

3) Scaffolding supports are presented systematically throughout the materials. At the beginning of each Lesson Planner for all levels, the importance of supports and scaffolding are explicitly stated:

![Activities are supported and scaffolded](image)
Students at all levels are provided multiple opportunities through a range of activities to engage with the material they are learning. For example, in Our World Level 2, Unit 2, the students are learning about clothing and the weather. They start with a warm-up and presentation of the weather words and clothing vocabulary:

They then listen to a song which incorporates the same vocabulary:
They also work on grammar and reinforce vocabulary sentence frames, reading and a game:

Another activity is making a weather mobile using the vocabulary learned:
The lessons in the Our World series progress in a similar fashion throughout.

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) Grade-level content that is linguistically and developmentally appropriate is present in the materials. The Our World 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 “Learning English through ‘Real-World’ Content.” It explains the
philosophy of the program: The Our World 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. Integrating content from different areas such as Art, Science, and Social Studies makes language learning more interesting and engaging.”

2) The grade-level content is accessible for the targeted levels of language proficiency. In the Starter and early levels of the program, the content is what one would expect to find, like the example of “My Classroom” seen here:

Towards the middle and end of the series, at the higher levels, the content is still accessible for the targeted proficiency levels. For example, at Level 5, Unit 7 is about how volcanoes form and how they erupt. Through some of the content teaches more technical, scientific language, it is appropriate for the grade level and provides a lot of support for learning the content. In this example, the students listen to the text being read while they read along. There is a large, labeled graphic of a volcano with the key vocabulary words for the lesson and multiple opportunities to practice speaking and understanding the words.
3) 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 including the theme, goals, vocabulary, grammar and the domains of language. An example from page 2 of the Our World 4 Lesson Planner illustrates 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
1) The materials in the Our World series contain a wide range of language functions. In each Unit, there are many different points in the Lesson Planner that outline specific objectives for the given activity. For the following Unit in the Lesson Planner, Level 1, the students will identify, discuss, name and count:

In this Unit
Theme This unit is about things we use and do in the classroom.

Content Objective
Students will
• identify and discuss school routines.

Language Objectives
Students will
• identify and name things in the classroom.
• talk about things in the classroom.
• say the color and number of things.

Vocabulary
Vocabulary 1 a board, a classroom, a clock, a computer, a crayon, a map, paper, a pen, a pencil, a table
Vocabulary 2 a book, a chair, a desk, an eraser, a picture

Grammar
Grammar 1 Yes/No questions with it’s
Grammar 2 What and How many

Reading Drawing and Writing
Writing Make a name tag.
Value Work hard in school.
Project Make a counting book.

In the higher levels, there are naturally higher-level language functions, as seen here for a writing task in Level 6, Unit 9, where the students will be analyzing and evaluating:
2) The language functions are incorporated into a communicative goal or activity throughout the Our World series. In the Scope and Sequence charts at the beginning of each of the Lesson Planners, there is a column for Goals and within that the target language functions are listed.
In this example, from Level 5, some of the language functions expected are discuss, describe, and make predictions. Students do these through a variety of activities in the Unit. An example of an activity where the student will explain cause and effect is seen here, on page 244 of the Our World Lesson Planner. Students will read and write sentences, then play a game:
3) The language functions support the progression of language development in the Our World Series. The simpler language functions, like identify, name, and match, provide a foundation of language skills for the later levels, when the students will need to compare and contrast, predict, and explain. This is summed up well in the beginning of each Lesson Planner when Critical Thinking Skills are discussed. It states: “Critical thinking is a higher order of thought that involves analyzing, evaluating, and synthesizing information. In many young learner classrooms, teachers’ questions may be limited to basic comprehension questions. Even though children’s analytical abilities are not yet fully developed, teachers can nevertheless design age-appropriate questions that go beyond the surface and require deeper processing on their students’ part.”