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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PRIME Part 1: Provide Information about Materials
Provide information about each title being correlated.

Publication Title(s): Big English

Publisher: Pearson

Materials/Program to be Reviewed: Big English levels 1-6 & Big Fun levels 1-3

Tools of Instruction included in this review: Teacher’s Edition

Intended Teacher Audiences: Classes with anywhere between 4 and 8 hours of English each week

Intended Student Audiences: 6-level primary program for students at levels 1-3 of the WIDA English Language Proficiency Levels

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

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 Instructional Language, Language of Language Arts, Language of Mathematics, Language of Science, Language of Social Studies

WIDA Language Proficiency Levels included: Levels 1-3 (Common European Framework of Reference for Languages A1, A2, B1)

Most Recently Published Edition or Website: Big English 1-6 © 2013 with home page at: http://www.pearsonlongman.com/bigenglish/index.html & Big Fun 1-3 © 2014 with home page at: http://product.pearsonelt.com/bigfun/

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

Big English is a six-level primary program best suited to classes with anywhere between 4 and 8 hours of English each week. Big English is perfect for teachers looking for a well-balanced approach that includes ready-made Content and Language Integrated Learning (CLIL) lessons and a focus on 21st Century skills development. The lesson plans, infused with Assessment for Learning techniques, help teachers pinpoint areas where students require extra practice and encourage students to become independent, effective learners. Assessment for Learning is based on the principles that students will improve if they know and understand the goals of each lesson
and where they stand in relation to those goals. Feedback provided along the learning path is both clear and constructive and builds students’ confidence that they can achieve the goals if they take certain steps. Above all, Assessment for Learning is grounded in the firm knowledge that all learners can improve and should achieve their full potential. **Big Fun** is a program that teaches young children ages 3-5 English – by listening, imitating and repeating – in the same way that they learn their native language. **Big Fun** uses the same three foundational ideas as Big English: CLIL, Assessment for Learning, and 21st Century Skills. Starting with basic vocabulary and language, **Big Fun** teaches children English in the context of eight engaging themes. They learn about math, reading and writing readiness, values and nature as they practice motor skills and complete creative projects.
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 creators of Big English and Big Fun point out that learning a language can help students become successful in their academic, social, and civic lives. To this end, Big English and Big Fun promote the development of the following core competencies: Lifelong Learning, Information Management, Handling Situations, Coexistence, and Life in Society (see the chart in all levels of Big English on pages T158-T159). This thematic underpinning and awareness of how success promotes further success guides the structure of the program’s lessons in a number of ways. Every thematic unit of the program provides two Unit Opener Activities that are built around students’ lives and experiences (see examples in the Big English Level 3 pages T1B, T2B, and T8B).

One activity is called Family Connection and has students use their relationship with their home life as a stepping off point for unit content. For example, in Big English Level 3 page T1B, for the unit about students’ daily lives, students are asked to keep a family journal in which they list daily activities they do before and after school. This feature builds on existing elements of students’ lives—activities they participate in every day—as a building block for their work in the unit. The other Unit Opener activity on the same page is called the Bulletin Board which amplifies the activity introduced in the Family Connection. For an example, see page T5B in Big English Level 3, which introduces Unit 5: Sunny Days. The Family Connection activity has students share with their families the fact that they will be learning about weather. The Bulletin Board activity on the same page (T5B) has students use their own knowledge and observations about weather to help them learn vocabulary and concepts that will be the focus of the unit.
The parallel feature in *Big Fun*, called *Home-School Connection*, serves the same function and can be seen in these images from *Big Fun* level 1 (page T4B):

The *I Can 21st Century Skill: Self-Direction* feature asks students to assess their own learning and reflect on their progress. See *Big English Level 2* pages T13, T25, T53, and T77 for examples of this feature. As part of this process of self-reflection and self-direction, students respond to an inventory of activities that they have successfully completed, thereby reinforcing their assets, abilities, and successes as learners.
Another feature of the program designed to build student confidence and reinforce their awareness of their abilities is the Checkpoint Evaluation and the activities related to it (see Big English Level 4 pages 38-41 and 78-81). Students respond to questions about activities and vocabulary they have completed in the unit with statements such as: “I know this” and “I need more practice” and “I don’t know this.”

Big Fun uses a similar, regular evaluation feature to help even the young language learners reflect on and build on their own success and knowledge. See the image of the Wrap-Up: feature from Big Fun level 1, page T48:
2) All of the features listed above are used systematically throughout the program. The *Family Connection* and *Bulletin Board* features open every unit in the program (for examples see: *Big English Level 4* pages T1B, T3B, T5B, and T9B). The *I Can 21st Century Skill: Self-Direction* feature occurs within the teacher instructions for every unit (see *Big English Level 2* pages T13, T25, T53, and T77). The *Checkpoint Evaluation* and self-reflection activities end every unit (see *Big English Level 4* pages 38-41 and 78-81). An overview of the systematic structure of the features can be found in the chart that traces the core competencies the program uses as a thematic basis for its asset-based approach. Each of the program's features described above can be found in the chart, along with page-specific examples so that teachers may see it used in the context of a unit (see pages T158-T159 in all levels of *Big English*).
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?**

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

2) **Are the language features at the discourse dimension addressed 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) Big English addresses language features at the discourse dimension in a consistent manner. The discourse dimension for teachers exists in the way that the language names, guides, and structures the learning process using the program’s core concepts (see the charts for The Big Ideas Behind “Big English” on page iv and the Competencies on pages T158-T159 in all levels of Big English). As can be seen in the screenshot above, key ideas guide the work that teachers will do with students. For example, one idea is that “Learning happens in context, not in isolation.” The discourse dimension that links to this idea can be found throughout the program. The Family Connection and Bulletin Board activities (see Big English Level 2 pages T4B, T6B, T9B) provide clear, cohesive instructions that show teachers how to link students’ lives to program activities, thereby providing context for every lesson. Because these features are presented systematically throughout the program, the discourse remains consistent and ties the shifting unit themes to the central pedagogical idea of contextualizing all student learning. Another “Big Idea” presented to teachers as central to the program is the existence of cutting-edge, well-researched ideas and competencies. These ideas are presented throughout the program in features such as 21st Century Skills. For examples, see the following in Big English Level 3: 21st Century Social Skills on page T14; 21st Century Collaboration on page T27; and 21st Century Cross-Cultural Skills on page T33. The discourse in these activities include a variety of sentence types and structures. Some sentences are short instructional sentences intended for teachers to say aloud to students (see Big English Level 3 page T45: “Read the directions and questions aloud.”) While other longer sentences are intended to explain or expand the activity to the teachers themselves (see page T78 Teaching Tip for 21st Century Skills: Self-Direction). The discourse level of the student text language of Big English parallels consistently the discourse level of the teacher’s edition. The asset-based language that exists in the teacher edition is used throughout the student text in features such as the Checkpoints. For example, see the Checkpoint on page 38 of Big English Level 3 in which students are asked “Can I Use It?” This question, and the responses students can opt for (e.g,
“I know this”) correlate directly to the discourse structure of the unit as outlined for teachers.

In addition, the teaching tips, which provide text that teachers can say to students reflect a consistency of discourse. See the screenshot below of instructions for an activity and a Teaching Tip on page T29 of *Big English Level 3*. The discourse ties directly to language introduced to both teachers and students at the beginning of the unit which is about working hard and working with others.

2) These language features and the parallels between instructor discourse and the language used in the student text are used systematically throughout the program. The name of the unit is the highest level of discourse as it frames all the ideas, concepts, abilities, and vocabulary that will be the substance of the unit. The best place to see how consistently the discourse level of language guides all text for both teachers and students is on the introduction page from Unit 1 *Big English Level 2* (page T1A). The objectives, key vocabulary, values, grammar, and content connections all tie back to the language of the classroom which is the theme of the unit. Within the unit, the text language for teachers systematically finds the balance between whole program concepts such as 21st Century Skills based content learning and asset-based instruction, and the concepts introduced within a specific unit. This balance and consistency of pedagogical purpose and thematic focus makes the language of the program clear, consistent, and easy to build on for both students and teachers.
Also see the same teacher introduction from *Big Fun* level 1 page T1A:
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) Every unit opener in Pearson’s Big English and Big Fun introduces instructors and students to the language features at the sentence dimension by listing Objectives (for examples see Pearson’s Big English 4 pages T3A, T5A, and T8A). The objectives include short, direct sentences that are divided by Reading, Grammar, Content Connections, Writing, Values, and Projects. The Key Vocabulary includes Expressions that will be used throughout the unit. In addition, the sentence level dimension of the language in Pearson’s Big English and Big Fun follow the same approach as the discourse dimension. That is to say the sentences that are used by teachers and students work to provide systematic reinforcement and support of both individual unit themes and program goals. Program goals reflected at the sentence dimension include those that relate to asset-based learning, as well as content-based instruction. As can be seen in this example from page T26 of Big English Level 3 the program provides instructors with directed sentences with which they can explain lesson objectives, vocabulary, and activities. These sentences help students understand what they will be learning, connect unit activities to their home lives, and reinforce their comprehension with a variety of productive and receptive strategies. The sentence dimension for content-based instruction mirrors the structure, formulaic and idiomatic usage, and conventions of the asset-based instruction that forms the basis for each unit. For examples of the sentence dimension in content-based instruction see page T33-33 of Big English Level 2. The unit theme is In My House. On page 33 students fill in sentences that describe household objects from a variety of cultures. The 21st Century Skill: Environmental Literacy introduces students to new concepts about cooking at home using solar ovens.
Each unit provides additional support at the sentence dimension level for conventions and language structures through targeted grammar instruction, such as that found on page 31 *Big English Level 3*. 
2) The type, complexity, grammatical structure and expressive purpose of sentences in each level of Pearson’s *Big English* and *Big Fun* closely mirror the targeted proficiency levels of the Common European Framework of Reference for Languages (CEFR). For example, *Big English 1* corresponds to Level A1 of the CEFR which is the breakthrough or beginner level. The CEFR states at that level A1 students:

- Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.
- Can introduce themselves and others and can ask and answer questions about personal details such as where he/she lives, people they know and things they have.
- Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

The unit themes of *Big English* *Big English 1* illustrate how closely the program attends to these proficiency levels. They include Unit 1: *Good Morning, Class!* which introduces “familiar everyday expressions” and Unit 5: *Busy at Home* which gives students opportunities to “ask and answer questions about personal details such as where he/she lives.” *Unit 1: Good Morning, Class!* begins with an activity in which students sing sentence greetings (see page 2 of *Big English 1*). The grammar instruction in *Unit 5: Busy at Home* focuses on simple sentences that teach students how to ask and answer questions about where they are in their homes (see page 59 of *Big English 1*). Teaching Tips provide instructors with additional ways to support students’ language acquisition at the identified proficiency levels. On page T59 *Big English 1*, the Teaching Tip is about using chants to help students with the intonation and pronunciation of the basic sentences they are learning. In contrast, *Big English 6* corresponds to Level B1 of the CEFR which is the *Threshold or intermediate* level. The CEFR states at that level B1 students:

- Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.
- Can produce simple connected text on topics that are familiar or of personal interest.
- Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

The unit themes of *Big English 6* illustrate how closely the program attends to these proficiency levels. They include *Unit 1: All About School* which introduces “familiar matters regularly encountered in work, school” and *Unit 4: Dreams For the Future* which gives students opportunities to “describe experiences and events, dreams, hopes...” On page T49 of *Big English 6* in the *Application and Practice Activity*, students are asked to produce a list of sentences that will help them make their favorite predictions about their own lives come true. The *Grammar* instruction in the same unit of *Big English 6* on page 47 teaches students how to form sentences in the future progressive tense.

3) The language features at the sentence dimension are addressed systematically throughout the materials. Every unit in Pearson’s *Big English* and *Big Fun* introduces instructors and students to the sentence dimension by listing *Objectives* and *Key Vocabulary* (for example see Pearson’s *Big English 2* pages T2A, T3A, and T7A). The objectives include short, direct sentences that are
divided according by Vocabulary, Reading, Grammar, Content Connections, Writing, Values, and Projects. The Key Vocabulary includes Expressions that will be used throughout the unit. Each of those features are repeated within each unit, so that students have opportunities to work with the language features at the sentence dimension in a systematic way that connects back to the unit theme. For example, in Unit 2 of Big English 2 the following features cover each of the Objectives introduced in the unit opener and reinforce the language features at the sentence dimension.

- Story: Listen and Read (pages T16-T17, 16-17)
- Language in Action (pages T16-T17, 16-17)
- Grammar (pages T19, 19)
- Values in Action (pages T23, 23)
- Review: Vocabulary and Grammar (pages T25, 25)

These features build systematically within each unit and throughout each level of the program.
C. Word/Phrase Dimension (multiple meanings of words, general, specific, and technical language1)

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 technical2 language systematically presented throughout the materials? Yes No

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

1) Every unit opener in Pearson’s Big English and Big Fun introduces instructors and students to the language features at the word/phrase dimension by listing Objectives and Key Vocabulary (see the screenshot for part 2 of the discourse dimension above or examples in Big English 4 pages T3A, T5A, and T8A). The Objectives list includes both general and specific language in short, direct sentences that focus on learning goals at the word/phrase dimension under the heading Vocabulary. The Key Vocabulary list on the same page in the unit openers divides words and phrases into columns that represent different dimensions of word use. The first column lists specific language related to the unit topic/theme. The second column lists Activities words that relate to the unit topic/theme or words or phrases that illuminate grammatical or functional structures of language. For examples, see (Big English 2 page T2A prepositions of location) or Big English 4 page T5A (Big English 2 page T2A adjectives). The last two columns list Expressions and Content Words which provide both an overview of both general and technical language for the unit. These word and phrase lists correspond to the proficiency levels of the CEFR that match each level of Big English and Big Fun. Program goals reflected at the word dimension include those that relate to asset-based learning and as well as content-based instruction. Instructors work through four labeled stages in unit activities: Involve, Monitor, Assist, and Challenge as can be seen in this screenshot Big English 3 page T33.

As can also be seen in this example, content/technical words are identified for teachers and used repeatedly throughout each unit.

1 General language refers to words or expressions not typically associated with a specific content areas (e.g., describe a book).

2 Specific language refers to words or expressions used across multiple academic content areas in school (chart, total, individual).

Technical language refers to the most precise words or expressions associated with topics within academic content areas in school and is reflective of age and developmental milestones.
2) All words and phrases introduced in the units of Pearson’s *Big English* and *Big Fun* are represented and presented in a variety of contexts, both productive and receptive. At the core of the approach of *Big English* and *Big Fun* is the notion that learning happens in context, not in isolation. All units open with songs or readings. Students are asked to *Listen and Read*, as well as *Look, Listen, and Write* in activities that create visual and situational contexts for new vocabulary. For examples, see pages 54-55 of *Big English Level 2* and pages 26-27 of *Big English Level 6*. The *Language in Action* feature deepens the context for new language by providing opportunities for students to *Listen and Say*, *Role-Play*, or work in other ways with fellow students, thereby providing new opportunities to hear words and phrases in context (for examples, see pages 46, 86, and 110 of *Big English Level 4*). Content words are presented on pages that include short articles with images that help provide context for technical language (for examples, see pages 49, 100, and 112 of *Big English Level 3*).

3) The general, specific, and technical language in each level of Pearson’s *Big English* closely mirror the targeted proficiency levels of the Common European Framework of Reference for Languages (CEFR). For example, *Big English 3* corresponds to Level A2 of the CEFR which is the *Way stage* or elementary level. With regards to the language features of the word/phrase dimension, the CEFR states at that level A2 students:

- Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment).
- Can describe in simple terms aspects of their background, immediate environment and matters in areas of immediate need.

The unit themes of Big English *Big English 3* illustrate how closely the program attends to these proficiency levels. They include *Unit 2: In Our Community* and *Unit 3: Working Hard* which introduces “local geography, employment” and *Unit 6: The Five Senses* which gives students opportunities to “describe in simple terms aspects of their...immediate environment.” Teaching Tips provide instructors with additional ways to support students’ language acquisition at the identified proficiency levels. On page T67 *Big English 2*, the Teaching Tip is reinforcing unit vocabulary about school by using out students’ own school schedules, words they use everyday.
The language features at the words and phrases dimension function in the same way as language features at the discourse and sentence dimensions. That is to say that the words and phrases used by teachers and students work to provide systematic reinforcement and support of individual unit themes and program goals. Program goals reflected at the words and phrase dimension include those that relate to asset-based learning and as well as content-based instruction. Every unit opener in Pearson’s *Big English* and *Big Fun* introduces instructors and students to the language features at the word/phrase dimension by listing *Objectives* and *Key Vocabulary* (see the screenshot for part 2 of the discourse dimension above or examples in *Big English 1* pages T2A, T5A, and T7A).

Instructors work through four labeled stages in all major unit activities: *Involve, Monitor, Assist,* and *Challenge.* This lesson structure built around the same four steps, beginning with the asset-based *Involve* demonstrates how systematically the program builds support for instruction. Every unit ends with *Vocabulary and Grammar Review* (see *Big English 2* pages T13-13, T25-25, and T93-93). The Scope and Sequence provided at the end of every level of Big English provides an overview of the systematic language features at the word/phrase dimension for every unit. See the screenshots above from *Big English:*
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) Pearson’s Big English and Big Fun are six-level and three-level primary programs that differentiate between the language proficiency levels using the Common European Framework of Reference for Languages (CEFR). Levels A1, A2, and B1 correspond with Levels 1-3 of the WIDA Language Proficiency Levels. The Assessment Package includes an overview of language assessment for young children, such as placement tests, practice tests, unit tests, mastery tests (after every three units), final exams, and materials for oral assessment. See page vi for all levels of Big English for an overview as well as the unit opener pages which list every assessment piece (see interleaf unit pages such as T1B, T3B, T7B in all levels).
2) The six levels of Pearson’s *Big English* and the three levels of *Big Fun* provide ample differentiation of language proficiency for each stage of students’ developmental and linguistic growth as English learners. For example, *Big English 3* corresponds to Level A2 of the CEFR which is the *Way stage or elementary* level. With regards to the language features of the word/phrase dimension, the CEFR states at that level A2 students:

- Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment).
- Can describe in simple terms aspects of their background, immediate environment and matters in areas of immediate need.

The unit themes of Big English *Big English 3* illustrate how closely the program attends to these proficiency levels. They include *Unit 2: In Our Community* and *Unit 3: Working Hard* which introduces “local geography, employment” and *Unit 6: The Five Senses* which gives students opportunities to “describe in simple terms aspects of their...immediate environment.” Teaching Tips provide instructors with additional ways to support students’ language acquisition at the identified proficiency levels. On page T67 *Big English 2*, the Teaching Tip is reinforcing unit vocabulary about school by pointing out the students' own school schedules, words to which they are exposed every day.

3) The lesson plans, infused with Assessment for Learning techniques, help teachers pinpoint language proficiency levels for each student and assess areas where students require extra practice. Assessment for Learning is based on the principles that students will improve if they know and understand the goals of each lesson and where they stand in relation to those goals. Feedback provided along the learning path is both clear and constructive and builds students’ confidence that they can achieve the language proficiency goals if they take certain steps. Assessment for Learning is grounded in the firm knowledge that all learners can improve and should achieve their full potential. Big English infuses and signposts the Assessment for Learning process through four labeled stages in all major unit activities: *Involve, Monitor, Assist*, and *Challenge*. This lesson structure built around the same four steps, beginning with the asset-based *Involve* demonstrates how systematically the program builds support for instruction at different proficiency levels. Every unit ends with both *Listening and Speaking Review* and *Vocabulary and Grammar Review* (see *Big English 2* pages 12-13, 24-25, and 92-93). The Checkpoint evaluation and self-reflection activities end every unit (see *Big English Level 4* pages 38-41 and 78-81) and provide further guidance about students’ proficiency levels.
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) All the language domains are targeted in Pearson’s Big English and Big Fun, in both productive and receptive activities that are woven throughout every unit at every level. One of the Big Ideas Behind Big English (as outlined on page iv of every level) is that “Kids learn best when they engage with language in a variety of ways.” The program introduces the full range of language domain-targeted activities in the introduction to the teacher’s edition as seen in this screenshot:

Big English provides multiple and varied opportunities for success, including:
- singing
- role-playing
- discussing
- creating journals
- doing research
- reflecting on values
- participating in meaningful play
- reading fiction and nonfiction texts
- viewing and responding to video
- conducting interviews and surveys
- producing and presenting projects of different types

Every thematic unit of the program provides two Unit Opener Activities for teachers to plan with students—Family Connection and Bulletin Board—that integrate speaking, writing, reading, and listening (see examples in the Big English Level 3 pages T1B, T2B, and T8B). The unit openers for students contain Listen and Read activities which are sometimes songs, short articles, or increasingly longer readings in the upper levels that are then followed by related activities to be completed with a partner or in groups (for examples see Big English Level 2 on pages 2-3 and in Big English Level 6 on pages 66-67). This is then followed by a Reading or Story feature, a Language in Action feature, which emphasizes listening, reading and partner/group activities, and, after one or two content Connections features, a Writing activity (see pages 82-83, 84-85, 86, 88, 89, and 90 in Big English Level 3). This systematic integration of and switching between language
domains is mirrored in the teacher’s edition activities that frame the work students do directly from their texts. For example, for every set of directions that relate directly to the pages of the student text, there are Warm-Up and Application and Practice activities in the teacher’s edition that also allow students to work with new language and concepts across language domains. See these examples from Big English 3 page T33:

2) Big English and Big Fun present the targeted language domains within the context of language proficiency levels. Pearson’s Big English and Big Fun differentiate between the language proficiency levels using the Common European Framework of Reference for Languages (CEFR). Levels A1, A2, and B1 correspond with Levels 1-3 of the WIDA Language Proficiency Levels. Notes for additional work and scaffolding for students can be found in every unit and are labeled to target specific proficiency levels within the class using the following designations: beginning and advanced. These activities provide teachers with opportunities to individualize instruction further according to proficiency levels (see Big English Level 3 pages T31, T57, and T97). Every unit ends with both Listening and Speaking Review and Vocabulary and Grammar Review (see Big English 2 pages 12-13, 24-25, and 92-93). The Checkpoint evaluation and self-reflection activities end every unit (see Big English Level 4 pages 38-41 and 78-81) and provide further guidance about students’ proficiency levels.

3) The targeted language domains are systematically integrated throughout the materials. Every unit opener in Pearson’s Big English introduces the range of language domains that will be developed in the unit’s activities. The Objectives list categorizes unit language domains and activities into Vocabulary, Reading, Grammar, and Writing. For examples, see (Big English 2 page T2A or Big English 4 page T5A). The unit openers for students contain Listen and Read activities which are sometimes songs, short articles, or increasingly longer readings in the upper levels that are then followed by related activities to be completed with a partner or in groups (for examples see Big English Level 2 on pages 2-3 and in Big English Level 6 on pages 66-67). This is then followed by a Reading or Story feature, a Language in Action feature, which emphasizes listening, reading and partner/group activities, and, after one or two content Connections features, a Writing activity (see pages 82-83, 84-85, 86, 88, 89, and 90 in Big English Level 3). This systematic integration of and switching between language domains is mirrored in the teacher’s edition activities that frame the work students do directly from their texts. Systematic review and assessment provided during and at the end of every unit provide ample opportunities for teachers to integrate student learning in a range of language domains. Every unit ends with both Listening and Speaking Review and Vocabulary and Grammar Review (see Big English 2 pages 12-13, 24-25, and 92-93).
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) One of the Big Ideas Behind Big English (as outlined on page iv of every level) and Big Fun is an approach focused on Content Language Integrated Learning (CLIL) which parallels WIDA’s emphasis on language development standards. The CLIL approach refers to the teaching of content such as geography, science, or art to students through the medium of a foreign language, in this case, English. CLIL is neither a language lesson nor a content lesson; it is a combination of the two. Just as WIDA emphasizes successful participation by and integration of ELL students in academic settings, CLIL is an asset-based approach that the authors of Big English describe in this way:

- CLIL develops academic success: academic vocabulary and critical thinking skills applicable to a wide range of subjects help strengthen students’ efficacy and improve chances of success across the curriculum.
- CLIL broadens perspective: because CLIL integrates culture and elements from the real world, the combination of language and content helps both build from and expand on cultural and real-world knowledge.

Content Language Integrated Learning can be found throughout the program but especially in two main features. The first feature is Content Connections, which provides two separates sets of activities in each and every unit of the program that represent academic language from separate disciplines (see pages T3A, 32, and 33 of Big English 4). Content Connections include materials from different cultures, science, math, social studies, art, technology, music, history, and physical education. The full list of Content Connections for each level can be found in the Scope and Sequence provided at the end of every level of Big English (see pages T154-T155 of Big English 3). A list of content words and objectives for Content Connections can be found in the unit openers (see examples in the Big English Level 5 pages T1A, T2A, and T8A). See the following screenshot for an example from Big English Level 2 page 72:
The other feature that develops academic content language and connects to the standards for particular disciplines is *21st Century Skills*. These lessons bridge several WIDA language domains because they may focus on academic content or social or instructional skills. For examples of each language domain (instructional, academic, social) as represented by different *21st Century Skills* activities see the screenshots from *Big English Level 3* on pages T27, T32, and T37:

- **21st Collaboration** Have students work together to make a living calendar. Invite seven students to sit in a row of chairs at the front of the class. Give each student a day of the week card, from Monday through Sunday. Have all the students stand up to model the sentence *She always makes her bed*. Then have all of the students sit down to model *She never makes her bed*. Have students decide how to model *She usually makes her bed* and *She sometimes makes her bed*.

- **21st Technology Literacy** Show students how they can use the memory function on a calculator to add subtotals. Model: *I plan to take out the trash 8 times. I press these buttons: 8, x, 0.25. =. The total 2 appears. Then I press the M+ key to add this subtotal to the memory. Repeat for another chore, and then explain: I can press MRC to see the total amount in memory. MRC stands for “memory recall.”*

- **21st Social Skills** Have students read the dialogue aloud and listen for words that show these students are polite to each other. Then have them change the dialogue to show students who are not polite. Talk about rules to follow when talking about plans with a friend.

2) Content Language Integrated Learning can be found systematically integrated throughout the program but especially in two main features. The first feature is *Content Connections*, which provides two sets of activities in every unit of the program that represent academic language from separate disciplines (see pages T3A, 32, and 33 of *Big English 4*). *Content Connections* include materials from science, math, social studies, art, technology, music, history, and physical education. A full list of *Content Connections* for each level can be found in the Scope and Sequence provided at the end of every level of Big English (see pages T154-T155 of *Big English 3*). A list of content words and objectives for Content Connections can be found in unit openers (see examples in the *Big English Level 5* pages T1A, T2A, and T8A). *21st Century Skills* also systematically reinforce academic content, social and instructional language use.
3) In addition to the strong academic content language strand represented by the CLIL approach, Pearson’s *Big English* uses extensive social and instructional language opportunities to help students develop proficiency using an asset-based approach. Every unit opener in Pearson’s *Big English* introduces both social and instructional language that will be developed in a range of activities. The *Objectives* list includes instructional language divided by *Vocabulary, Reading, Grammar, and Writing*. The *Key Vocabulary* list on the same page includes a list of social language *Expressions* that will be part of the work of the unit. For examples, see (*Big English 2* page T2A or *Big English 4* page T5A). Many *Warm-Up* and *Application and Practice* activities reinforce the importance of social language as a means for students to connect their increasing knowledge of English with their own lives and the world they live in. The *Warm-Up* activity in *Big English 3* on page T54 has students play a game of tag to help them learn days of the week. The *Application and Practice* activity in *Big English* on page T83 has students role-play eating a meal together to learn food words. Both of these activities demonstrate the integration of social and instructional language in the program.
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) **Big English** and **Big Fun** are designed to develop both English language proficiency and academic success. Academic vocabulary and critical thinking skills applicable to a wide range of subjects help strengthen students’ efficacy and improve chances of success across the curriculum. Every unit opener in Pearson’s **Big English** introduces instructors and students to the unit’s language and cognitive goals by listing Objectives. The Objectives list includes both general and specific language in short, direct sentences that list learning goals divided by Vocabulary, Reading, Grammar, Content Connections, Writing, Values, and Projects. Higher order thinking skills can be found in the activities that relate to every unit’s readings, writing assignments, and projects. The student-centered projects link to the values threaded through every unit. The project stimulates creative and critical thinking and student collaboration. It encourages students to use new language in meaningful contexts, and also helps students to personalize the values and ideas being taught in the unit. For an example, see this project from **Big English 6** page T51:

   ![Example Project](image)

Another feature that engages students in a variety of cognitive functions is the 21st Century Skills strand. 21st Century Skills activities may include problem solving, self-reflection, critical analysis, creative thinking, and comparing cultures and ideas. For an example, see this project from **Big English 4** page T70:
2) Opportunities for engaging in higher order thinking are systematically provided in all units of *Big English* and *Big Fun*. Higher order critical thinking skills are systematically integrated throughout the materials using all the targeted language domains. The unit openers for students contain *Listen and Read* activities which are sometimes songs, short articles, or increasingly longer readings in the upper levels that are then followed by related activities to be completed with a partner or in groups (for examples see *Big English Level 2* on pages 2-3 and in *Big English Level 6* on pages 66-67). This is then followed by a *Reading or Story* feature, a *Language in Action* feature, which emphasizes listening, reading and partner/group activities, and, after one or two content *Connections* features, a *Writing* activity (see pages 82-83, 84-85, 86, 88, 89, and 90 in *Big English Level 3*). This systematic integration of higher order thinking skills through activities, conversations, and reactions to readings is mirrored in the teacher’s edition activities that frame the work students do directly from their texts. Systematic review and assessment provided during and at the end of every unit provide ample opportunities for teachers to evaluate students’ critical thinking about unit themes, skills, and readings. Every unit ends with both *Listening and Speaking Review* and *Vocabulary and Grammar Review* (see *Big English 2* pages 12-13, 24-25, and 92-93).
**C. Supports for Various Levels of Language Proficiency**

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

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

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

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

1) Feedback and scaffolding provided along the learning path are both clear and constructive and builds students’ confidence that they can achieve the language proficiency goals if they take certain steps. Assessment for Learning, one of the “Big Ideas” that form the basis for the program, is grounded in the firm knowledge that all learners can improve and should achieve their full potential. *Big English* infuses and signposts the Assessment for Learning process through four labeled stages in all major unit activities: Involve, Monitor, Assist, and Challenge. This lesson structure, built around the same four steps, beginning with the asset-based Involve, demonstrates how the program scaffolds instruction so students may advance within a proficiency level. For examples of this lesson scaffolding see pages T30, T38, T91, and T101 in *Big English 2*. Notes for additional work and scaffolding for students can be found in every unit and are labeled to target proficiency levels within the class using the following designations: beginning and advanced. These activities provide teachers with opportunities to individualize instruction according to proficiency levels (see *Big English Level 3* pages T31, T57, and T97).

2) The lesson plans, using Assessment for Learning techniques, help teachers pinpoint language proficiency levels students and assess where students require practice. These activities provide teachers with opportunities to individualize instruction according to proficiency levels (see *Big English Level 3* pages T31, T57, and T97). The Checkpoint evaluation and self-reflection activities end every unit (see *Big English Level 4* pages 38-41 and 78-81) and assess students’ proficiency levels. The Assessment Package includes a language assessment, such as placement tests, practice tests, unit tests, mastery tests (after three units), final exams, and materials for oral assessment. See page vi for all levels of *Big English* for an overview as well as the unit opener pages which list assessment pieces (see interleaved unit pages such as T1B, T3B, T7B in all levels).

3) Scaffolding supports are presented systematically throughout *Big English* and *Big Fun*. The structure of every lesson in *Big English* follows the Involve, Monitor, Assist, and Challenge model. This lesson structure demonstrates how systematically the program scaffolds instruction so students may advance within a proficiency level. For examples of this lesson scaffolding see pages T8, T12, T22, T46, T69, and T83 in *Big English 5*. Systematic review and assessment provided during and at the end of every unit provide ample opportunities for teachers to build in scaffolding for students to advance within and beyond proficiency levels. Every unit ends with both Listening and Speaking Review and Vocabulary and Grammar Review (see *Big English 2* pages 12-13, 24-25, and 92-93). The Checkpoint evaluation and self-reflection activities end every unit (see *Big English Level 4* pages 38-41 and 78-81) and provide guidance about students’ proficiency levels. In *Big Fun*, the structure follows a Before, During and After structure that provides opportunities for instructors to adapt each stage of the lesson for a variety of learning levels paces.
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) Pearson’s *Big English* and *Big Fun* are six-level and three-level primary programs that differentiate between the language proficiency levels using the Common European Framework of Reference for Languages (CEFR). Levels A1, A2, and B1 correspond with Levels 1-3 of the WIDA Language Proficiency Levels. It is best suited to classes with anywhere between 4 and 8 hours of English each week, and is intended to be used with students from the ages of 6 to 12. As such, all materials are made to be linguistically and developmentally appropriate for students in that age range in a variety of academic settings. The range of developmentally appropriate materials from levels 1-6 can be seen in this comparison of unit themes:

**Level 1**
- Unit 1: Good Morning, Class!
- Unit 2: My Family
- Unit 9: Play Time

**Level 6**
- Unit 4: Dreams for the Future
- Unit 6: The Coolest School Subjects
- Unit 8: Why Is It Famous?

Readings and activities are intended to be linguistically and developmentally appropriate as can be seen in the screenshots. The first example is from *Big English* 2 page 66 and uses language and concepts appropriate for younger students.

The next example is from *Big English* 5 page 2 and uses language and concepts appropriate for students entering their teen years.
2) Big English provides many types of scaffolding and support for students at different English language proficiency levels to be able to access grade-level content. Every thematic unit of the program provides two Unit Opener Activities that are built around students’ lives and experiences (see examples in the Big English Level 3 pages T1B, T2B, and T8B). One activity is called Family Connection and has students use their relationship with their homelife as a stepping off point for unit content. This feature builds on existing elements of students’ lives--activities they participate in every day--as an entry point for unit content. The other Unit Opener activity on the same page is called the Bulletin Board which amplifies the activity introduced in the Family Connection as well as providing a means for students to collect images, words, and other materials related to the unit them. Warm-Up and Application and Practice activities frame all the work that students do with the main activities and readings in the student text and help instructors prepare students for grade-level content. In addition, scaffolding supports are presented systematically throughout Big English. The structure of every lesson follows the Involve, Monitor, Assist, and Challenge model. This lesson structure scaffolds instruction so students at different English language proficiency levels can access unit content. For examples of this lesson scaffolding see pages T8, T12, T22, T46, T69, and T83 in Big English 5.

3) Grade-level content is systematically presented throughout the materials. The unit openers for students contain Listen and Read activities which are sometimes songs, short articles, or increasingly longer readings in the upper levels that are then followed by related activities to be completed with a partner or in groups (for examples see Big English Level 2 on pages 2-3 and in Big English Level 6 on pages 66-67). This is then followed by a Reading or Story feature, a Language in Action feature, which emphasizes listening, reading and partner/group activities, and a Writing activity (see pages 82-83, 84-85, 86, 88, 89, and 90 in Big English Level 3). In addition, Content Connections provide two separates sets of activities in each and every unit of the program that represent grade level content language from two different disciplines (see pages T3A, 32, and 33 of Big English 4). Content Connections include materials from different cultures, science, math, social studies, art, technology, music, history, and physical education.
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) Every unit opener in Pearson’s *Big English* introduces instructors and students to the unit’s language functions by listing *Objectives* and *Key Vocabulary*. The *Objectives* list includes both general and specific language in short, direct sentences that list learning goals divided by *Vocabulary, Reading, Grammar, Content Connections, Writing, Values, and Projects*. The *Key Vocabulary* list on the same page in the unit openers divides words and phrases into columns that also represent different language functions. The first column lists specific language related to the unit topic/theme. The second column lists *Activities* words that relate to the unit topic/theme or words or phrases that illuminate grammatical or functional structures of language. For examples, see (*Big English 2* page T2A prepositions of location) or *Big English 4* page T5A (*Big English 2* page T2A adjectives). The last two columns list *Expressions* and *Content Words* which provide both a general and technical language overview for the unit. These word and phrase lists correspond to the proficiency levels of the CEFR that match each level of *Big English*.

2) All language functions are incorporated in Pearson’s *Big English*, in both productive and receptive ways that are woven throughout every communicative goal or activity. Every thematic unit of the program provides two Unit Opener Activities for teachers to plan with students—*Family Connection* and *Bulletin Board*—that integrate speaking, writing, reading, and listening language functions (see examples in the *Big English Level 3* pages T1B, T2B, and T8B). The unit openers for students contain *Listen and Read* activities which are sometimes songs, short articles, or increasingly longer readings in the upper levels that are then followed by related activities to be completed with a partner or in groups (for examples see *Big English Level 2* on pages 2-3 and in *Big English Level 6* on pages 66-67). This is then followed by a *Reading or Story* feature, a *Language in Action* feature, which emphasizes listening, reading and partner/group activities, and, after one or two content *Connections* features, a *Writing* activity (see pages 82-83, 84-85, 86, 88, 89, and 90 in *Big English Level 3*). Language functions are also woven into all work with grade-level academic content. *Content Connections* provide two separates sets of activities in each and every unit of the program that represent grade level content language from two different disciplines (see pages T3A, 32, and 33 of *Big English 4*). *Content Connections* include materials from science, math, social studies, art, technology, music, history, and physical education.

3) Language functions in *Big English* support the progression of language development. The lesson plans, using Assessment for Learning techniques, help teachers pinpoint language proficiency levels for each student. Four stages in all major unit activities include *Involve, Monitor, Assist, and Challenge*. This lesson structure, built around the same four steps, beginning with the asset-based *Involve*, demonstrates how systematically the program scaffolds instruction so students may advance within a proficiency level.
For examples of this lesson scaffolding see pages T30, T38, T53, T75, T91, and T101 in *Big English 2*. Notes for additional work and scaffolding for students can be found in every unit and are labeled to target specific proficiency levels within the class using the following designations: *beginning* and *advanced*. These activities provide teachers with opportunities to individualize instruction further according to proficiency levels (see *Big English Level 3* pages T31, T57, and T97). Systematic review and assessment provided during and at the end of every unit provide ample opportunities for teachers to assess students’ use of a variety of language functions. Every unit ends with both *Listening and Speaking Review* and *Vocabulary and Grammar Review* (see *Big English 2* pages 12-13, 24-25, and 92-93). The Checkpoint evaluation and self-reflection activities end every unit (see *Big English Level 4* pages 38-41 and 78-81) and provide further guidance about students’ proficiency levels.