**Introduction**

The Protocol for Review of Instructional Materials for ELLs (PRIME) has been developed by World-Class Instructional Design and Assessment (WIDA) to assist publishers and educators in examining the representation of key elements of the WIDA English language proficiency standards in their materials.

The intent of this review is to identify the ways in which elements of the *WIDA English Language Proficiency Standards, 2007 Edition, PreKindergarten through Grade 12* are represented in the published materials. These materials vary from core or supplemental texts to DVDs to software programs; however, it is assumed that they all seek to provide teachers with standards-based references to use with English language learners in diverse settings across the United States.

The Protocol for Review of Instructional Materials for ELLs (PRIME) is *not* an evaluative tool aimed to judge the effectiveness of published materials using the WIDA English Language Proficiency (ELP) Standards. The goal of the Protocol for Review of Instructional Materials for ELLs (PRIME) is twofold:

- to aid publishers and correlators in developing materials and communicating how their materials incorporate or address aspects of the WIDA English Language Proficiency Standards, and
- to assist educators in making informed decisions in selecting instructional materials for programs serving English language learners.

WIDA welcomes the opportunity to work with both publishers and educators. WIDA realizes that it has a unique perspective on the conceptualization of language proficiency standards and how it envisions their use. It is our hope that by using this inventory, publishers will gain a keener understanding of some of the facets involved in the language development of English language learners as they pertain to their products.

**Organization**

The Protocol for Review of Instructional Materials for ELLs (PRIME) is organized into two parts that, as a whole, are intended to provide information about instructional materials in each of 14 criteria. **Part 1** contains information about the materials that are to be reviewed. **Part 2** is the protocol used for the review of instructional materials and includes space for publishers to explain the answers to the questions. An Appendix at the end of the document provides definitions of the categories included in the PRIME correlation.

**Directions for completing the Protocol for Review of Instructional Materials for ELLs (PRIME) inventory:**

**STEP 1:** Complete information about materials being reviewed.

**STEP 2:** Respond to the “Yes/No” questions about the presence of the criteria in the materials.

**STEP 3:** Provide justification to support your “Yes” responses. (Note: If additional explanation for “No” answers is relevant to readers’ understanding of the materials, this may also be included.)
Organization of the WIDA English Language Proficiency Standards In Relation to the Protocol for Review of Instructional Materials for ELLs

The 14 PRIME criteria are in **BOLD** below.

I. Performance Definitions
   (Criteria that shape the ELP Standards)
   IA. Linguistic Complexity
   IB. Vocabulary Usage
   IC. Language Control/Conventions

II. English Language Proficiency Standards
   IIA. Presence of WIDA ELP Standards
   IIB. Representation of Language Domains
      (Listening, Speaking, Reading, Writing)

III. Levels of English Language Proficiency
     (Entering, Beginning, Developing, Expanding, Bridging)
     IIIA. Differentiation of Language
     IIIB. Scaffolding Language Development

IV. Strands of Model Performance Indicators
   IVA. Language Functions
      • Attached to Context
      • Higher Order Thinking
   IVB. Content Stem
      • Coverage and Specificity of Example Topics
      • Accessibility to Grade Level Content
   IVC. Instructional Supports
      • Sensory Support
      • Graphic Support
      • Interactive Support
Part 1: Information About Materials

Publication Title(s): Keystone

Publisher: Longman Pearson

Materials/Program to be Reviewed: SE, TE, Workbooks, Assessments, Reading Guides, Technology Suite; References drawn

Tools of Instruction included in this review: Classroom Teachers, Content Specialists, Language Teachers, Resource Teachers, and Paraprofessionals

Intended Teacher Audiences: Classroom Teachers, Content Specialists, Language Teachers, Resource Teachers, and Paraprofessionals

Intended Student Audiences: Grades 6-12

WIDA Framework(s) considered: Formative and Summative

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

Social and Instructional Language, The Language of Language Arts, Science, Social Studies, and Math

WIDA English Language Proficiency Standards addressed: Levels 1-5 (Entering, Beginning, Developing, Expanding, and Bridging)

WIDA language proficiency levels included: Levels 1-5 (Entering, Beginning, Developing, Expanding, and Bridging)

Most Recently Published Edition or Website: www.longmankeystone.com

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

Longman Keystone is a multi-level program specially designed to help English learners acquire English language proficiency while mastering rigorous academic standards in grades 6-12. Keystone A, B, and C levels are for the lower secondary grades and Keystone Building Bridges, D, E, and F are used for the higher grades. A supplementary level, Keys to Learning, is appropriate for beginning language learners and teaches foundational language and literacy skills suitable for all grades, 6-12. Through explicit, intensive, and focused instruction that accelerates students' language acquisition, reading comprehension, vocabulary, and oral and written communication skills, students will quickly begin achieving greater academic success in their coursework across the curriculum.
Part 2: PRIME Correlation Tool

I. PERFORMANCE DEFINITIONS

IA. Linguistic Complexity (the amount and quality of speech or writing)

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A. Do the instructional materials take into account linguistic complexity for language learners?

B. Do the instructional materials address linguistic complexity for all of the targeted proficiency levels?

C. Is linguistic complexity systematically addressed, in multiple lessons, chapters, or units, in the materials?

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

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A. Longman Keystone is an eight level accelerated reading and language arts program developed specifically for students in grades 6-12. The flexibility of the Keystone series allows students of all proficiency levels, from Entering through Reaching, to practice language in social situations and academic settings. Differentiated instruction for students is noted throughout the texts. Teachers are guided to accelerate language development through exercises which teach grammar, linguistics, pronunciation and spelling in a consistently recognizable manner. Each unit begins with a ‘Big Question,’ which is used as a guide for discussion, writing exercises and exploration of background knowledge and themes. This approach scaffolds student learning as they progress through the unit, and guides a final spoken and written literary response. All lessons have a variety of listening, speaking, reading, and writing activities, which vary in complexity and cumulate with ‘Workshops.’ These final activities use all the skills introduced in the unit. Read aloud activities such as, ‘Readers Theater/Dramatic Reading,’ ‘Daily Oral Reading,’ and ‘Read for Fluency’ encourage linguistic comprehension. A DVD and CDs are included to support multi-sensory understanding of material. These materials include read-along activities and present background knowledge, such as historical primary source material.

B. Keystone addresses linguistic complexity for all targeted levels. Beginning course levels are heavily supported by visual vocabulary and instruction, while advanced level lessons require more sophisticated oral and written discourse. Strategies for differentiation are built into each lesson. End of unit projects give students options for a differentiated demonstration of concepts according to learner’s abilities. Complexity is further distinguished with the icon, “CRI,” indicating ‘Culturally Responsive Instruction,’ to indicate a teaching strategy that validates and bridges student’s backgrounds and cultural experiences. The Teacher’s Resource Book provides reading summaries in six languages, allowing students to preview the lesson reading in their home language. Additional linguistic exercises are located in the ‘Reader’s Companion,’ ‘Workbook,’ and ‘Assessment,’ book that accompany each textbook.
C. Linguistic complexity is systematically addressed throughout the entire Keystone program. Every unit of the program contains similar types of lessons. See examples found in Keystone A TE, Unit 1, Reading 1 pp. 2-17:

- ‘The Big Question- Can all mysteries be solved?’ pp. 2-4: Introduces theme and lessons in the unit using discussion and writing activities.
- ‘Prepare to Read’ pp. 4-5: Builds background knowledge and teaches literary words through cooperative learning and a graphic organizer.
- ‘Differentiated Instruction’ pp. 5, 9, 15: Lists extensions or scaffolds for four different proficiency levels.
IB. Vocabulary Usage (specificity of words, from general to specific to technical)

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A. Is vocabulary usage represented as words, phrases, and expressions in context?

B. Is vocabulary usage addressed in the materials for all of the targeted levels of proficiency?

C. Are general, specific, and technical language usage systematically presented throughout the materials?

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

A. Through carefully sequenced instruction and practice, Keystone accelerates vocabulary acquisition to ensure academic success. Before each reading selection, vocabulary is introduced and practiced in the Student Edition and Student Workbook through three key lessons: First, key content area vocabulary and literary terms and presented, defined, and practiced. Secondly, ‘Academic Words,’ which appear across all content areas (words such as theory, identify, perspective, or effect) are introduced and practiced. ‘Word Study,’ finishes the pre-reading vocabulary lessons with instruction in suffixes, prefixes, roots, cognates, and etymologies so students can learn to break up unfamiliar words to derive meaning. Words and phrases are highlighted and defined throughout the readings. Teachers are able to pre-teach these highlighted words and phrases to develop context and meaning. Phrases and expressions are taught with vocabulary and practiced in conversation, and through writing activities. In ‘Review and Practice,’ found after each reading, students apply taught vocabulary in activities such as summarization of the reading.

B. Vocabulary usage is addressed for all the targeted levels of proficiency. All levels of language learners are provided with abundant support (including audio,) and practice opportunities are available throughout the lessons in student texts and workbooks. Vocabulary is supported in the lower levels of the series with colorful illustrations and photos. Specific and technical vocabulary is introduced in context with content area readings. Differentiated instruction specific to vocabulary acquisition is found throughout the TE for teachers to use as needed in the classroom.

C. General, specific and technical language is systematically presented throughout Keystone. Sequenced vocabulary instruction and practice is found before each reading selection. Lesson sequence follows a systematic pattern before and after each reading. See the ‘Scope and Sequence,’ on pages 16-19 in Keystone A for vocabulary taught in each unit.

The examples given for Keystone A, Unit 1, Reading 2 are indicative of the structure for all readings:

- ‘Learn Key Words’ p. 19: Key words are taught and practiced in context.
- ‘Vocabulary’ TE p. T19: Students listen to CD and repeat words.
‘Learn Academic Words’ p. 20: Words used in all content areas are presented and practiced in context with a partner.

‘Word Study’ p. 21: Spelling words with ai, ay, ee, and oa, are presented with a spell aloud partner practice.

“G is for Googol” pp. 22-25: Words are highlighted and defined throughout reading.

‘Pre-viewing and Pre-teaching Highlighted Words’ TE pp. T22, T24: Teachers review, discuss, and model using highlighted words in context.

‘Review and Practice’ p. 27: Includes the lesson ‘Read for Fluency,’ which reviews difficult or hard to pronounce words in the reading. ‘In Your Own Words’ uses reading vocabulary to retell or summarize.
IC. Language Control/Conventions (comprehensibility of language)

YES NO

A. Are opportunities to demonstrate language control presented in the materials?

B. Do opportunities to demonstrate language control correspond to all targeted levels of language proficiency?

C. Are opportunities to demonstrate language control systematically presented in the materials in multiple chapters, lessons, or units?

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

A. Oral and written discourse is abundantly present throughout Keystone, consequently learners have numerous opportunities to demonstrate and practice language control. Each skill is introduced, taught, and practiced in a wide variety of activities to encourage language control and development. These activities include, but are not limited to collaborative writing assignments, cooperative presentations, discussions, literary responses, and social conversations. Fluency is specifically addressed in lessons like ‘Reader’s Theater,’ ‘Read for Fluency,’ and ‘Fluency Check.’ These exercises practice pace, intonation, and expression. Grammar, usage, and mechanics are taught after each reading and applied in the connected writing lesson. Writing checklists accompany each lesson to develop skills of structuring and revising written text. Highly scaffolded ‘Workshops,’ at the end of each unit present learners with the opportunities to develop and present a final polished project infused with the skills taught throughout the unit. Additional opportunities to demonstrate language control are included in the ‘Workbook,’ ‘Reader’s Companion,’ and ‘Assessment,’ books for each level. See ‘Scope and Sequence,’ on pages 16-19 to view the listening/speaking, grammar, and writing activities included at each level to develop language control.

B. The methods used in oral and writing activities include many ways to assist all levels of learners, and are used at every level in the series. Differentiated instruction is built into lessons to provide strategies for customized instruction to students with a variety of learning levels. Opportunities to demonstrate language control are present throughout each unit and level. These range in difficulty from short response oral and writing activities to engaged content area discussion and opportunities for thoughtful reflection. ‘Listening Tips,’ and ‘Speaking Tips,’ are noted throughout the text to assist students in Listening/Speaking situations such as conversational opportunities or appropriate expression of classroom etiquette. Each unit culminates with a final opportunity to demonstrate language control using project based learning. Language control is monitored, and assessments are found in all units and in the Assessment book.

C. In each carefully structured lesson and unit, opportunities to demonstrate language control are presented in the Keystone series.

For examples of language control activities in a typical unit see Keystone A, Unit 1:

• ‘Discussion’ p. 15, 41, 55, 58: Paired, small or whole class discussions.
• ‘Grammar and Writing’ pp. 16-17, 28-29, 42-43, 56-57: Grammar is taught after each reading.
• ‘Fluency Check,’ ‘Read for Fluency’ and ‘Reader’s Theater’ pp. 14, 27, 41, 58: Fluency activities included after each reading.
• ‘Listening and Speaking Workshop’ pp. 60-61: Project involving discussion, research, presentation, and evaluation.
• ‘Writing Workshop’ pp. 62-65: Includes a pre-writing graphic organizer, writing checklist, and models for student use to scaffold writing development.
• ‘Apply What You Learned’ p. 67: A high interest art history lesson ends each unit and questions ask students to evaluate art in relation to the unit’s ‘Big Question.’
• ‘Response to Literature’ pp. 15, 147: Creative response activities.
• ‘Projects’ p. 59: End of unit leveled and multi-sensory extension projects.
II. ENGLISH LANGUAGE PROFICIENCY (ELP) STANDARDS

IIA. Presence of WIDA English Language Proficiency Standards

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A. Are social and instructional language and one or more of the remaining WIDA Standards (the language of Language Arts, of Mathematics, of Science, and of Social Studies) present in the materials?

B. Do the materials systematically integrate Social and Instructional Language and the language of the targeted content area(s)?

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

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A. Keystone is primarily a Language Arts curriculum which uses social and instructional language and the language of Mathematics, Science, and Social Studies systematically throughout the series. Each unit contains four high-interest readings, which are a balanced blend of subject-based informational text and classic and contemporary literature. An additional 'Art History' lesson, written by educators at the Smithsonian American Art Museum, concludes each unit. Pre-reading lessons introduce background knowledge and academic vocabulary that extend student knowledge of content area language. Academic vocabulary are terms commonly used in all content areas (ex. create, identify, or illustrate) to promote transferable academic language development. Social and instructional language is used in the practice and application of all skill and content area standards taught by the program. For example, students research and gather information, use reading and study strategies, and develop sophisticated compositions and student presentations. Lessons like “A Job Application,” and “An Interview,” give students an opportunity to practice and demonstrate personal communication and professional life skills. The Student Workbook, Reader’s Companion, Assessment book, Audio suite, and CD Rom provide further practice in the five ELP standards. The TE provides additional connections to subject area content in extension lessons titled ‘Across the Curriculum: [Social Studies, Science, Math, or Art]’ throughout all genres (See example in level A p. T90).

B. Systematic academic skill development through the teaching of ELP standards is clearly identified within each unit and level of the Keystone series. Pre-reading and post-reading lessons are structured the same manner for every reading and include practice exercises using social and instructional language related to listening, speaking, reading, and writing.

The following examples found in Keystone A, Unit 2 show how a Social Studies informational reading is integrated with Social Instructional Language:

Before Reading:
- ‘The Big Question’ p. 72: Students brainstorm and share ideas relating to unit theme.
- ‘Build Background’ p. 70: Pre-reading history lesson introduces reading content.
• ‘Vocabulary’ pp. 71-73: Key and academic words are taught and practiced in context and include social studies terms specific to reading like ancient, ceremony, and classical.

• ‘Reading Strategy’ p. 73: Compare and contrast Greek, Roman, Maya, and modern culture to understand the reading.

Reading 1:

• “Ancient Kids” pp. 74-79: Social Studies informational text with comprehension questions located on pp. 75, 77, 79.

• ‘Set a Purpose for Reading’ p. 74: Students use reading strategy to set the purpose.

After Reading:

• ‘Comprehension’ p. 80: Right There, Think and Search, Author and You, and On Your Own, types of questions present a variety of question formats following each reading.

• ‘In Your Own Words’ p. 80: Students summarize text to a partner using topics and vocabulary from the reading.

• ‘Extension’ p. 81: Students pick a culture presented in reading to research.
IIB. Representation of Language Domains

YES  NO
✓   ✅  A. Are the language domains (listening, speaking, reading, and writing) targeted in the materials?
✓   ✅  B. Are the targeted language domains presented within the context of language proficiency levels?
✅  ✅  C. Are the targeted language domains systematically integrated throughout the materials?

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

A. Each lesson in the Keystone series is built around the language domains of listening, speaking, reading, and writing. End of unit lessons like ‘Listening and Speaking Workshop,’ and ‘Writing Workshop,’ target and expand specific domain skills developed throughout the unit. A typical unit includes 4 lessons which are thematically linked, and centered on an informational or literary reading. Preceding each reading, vocabulary and grammar are taught and practiced using listening, speaking, and writing activities. These activities can include listening to vocabulary on a CD, partner and group discussions, or writing about background knowledge. Readings have built-in comprehension questions to guide written and discussion responses, and as a means of practicing writing vocabulary with subject context areas. After the reading, students complete ‘Review and Practice’ activities. These typically include a discussion, writing a summary, and working on an extension activity such as researching an original question. A final ‘Grammar and Writing,’ exercise completes the lessons. All lessons are supported with further practice in the student Workbook, Reader’s Companion, and Assessment book.

B. Listening, speaking, reading, and writing are presented and practiced in all levels of proficiency in the Keystone series. Domain instruction is always age and proficiency level appropriate, making use of visual and textual scaffolds throughout each unit. ‘Listening Tips,’ and ‘Speaking Tips,’ are attached to exercises with helpful tips to improve communication (see level A pp. 109, 121, 127.) Differentiated instruction is built into the TE, and provides strategies in customizing all domain instruction for a variety of learner proficiency levels.

C. Each unit and lesson contains systematic representation of the language domains. The unit and lesson structure explained in A is representative of all levels. See the Scope and Sequence in Keystone A TE pages 16-19 for a comprehensive listing of listening, speaking, reading and writing activities.

The following representative examples can be found in Keystone A, Unit 2:

- ‘The Big Question’ pp. 68-69: Introduces unit, theme, and background information and highlights with the related content domain found in the unit.
- Pre-reading Lessons pp. 84-85: Introduces literary and academic words for the lesson. Word study lesson teaches suffixes. Practice exercises include cooperative and written response.
• “Becoming Naomi Leon” by Pam Munoz Ryan pp. 88-93: Novel excerpt and audio CD for read along activity.
• ‘Before You Go On’ and ‘On Your Own’ pp. 89, 91, 93: Comprehension questions require both written and oral response.
• ‘Review and Practice’ pp. 94-95: Includes ‘Reader’s Theater,’ ‘Comprehension,’ ‘Discussion’ and ‘Response to Literature’ lessons covering all domains of instruction.
• ‘Grammar and Writing’ pp. 96-97: Write about a character and setting using non-action verbs.
• ‘Listening and Speaking Workshop’ pp. 126-127 and ‘Writing Workshop’ pp. 128-131: Requires students to use the cumulative skills taught in the lessons to create a project/writing for presentation and publication.
III. LEVELS OF LANGUAGE PROFICIENCY

IIIA. Differentiation of Language (for ELP levels)

YES NO
✓ ☐ A. Do the materials differentiate between the language proficiency levels?
✓ ☐ B. Is differentiation of language proficiency developmentally and linguistically appropriate for the designated language levels?
✓ ☐ C. Is differentiation of language systematically addressed throughout the materials?

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

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A. Longman Keystone is a proficiency based, accelerated reading and language arts program for grades 6-12. Keystone levels A, B, and C are designed for the lower secondary grades, and 'Building Bridges,' Keystone D, E, and F for the upper grades. A supplementary level, Keys to Learning, is appropriate for beginning language learners and teaches foundational language and literacy skills, at all grades 6-12. A placement test ensures students are placed at the program level designed to match their proficiency level. Standards-based assessments for every reading selection, unit, midterm, and end of level test measure progress throughout the year and ensure students are mastering the standards and developing transferable skills. Differentiated instruction is built into every lesson in the TE, and provides strategies for customizing all domain instruction for varying levels of learners. An exit exam determines if a student continues to the next level of the program, or is ready for mainstream coursework. Additional resources provide further assistance to language learners at all levels. For example, The Reader’s Companion workbook contains the readings found in the text. Unlike a textbook, students are allowed to make notes, mark up the text, and receive further support in skills like recognizing text structure and summarizing in a graphic manner.

B. Differentiation is linguistically and developmentally appropriate for each targeted proficiency level. Within Keystone a wide variety of learning supports are incorporated including examples of teacher modeling, listening to CD's to accompany repeated reading, and partnered or whole class discussions. Fluency is practiced in post-reading lessons like 'Reader’s Theater,' 'Read for Fluency,' and 'Fluency Check.' These lessons practice reading skills such as pace, intonation and expressive/dramatic use of language. For further student support, the Teacher’s Resource book contains summaries of all readings in six common /first languages. An 'Introduction to Linguistics,' located on pages 26-41 in the TE supplies background linguistic knowledge, and comparisons of English intonation and sounds to other languages.

C. Keystone Longman is a carefully structured program that provides a complete instructional plan across proficiency levels. Differentiation is systematically addressed in the skills taught in the lessons, across the units, and through the levels.

See Keystone A, Unit 3 for examples that are reflective of the entire series:
• ‘Linguistic Note’ TE pp. T139, T153 and ‘Accelerate Language Development’ TE pp. T149, T161: Provides teachers with assistance in understanding linguistic and cultural nuances in language appropriate to teaching the lesson.
• ‘Projects’ p. 189: Leveled and multi-sensory projects.
• ‘Reader’s Theater’ p. 146, 172; ‘Read for Fluency’ p. 159, 185; ‘Fluency Check’ p. 188: Fluency practice and assessments found after each reading and unit.
IIIB. Scaffolding Language Development (from ELP level to ELP level)

YES ☑ NO ❑

A. Do the materials provide scaffolding supports for students to advance within a proficiency level?

☑

B. Do the materials provide scaffolding supports for students to progress from one proficiency level to the next?

☑

C. Are scaffolding supports presented systematically throughout the materials?

☑

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

A. The Keystone series provides scaffolding supports for students to advance within each proficiency level. Scaffolding is designed into the curriculum and also represented in the TE with extra exercises. This allows the teacher to respond to the flow of the lesson and scaffold when student need arises. Thematic units and ‘The Big Question,’ introduce and connect the student to reading in content areas. Explorations of background and students’ prior knowledge begin each reading to further scaffold understanding of subject. Text boxes attached to speaking, listening, and writing lessons contain tips and checklists; providing helpful guidance within the lessons. Writing lessons also contain models for student use, and demonstrate structure and language control. Typical scaffolding supports found in Keystone lessons include: teacher modeling, visuals and graphics, cooperative learning, hands-on learning, dramatic activities, reading strategies, and comprehension checks. Academic vocabulary is vital to the progression of the ELL learner; consequently, academic vocabulary is introduced and practiced with every reading. At the conclusion of each level, a Skills Handbook features easy to use support material critical to further academic skills such as, grammar, the writing process, and test taking skills. In addition, the Teacher’s Resource Book contains summaries for all readings in six languages to simplify the reading and create a bridge to understanding.

B. With the assistance of the scaffolding described above in A, transferable skills are developed throughout each unit to assist students as they advance from one proficiency level to the next. Assessment resources monitor student progress and evaluate student progression throughout each unit and level. Research cited on pp. 20-21 in the TE shows how students advance to higher proficiency levels using the Longman Keystone program. See the Scope and Sequence located on pages 16-19 of the TE for an overview of skill advancement through each level.

C. Longman Keystone systematically builds upon prior knowledge and explicitly scaffolds within each lesson as a means of progressing student proficiency from one level to the next. The following is a sampling of scaffolding exercises from Keystone A, Unit 3:

• ‘Build Background’ p. 136: A background lesson connects students to reading content.
• ‘Scaffolding: Listen and Read’ p. T153, T166, T180: Read along with the audio CD.
• ‘Listening Tip’ pp. 147, 159, 173; ‘Speaking Tip’ pp. 158, 172, 191: Helpful advice specific to content.
• ‘Writing Workshop’ pp. 192-195: Includes student writing models in the pre-writing, revision, and final draft phase for complete lesson support.
• ‘Writing Checklist’ pp. 149, 161, 175, 187, 193: Writing guidelines provided in a checklist for guided revision.
• ‘Before You Go On’ pp. 141, 143, 145: Comprehension questions answered in class discussion, partner activity, or individual writing assignment.
• ‘Discussion’ pp. 147, 159, 173: Teacher models discussion as students work in pairs or small groups.
IV. STRANDS OF MODEL PERFORMANCE INDICATORS

IVA. Language Functions

| YES | NO | Context | | |
|-----|----|---------|---|
| ✓   | ☐  | A. Do the materials include a range of language functions? |

| ✓   | ☐  | B. Do the language functions attach to a context (i.e. are they incorporated into a communicative goal or activity)? |

| ✓   | ☐  | C. Are language functions presented comprehensively to support the progression of language development? |

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

A. In the Keystone Series all activities provide practice using a range of language functions. Language functions found in Keystone include: retelling, defining, describing, identifying, sequencing, explaining, discussing, evaluating, comparing, analyzing, and responding. These functions are used in the instructional language and found throughout all levels. Academic vocabulary includes language functions like theorize, identify, illustrate, and create, providing additional student exposure to terms which transfer to other content areas. See the level A 'Scope and Sequence,' located on pages 16-19 of the TE to view the widespread uses of language functions in the curriculum.

B. Language functions are attached to practice activities, and all activities are connected to expanding understanding of the lessons and thematic units. After students are taught a skill, they practice and apply the skill using a variety of language functions in context. The TE uses language functions in the step-by-step instruction, for example ‘Step 2: Practice’ or ‘Step 3: Expand’.

C. The progression of language development is supported by the comprehensive use of language functions throughout Keystone. As skills progress through the units, language functions are used to support the communicative needs of the developing learners. Examples found in Keystone A, Unit 4 show the comprehensive use of language functions in the curriculum:

- ‘In Your Own Words’ p. 210: Identify the main idea.
- ‘Response to Literature’ p. 225: Describe and respond to reading.
- ‘Discussion’ p. 225: Discuss in pairs or small groups.
- ‘Practice’ p. 229: Discuss and describe proverbs.
- ‘Reading Strategy’ p. 231: Identify Author’s Purpose.
- ‘Link the Readings’ p. 252: Discuss and compare the readings.
YES  NO  Higher Order Thinking
☑  ☐  D. Are opportunities to engage in higher order thinking present for students of various levels of English language proficiency?

☑  ☐  E. Are opportunities for engaging in higher order thinking systematically addressed in the materials?

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

D. Opportunities to engage in higher order thinking are present for all ELP levels in each unit, and across the Keystone series. ‘On Your Own,’ reading comprehension questions involve complex judgmental skills involving analysis, evaluation, and synthesis. Every unit concludes with exercises like ‘Projects,’ ‘Writing Workshop,’ and ‘Listening and Speaking Workshop.’ These activities require research, analysis, and creativity while applying skills taught consistently throughout the lesson format. After the four readings in each unit of Building Bridges and Keystone levels A—F, a ‘Link the Readings,’ lesson uses critical thinking to compare and contrast the readings and link them to the unit theme. In addition, the final lesson in Keystone levels A—F, ‘Smithsonian Art Museum: The Language of Art,’ develops student’s cultural and visual literacy by analyzing and evaluating pieces of American art. This is a final exploration of the ‘Big Question.’ Students explore the connection of the artwork to the unit theme and answer questions like, “What would you show in a painting to illustrate the ideas of winning and losing?” (Level A, Unit 4, p. 261)

E. Opportunities to engage in higher order thinking are systematically addressed in Keystone Longman. As stated in D above, skills and strategies are included in each lesson and unit. See representative examples in Keystone A, Unit 4:

- ‘On Your Own’ pp. 245, 247: Found in every reading are questions which require complex judgment skills.
- ‘Link the Readings’ p. 252: Critical thinking exercise links content in unit readings.
- ‘Listening and Speaking Workshop’ pp. 254-255: Students research, organize, present, and evaluate in these extensive lessons.
- ‘Writing Workshop’ pp. 256-259: Expository essay lesson which requires organization, evaluation, and publication of personal writing.
IVB. Content Stem

Coverage and Specificity of Example Content Topics

A. Do examples cover a wide range of topics typically found in state and local academic content standards?

B. Are example topics accessible to English language learners of the targeted level(s) of English language proficiency?

C. Are example topics systematically presented throughout the materials?

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

A. Keystone is a standard aligned curriculum covering a wide range of subject matter topics found in state, local, and national academic content standards. Grade appropriate California standards were used to design the Keystone curriculum. TESOL standards are listed on every other page of the TE as an easy to use reference for all lessons. Each reading chapter contains vocabulary, morphology, grammar usage and mechanics, listening, speaking, reading, and writing lessons. The language arts dominated curriculum also integrates social studies, math, science, and art history lessons clearly labeled throughout the units. WIDA ELP standards and topic examples are abundantly represented in each unit. In addition, the student assessment book provides standard-aligned tests that introduce students to the types of questions found on state exams. See www.longmanschool.com for a comprehensive list of correlations to state and national standards.

B. All topics covered in the Keystone series are accessible to English language learners of the targeted levels of English language proficiency. Each lesson has built-in differentiated and scaffolded instruction and is further supported by an variety of teaching resources and technology for comprehensive instructional reinforcement.

C. Example topics are systematically presented throughout the units in the Keystone series. See the Table of Contents in the introductory pages to view the structure of the units and variety of content found in each level. The ‘Scope and Sequence,’ found on pages 16-19 in the TE lists all vocabulary, word study, grammar, and writing structures and modes in each level. See examples found in Keystone A, Unit 5:

- ‘TESOL Standards’ TE pp. T262, T264, T266, T268: TESOL standards listed on even pages throughout TE that correlate to lessons found on representative pages.
- ‘Reading 1: Literature/Play,’ ‘Reading 2: Informational Text/Social Studies and Art,’ ‘Reading 3: Literature/Novel Excerpt,’ ‘Reading 2: Informational Text/Science,’ and ‘Smithsonian American Art Museum: The Language of Art’ pp. 268, 284, 296, 312, 315, 328: Readings in every unit cover a variety of content areas and genres.
- ‘What You Will Learn’ pp. 264, 280, 292, 308: Prior to each reading chapter, this text box lists content of reading, grammar, usage and mechanics, and writing lessons.
YES  NO  Accessibility to Grade Level Content

D. Is linguistically and developmentally appropriate grade level content present in the materials?

✔  ☐

E. Is grade level content accessible for the targeted levels of language proficiency?

✔  ☐

F. Is the grade level content systematically presented throughout the materials?

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

D. All content in Keystone is linguistically and developmentally appropriate for the targeted grade levels. Keystone content is standard-aligned and includes grade level appropriate WIDA example topics. Repeated exposure to vocabulary and morphology, which is both academic and content oriented, increases student ability to comprehend grade level content. High interest readings of varied genres are supported with appropriate scaffolds, graphics, and practice activities that stimulate learning and develop transferable skills. Linguistic supports are incorporated into each reading chapter along with opportunities to practice language control. In addition, projects and workshops use cumulative skills taught in the unit to develop polished presentations and publications. See the Scope and Sequence located on pages 16-19 of the TE to view grade level content in each level.

E. In the eight level Keystone series, grade level content is accessible to all targeted levels of language proficiency. Differentiated instruction is built into each lesson, making content accessible to all language proficiency levels. Assessments can be customized using 'ExamView,' an electronic test generator, to tailor instruction to individual learners needs.

F. Keystone presents grade level appropriate content in a structured systematic manner, which allows students to build progressive skills. Grade level content is aligned to the state and national standards. See the 'Scope and Sequence,' on pages 16-19 in all TE levels to corroborate the careful structuring of the program. See Examples in Keystone A, Unit 5:

- ‘Table of Contents’ pp. 4-15: Content is clearly labeled.
- ‘Reading 1: Literature/Play,’ ‘Reading 2: Informational Text/Social Studies and Art,’ ‘Reading 3: Literature/Novel Excerpt,’ ‘Reading 2: Informational Text/Science,’ and ‘Smithsonian American Art Museum: The Language of Art’ pp. 268, 284, 296, 312, 315, 328: High interest readings of varied genres are found in every unit.
IVC. INSTRUCTIONAL SUPPORTS

|-- Sensory Support
|  |-- YES
|  |  |  |  |  A. Are sensory supports, which may include visual supports, present and varied in the materials?
|  |  |  |  |  B. Are sensory supports relevant to concept attainment and presented in a manner that reinforces communicative goals for the targeted levels of proficiency?
|  |  |  |  |  C. Are sensory supports systematically presented throughout the materials?

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

A. Sensory supports are present and varied throughout the Longman Keystone program. All units are strongly supported with a range of dynamic visual supports, which introduce the unit themes, enhance the readings, and assist understanding of lessons. Visual supports used throughout Keystone are specific to content and include: maps, photographs, scientific illustrations of processes and cycles, sequence blocks, and pictures of artifacts. Images found within each unit are analyzed and discussed in ‘Visual literacy’ activities designed for students to skim the unit images and predict reading content. The end of the unit lesson, ‘Smithsonian American Art Museum: The Language of Art,’ uses American art and artists to further express the theme, and to develop cultural and visual literacy. ‘Extension’ lessons and ‘Projects,’ are hands-on, sensory rich activities such as creating a DNA model, illustrating the setting of a written work through art, recording sounds, or creating a skit with costumes and music. A DVD is available with this curriculum and features background information on the unit themes, and audio CD’s are included to model oral reading fluency. A list of available teaching resources is included with every lesson in the TE.

B. All sensory supports are relevant to concept attainment and are presented in such a manner that reinforces communication goals for the targeted level. Vocabulary and related concepts are supported throughout the levels with illustrations and photographs. Practice activities are visually supported in a fashion that supports a deeper understanding of instruction and background knowledge. Listening and speaking tips are included to support practice exercises and model ideal classroom communication. In addition, multi-sensory ‘Projects’ provide the option of differentiated instruction allowing students to apply what they have learned in each unit at their level.

C. Sensory supports are presented systematically throughout the Longman Keystone eight level series. Supports are integrated into each lesson and are connected contextually.

See representative example found in Level A, Unit 6:

- ‘Unit 6: What is your vision of life in the future?’ pp. 330-331: Unit opener visually introduces theme, Big Question, readings, and unit objectives.
• ‘Preview the Unit: Visual Literacy’ TE p. T330: Students study unit images and predict reading content.
• ‘Teaching Resources’ TE pp. T330, T332, T334, T336: This text box references resources such as a DVD and CD, which can be used in corresponding lessons.
• ‘Vocabulary’ pp. 333, 334: Images support comprehension of vocabulary.
• ‘Smithsonian American Art Museum: The Language of Art’ p. 328: Enhances understanding of unit theme through looking and talking about art.
• ‘Reading 4: Genetic Fingerprints’ pp. 377, 380-383, 384, 385: A variety of visual supports are included in all reading lessons. This reading's visual supports include primary source photos, models, and illustrations.
• ‘Extension’ p. 385: Students complete a timeline.
• ‘Projects’ p. 389: Students choose from five multi-sensory projects to apply unit skills.
WIDA Protocol for Review of Instructional Materials for ELLs
WIDA PRIME Correlation

**Graphic Support**

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**D.** Are graphic supports present and varied in the materials?

**E.** Are graphic supports relevant to concept attainment and presented in a manner that reinforces communicative goals for the targeted proficiency levels?

**F.** Are graphic supports systematically presented throughout the materials?

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

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**D.** In every level of Keystone, graphics support lesson content with a variety of graphic material appropriate to the proficiency level. Visual supports are used in all domain instruction. Examples include the use of images to explore unit theme, understand vocabulary, and ascertain complex ideas presented in the readings. The most common graphic support are organizers such as semantic maps, Venn diagrams, and T-charts. These are found throughout the entire series as a useful tool for students to understand concepts and to organize ideas. Graphic organizers are modeled by teachers and systematically used in every pre-writing exercise. ‘Writing Workshops,’ demonstrate the writing process with a sample of student writing by modeling processes such as revision. Charts are commonly used throughout the readings to convey information, and in practice exercises like ‘Grammar,’ and ‘Link the Readings.’ Before each reading in The Reader’s Companion book, a pre-reading lesson ‘Visual Summary’ presents the main ideas and details of the reading. The Workbook supports each lesson in the text, and relies heavily on the use of graphic organizers in practice exercises.

**E.** All graphic supports are relevant to concept attainment and reinforce communicative goals for the targeted proficiency level. Graphic organizers are teacher modeled and practiced through multiple use, which include pre-writing activities and whole class discussions. Throughout the TE, ‘Visual Literacy’ expands the meaning of graphics to promote further understanding content. ‘Differentiated Instruction’ often uses content graphics and graphic organizers to scaffold and extend lessons.

**F.** Examples of graphic supports presented above in D and E are used systematically throughout the entire Longman Keystone series. In addition, support materials such as the Workbook and Reader’s Companion that accompany each level offer structured graphic support for all lessons.

See representative examples found in Level A, Unit 6:

- ‘In Your Own Words’ p. 342: Chart used to organize main idea and details to create a reading summary.
- ‘Writing’ pp. 345, 361, 375, 387: Pre-writing activities use graphic organizers.
- ‘Response to Literature’ p. 359, T359: Student book writing activity uses a semantic
web. TE lesson uses the web to guide a whole class discussion of reading material.

- ‘Link the Readings’ p. 388: Uses a chart to compare and contrast unit readings.
- ‘Writing Workshop’ pp. 392-397: Student models are used to represent stages of the writing process from pre-writing to the final draft.
**Interactive Support**

G. Are interactive supports present and varied in the materials?

- Yes
- No

H. Are interactive supports present and relevant to concept attainment for the targeted proficiency levels?

- Yes
- No

I. Are interactive supports varied and systematically presented in the materials?

- Yes
- No

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

G. Every lesson in Longman Keystone has interactive supports that are varied throughout the series. To promote comprehension and expose students to a variety of communication styles, students work in paired, small group, and whole group situations to practice and apply skills, dramatize readings, or discuss background knowledge material. Larger cooperative projects are integrated into the curriculum in lessons such as, ‘Projects’ or ‘Listening and Speaking Workshop,’ where students create, practice, and present as a group. The internet is used to research specific topics, and information is shared and discussed with a partner or in groups. Interactive native language support is noted throughout the TE in lessons like ‘Linguistic Note,’ and with the ‘CRI’ icon. These lessons are culturally and linguistically responsive, and incorporate the diversity of students’ background and culture into the curriculum. The Teacher’s Resource book contains summaries of all readings in six common first languages. In addition, the CD-Rom includes additional interactive activities and the www.longmankeystone.com website contains a student area with games and practice.

H. The interactive supports found in all levels of the Longman Keystone series are relevant to concept attainment for all targeted proficiency levels. Interactive supports described in part A, are explicitly used to scaffold lessons so that learners of all levels gain access to meaning in multiple modalities.

I. Interactive supports are systematically presented and varied throughout the Longman Keystone series. See representative examples found in Level A, Unit 6:

- ‘Research Report’ p. 392: Students use the internet, magazines, books, or encyclopedias to gather information on chosen topic.
- ‘Linguistic Note’ TE pp. T335, T349, T365: Provides linguistic support specific to lesson.
- ‘Dramatic Reading’ p. 358: Re-read, discuss, interpret, memorize, and perform a poem in a group.
- ‘Listening and Speaking Workshop’ pp. 390-391: Small group brainstorming activity helps students choose a topic to research, prepare, and present a speech to the class.
Appendix

I. Performance Definitions – the criteria (linguistic complexity, vocabulary usage, and language control) that shape each of the six levels of English language proficiency that frame the English language proficiency standards.

IA. Linguistic Complexity – the amount and quality of speech or writing for a given situation
IB. Vocabulary Usage – the specificity of words (from general to technical) or phrases for a given context
IC. Language Control/Conventions – the comprehensibility and understandability of the communication for a given context

II. English Language Proficiency Standards – the language expectations of English language learners at the end of their English language acquisition journey across the language domains, the four main subdivisions of language.

IIA. Five WIDA ELP Standards:
1. English language learners communicate for Social and Instructional purposes within the school setting.
2. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.
3. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics.
4. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.
5. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.

IIB. Domains:
- Listening – process, understand, interpret, and evaluate spoken language in a variety of situations
- Speaking – engage in oral communication in a variety of situations for a variety of audiences
- Reading – process, understand, interpret, and evaluate written language, symbols and text with understanding and fluency
- Writing – engage in written communication in a variety of situations for a variety of audiences

III. Levels of English Language Proficiency - The five language proficiency levels (1-Entering, 2-BEGINNING, 3-Developing, 4-Expanding, 5- Bridging) outline the progression of language development in the acquisition of English. The organization of the standards into strands of Model Performance Indicators (MPIs) illustrates the continuum of language development.

IIIA. Differentiation – providing instruction in a variety of ways to meet the educational needs of students at different proficiency levels

IIIB. Scaffolding – building on already acquired skills and knowledge from level to level of language proficiency based on increased linguistic complexity, vocabulary usage, and language control through the use of supports.
IV. Strands of Model Performance Indicators – examples that describe a specific level of English language proficiency for a language domain. Each Model Performance Indicator has three elements: Language Function, Content Stem, and Support

IVA. Language Functions – the first of the three elements in model performance indicators indicates how ELLs are to process and use language to demonstrate their English language proficiency.

- Context – the extent to which language functions are presented comprehensively, socially and academically in materials
- Higher Order Thinking – cognitive processing that involves learning complex skills such as critical thinking and problem solving.

IVB. Content Stem – the second element relates the context or backdrop for language interaction within the classroom. The language focus for the content may be social, instructional or academic depending on the standard.

IVC. Instructional Support – instructional strategies or tools used to assist students in accessing content necessary for classroom understanding or communication and to help construct meaning from oral or written language. Three categories of instructional supports include sensory, graphic and interactive supports.

- Sensory support – A type of scaffold that facilitates students’ deeper understanding of language or access to meaning through the visual or other senses.
- Graphic support – A type of scaffold to help students demonstrate their understanding of ideas and concepts without having to depend on or produce complex and sustained discourse.
- Interactive support – A type of scaffold to help students communicate and facilitate their access to content, such as working in pairs or groups to confirm prior knowledge, using their native language to clarify, or incorporating technology into classroom activities.