Protocol for Review of Instructional Materials for ELLs

WIDA PRIME Correlation

http://littlebridge.vox-ed.com
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): Little Bridge

Publisher: Published by Manic Monkey Ltd. Distributed in the U.S. by VOXed LLC. (www.vox-ed.com)

Materials/ Program to be Reviewed: Little Bridge

Tools of Instruction included in this review:
- Little Bridge: Little Bridge Online (Classroom Edition), Teacher Resources (Flashcards, Blackline Masters), Teacher’s Guide, Optional Student Activity Books and Audio Resources

Intended Teacher Audiences: Grades K–6 ESL/ELL teachers; also Pre-K and Grade 7

Intended Student Audiences: Grades K–6 ESL/ELL students; also Pre-K and Grade 7

WIDA Framework(s) considered: Both: Summative and Formative

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

All: Social and Instructional Language, Language of Language Arts, Language of Mathematics, Language of Science, Language of Social Studies

WIDA English Language Proficiency Standards addressed: 1–5: Entering, Beginning, Developing, Expanding, Bridging

WIDA language proficiency levels included: Copyright 2008–2011; http://littlebridge.vox-ed.com

Most Recently Published Edition or Website:

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

Little Bridge is a six-level course for young learners with an innovative, child-centered approach. It features groundbreaking software, with a multitude of stimulating interactive activities and a stunning virtual 3-D world. Immersing themselves in this world, children can explore and develop listening, writing, reading, and speaking competencies. The vivid graphics and animations bring the language alive, and the characters and places provide an authentic setting and context for learning to take place.

Based on a methodology that combines tried and tested pedagogical principles and ESL strategies, providing regular practice and systematic recycling of prior learning, each activity in Little Bridge has a clear grammatical focus and an identified communicative function—and a uniquely natural flow. Central to the approach is a rich variety of activity types (the use of which is demonstrated in the easy-to-use Teacher’s Guide), all with clear learning objectives designed to inspire students to achieve success in all four key skill areas of listening, speaking, reading and writing. Teachers and administrators are provided with up-to-date progress and assessment data for each child via the built-in Learner Management System.

Children can vary the pace of learning and are provided with rapid feedback to evaluate, support, and stimulate progress. But even more, Little Bridge provides a meaningful context for language learning, using a medium common to most children—the computer game—supported by a wide range of traditional teaching and learning resources (including the optional student activity books). To the young learner involved in the virtual 3-D world, Little Bridge is all about the people and the places, their interests, their concerns, and their lives.
Part 2: PRIME Correlation Tool

I. PERFORMANCE DEFINITIONS

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

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<td>C.</td>
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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.

A. The Little Bridge program is designed to teach English to beginners. The program uses structured lessons to develop language proficiency skills. The lessons are built on a systematic structure that assists teachers in introducing the content and building upon that content to expand knowledge from a concrete base. The lessons start with easy language patterns and progress to more complex grammatical structures, language concepts and ideas, and text structures. The complete program comprises interactive software, audio CDs, student activity books, and puppets as well as teacher resources to create a learning environment that invites students to participate in varied learning experiences while mastering the language. See a typical lesson on pages 10 and 11 of Unit 1 of Level 3 (Pupil Book pages 1–3, Audio CD tracks 1–3, Software Unit 1 Activities 1–4). Each section uses interactive exercises to assist students with language learning as they work at their own rate and complete activities with immediate feedback.

B. The interactive lessons described in part A provide opportunities for students to work at an appropriate level, to develop skills, and to reinforce skill acquisition. The lessons provide instruction to accommodate language and concept development as well as expand background knowledge. The charts on pages 4 and 5 of the Teacher’s Guide show the unit structure, the language skills, the new vocabulary, and the communicative function included.

C. The program was developed with a consistency of instruction so that the features described above are used in all the lessons in each unit in the program. All of the materials contain the instruction needed to assist students in developing key language skills. The program materials ensure that language once introduced is reviewed and recycled to ensure understanding and mastery.
IB. Vocabulary Usage (specificity of words, from general to specific to technical)

YES NO

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. Each lesson in the Little Bridge program focuses on vocabulary to help students develop the ability to communicate both in speech and in writing. The main goal in the early years is to build children’s confidence in understanding and using the spoken language. Listening and speaking is then combined with the written word for reading eventually leading to writing. The chart in the Level 3 Teacher’s Guide on pages 4 and 5 shows how the lessons introduce the language structure and new vocabulary and then summarizes the use of the language in activities. The lessons deal with general vocabulary, incorporate specific vocabulary terms, and use appropriate technical language for the level. The vocabulary is woven into speech activities that use phrases, statements, questions, and exclamations in real-world language responses and interchanges. Throughout the online materials, rich, vivid character animations and digital “storytelling” are used to present language in context. Within every lesson, vocabulary work is included as students participate in a wide variety of interactive language activities. See a typical lesson on pages 18 and 19 of Unit 2 of Level 3 (Pupil Book pages 8–9, Audio CD track 10, Software Unit 1 Activities 1–3).

B. The Little Bridge program provides instruction for students at all levels of proficiency in vocabulary development using interactive exercises. The software feature has activities that bring the language to life as they offer a combination of visual context with the spoken word. All learners will quickly become involved in the learning process. With the software, students participate in speaking activities in which they record their own voice to model dialogue, use memory and spelling games, and sing along with songs that include the vocabulary. Additionally, the teacher is provided with a range of resources, including flashcards and blackline masters of graphic organizers and worksheets, which have been designed to recycle and reinforce the language and vocabulary learned during each unit and level of the program.

C. The consistent and systematic structure of the program helps all levels of students build on their prior knowledge to develop and extend their knowledge of content and the related vocabulary. The terms in the lessons include general, specific, and technical language. The topics integrate the content into real-world experiences that help students apply the language in worthwhile activities with immediate feedback.
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. The Little Bridge program was developed knowing that students learn in different ways, at different rates, and with differing degrees of success. The program is designed to help English language learners use English to communicate in social settings and achieve academically. The lessons provide visual, auditory, and kinesthetic activities that give students a choice, allowing them to work at their own rate and offering them immediate feedback and support. The flexible program allows students to repeat activities to improve and extend language skills. With these options, instruction becomes meaningful to students whose command of English is limited. See the complete explanation in Welcome to the World of Little Bridge on Teacher's Guide pages 6–9.

B. The information contained in part A explains how the program was developed to address language control. As students work in the program, language control is an integral part of the process. It identifies the extent to which a communication is comprehensible. Comprehensibility is measured by the number and types of errors in the fluency, grammatical usage, sounds of the words, and semantic choices. Students are given many opportunities to work with the language as they use the program and the interactive software. As students listen, practice, and repeat the activities, they broaden their understanding and mastery of language patterns.

C. Each level contains eight units with several lessons in each unit. The skills have been structured to start at the simplest beginning level and progress across the levels to reach the more advanced levels. Each skill is introduced, practiced, reviewed, and tested and then reintroduced and practiced again to check and expand students’ knowledge of the skill. The materials ensure that language once introduced is systematically recycled. The methodology caters to a variety of learning styles.
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.

A. The Little Bridge program understands the importance of developing language and literacy in context. The program is organized in units that are centered around topics related to the language study. These topics are based on social studies and science content as well as math content. The materials use the content topics to build listening, speaking, reading, and writing skills. Within each unit, all the skills are presented in lessons that focus on a particular concept and incorporate the language learnings. As each lesson is developed, the content provides a basis for the skill study and sets the context for practice and application to master the language skills. See the Level 3 Unit 3 lessons on pages 30–39 to identify the topic, vocabulary, and skills included in a typical unit. See a typical set of unit materials for Unit 3 (Pupil Book pages 16, 17, 18–19, 20–21, 21–22, 22–23; Audio CD tracks 18–19, 20, 21–23, 24, 25, 26–27; Software Unit 3 Activities 1–3, 4, 5, 6, 7, 8).

B. The unit structure with the accompanying lessons in each level provides easy integration for applying skills in meaningful content. The systematic and structural development of the content and skills in the program incorporates all the features of language development for literacy. As described in part A, the units cover science, social studies, and related math content as well as all areas of curriculum for listening, speaking, reading, and writing.
IIB. Representation of Language Domains

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<td>A.</td>
<td>Are the language domains (listening, speaking, reading, and writing) targeted in the materials?</td>
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<td>B.</td>
<td>Are the targeted language domains presented within the context of language proficiency levels?</td>
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<td>C.</td>
<td>Are the targeted language domains systematically integrated throughout the materials?</td>
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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 program was designed to help language learners understand and use the spoken language. To achieve this goal, the program strives to maintain a balance between encouraging students to participate and helping them to master all the basics of the language. Listening and speaking are practiced with a completely interactive and supportive program in which students can practice and apply the skills. The skills are then recycled in new contexts to help students master the skills. This instructional system is also used with the reading and writing skills included in the lessons. The methodology for the skill instruction is varied to help address students’ different learning styles. The interactive program materials and teaching methods allow students to use listening, speaking, reading, and writing skills with specific goals clearly identified.

B. Instruction in the Little Bridge program addresses the needs of English language learners by addressing the needs of students with a wide range of language and learning abilities. Throughout the units, students receive intensive language instruction in general, specific, and academic English that expands vocabulary, builds comprehension, and extends fluency as it teaches the listening, speaking, reading, and writing skills. The program uses a variety of methods, such as consistent approaches to blackline masters with graphic organizers, flashcards, software, audio recordings, and visual support. The materials are described in the introductory material on pages 6–9 in the Level 3 Teacher’s Guide. See a typical use of materials in a lesson on pages 12 and 13 of Unit 1 of Level 3 (Pupil Book pages 3–4, Audio CD tracks 4–5, Software Unit 1 Activities 5–6).

C. The information in parts A and B explains the focus and features of the program. These features are found in every lesson in each unit of the Little Bridge program. They provide thorough, systematic instruction in the listening, speaking, reading, and writing language domains related to content areas that will assist a wide range of language learners.
III. LEVELS OF LANGUAGE PROFICIENCY

IIIA. Differentiation of Language (for ELP levels)

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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.

A. Little Bridge is a six-level course for young learners with a child-centered approach. The program combines ESL strategies and regular practice with systematic recycling of prior learning. Each activity has a clear grammatical focus and a specific communicative function that are combined to make a uniquely natural learning process. The program uses audio and video technology, state-of-the-art computer animation, games, and digital storytelling along with books and activity sheets. Students can be placed in a level and work on the activities that fit their learning needs. There are group activities for all to complete and individual activities to help each student work at his or her level to gain language mastery. The materials provide a complete toolkit for thorough, in-depth language learning that accommodates all learners’ needs. See a typical lesson on pages 16 and 17 of Unit 1 of Level 3 (Pupil Book pages 6–7, Audio CD tracks 7–9, Software Unit 1 Activities 7–8).

B. Students can be placed in the program using the varied activities and materials, and they can then proceed based on their ability to complete the activities. All the online activities provide immediate feedback to help students understand the materials and the questions. The program includes methods to help teachers differentiate instruction to make language comprehensible for English language learners at various levels of proficiency. Every lesson in a unit contains simple interactive exercises that help students complete the activity and then repeat it as many times as needed to master the content and skills. Every lesson also contains more complex activities for students who are successful with the simpler exercises and need a challenge. The set of varied materials comprises a comprehensive teaching/learning set of tools.

C. The information in parts A and B describes the complete instructional plan within each level and across the levels to introduce skills. This carefully developed structure allows students to progress and attain learning goals.
IIIB. Scaffolding Language Development (from ELP level to ELP level)

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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 program’s interactive materials allow students to respond to activities and receive immediate feedback to help them progress. As they master the skills, the options to move on to new lessons with new topics and more complex skills are readily available. The program uses a direct, explicit instructional approach that allows teachers to present lessons and provide practice that help students master the vocabulary and skills so that they can progress to higher levels. The array of materials is specifically designed to help students work independently, progress through activities with specific objectives, obtain instructional feedback, review the content, and make strides toward successful completion of each activity. Since the activities encompass listening, speaking, reading, and writing skills, there are numerous opportunities for students to develop these skills as they progress from one proficiency level to another. See a typical set of unit materials for Unit 3 (Pupil Book pages 16, 17, 18–19, 20–21, 21–22, 22–23; Audio CD tracks 18–19, 20, 21–23, 24, 25, 26–27; Software Unit 3 Activities 1–3, 4, 5, 6, 7, 8).

B. The program was designed with a complete mastery approach. This instructional design allows students to begin at the appropriate level and to progress first within the level and then from one proficiency level to another. The interactive materials provide, even encourage, such flexibility. The audio and video technology and state-of-the-art computer animations as well as the games, flashcards, and digital stories provide many learning and practice options so that each student can work at the most appropriate level and progress at a pace suitable for that student. The informal feedback helps students practice and acquire the language proficiency skills.

C. In each level, the Little Bridge program includes the educational experiences described in parts A and B. There are multiple opportunities for students to progress through the lessons in the unit instruction and to move from level to level as skills are mastered. The scoring system in the lessons and the Assessments included in the Teacher’s Guide after Unit 4 and Unit 8 help track achievement and monitor progress as students master skills.
### IV. STRANDS OF MODEL PERFORMANCE INDICATORS

#### IVA. Language Functions

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<td>❑</td>
<td>A. Do the materials include a range of language functions?</td>
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<td>B. Do the language functions attach to a context (i.e. are they incorporated into a communicative goal or activity)?</td>
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<tr>
<td>✓</td>
<td>❑</td>
<td>C. Are language functions presented comprehensively to support the progression of language development?</td>
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**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.** The Little Bridge program provides opportunities for students to work in a variety of language contexts as they communicate about topics and respond to activities. Students produce words, phrases, and simple sentences and then move on to more complex sentence structures. The interactive lessons encourage students to respond to numerous topics as they follow directions, complete sentences, sequence pictures, and perform many other kinds of activities. Each activity provides immediate feedback to assist students and aid their language development with appropriate topic-related terms. The activities increase their exposure to and practice with new strategies and skills, provide them with known expectations, and minimize their anxiety. Within these routines, language is presented comprehensively, socially, and academically. See a typical set of unit materials for Unit 3 (Pupil Book pages 16, 17, 18–19, 20–21, 21–22, 22–23; Audio CD tracks 18–19, 20, 21–23, 24, 25, 26–27; Software Unit 3 Activities 1–3, 4, 5, 6, 7, 8).

**B.** Each unit has thematic or topic-related social studies or science content that gives a context for the activities. In each activity, students are listening to directions and using the context of pictures, words, phrases, or sentences to complete a statement, identify an object or concept, develop a sequence, or accomplish other related vocabulary exercises. Each unit contains activities that relate the context of the responses to various levels of language functions. Lessons begin with the simplest of structures and progress to more complex language patterns while always recycling the concepts to ensure and maintain mastery.

**C.** Each level in the program has an eight-unit structure that is subdivided into activities, songs, speaking, extras (wordsearch, spelling games), and scores. Each of these subdivisions contains a variety of activities for the unit topic that help students progress by completing meaningful, interactive exercises. The program was carefully developed and systematically organized to provide instruction and practice for all skills and strategies needed within a level and cycled between the levels.
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. Comprehension skills are an integral part of every lesson in the units of each level. The development of comprehension skills and strategies is an important component of the program. The materials place students in a familiar context and then ask them to complete activities and exercises that require higher-order thinking skills. Students classify and categorize objects and concepts, identify cause and effect, compare and contrast, draw conclusions, recognize sequence, make generalizations, make inferences, and recognize main ideas and details as they complete the activities. The program begins with listening comprehension and then adds reading comprehension. (See any level Activities set to locate listening and thinking skills. Unit 1 of Level 3, Lesson 1 Software Unit 1 Activities 1–4.) The direct feedback helps students check their responses and learn from their mistakes as they develop vocabulary, language, and reading skills and concepts.

E. The program focuses on preparing students to function in English and provides many different types of vocabulary, listening, speaking, and reading comprehension activities. In each of the lessons, simple literal skills are addressed as well as more complex higher-order thinking skills. Within a lesson and across lessons and levels, the materials incorporate a variety of higher-order thinking skills as explained in part D.
IVB. Content Stem

YES NO  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. The Little Bridge program is organized by topics. The topics parallel grade-level content related to science, social studies, or mathematics concepts. Students work with math concepts as they count objects and answer questions involving numbers, with science concepts as they encounter and use information about animals, and with social studies concepts as they discuss home, school, and family topics at the beginning levels. For students to be successful in language development, the activities must be placed in the context of real-world language use. Students see, listen, speak, and read about content connections in all the activities. Placing all the activities in a real-world setting helps students function in the new language as they understand and use the terms successfully. See a typical lesson on pages 30 and 31 of Unit 3 of Level 3 (Pupil Book page 16, Audio CD tracks 18–19, Software Unit 3 Activities 1–3).

B. With the interactive format of the components, each activity provides multiple practice examples with instant feedback to guide understanding and mastery. The easy-to-use lesson tools help all students work effectively and progress through the level. With the unique electronic learning tools available in the Little Bridge program, students can see, hear, say, and read about many content area topics. Students use general, specific, and academic vocabulary as they work with the visually appealing, explanatory graphics to help them grasp the concepts. The vivid graphics and animations bring the language alive with the characters and places providing an authentic setting and context for learning.

C. At each level, content curriculum is included and was selected based on various topics to make language learning a real-world experience. The information in parts A and B shows the organizational and conceptual structure of the program. This careful structure guarantees that the important topics are included and systematically presented at and across the appropriate grades.
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. As a lesson is presented, students work with content topics that use language, concepts, grammar, and communicative functions to help them learn and use English. Each activity focuses on an appropriate grade-level topic that helps students use the language in oral and written communication. The activities are scaffolded so that the Teacher’s Guide presents the concepts and then connects to a broad range of technology tools to help individuals practice and master the skills and concepts. In the activities, students answer questions, match vocabulary terms to visuals, complete sentences with the vocabulary, create sequences as they follow auditory descriptions, and practice many other communicative functions. Each aspect of the lessons coordinates oral vocabulary with visuals to relate the concept to real-world settings and then connects the vocabulary to the written form. The student activity books align with the units within the software and provide the opportunity for further extension and enrichment activities. See a typical lesson on pages 40 and 41 of Unit 3 of Level 3 (Pupil Book pages 22–23, Audio CD tracks 26–27, Software Unit 3 Activity 8).

E. The program was designed with a child-centered approach because that is the best way to help students learn the language. The program provides regular instructional techniques to present the language in meaningful content to help students acquire and use the language. The rich variety of activities with clear learning objectives is designed to help students achieve skills in listening, speaking, reading, and writing. The interactive exercises use graphics to incorporate understanding into each and every learning activity to help all learners benefit from the instruction.

F. Parts A through E include information about the content used in the Little Bridge materials. The program has been carefully constructed to help students practice the skills in lessons; then the skills are recycled in succeeding lessons to allow students to continue to use and extend the skills. This systematic structure, along with the audio and video technology, sets the learning process in a user-friendly environment that helps students learn, apply, and master the skills.
IVC. INSTRUCTIONAL SUPPORTS

YES  NO  Sensory Support

✓  ☐  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. A review of any lesson in the Little Bridge Teacher’s Guides will quickly show how sensory supports are integrated in all instruction as students communicate with the teacher, talk as a group, work through activities using speaking and listening skills, use flashcards, work independently, interact with a small group, and engage in the whole-class exercises. In addition, the program components involve students in a variety of auditory and visual activities that use sensory supports. Every part of every lesson uses such supports to help students successfully develop language skills. See a typical lesson on pages 20 and 21 of Unit 2 of Level 3 (Pupil Book pages 9–10, Audio CD tracks 11–12, Flashcards 1–10 and 11–21, Software Unit 2 Activity 4, Extras—Kim’s Game).

B. All of the activities in the program encourage students to hear, say, see, and touch while learning skills and concepts. In the opening exercises of each lesson in a unit, the teacher models and students participate in an organized, informative way. The materials ensure that language once introduced is systematically recycled. The methodology caters to a variety of learning styles through a wide range of audio and video technology. The real-world context helps students use the sensory supports to become involved in the content and integrate the concepts and ideas into their world.

C. Every lesson in each unit throughout each level uses the instructional supports described in parts A and B. The program instruction includes many learning modalities to help students develop language proficiency. Whether using a flashcard, working with a cut-and paste worksheet, or using the many audio and video tools, students are always actively involved in different types of exercises that make learning worthwhile and fun. This contributes to students’ success in mastering the language skills and concepts.
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.

D. Every part of a lesson uses many different types of graphic supports. At the heart of Little Bridge is a fictional, virtual town in which lifelike characters interact and provide the interface and context for all the learning to take place. In the software these characters are brought to life by state-of-the-art graphics and animations. The flashcards and student activity books have colorful graphics that are woven into the content of the lesson. Each exercise in the program is accompanied by graphic supports to help students explore and comprehend the content of the exercise. As students work with the new language, they see a graphic that gives a visual description and explanation of the content. Students see and use the graphics to help them respond as they identify objects and concepts, respond to questions, and make statements using the graphics being studied. This well-developed structure provides a meaningful context for practicing the language in real-world situations. See a typical unit on pages 18–29 of Unit 2 of Level 3 (Pupil Book pages 8–9, 9–10, 11–13, 13–14, 14–15; Audio CD tracks 10, 11–12, 13, 14–16, 17; Flashcards 1–10 and 11–21; Software Unit 2 Activities 1–3, 4, 5–6, Speaking and Song, 7–8).

E. Graphic supports are included throughout all the components of the Little Bridge program to develop the language concepts and skills students need. The graphics in every lesson of every unit present the vocabulary in a real-world content and then use the terms as part of everyday language to ask questions, give responses, and explore the use of the words. A review of any of the lessons at any level shows how cleverly the graphics are orchestrated to promote the language to be learned. This interactive approach helps all students become involved in the learning process and succeed at mastering the vocabulary and related language skills.

F. The Little Bridge program provides unique and useful graphic supports. The audio and video technology, state-of-the-art computer animations, and digital storytelling are based on educationally sound graphics that help students learn content and concepts and develop language proficiency. All the materials at every level in every unit in every lesson provide a complete array of interactive visual materials.
YES NO Interactive Support

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

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

I. Are interactive supports varied and systematically presented 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.

G. The Starter section at the beginning of each lesson has a teacher-student interaction activity. Students tell about someone or something from a previous lesson, respond to a question, ask a question, or practice the lesson topic or vocabulary in some way. As they progress through the lesson, students are offered many opportunities to communicate with others and with the lesson. The Teacher's Guide, software, and the student activity books have a variety of lesson activities in which students work with a partner, in a small group, or with the whole class. All of the accompanying materials offer many interactive opportunities. The partner, group, and class interaction, along with the audio and video technology, let students share, record, and obtain instant feedback as they work through the lessons. Domino the puppet can be used to encourage students to respond in many different activities and promotes learning at every step. See a typical unit on pages 18–29 of Unit 2 of Level 3 (Pupil Book pages 8–9, 9–10, 11–13, 13–14, 14–15; Audio CD tracks 10, 11–12, 13, 14–16, 17; Flashcards 1–10 and 11–21; Software Unit 2 Activities 1–3, 4, 5–6, Speaking and Song, 7–8).

H. The interactive learning supports are included in every lesson in every level. The Teacher's Guide includes interactive learning concepts for whole class, small group, and independent learning. Students work with the language in the Little Bridge world to move from learning something as basic as greeting a new friend to answering in-depth questions about a topic. Students work together or with sophisticated computer programs to interact with the content and learn the language concepts.

I. The information in parts G and H describes how the Little Bridge program was designed specifically as a program to help English language learners. With that as its goal, the program provides instruction that motivates all learners to participate in activities in which they work with the language in meaningful real-world situations and develop functional language skills. As students complete each lesson activity, instant feedback shows them their level of accomplishment and guides them into activities that continue to help them master the skills and concepts.
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.