



# PRIME V2<sup>TM</sup>

Protocol for Review of  
Instructional Materials for ELLs V2

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**WIDA PRIME V2 CORRELATION**





## Introduction to PRIME

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

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

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

## New in This Edition

PRIME has been expanded to include

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

## Primary Purposes

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

## Primary Audience

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

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

products.

## Overview of the PRIME Process

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

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

## PRIME at a Glance

| <b>Standards Framework Elements Included in the PRIME Inventory</b>              |
|--|
| 1. Asset-based Philosophy  |
| A. Representation of Student Assets and Contributions                            |
| 2. Academic Language   |
| A. Discourse Dimension   |
| B. Sentence Dimension  |
| C. Word/Phrase Dimension   |
| 3. Performance Definitions   |
| A. Representations of Levels of Language Proficiency                             |
| B. Representations of Language Domains   |
| 4. Strands of Model Performance Indicators and the Standards Matrices            |
| A. Connection to State Content Standards and WIDA Language Development Standards |
| B. Cognitive Challenge for All Learners at All Levels of Language Proficiency    |
| C. Supports for Various Levels of Language Proficiency                           |
| D. Accessibility to Grade Level Content  |
| E. Strands of Model Performance Indicators                                       |

## PRIME Part 1: Provide Information about Materials

Provide information about each title being correlated.

Publication Title(s): Frames for Fluency

Publisher: Ballard & Tighe

Materials/Program to be Reviewed: Frames for Fluency

Tools of Instruction included in this review: Teacher's Guide & Resources including Theme Pictures, Word Cards, and Sentence Frames.

Intended Teacher Audiences: Content Specialists, Classroom Teachers, Resource Teachers & Language Teachers

Intended Student Audiences: English Language Learners Grades K-5

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

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

- WIDA Spanish Language Development Standards
- WIDA English Language Proficiency Standards

WIDA Language Development Standards addressed: (e.g. Language of Mathematics). Social and Instructional, Language Arts, Mathematics, Science & Social Studies

WIDA Language Proficiency Levels included: Levels 1-5

Most Recently Published Edition or Website: www.ballard-tighe.com

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

*Frames for Fluency* is a flexible and easy-to-use tool designed to increase the oral fluency of English learners (EL). Through meaningful and authentic oral practice, English learners will develop the automaticity they need to succeed academically in content area classes. *Frames for Fluency* is an excellent supplement to any core English language development (ELD) or English as a second language (ESL) curriculum, and is ideal for summer school, after school, intervention and bilingual programs, and other ELD/ESL settings. As a companion to Ballard & Tighe's *Carousel of IDEAS*, Fourth Edition, *Frames for Fluency* provides reinforcement of the vocabulary and language forms and functions taught in the *Carousel* program. Although this supplemental tool is aligned to the language forms and functions delineated in *Carousel*, most core programs today center instruction around proficiency levels with similar proficiency level expectations.

# PRIME Part 2: Correlate Your Materials

## 1. Asset-Based Philosophy

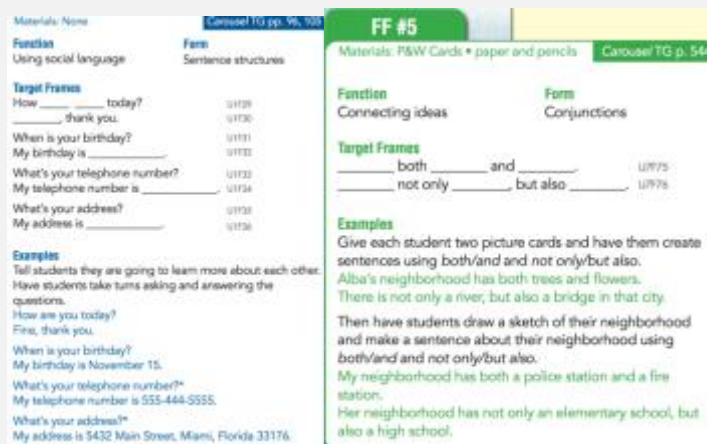
### A. Representation of Student Assets and Contributions

The WIDA Standards Framework is grounded in an asset-based view of students and the resources and experiences they bring to the classroom, which is the basis for WIDA's Can Do Philosophy.

- 1) **Are the student assets and contributions considered in the materials?**      Yes    No
  
- 2) **Are the student assets and contributions systematically considered throughout the materials?**      Yes    No

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

1. Student assets and contributions are considered throughout the *Frames for Fluency* program. The language-learning model stresses oral communication and provides content, guided discussions, and open-ended questions that encourage students to share personal information, preferences, experiences and engage with peers. Unit and chapter content includes basic vocabulary and themes, such as neighborhoods or families, and promotes sharing and comparing personal information. Example activities include students discussing their favorite colors, holidays, neighborhoods, and sharing information about their families. View an example language and grammar exercise from a Set 1, Unit 1, Chapter 4 and a Set 2, Unit 7, Chapter 5:



*Theme Pictures* are a vocabulary and language activity that draws upon prior knowledge and builds background knowledge. A descriptive image is presented to the class, and a guided discussion that includes open-ended questions encourages students to contribute personal knowledge. View a representative example from Theme Pictures #32-35, used in Set 2, Unit 7, Chapter 1 and Theme

Picture #17 used in Set 1, Unit 4, Chapter 4:

**TEACHING TIP**

Take advantage of the engaging nature of the topic by asking students about holidays/festivals they celebrate. Have students discuss their favorite holidays, family traditions, special meals, and so forth. Encourage students to bring in decorations, food, and other items related to their favorite holidays.

**ADVANCED LANGUAGE DEVELOPMENT ACTIVITIES**

Display Theme Pictures #32-35 and say: **These pictures show people doing different activities during the seasons of the year.** Point to #32: **This is a father and his children enjoying their yard during the spring.** Point to #33: **These children are having a summer picnic in the park.** Point to #34: **This picture shows a boy helping his grandfather rake the fall leaves.** Point to #35: **This family is having fun playing in the winter snow.**

**TEACHING TIP**

Show students a video of wild animals in their natural habitats to help bring the new vocabulary to life.

**EARLY INTERMEDIATE LANGUAGE DEVELOPMENT ACTIVITIES**

Show students the theme picture and say: **This is a picture of an artist's studio. You can see paintings of animals from around the world.**

**Listening and Speaking**

- Ask students: **What is the man doing?** [*painting a picture of penguins*] **What is his occupation?** [*painter; artist*] **What are the girls doing?** [*looking at the paintings of animals*] **Have you ever seen any of the animals shown in the paintings? Where did you see them?**

2. Activities that encourage students to share, connect, communicate, and connect self to content are systematically presented in *Frames for Fluency*. For example, each lesson begins with a greeting that connects the student to chapter content. Lessons end with students working with their peers to practice new language and create new language examples to share with the class. The conversations and language frames often mimic real-life situations, ask for personal information, opinions, and personal experiences. See an example from Set 1, Unit 1, Chapter 5:

**Target Frames**

I \_\_\_\_\_ my \_\_\_\_\_. UTF46

**Examples**

Ask students to describe a simple activity that involves parts of the human body. Encourage students to pantomime the actions as they say them. For example: **How do you get ready for bed?**

- I wash my hands.
- I wash my face.
- I brush my teeth.

**Other suggested prompts:**

- How do you get ready for school?
- What do you do before dinner?
- What do you do after playing outside?

## 2. Academic Language

WIDA believes that developing language entails much more than learning words. WIDA organizes academic language into three dimensions: discourse, sentence, and word/phrase dimensions situated in sociocultural contexts. Instructional material developers are encouraged to think of how the design of the materials can reflect academic language as multi-dimensional.

### A. Discourse Dimension (e.g., amount, structure, density, organization, cohesion, variety of speech/written text)

- 1) Do the materials address language features at the discourse dimension in a consistent manner for all identified proficiency levels? Yes No
- 2) Are the language features at the discourse dimension addressed systematically throughout the materials? Yes No

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

1. *Frames for Fluency* is an English Language Learner program that includes increased opportunities for discourse throughout the materials. In each lesson, students work collaboratively in social and academic language contexts that are supported for all targeted proficiency levels. Students communicate continuously, from basic communications like answering and asking questions, to academic tasks like describing, retelling, and elaborating. Discussions and cooperative learning activities occur in small and large group settings. Additionally, oral and written discourse is geared specifically to the language levels addressed in each chapter. Language activities are supported with a range of scaffolds that include graphic/sensory/interactive supports, language frames, language models, and guided questioning techniques to assist in automaticity of language and oral output. See an example of a language activity that promotes discourse from Set 1, Unit 4, Chapter 6:



See an example from a graphically supported *Theme Picture* resource that includes listening and speaking activities that give multiple opportunities for discourse. Theme Picture # 33, used in Set 2, Unit 7, Chapter 1.

**TEACHING TIP**

Take advantage of the engaging nature of the topic by asking students about holidays/festivals they celebrate. Have students discuss their favorite holidays, family traditions, special meals, and so forth. Encourage students to bring in decorations, food, and other items related to their favorite holidays.

**ADVANCED LANGUAGE DEVELOPMENT ACTIVITIES**

Display Theme Pictures #32-35 and say: These pictures show people doing different activities during the seasons of the year. Point to #32: This is a father and his children enjoying their yard during the spring. Point to #33: These children are having a summer picnic in the park. Point to #34: This picture shows a boy helping his grandfather rake the fall leaves. Point to #35: This family is having fun playing in the winter snow.

**Listening and Speaking**

- Have students describe something happening in the theme picture using a complex or compound sentence. Example: *The boy has been raking leaves since 8:00 A.M. He would rather be playing a game in the family room.*
- Ask questions about the pictures that require students to predict, persuade, and debate. What are they doing? What do you think they will do when they are finished \_\_\_\_\_? This picture takes place in the \_\_\_\_\_. Could it also take place in another season? Explain your answer.
- Point to a theme picture and ask: What holidays might they celebrate during this season?
- Have students role play conversations between people in the pictures. Make sure students incorporate target vocabulary they are learning.

2. *Frames for Fluency* presents language features at the discourse dimension systematically in all lessons, chapters, and units in the program. Each chapter follows a systematic routine where the teacher first models the new language, the teacher provides guided practice, and finally students practice with peers. Each step in the routine is supporting oral language development and is leading up to the independent discourse practice with peers. *Frames for Fluency* describes these routines as I Do It, We Do It, and You Do It. Each language session frame takes around 5-10 minutes to complete, depending on class size and needs. Additionally, resources like the *Theme Pictures* and the ready-made *Sentence Frames* provide further support and opportunity to practice discourse in every unit.

**B. Sentence Dimension (e.g., types, variety of grammatical structures, formulaic and idiomatic expressions; conventions)**

- |  |            |    |
|--|------------|----|
| <b>1) Do the materials address language features at the sentence dimension for all of the identified proficiency levels?</b> | <u>Yes</u> | No |
| <b>2) Are the language features at the sentence dimension appropriate for the identified proficiency levels?</b>             | <u>Yes</u> | No |

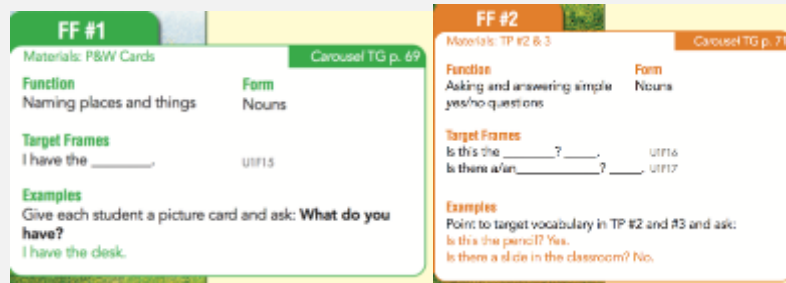


**3) Are the language features at the sentence dimension addressed systematically throughout the materials?**

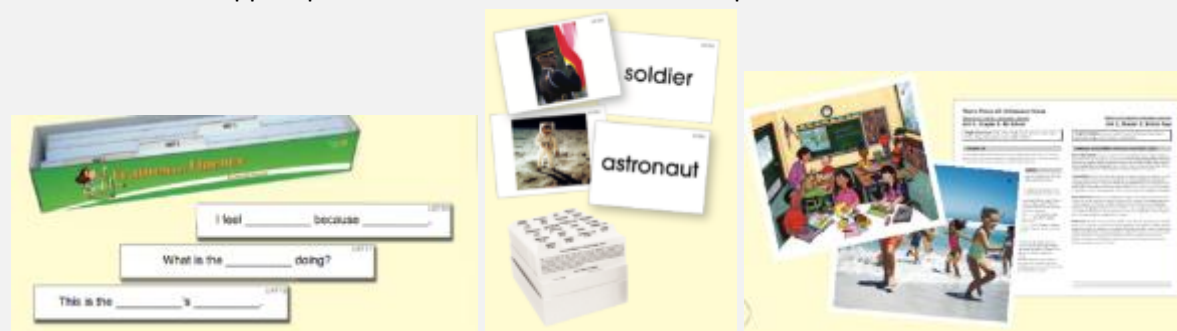
Yes No

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

1) Frames for Fluency presents language features at the sentence dimension for all targeted language proficiency levels. Students are placed into the appropriate level prior to starting the program. All units, chapters, and language activities are appropriately leveled for the targeted proficiency. Throughout the lessons, teachers lead discussions practicing new language and syntactical structures through the use of the sentence frames that target specific grammatical forms and verb tenses. Students practice target grammatical forms in whole-class exercises, small peer groups, and in writing activities that practice a range of actions like practicing dialogue, comparing and contrasting, and expressing opinions. For example, after introducing the vocabulary at the beginning of the chapter, teachers lead a discussion using the new terms and targeting grammatical structures. This is accomplished by utilizing resources, such as the *Picture and Word Cards*, *Theme Pictures*, and *Sentence Frames*. View an example from Set 1, Unit 1, Chapter 2:



The *Sentence Frames* are 3” x 24” cards that students use to identify the key language structures from each lesson and support practice in the classroom. View samples:



*Sentence Frames*

*Picture and Word Cards*

*Theme Pictures*

2. All sentence level lessons are leveled and appropriate for the identified proficiency levels. Unit and chapter content are clearly labeled by proficiency level and contain instructional scaffolds and differentiation to support learners working above or below level. Scaffolds include but are not limited to modeling, cooperative learning activities, and language frames. Language activities like the *Picture Cards* and *Theme Pictures* practice sentence domain language structures for the targeted level and

include differentiation for multiple proficiency levels. View example instruction for *Theme Picture #35* used in Set 2, Unit 7, Chapter 1:

**Theme Picture #35: Winter in the Snow** **Unit 8, Chapter 2: Celebrate!**

NOTE: The following target vocabulary words and activities are the same for Theme Pictures #32-35. The activities are meant to be used with all four theme pictures together.

**Target Vocabulary:** fall, spring, summer, winter, birthday, American Indian Sun Dance ceremony, Chinese New Year, Christmas, Easter, Fourth of July, Halloween, Hanukkah, Las Posadas, Martin Luther King, Jr. Day, President's Day, Thanksgiving

**TEACHING TIP**

Take advantage of the engaging nature of the topic by asking students about holidays/seasons they celebrate. Have students discuss their favorite holidays, family traditions, special meals, and so forth. Encourage students to bring in decorations, food, and other items related to their favorite holidays.

**ADVANCED LANGUAGE DEVELOPMENT ACTIVITIES**

Display Theme Pictures #32-35 and say: *These pictures show people doing different activities during the seasons of the year. Point to #32: This is a father and his children enjoying their yard during the spring. Point to #33: These children are having a summer picnic in the park. Point to #34: This picture shows a boy helping his grandfather rake the fall leaves. Point to #35: This family is having fun playing in the winter snow.*

**Listening and Speaking**

- Have students describe something happening in the theme picture using a complex or compound sentence. Example: *The boy and his brother raked leaves since 9:00 A.M. He would rather be playing a game in the family room.*
- Ask questions about the pictures that require students to predict, persuade, and choose. "What are they doing?" "What do you think they will do when they are finished \_\_\_\_\_?" "This picture takes place in the \_\_\_\_\_." "Could it also take place in another season? Explain your answer."
- Point to a theme picture and ask: "What holidays might they celebrate during this season?"
- Have students role play conversations between people in the pictures. Make sure students incorporate target vocabulary they are learning.

**Reading and Writing**

- Hand out the Chapter 2 *Canvas* word cards to students, make sure each student has a card. Students should write one or two paragraphs describing the theme picture that best relates to their card (e.g., if the student has the word card for Fourth of July, that student would write about Theme Picture #33). Encourage students to be creative and include details (e.g., describe what the people are thinking and feeling, tell what happened before the scene, predict what will happen next, and include other descriptive details).
- Draw a chart on the board with the column headings: spring, summer, fall, and winter. Have students look at the activities in the pictures and work as close to

describe which activities could be done in each of the seasons. (Lead students to understand that some activities can be done in more than one season, depending on the weather and where students live.) Also ask students to identify which holidays are celebrated in the different seasons. Record student responses on the board. Then assign a season to each student. Students should write a paragraph persuading the reader that their season is the best. Have students use the chart on the board as a starting point.

- Organize students into four groups and have each group write a reader's theater about one of the theme pictures. Tell students they will perform their reader's theaters for the class. You can award prizes for performance (e.g., delivery, creativity, props) and best use of target vocabulary. Invite parents and/or other classes to watch the performances.

**LANGUAGE DEVELOPMENT ACTIVITIES FOR OTHER LEVELS**

**Beginning:** Students are able to listen and respond nonverbally and/or speak in one or two-word responses. Give directions and ask questions such as: *Does this show fall or spring?* "Does this show winter? Do you like summer?" Continue with other yes/no and either/or questions.

**Early Intermediate:** Focus on students' ability to speak in short, simple sentences. Have them describe the pictures. Ask questions: *What is happening in this picture? What is the family doing? Where are the people?* Have students write a sentence explaining something that is happening in this picture; then ask students to read their sentences to a partner.

**Intermediate:** Students are starting to speak in complete sentences, and they are able to form opinions when prompted. Ask questions such as: *What are the people in the picture doing? What other activities do people do in the \_\_\_\_\_? Which season is your favorite? Why?* Have students write down their favorite season and list all the things they like to do during that season.

**Early Advanced:** Students are speaking in complex and compound sentences, and they should be able to analyze and defend a position. Ask questions such as: *What do you think happened after the boy and his grandfather finished raking the leaves? What do you think happened before the children began eating? Which activity do you think is the most fun? Which is your favorite season? Explain your answer.* Have students write a paragraph responding to one of these questions and then read their paragraphs to a partner.

3. Sentence level language features are presented systematically and sequentially throughout the *Frames for Fluency* program. Chapters begin by introducing the targeted vocabulary and practicing the vocabulary using key grammatical forms and language functions in sentences. First, teachers model the new language, students then practice with guidance, and finally students work in groups and with peers to practice the modeled sentences as well as to create new sentences. See examples from Set 2, Unit 7, Chapter 3:

**FF #4**

Materials: TP #20 Canvas TG pp. 471-473

|  |  |
|--|--|
| <b>Function</b><br>Describing how much | <b>Form</b><br>Quantity words, verb tenses |
|--|--|

**Target Frames**

There are \_\_\_\_\_ U/733

I don't see \_\_\_\_\_ U/734

Please give me some \_\_\_\_\_. U/737

I \_\_\_\_\_ much \_\_\_\_\_ no \_\_\_\_\_ U/738

**Examples**

Show TP #20 and ask students what they see in the toy store. Tell students to use many, few, several, and any in their responses. Tell students to be as descriptive as possible.

*There are several blocks in the red wagon.*

*There are a few arrows next to the shelf.*

*I don't see any teddy bears in the toy store.*

Explain to students that we use few, several, and any for things that can be counted (countable nouns). The words some and much are used for uncountable nouns such as rice, cereal, milk, and juice. Have students practice using some and much by making sentences such as:

*Please give me some juice.*

*I ate so much food, so now I am full.*

*I don't have much money, so I can't go shopping today.*

**FF #3**

Materials: Several index cards, each with a number between 101 and 1,000 Canvas TG p. 469

|   |   |
|---|---|
| <b>Function</b><br>Predicting; confirming predictions | <b>Form</b><br>Present and past tense verbs |
|---|---|

**Target Frames**

One clue is: My number \_\_\_\_\_ U/730

Another clue is \_\_\_\_\_ U/731

I predict \_\_\_\_\_ U/732

I predicted \_\_\_\_\_ U/733

My prediction was/was not correct because \_\_\_\_\_ U/734

**Examples**

Write several numbers from 101 to 1,000 on index cards and distribute to students. Have student #1 give his/her partner several clues about the number. Have the partner predict the number based on the clues.

Student 1: One clue is: My number is greater than 240 but less than 255. Another clue is that my number is an even number. Another clue is that my number can be divided by 2.

Student 2: I predict your number is 250.

After student #1 reveals his/her number, have his/her partner make a statement to confirm his/her prediction.

*I predicted that my partner had the number 250. My prediction was not correct because my partner had the number 252.*

## C. Word/Phrase Dimension (multiple meanings of words, general, specific, and

**technical language<sup>1</sup>)**

- |   |            |    |
|---|------------|----|
| <b>1) Do the materials address language features at the word/phrase dimension in a consistent manner for all identified proficiency levels?</b> | <u>Yes</u> | No |
| <b>2) Are words, expressions, and phrases represented in context?</b>   | <u>Yes</u> | No |
| <b>3) Is the general, specific, and technical language appropriate for the targeted proficiency levels?</b>                                     | <u>Yes</u> | No |
| <b>4) Is the general, specific, and technical<sup>2</sup> language systematically presented throughout the materials?</b>                       | <u>Yes</u> | No |

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

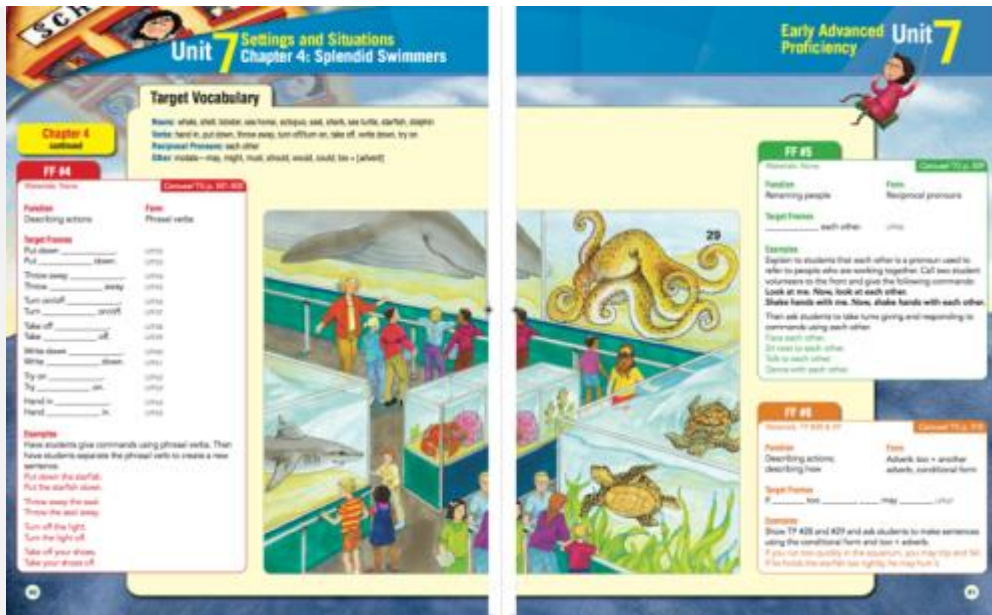
**1)** The *Frames for Fluency* program uses a consistent method to address language features at the word/phrase dimension for all identified proficiency levels. Each chapter targets a specific language proficiency level, and the vocabulary and language structures are practiced at that level throughout the chapter. Vocabulary instruction is consistently presented in each chapter and uses a logical progression from basic words to more difficult and academic words through the units. At the beginning of each chapter, students are presented with *Picture and Word Cards* or a *Theme Picture* and are introduced to the new target vocabulary words in context. Words and phrases are then practiced and applied with supports, such as modeling and *Sentence Frames*. In this example from Set 2, Unit 7, Chapter 4, the teacher introduces the new vocabulary using the *Theme Picture* and models language using language frames.

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

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

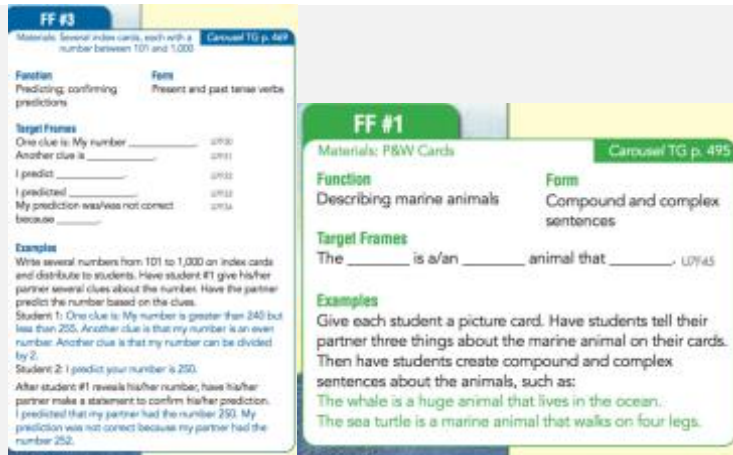
Technical language refers to the most precise words or expressions associated with topics within academic content areas in school and is reflective of age and developmental milestones.



*Frames for Fluency* utilizes resources for vocabulary/language instruction including *Picture* and *Word Cards* and *Theme Pictures*. The *Picture* and *Word Cards* are colorful 4x5" cards with illustrations and photographs that facilitate comprehension of target vocabulary words. *Theme pictures* are full color illustrations or photographs that provide an authentic context for language learning and leveled questions appropriate for a range of proficiency levels.

2. The *Frames for Fluency* program presents new words, expressions, and phrases in context consistently throughout the program. Students are first introduced to new vocabulary with graphic resources that create context and activate prior knowledge. Teachers then model language use using the new vocabulary in structured language frames relating to the chapter topics. Students practice using the new language with resources and extension activities that all connect to the chapter theme and content. The example used in part 1 shows how terms are presented and used in context.

3. Students are presented with general, specific, and technical language in each leveled unit. Students practice general vocabulary specific to living and working together throughout all lessons and chapters. Specific and technical vocabulary is taught in the lessons that target content areas like Science and Social Studies. Each Unit includes a connection to a content area and teaches words, phrases, and concepts related to the connection. These content connections help familiarize students with academic language and subject matter they will encounter in mainstream classrooms. View examples from Set 2, Unit 7:



4. General, specific, and technical language is systematically presented throughout the *Frames for Fluency* program. The program incorporates vocabulary in a logical progression from basic to very general words, to specific and technical words in an effort to give English learners the same foundation as native English speakers. Each unit has a theme, and chapter content is balanced with social-based and academic content. In this example of the Table of Contents from Set 2, Unit 7, notice the math content in the first three chapters, science content in chapter four, and social or general content in the final chapter. Within this representative unit, students are introduced and practice general, specific, and technical language.



### 3. Performance Definitions

The WIDA Performance Definitions define the WIDA levels of language proficiency in terms of the three dimensions of academic language described above (discourse, sentence, word/phrase) and across six levels of language development.

#### A. Representation of Levels of Language Proficiency

1) Do the materials differentiate between the language Yes No

**proficiency levels?**

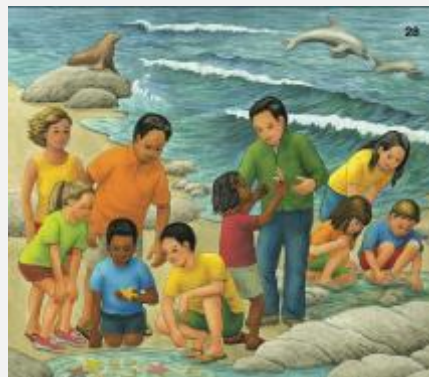
2) **Is differentiation of language proficiency developmentally and linguistically appropriate for the designated language levels?** Yes No

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

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

1. *Frames for Fluency* addresses all WIDA proficiency levels entering–bridging. It is a leveled English language program organized into two sets. Set 1 targets students in the WIDA proficiency levels of entering and emerging. Set 2 targets developing, expanding, and bridging students in the intermediate to advanced stages of language acquisition. Students are placed into **Frames for Fluency** with a speaking and listening performance based evaluation or by using the *Placement Test Booklet*.

2. Differentiation of language proficiency is developmentally and linguistically appropriate for all designated language levels. Embedded instructional supports that include visual, sensory, and interactive scaffolds are present throughout every unit to help make content accessible to all learners. For example, *Theme Pictures* and *Picture Cards* are colorful and visually exciting. View example *Theme Picture #28*:



The **Sentence Frames** are large manipulatives that teachers can use in teaching the whole class or that students can use while practicing in groups. In addition, specific differentiation strategies are located on the back of the **Theme Pictures**. For example in *Theme Picture #19* the activity targets intermediate language learners but includes differentiation for a range of learners.

#### INTERMEDIATE LANGUAGE DEVELOPMENT ACTIVITIES

Show students the theme picture and say: This is a picture of a busy street. We're inside a travel agency looking out through a window at the street. Sometimes when people want to travel, they go to a travel agency for help in getting their tickets and making their travel plans.

##### Listening and Speaking

- Point to a vehicle in the picture. Have a student volunteer name the vehicle and describe where it is located in the picture (e.g., in front of, in back of, near, beside).
- Ask students to name a vehicle in the picture and tell about a time they traveled in that vehicle.
- Name a place (e.g., China) and ask the following question: How will you get there? The student who responds (e.g., I will take a plane) then names another place and asks the question. Continue until all students have participated.
- Ask students to create categories of vehicles (e.g., vehicles that travel in the air; vehicles used in an emergency; vehicles students take to school, etc.) and then ask them to classify the vehicles in the theme picture according to the categories.
- Ask students questions about the theme picture that require prediction: Where do you think the ambulance is going? How do you think the bicycle rider will feel after a long ride?

##### Reading and Writing

- Have students write sentences comparing/contrasting vehicles in the theme picture. Example: The bus is bigger than the mail truck. The airplane travels faster than the car. The police car and ambulance have sirens.
- Draw a simple compass on the board. Point to a vehicle in the picture and a direction on the compass. Ask students to write a sentence using the vehicle and the direction. Model this for students: The mail carrier drives the mail truck west. The firefighter travels east on the fire engine.

#### LANGUAGE DEVELOPMENT ACTIVITIES FOR OTHER LEVELS

**Beginning:** Students are able to listen and respond nonverbally and/or speak in one- or two-word responses. Give directions and ask questions such as: Point to the bicycle. Is this the sailboat? Is this the fire engine or the train? Is the school bus yellow or blue? Continue with other yes/no and either/or questions.

**Early Intermediate:** Focus on students' ability to speak in short, simple sentences. Have them describe the picture. Ask questions: What is happening in this picture? Who is on the bicycle? What is the woman inside doing? Have students write a sentence explaining something that is happening in this picture; then ask students to read their sentences to a partner.

**Early Advanced:** Students are speaking in complex and compound sentences, and should be able to analyze and debate a position. Ask questions such as: What do you think would happen if the fire engine stopped working? What would happen if the mail truck broke down? What would happen if the travel agent did not have a computer? Have students write a paragraph responding to one of these questions and then read their paragraphs to a partner.

**Advanced:** Students are able to listen, speak, read, and write proficiently in English. Focus on their ability to predict, persuade, and debate. Ask questions such as: What are the things you can see and do in a helicopter? Where can you go on a train? What are the advantages of air travel? What are the advantages of other kinds of transportation? Have students pretend they spent a day traveling in one of the vehicles in the picture. They should write a journal entry describing the places they visited and the things they saw, and explain why they chose to travel in the vehicle they selected.

3. Differentiation of language is systematically addressed throughout *Frames for Fluency*. Each set targets a range of language levels, and content in all units corresponds to the targeted language level. Instruction within the units and instructional resources consistently include differentiated instruction and instructional supports to assist students working above and below level.

## B. Representation of Language Domains

WIDA defines language through expressive (speaking and writing) and receptive (reading and listening) domains situated in various sociocultural contexts.

- |   |            |    |
|---|------------|----|
| <b>1) Are the language domains (listening, speaking, reading, and writing) targeted in the materials?</b> | <u>Yes</u> | No |
| <b>2) Are the targeted language domains presented within the context of language proficiency levels?</b>  | <u>Yes</u> | No |
| <b>3) Are the targeted language domains systematically integrated throughout the materials?</b>           | <u>Yes</u> | No |

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

1. *Frames for Fluency* is primarily a listening and speaking language development program that includes optional reading and writing extensions. It is used as a supplemental program and each lesson is designed to take 5-10 minutes of instructional time. Listening and speaking skills are practiced in a range of activities that include teacher modeling, collaborative learning, discussions, and asking and answering questions. Suggested extensions for reading and writing are located in the Teacher's Guide at the beginning of the chapter and on every *Theme Picture*. In addition, supplemental reading and writing resources are available that include a literature collection and interactive worksheet activities.



See listening/speaking, reading, and writing lessons in the representative *Theme Picture* #32 used in Set 2, Unit 6, Chapter 1:



### Theme Picture #32: Spring Flowers

### Advanced English Language Learners Unit 8, Chapter 2: Celebrate!

NOTE: The following target vocabulary words and activities are the same for Theme Pictures #32-33. The activities are meant to be used with all four theme pictures together.

**Target Vocabulary:** birthday, fall, spring, summer, winter, American Indian Sun Dance ceremony, Chinese New Year, Christmas, Easter, Fourth of July, Halloween, Hanukkah, Las Posadas, Martin Luther King, Jr. Day, President's Day, Thanksgiving

#### TEACHING TIP

Take advantage of the engaging nature of the topic by asking students about holidays/festivals they like. If you students discuss their favorite holidays, family traditions, special meals, and so forth, encourage students to bring in decorations, food, and other items related to their favorite holidays.

#### ADVANCED LANGUAGE DEVELOPMENT ACTIVITIES

Display Theme Picture #32-33 and say: "These pictures show people doing different activities during the seasons of the year. Point to #32. This is a father and his children enjoying their yard during the spring. Point to #33. These children are having a summer picnic in the park. Point to #34. This picture shows a boy helping his grandfather rake the fall leaves. Point to #35. This family is having fun playing in the winter snow."

#### Listening and Speaking

- Have students describe something happening in the theme picture using a complete or compound sentence. Example: The boy has been raking leaves since 9:00 a.m. He would rather be playing a game in the family room.
- Ask questions about the pictures that require students to predict, generalize, and discuss. What are they doing? What do you think they will do when they are finished? ...? This picture takes place in the \_\_\_\_\_. Could it also take place in another season? Explain your answer.
- Point to a theme picture and ask: What holidays might they celebrate during this season?
- Have students write (or give) conversations between people in the pictures. Make sure students incorporate target vocabulary they are learning.

#### Reading and Writing

- Hand out the Chapter 2 Context word cards to students. Make sure each student has a card. Students should write one or two paragraphs describing the theme picture that best relates to their card (e.g., if the student has the word card for Fourth of July, that student would write about Theme Picture #32). Encourage students to be creative and include details (e.g., describe what the people are thinking and feeling, etc., what happened before the scene, predict what will happen next, and include other descriptive details).
- Show a chart on the board with the column headings: spring, summer, fall, and winter. Have students look at the activities in the pictures and write in what is

discussing which activities could be done in each of the seasons. (I read students to understand that some activities can be done in more than one season, depending on the weather and where students live.) Also ask students to identify which holidays are celebrated in the different seasons. Based on student responses on the board, then assign a season to each student. Students should write a paragraph describing the matter that their season is the best. Have students use the chart on the board as a starting point.

- Organize students into four groups and have each group write a reader's theater about one of the theme pictures. Tell students they will perform their reader's theater for the class. You can award prizes for performance (e.g., delivery, creativity, props) and use one of target vocabulary. Invite parents and/or other classes to watch the performances.

#### LANGUAGE DEVELOPMENT ACTIVITIES FOR OTHER LEVELS

**Beginning:** Students are able to listen and respond successfully and speak in one or two-word responses. Give directions and ask questions such as: How old are you? Fall or spring? Does this show winter? Do you like summer? Continue with other such and other questions.

**Early Intermediate:** Focus on students' ability to speak in short, simple sentences. Have them describe the pictures. Ask questions: What is happening in this picture? What is the family doing? Where are the people? Have students write a sentence explaining something that is happening in this picture. Have students read their sentences to a partner.

**Intermediate:** Students are starting to speak in complete sentences, and they are able to form opinions when prompted. Ask questions such as: What are the people in the picture doing? What other activities do people do in the \_\_\_\_\_. Which season is your favorite? Why? Have students write down their favorite season and list all the things they like to do during that season.

**Early Advanced:** Students are speaking in complete and compound sentences, and they should be able to analyze and discuss a picture. Ask questions such as: What do you think happened after the boy and his grandfather finished raking the leaves? What do you think happened before the children began raking? Which activity do you think is the most fun? Which is your favorite season? Explain your answer. Have students write a paragraph responding to one of these questions and then read their paragraphs to a partner.

32-33-34-35

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2. Listening, speaking, reading, and writing lessons are leveled for the targeted proficiency level and include instructional supports and differentiation. For example, in the beginning levels students practice simple sentences following a highly structured model. As the student progresses through the levels, the language models increase in difficulty and includes more opportunity for students to expand on discussions with their peers. All domain instruction includes instructional scaffolds like models, visuals, and language frames and starters.

3. The *Frames for Fluency* program is structured in the same systematic manner in each unit and chapter. Each chapter presents listening and speaking exercises that promote language acquisition, and reading and writing extension resources. The lesson design is intended to supplement a core ELD or ESL curriculum, and could be used for summer school, after school, intervention and bilingual programs.

## 4. The Strands of Model Performance Indicators and the Standards Matrices

The Strands of Model Performance Indicators (MPIs) provide sample representations of how language is processed or produced within particular disciplines and learning contexts. WIDA has five language development standards representing language in the following areas: Social and Instructional Language, The Language of Language Arts, The Language of Mathematics, The Language of Science, The Language of Social Studies as well as complementary strands including The Language of Music and Performing Arts, The Language of Humanities, The Language of Visual Arts.

The Standards Matrices are organized by standard, grade level, and domain (Listening, Speaking, Reading, and Writing). The standards matrices make an explicit connection to state academic content standards and include an example for language use. Each MPI includes a uniform cognitive function (adopted from Bloom’s taxonomy) which represents how educators can maintain the cognitive demand of an activity while differentiating for language. Each MPI provides examples of what students can reasonably be expected to do with language using various supports.

### A. Connection to State Content Standards and WIDA Language Development Standards

- |  |            |    |
|--|------------|----|
| 1) Do the materials connect the language development standards to the state academic content standards?            | <u>Yes</u> | No |
| 2) Are the academic content standards systematically represented throughout the materials?                         | <u>Yes</u> | No |
| 3) Are social and instructional language and one or more of the remaining WIDA Standards present in the materials? | <u>Yes</u> | No |

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

1. *Frames for Fluency* connects to state and national language development standards like the California ELD Standards, WIDA, and connects to the Listening and Speaking sections of the Common Core Anchor Standards. The program places emphasis on oral language development, as well as academic language and cognitive tasks. Each unit has a content emphasis to help familiarize students with academic language and subject matter that they will encounter in mainstream classrooms. See

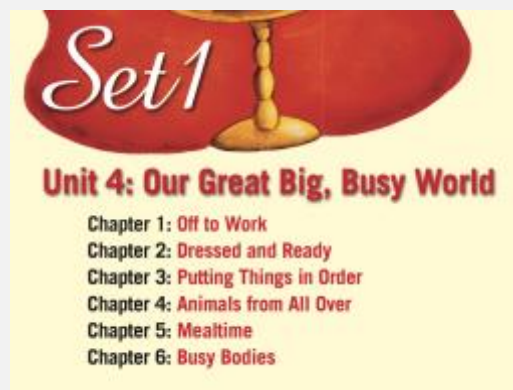
example from Set 2, Unit 7, Chapter 3:



Correlations can be found at <http://www.ballard-tighe.com/alignments/>.

2. Content that correlates to K-5 academic content standards are represented throughout the materials. Each chapter has a focused content connection to one or more of the WIDA standards of Language Arts, Science, Mathematics, or Social Studies. All units and chapters have instructional and practice activities for listening and speaking and extension activities for reading and writing.

3. The *Frames for Fluency* program integrates social and instructional language and the WIDA standards throughout all units and chapters. Instructional language is used in the objectives and throughout the lessons. Program content includes instruction in survival language and basic vocabulary, like foods and shopping terms that include social and conversational instruction. Each unit presents different topics that connect to WIDA Standards. These content connections help familiarize students with the academic language and subject matter that they will encounter in mainstream classrooms. See example from Set 1, Unit 4:



Additional resources are available to extend lessons that include non-fiction and literature reading selections and writing development curriculums. Social language is integrated into language domain practice as students practice grammar, new language, and discuss topics with peers in conversations

that share personal information. View example from Set 1, Unit 1, Chapter 3:

Materials: None Carousel TG pp. 96, 109

| Function  | Form                |
|---|---------------------|
| Using social language   | Sentence structures |
| <b>Target Frames</b>  |                     |
| How _____ today?  | UIF29               |
| _____, thank you.   | UIF30               |
| When is your birthday?  | UIF31               |
| My birthday is _____.   | UIF32               |
| What's your telephone number?   | UIF33               |
| My telephone number is _____.   | UIF34               |
| What's your address?  | UIF35               |
| My address is _____.  | UIF36               |
| <b>Examples</b>   |                     |
| Tell students they are going to learn more about each other. Have students take turns asking and answering the questions. |                     |
| How are you today?  |                     |
| Fine, thank you.  |                     |
| When is your birthday?  |                     |
| My birthday is November 15.   |                     |
| What's your telephone number?*  |                     |
| My telephone number is 555-444-5555.  |                     |
| What's your address?*   |                     |
| My address is 5432 Main Street, Miami, Florida 33176.   |                     |

\*May not be developmentally appropriate for K-1 students.

## B. Cognitive Challenge for All Learners at All Levels of Language Proficiency

- 1) Do materials present an opportunity for language learners to engage in various cognitive functions (higher order thinking skills from Bloom's taxonomy) regardless of their language level? Yes No
- 2) Are opportunities for engaging in higher order thinking systematically addressed in the materials? Yes No

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

1. *Frames for Fluency* provides opportunities for students to engage in higher order thinking regardless of their language level. Academic language is taught at every level as students practice comparing, contrasting, categorizing, and evaluating. Higher order activities are made accessible to a range of proficiency levels by using instructional scaffolds like language frames and visual supports. See examples from multiple proficiency levels:

**FF #2**  
 Materials: TP #18  
 Carousel TG pp. 618-619

|                                     |  |
|-------------------------------------|--|
| <b>Function</b><br>Connecting ideas | <b>Form</b><br>Conjunctions, adjectives,<br>antonyms |
|-------------------------------------|--|

**Target Frames**  
 \_\_\_\_\_ is/are \_\_\_\_\_, but \_\_\_\_\_ is/are \_\_\_\_\_.

**Examples**  
 Point to the food in TP #18 and make comparative statements, such as:  
 The apple pie is hot, but the cottage cheese is cold.  
 Sweet potatoes are long, but cherries are round.

Early Intermediate

**FF #1**  
 Materials: P/W Cards from US Ch3,  
 US Ch3, U6 Ch3 • self-adhesive paper  
 Carousel TG p. 413

|   |   |
|---|---|
| <b>Function</b><br>Classifying/categorizing | <b>Form</b><br>Nouns, conjunctions,<br>adjectives |
|---|---|

**Target Frames**  
 The \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ are cheap. U/F1  
 The \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ are expensive. U/F2

**Examples**  
 Display picture cards of toys and household objects. Using self-adhesive paper, write a price for each item and post it next to the item. Ask students to classify items based on price. Explain the meaning of cheap and expensive, if needed.  
 The balloons, ball, and whistle are cheap.  
 The tricycle, drum, and piano are expensive.

Early Advanced

*Theme Picture* activities include a set of questions that target higher order thinking based on proficiency level. For example, in *Theme Picture* #12 students at the Intermediate level form opinions and are asked questions such as “What are the people doing? What are the students doing? Why do you think students are helping other people in their community?” At the Early/Advanced level, they analyze or debate a position, with question prompts such as “Which clothing or accessory in the picture is most useful in the summer? Why?” At the Advanced level, students are expected to predict, persuade, and debate. Questions include “How does our community help people in need?”

*Theme Picture* #12:



2. Opportunities for engaging in higher order thinking are systematically addressed in every unit of **Frames for Fluency**. These activities are found in the lessons that target academic language and cross content emphasis. Additionally, *Theme Pictures* and **Picture and Word Cards** help to enrich the opportunities available for students to use higher order thinking skills in a collaborative setting.

### C. Supports for Various Levels of Language Proficiency

- |   |            |    |
|---|------------|----|
| 1) Do the materials provide scaffolding supports for students to advance within a proficiency level?              | <u>Yes</u> | No |
| 2) Do the materials provide scaffolding supports for students to progress from one proficiency level to the next? | <u>Yes</u> | No |
| 3) Are scaffolding supports presented systematically throughout the materials?                                    | <u>Yes</u> | No |

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

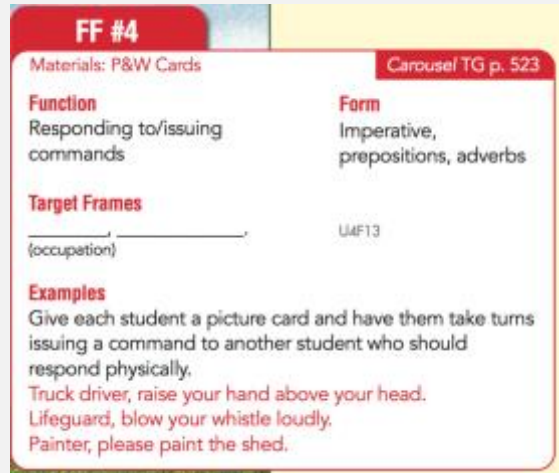
1. *Frames for Fluency* provides a wide range of instructional scaffolding to support student advancement within their proficiency level. Visual supports like illustrations, graphics, photographs, and language models are used to organize information and engage with the content. Vocabulary and language instruction are supported with visuals, guided questioning, prior and background knowledge activities, student-friendly definitions, and context sentences. Students use manipulatives like *Picture Cards* and *Sentence Frames* in every chapter to assist language development. Throughout the program, students participate in cooperative learning in a supported environment. For example, the *Theme Pictures* are centered on engaging and colorful visuals that promote discussion and student connection to content. Their extension activities have interactive elements like researching, including media in writing projects, games, and activities that explore student environments. See an example illustration from *Theme Picture #28*:



2. *Frames for Fluency* presents scaffolding supports that help students progress from one proficiency level to the next. Students are supported in using language at increasingly higher levels throughout the chapters. Sentence starters, academic language frames, and language models provide supports

for students to produce academic talk. Additionally, differentiated instruction found in lessons like the *Theme Pictures*, offers alternative instruction for a range of proficiency levels.

3. The supports described in part 1 and 2 are representative of the types of scaffolds found systematically throughout the *Frames for Fluency* program. Each lesson is supported with instructional, graphic, sensory, and interactive scaffolds that help to differentiate content for all learners. Each chapter includes multiple opportunities for students to interact and work cooperatively with their peers, with support from **Sentence Frames** and other resources. See a representative interactive language activity example from Unit 4, Chapter 1:



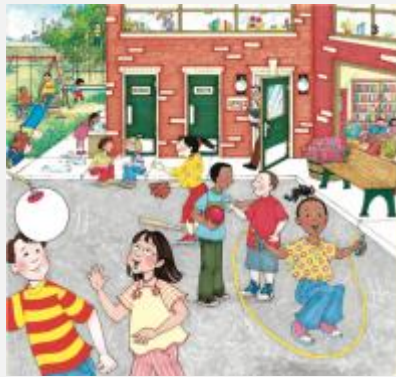
#### D. Accessibility to Grade Level Content

- |   |               |
|---|---------------|
| <b>1) Is linguistically and developmentally appropriate grade-level content present in the materials?</b> | <u>Yes</u> No |
| <b>2) Is grade-level content accessible for the targeted levels of language proficiency?</b>              | <u>Yes</u> No |
| <b>3) Is the grade-level content systematically presented throughout the materials?</b>                   | <u>Yes</u> No |

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

1. *Frames for Fluency* content is linguistically and developmentally appropriate for ESL and ELL K-5 grade level students. The program is intended to be used as a stand-alone supplemental program, or used in conjunction with a core comprehensive ESL program like Ballard & Tighe’s *Carousel of Ideas*. Connections to grade-level academic content are made throughout the lessons as students practice academic language, make cross-content connections, and learn to complete academic tasks like

comparing and contrasting. Visual supports like illustrations and photographs depict children around the ages of K-5 students. Chapter content that is real world related, such as shopping and doing activities, represent age appropriate children and families in developmentally appropriate situations. See examples:



Set 1, Unit 1, Chapter 2



Set 1, Unit 4, Chapter 4



Set 2, Unit 7, Chapter 1

2. Grade level content is made accessible to students by leveling instruction, providing embedded instructional supports in all lessons, and differentiating content. Instructional supports include but are not limited to activities that build background and tap into prior knowledge, interactive activities and cooperative lessons, and resources that support content like the graphically supported *Theme Pictures*.

3. *Frames for Fluency* presents grade level content systematically in each unit. Vocabulary, language, grammar, speaking, and extension writing and reading lessons are presented in the same order throughout every chapter. Each unit contains content area connections to mathematics, science, social studies, and language arts. View a representative Table of Contents from Set 2:

The cover of the book 'Set 2 Unit 7: Settings and Situations'. It features a green background with a cartoon character holding a large orange. The text is as follows:

**Set 2**  
**UNIT 7: SETTINGS AND SITUATIONS**  
Chapter 1: Dollars & Cents  
Chapter 2: It's About Time  
Chapter 3: Counting Up  
Chapter 4: Splendid Swimmers  
Chapter 5: In My Neighborhood

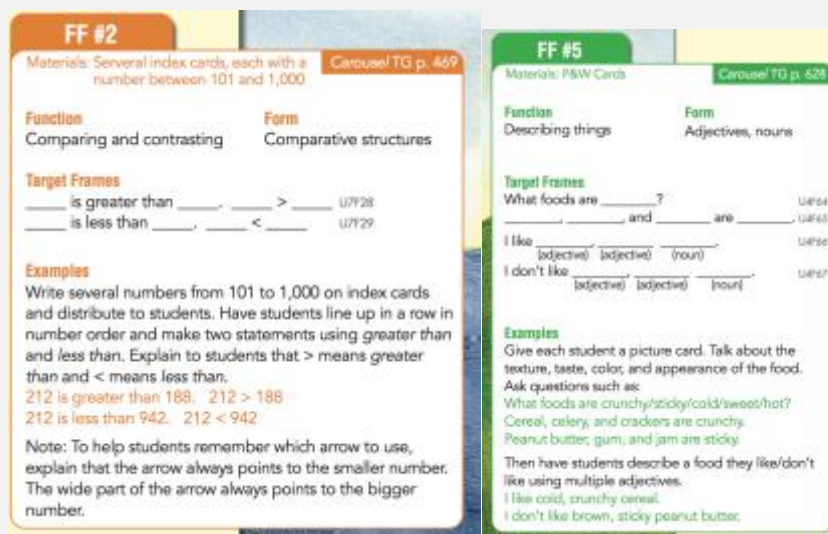
## E. Strands of Model Performance Indicators



- |   |           |
|---|-----------|
| 1) Do materials include a range of language functions?                            | Yes    No |
| 2) Are the language functions incorporated into a communicative goal or activity? | Yes    No |
| 3) Do the language functions support the progression of language development?     | Yes    No |

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

1) *Frames for Fluency* includes a wide range of WIDA defined language functions in every chapter and throughout the resources. Language functions, such as describe, draw, observe, compare, contrast, ask, classify, predict, and analyze are used throughout the instructional language. Example activities using language functions include “describe the clothing,” “draw a picture,” or “observe two family members.” Students use grammatical structures to perform a variety of actions and tasks, such as asking and answering questions, expressing opinions, restating, comparing and contrasting, connecting ideas, and so forth. In language lessons, the key language forms that are being practiced and used to perform the functions are listed at the beginning of each lesson. See examples:



Set 2, Unit 7, Chapter 3

Set 1, Unit 4, Chapter 3

2) Language functions are always attached to a context and used to guide instruction throughout the *Frames for Fluency* program. They are used to define the action involved in the language activities and to describe instructions in the TG and the resources like the *Theme Pictures*.

3. Language functions comprehensively support the progression of language development throughout the *Frames for Fluency* program. All lessons practice language functions (see example in part 1), and functions become more challenging as students progress through the levels. For example, the beginning levels focus on

naming, describing, and asking and answering questions. The more advanced levels practice language that compares and contrasts, evaluates, and analyzes.