



# PRIME V2<sup>TM</sup>

Protocol for Review of  
Instructional Materials for ELLs V2

---

**WIDA PRIME V2 CORRELATION**





## Introduction to PRIME

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

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

Those who complete WIDA PRIME Correlator Trainings receive PRIME Correlator Certification. This may be renewed annually. Contact WCEPS for pricing details at [store@wceps.org](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): Carousel of IDEAS, 4<sup>th</sup> Edition

Publisher: Ballard & Tighe, Publishers

Materials/Program to be Reviewed: Carousel of IDEAS- Sets 1 & 2

Tools of Instruction included in this review: Teacher's Guide, Resource Book & Resources. Examples are taken from the Teacher's Guide.

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

Intended Student Audiences: K-5 Grade Level English Language Learners

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

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

- WIDA Spanish Language Development Standards
- 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: 4<sup>th</sup> Edition; [www.ballard-tighe.com](http://www.ballard-tighe.com)

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

*Carousel of IDEAS* is a program designed to prepare K-5 English language learners for transition into mainstream academic classes. The program integrates listening, speaking, reading, and writing into the major content areas. It can be used in a pull-out or an immersion program. The program allows teachers to customize the lessons based on the student abilities. The variety of activities and teaching materials enables teachers to provide differentiated instruction and address a wide range of learning styles and student abilities. The program builds on prior learning and language is recycled from chapter to chapter to build upon concepts presented. Integrated literature helps students build and refine literacy and critical thinking skills. Students engage in active learning and group settings to experience authentic and meaningful communication.

## 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 *Carousel of IDEAS* program. The language learning model emphasizes communication and provides content, guided discussions, and open-ended questions that encourage students to share their own experiences and engage with peers. Example activities include students telling about animals found in their native countries, zoos they have visited, previous schools, holidays, household items, and types of transportation commonly used in their native countries. View an example speaking and grammar activity that encourages sharing from Unit 6, Chapter 5 Teacher's Guide (TG), p.364:

- Tell students: **I have been in the United States for \_\_\_\_ years. I have been here since \_\_\_\_.** Ask each student: **How long have you been in the United States?** Students should respond following your model. Next, organize students into pairs and have them take turns asking and answering the question.

*Theme Pictures* is 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. See examples from Unit 8, Chapter 2 TG/Theme pictures #32-35:

### 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.**

In addition, lessons conclude with the family oriented *Activity Sheet* in which students complete content related activities with their families. These are often interactive and include games and musical chants. If no family members speak English, students are encouraged to complete the activity in the native language. At the beginning of the year, teachers are encouraged to send a letter home that explains the process and student progress. Model parent letters are available in Cambodian, Chinese, Hmong, Laotian, Spanish, and Vietnamese. View an example from Unit 6, Chapter 5 TG, p.357:

**Involving Family** →

Give each student a copy of the Chapter 5 **ACTIVITY PICTURES** and **ACTIVITY SHEET 104** (“Look What I Found!”). In their houses, students are to look for the household items included in the **ACTIVITY PICTURES**. If they have an item in their house, they should cut out the picture and paste it on the activity sheet. Have students bring their activity sheets back to class and place them in the Chapter 5 Portfolio.



**NOTE:** The parents and/or guardians of many of your students may not speak English. As appropriate, encourage students to use their home language in completing these assignments. Model how to complete the assignment before students take it home. Research consistently shows that a parent/guardian’s *interest* in and *support* for education are the key factors in student academic success. In this sense, the specific assignment is not the target.

2. Activities that encourage students to share their own experiences, connect and communicate with their peers, and connect self to content are systematically presented in *Carousel of IDEAS*. For example, each lesson begins with a greeting that connects the student to chapter content. In this example from Unit 3: Chapter 7 TG, p.490, the chapter vocabulary and content is about food, stores, and eating.

## Establishing an Instructional Base Line

You will need: Chapter 7 PRE-TEST

- Write today's date on the board.
- Start each lesson by greeting your students: **Good morning! Did you have a good breakfast? Did you eat something healthy? Raise your hand if you think you ate the biggest breakfast.**
- Tell students: **Today we're going to review the letters in the English alphabet and use them to make words and sentences.** Explain that before you begin, you want to find out what they already know about this topic. This will provide a base line assessment for this chapter. Give each student a copy of the Chapter 7 PRE-TEST. Show students where to write their names and the date. Read the directions and review the sample item for each part of the test. Reassure them that all they have to do is their best and not to worry if they don't know the answers.

Throughout the units, chapters, and lessons students practice new language in conversations that mimic real-life situations and encourage peer communication. In this example interactive activity from Unit 3: Chapter 7 TG, p. 502 the lesson begins with a prior knowledge discussion. This exemplifies how *Carousel* begins most lessons, by connecting first to the student and then teaching new content.

## Presentation

- Remind students that every day we see many words on signs in our neighborhoods and communities. Ask students to give you examples of signs they see every day (e.g., street names, names of buildings, instructions in elevators, "for rent" signs, speed limit signs, and so forth). Distribute copies of ACTIVITY SHEET 176 ("Sign Language) and explain to students that they will be taking a walking tour around your school. Read through the directions with students so that they know what to focus on during their walk.

## 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? | <u>Yes</u> | No |
| 2) Are the language features at the discourse dimension addressed systematically throughout the materials?                             | <u>Yes</u> | No |

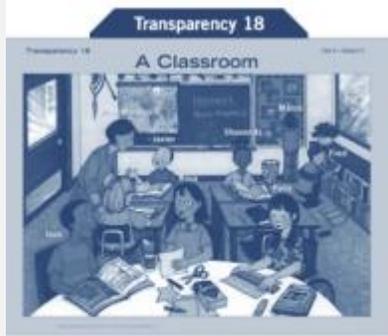
*Justification: Provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.*

1. *Carousel of IDEAS* places a strong emphasis on providing opportunities for students to discuss and work collaboratively in academic and social contexts that are supported for all targeted proficiency levels. Students communicate continuously in the *Carousel* program, from basic communications like answering and asking questions, describing, and retelling, to academic tasks like creating an argument and giving a collaborative presentation. Discussions and cooperative learning activities occur in small and large group settings. Teacher guided discussions that include open-ended questions are found at the beginning of each chapter, in the *Theme Picture* lessons, and throughout the unit language lessons. Chapters begin with whole-class prior knowledge discussions like this example from the TG Unit 3, Chapter 7 TG, p.490:

**You will need: Chapter 7 PRE-TEST**

- Write today’s date on the board.
- Start each lesson by greeting your students: **Good morning! Did you have a good breakfast? Did you eat something healthy? Raise your hand if you think you ate the biggest breakfast.**

See an example from Unit 6, Chapter 5 TG, p.364 of a graphically supported *Theme Picture* lesson that includes listening and speaking activities that promote discourse.



- Display TRANSPARENCY 18 (“A Classroom”) and talk about the people in the picture using the present perfect tense: **Mrs. Morales has written the homework on the board. Fred has placed a book on the floor. Rosa has used the scissors.** Write these sentences on the board or on chart paper and underline the verbs. Remind students that it will take them some time to learn the past participle of irregular verbs (e.g., written). Have student volunteers make other statements about the people in the picture using the present perfect tense. Provide corrective feedback as needed. Then have students work with a partner to write three sentences about the people in the picture using the present perfect tense. Circulate around the room and help students as needed. Have students share their sentences with the class and then put them in the Chapter 5 Portfolio.

Discourse dimension practice occurs in activities that develop language in a variety of contexts that include role-play, reader’s theater, and debates. Activities are followed with discussions that use the new language and reflect on the lesson objectives. The following example discussion in Unit 3, Chapter 7 TG, p.498 follows a role-play activity.

the play: **Did you like this play? Who are the characters in this play?** [*the letters of the alphabet, teacher, children*] **Why does the letter “z” think it is the most important letter?** [*it has a lovely shape and it is the last letter in the alphabet—a very important place*] **Which letter do you think is most important? Why?**

This example follows a writing lesson in Unit 3, Chapter 7 TG, p.506:

#### Apply & Extend

- Talk with students about their experiences with the writing process. Ask students why writing is important. [*we use it to communicate with others; writing is required in many jobs*] Ask them what they find difficult and what they find easy about writing. (Use this information in instructional planning.) Ask them whether they like to write and why. Find out if any students would like to be writers when they grow up. Talk about the different jobs that writers can do (e.g., book author, editor, journalist, speech writer, etc.).

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. View an example interactive language development lesson from Unit 3, Chapter 7 TG, p.502:

**Practice**

- Lead students around the school and point out the words you encounter (e.g., people’s names, street names, building signs, and so forth). Have students identify words or letters that they recognize. Also point out any symbols used on signs, such as stick figures of men and women on restrooms. Discuss with students what the symbols mean and why they are used instead of or in addition to words. Have students note on their activity sheets which signs they encounter. Allow time in class for students to discuss what they saw. Have students place their completed activity sheets in the Chapter 7 Portfolio.

2. *Carousel of IDEAS* presents language features at the discourse dimension systematically in all lessons, chapters, and units in the program. Each chapter contains 5-6 lessons that present systematic instructional routines. These routines include vocabulary and language practice, language domain lessons, presentations, extensions, family activities, and assessments. Each of these routines include opportunities similar to the examples in part 1, that practice language at the discourse level.

**3) 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 |
| <b>3) Are the language features at the sentence dimension addressed systematically 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) *Carousel of IDEAS* presents language features at the sentence dimension for all targeted language proficiency levels. Students are placed into the appropriate *Carousel* level prior to starting the program. All language domain activities are appropriately leveled for the targeted proficiency. Throughout the lessons, teachers lead discussions practicing new language, figurative meanings, and syntactical structure 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 Cards*, *Theme Pictures*, *Transparencies*, *Activity Sheets*, and language supports in the TG to create interactive activities.

See example sentence level speaking and writing activities from Unit 6, Chapter 5 TG, p.355 and 373 :  
**Listening/Speaking**

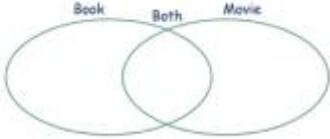
• Hand out one PICTURE CARD to each student to practice recognition of the target vocabulary and to review possessive nouns and pronouns. For example, give one student the tissue card and say: **Whose tissue is this? It is Abdul's tissue. It is his tissue.** Continue asking questions in this fashion and have students respond following your model. Then have students take turns playing the role of "teacher" and asking the questions.



• Review object pronouns (covered in Unit 5) with students. Call four students to the front of the class—at least one boy and one girl. Have two students (a boy and a girl) stand individually. Have the other two students stand together. Put the PICTURE CARDS on a table and ask a student volunteer to follow this command: **Give the towel to him.** Point to the male student standing by himself. Say: **I am giving the towel to him.** Have the student volunteer repeat after you while handing the towel PICTURE CARD to the male student. Model this for students to make sure they understand what to do. Continue with other commands: **Give the dustpan to her. Give the washcloth to them. Give the mop to me. Give the can opener to us. ...** and so forth. Continue until all students have had a chance to participate.

## Writing

• Rent an age-appropriate movie version of the legend you read about. There are many animated versions of historical legends on film. Watch the movie as a class. (Don't forget the popcorn!) After the movie is over, have students compare and contrast the book and the movie. Record their responses in a Venn diagram:



• Have students write a paragraph comparing and contrasting the book legend with the movie legend. Review with students how to write a paragraph using TEMPLATE 1A-B ("What Is a Paragraph?" and "How to Write a Paragraph"). Then give each student a copy of ACTIVITY SHEET 110 ("Legend: Book Versus Movie"). Make sure students understand that they should refer to the Venn diagram you created as a class to help them write their paragraphs. Allow students to work independently and then with a partner. Give each student a copy of TEMPLATE C ("Editing Checklist A") and explain that they should use it to edit their work and check their partner's work. Have students read their paragraphs aloud and then put them in the Chapter 5 Portfolio.



2. All sentence level listening, speaking, reading, and writing lessons are leveled and appropriate for the identified proficiency levels. Content is clearly labeled by proficiency level, and *Carousel* includes a range of student assessments that help to place students in the correct level and judge their readiness. Unit and chapter content is leveled and contain instructional scaffolds and differentiation to support

learners working above or below level. These include but are not limited to writing models, templates, and language frames. For example, language activities like the *Picture Cards* and *Theme Pictures* practice sentence domain language structures for the targeted level and also include differentiation for multiple proficiency levels. View example instruction for *Theme Picture #36*, Unit 8, Chapter 4:

ADVANCED LANGUAGE DEVELOPMENT ACTIVITIES	LANGUAGE DEVELOPMENT ACTIVITIES FOR OTHER LEVELS
<p>Show students the theme picture and say: <b>This is a picture of a natural history museum. These children are learning about different kinds of animals and insects.</b></p> <p><b>Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>Have students describe something happening in the theme picture using a complex or compound sentence. Example: <i>The boy looked at the insects as soon as he got to the museum.</i></li> <li>Ask students questions about the theme picture that require them to predict, persuade, and debate: <b>What are the children doing? Why are the boy and girl writing? These animals are not alive. Where could you see live animals like these?</b></li> <li>Have students role play conversations between people in the pictures. Make sure students incorporate target vocabulary they are learning.</li> </ul> <p><b>Reading and Writing</b></p> <ul style="list-style-type: none"> <li>Ask students: <b>What are the children in the picture doing? Do you think it's important to have places where people can look at and study animals?</b> Have students imagine that their city is closing down the local natural history museum to make room for a new shopping mall. Have students write a letter to the city council either supporting the shopping mall project or persuading the council to reconsider closing the museum. Students should be sure to explain their positions and include at least three reasons supporting them. Have students share their letters with a partner.</li> </ul>	<p><b>Beginning:</b> Students are able to listen and respond nonverbally and/or speak in one- or two-word responses. Give directions and ask questions such as: <b>Is this the buffalo? Is this the leopard or the ostrich? How many animals in the picture have four legs? Point to the spider.</b> Continue with other yes/no and either/or questions.</p> <p><b>Early Intermediate:</b> Focus on students' ability to speak in short, simple sentences. Have them describe the picture. Ask questions such as: <b>What are the children in this picture doing? Describe the ostrich/leopard/eagle.</b> Have students write a sentence explaining something that is happening in this picture; then ask students to read their sentences to a partner.</p> <p><b>Intermediate:</b> Students are starting to speak in complex sentences, and they are able to form opinions when prompted. Ask questions such as: <b>Does the raccoon live in the same type of habitat as the rhinoceros? How do you know? Have you ever seen any of these animals? Where?</b> Have students choose one animal in the picture and write several sentences describing it.</p> <p><b>Early Advanced:</b> Students are speaking in complex and compound sentences, and they should be able to analyze and debate a position. Ask questions such as: <b>Why do people go to a natural history museum? Why is it important to have a place to study wild animals?</b> Have students write a paragraph responding to one of the questions and then read their paragraphs to a partner.</p>

3. Sentence level language features are presented systematically throughout the *Carousel* program. Chapters contain 5-6 lessons that present language development lessons in a systematic manner. All lessons, no matter if the focus is reading or writing, include multiple opportunities for students to practice language at the sentence level. View the range of writing and speaking activities, from describing the location of objects to comparing and contrasting books and movies, in the content objectives from the representative lessons in Unit 6, Chapter 5 TG, p.352:

LESSON	SKILL EMPHASIS	KEY OBJECTIVES
1	Listening, Speaking, Reading & Writing	5.1.1 Listen attentively to presentation of target vocabulary: <i>Carousel</i> nouns, household items 5.1.2 Recognize and demonstrate comprehension of target vocabulary through verbal and nonverbal communication: <i>Carousel</i> nouns, household items 5.1.3 Describe location of objects (e.g., The broom is in front of the sink.) 5.1.4 Ask and answer questions (e.g., Whose crib is this? It is Abdul's crib. It is his crib.) 5.1.5 Look up words in a dictionary and read definitions and sentences 5.1.6 Write original sentences using target vocabulary words 5.1.7 Identify silent letters 5.1.8 Describe things orally and in writing using multiple adjectives (e.g., That is a big, soft towel.)
2	Listening, Speaking, Reading & Writing	5.2.1 Listen attentively to presentation of target vocabulary: other ( <i>synonym</i> ) 5.2.2 Recognize and demonstrate comprehension of target vocabulary through verbal and nonverbal communication: other ( <i>synonym</i> ) 5.2.3 Identify and match synonyms orally and in writing 5.2.4 Describe two household items using synonyms (e.g., The comb is little. The toothbrush is small.) 5.2.5 Replace words with synonyms in written sentences
3	Listening, Speaking, Reading & Writing	5.3.1 Listen attentively to presentation of target vocabulary: verbs ( <i>have/has + past participle</i> ) 5.3.2 Recognize and demonstrate comprehension of target vocabulary through verbal and nonverbal communication: verbs ( <i>have/has + past participle</i> ) 5.3.3 Complete sentences using the present perfect tense 5.3.4 Ask and answer questions (e.g., Have you used the fan? Yes, I have used the fan.) 5.3.5 Describe states of being and actions using the present perfect tense (e.g., I have been in the United States for two years. Fred has placed a book on the floor.) 5.3.6 Write sentences describing household items a family member has and has not used

LESSON	SKILL EMPHASIS	KEY OBJECTIVES
4	Listening, Speaking, Reading & Writing	5.4.1 Make predictions using the future tense; confirm predictions following a model (e.g., I found out _____. Now I think _____.) 5.4.2 Listen to a story and respond orally by answering comprehension, recall, and critical thinking questions 5.4.3 Discuss and experiment with different ways of making popcorn and take a poll to determine which popcorn recipe is the best 5.4.4 Retell a story to a family member 5.4.5 Ask interview questions and record responses
5	Reading & Writing	5.5.1 Listen attentively to presentation of target vocabulary: other (legend) 5.5.2 Recognize and demonstrate comprehension of target vocabulary through verbal and nonverbal communication: other (legend) 5.5.3 Distinguish reality from fantasy (e.g., I think this legend is fantasy because demons are not real.) 5.5.4 Orally compare and contrast book and movie versions of a legend 5.5.5 Write a paragraph comparing and contrasting two versions of a legend 5.5.6 Edit writing for basic conventions (e.g., capital letters, punctuation, spelling)

### 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 *Carousel* 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.

<sup>2</sup>General language refers to words or expressions not typically associated with a specific content areas (e.g., describe a book).

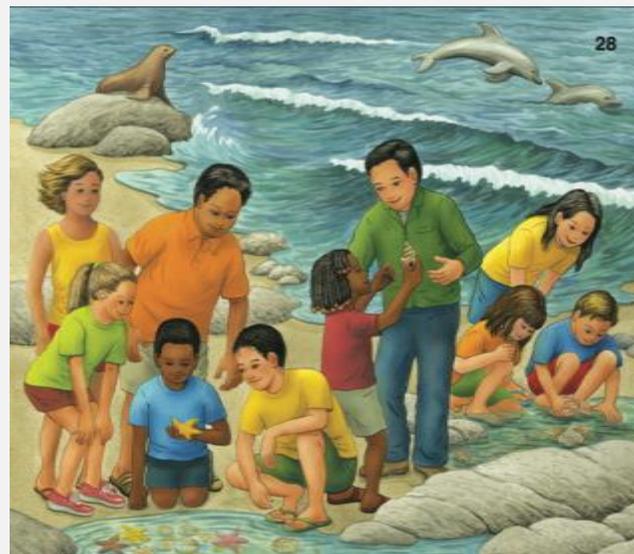
Specific language refers to words or expressions used across multiple academic content areas in school (chart, total, individual).

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.

*Carousel* instruction utilizes a range of resources for vocabulary/language instruction including *Picture and Word Cards*, *Theme Pictures*, and the *IDEA Picture Dictionary 1 & 2*. The *Picture and Word Cards* are colorful 4x5” cards with illustrations and photographs that facilitate comprehension of target vocabulary words. See examples:



*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. See example from *Theme Picture #28*:



Additionally, the *IDEA Picture Dictionary* is a resource for early readers and includes 600 illustrated entries, translations into six languages, and language development activities. *Carousel* language lessons encourage students to consult the visual dictionary and learn its varied uses.

**Cc**

**cafeteria / camper**

**cafeteria:** (kaf-uh-TEER-ee-uh) *n.* a room where food is sold and eaten.



The students eat lunch in the **cafeteria**.

**cake:** (kayk) *n.* a sweet, baked food, usually containing flour, sugar, and eggs.



**Cake** is my favorite dessert.

**calculate:** (KAL-kyoo-layt) *v.* to determine by using math.



**calf:** (kaf) *n.* a mammal; a young cow.



The **calf** is too young to be away from its mother.

**calm:** (kahm) *adj.* peaceful; relaxed.



The children were **calm** as they read stories by the fire.

Other instructional supports that help to differentiate content include kinesthetic activities like games, chants, songs, language starters, and models. Words and concepts from earlier chapters are recycled in subsequent chapters to help students retain and build upon what they have learned.

Vocabulary instruction is consistently presented in each chapter. First, students are presented with a *Theme Picture*, and introduced to the new target vocabulary words. Words and phrases are then practiced and applied in various language domain activities throughout the chapter lessons. Students receive instruction on word parts, prefixes and suffixes, homophones and homographs, Latin root words, and strategies on analyzing and using context clues to understand unknown words.

See an example practice activity from Lesson 1 in Unit 6, Chapter 5 TG, p.355:

**Practice**

- Display **THEME PICTURE #26**. Organize students into pairs and have them take turns asking and answering questions about the items shown in the picture. Provide a model for students to follow:
 

*Where is the **crib**?*  
*The **crib** is next to the **table**.*

Circulate around the room and help students as needed.
- Hand out one **PICTURE CARD** to each student to practice recognition of the target vocabulary and to review possessive nouns and pronouns. For example, give one student the tissue card and say: **Whose tissue is this? It is Abdul's tissue. It is his tissue.** Continue asking questions in this fashion and have students respond following your model. Then have students take turns playing the role of "teacher" and asking the questions.



2. The *Carousel of IDEAS* program presents new words, expressions and phrases in context consistently throughout the program. Prior knowledge is activated when students are introduced to new vocabulary and language with visual and contextual support. With audio supports, students listen to new language in phrases and expressions related to the content theme. Students practice using the new language with a range of resources and extension activities that all connect to the chapter content.

3. Students are presented with general, specific, and technical language in each leveled unit. Students use general vocabulary specific to living and working together throughout all lessons and chapters. *Carousel* specifically teaches idioms and expressions that are difficult to learn in both social and academic situations. Specific vocabulary is taught in the lessons that target content areas like Science and Social Studies. Each chapter 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. Academic and technical language is included throughout the program in the instructional language, academic language functions practiced in each chapter, language arts instruction, and in the content specific readings and activities. See examples from Unit 6, Chapter 5 TG, p.351:

**Content Emphasis:** Science—gathering data by observing texture, smell, size, taste, and other features; Language arts—distinguishing reality from fantasy

Key Chapter Functions
Asking and answering questions
Describing objects in space (location)
Describing things
Describing actions
Predicting
Confirming predictions
Distinguishing reality from fantasy

4. General, specific, and technical language is systematically presented throughout the *Carousel of IDEAS* program. Vocabulary is organized into themes that are spiraled through the program with each unit building on the previous. Each chapter focuses on general and academic vocabulary and includes specific connections to content areas like Science and Social Studies. These words/phrases are systematically incorporated into all language domain activities, including literature selections incorporate the chapter’s vocabulary in an authentic context.

### 3. Performance Definitions

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

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

- |  |            |    |
|--|------------|----|
| 1) Do the materials differentiate between the language proficiency levels?   | <u>Yes</u> | No |
| 2) Is differentiation of language proficiency developmentally and linguistically appropriate for the designated language levels? | <u>Yes</u> | No |
| 3) Is differentiation of language systematically addressed 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. The *Carousel of IDEAS* program is a leveled program organized into 2 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. There are multiple methods for student placement into *Carousel of IDEAS* that are adapted for various teaching situations and students. These include a placement test and a speaking and listening performance-based evaluations. The *Placement Test Booklet* includes a *Tester Examiner’s Manual* with directions, scoring rules, answer keys, and all the information needed for placing students into the appropriate *Carousel* level. Once students are placed in the appropriate level, specific skills can be tested in each chapter to establish student knowledge and readiness. These tests are administered at the beginning of each chapter, see an example in Unit 3, Chapter 7 TG, p.490:

**Establishing an Instructional Base Line**

**You will need: Chapter 7 PRE-TEST**

- Write today’s date on the board.
- Start each lesson by greeting your students: **Good morning! Did you have a good breakfast? Did you eat something healthy? Raise your hand if you think you ate the biggest breakfast.**
- Tell students: **Today we’re going to review the letters in the English alphabet and use them to make words and sentences.** Explain that before you begin, you want to find out what they already know about this topic. This will provide a base line assessment for this chapter. Give each student a copy of the Chapter 7 PRE-TEST. Show students where to write their names and the date. Read the directions and review the sample item for each part of the test. Reassure them that all they have to do is their best and not to worry if they don’t know the answers.

2. Differentiation of language proficiency is developmentally and linguistically appropriate for all designated language levels. Program content correlates to ELP national standards for each level. In the TG, a variety of differentiation strategies are available to address a range of learning styles and student abilities. View example differentiation on the back of the vocabulary and language activity *Theme Picture #19*. This example activity targets intermediate language learners but includes differentiation for a range of learners.

INTERMEDIATE LANGUAGE DEVELOPMENT ACTIVITIES	LANGUAGE DEVELOPMENT ACTIVITIES FOR OTHER LEVELS
<p>Show students the theme picture and say: <b>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.</b></p> <p><b>Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>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).</li> <li>Ask students to name a vehicle in the picture and tell about a time they traveled in that vehicle.</li> <li>Name a place (e.g., China) and ask the following question: <b>How will you get there?</b> 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.</li> <li>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.</li> <li>Ask students questions about the theme picture that require prediction: <b>Where do you think the ambulance is going? How do you think the bicycle rider will feel after a long ride?</b></li> </ul> <p><b>Reading and Writing</b></p> <ul style="list-style-type: none"> <li>Have students write sentences comparing/contrasting vehicles in the theme picture. Example: <i>The bus is bigger than the mail truck. The airplane travels faster than the car. The police car and ambulance have sirens.</i></li> <li>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: <i>The mail carrier drives the mail truck west. The firefighter travels east on the fire engine.</i></li> </ul>	<p><b>Beginning:</b> Students are able to listen and respond nonverbally and/or speak in one- or two-word responses. Give directions and ask questions such as: <b>Point to the bicycle. Is this the sailboat? Is this the fire engine or the train? Is the school bus yellow or blue?</b> Continue with other yes/no and either/or questions.</p> <p><b>Early Intermediate:</b> Focus on students' ability to speak in short, simple sentences. Have them describe the picture. Ask questions: <b>What is happening in this picture? Who is on the bicycle? What is the woman inside doing?</b> Have students write a sentence explaining something that is happening in this picture; then ask students to read their sentences to a partner.</p> <p><b>Early Advanced:</b> Students are speaking in complex and compound sentences, and should be able to analyze and debate a position. Ask questions such as: <b>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?</b> Have students write a paragraph responding to one of these questions and then read their paragraphs to a partner.</p> <p><b>Advanced:</b> 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: <b>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?</b> 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.</p>

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, literature books are colorful, visually exciting, and drawn from the major content areas. Colorful pictures are provided to hang throughout the classroom and are used in small group settings. Interactive lessons include family activities, games, and music.

3. Differentiation of language is systematically addressed throughout *Carousel of IDEAS*. Each set targets a range of language levels, and content in all units corresponds to the targeted language level. A formal placement test, or another adapted method of placement, places students in the appropriate *Carousel* level. All instruction within the units 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. *Carousel of IDEAS* systematically presents listening, speaking, reading, and writing lessons in every chapter and unit. Listening and speaking skills are practiced in a range of activities that include whole-class and small group discussions, peer collaborations, debates, games, chants, songs, listening to teachers read aloud, asking and answering questions, and presenting family extension activities to the class. Evaluations at the end of the chapter provide assessments of listening and speaking comprehension. See representative examples of listening/speaking activities:

This speaking lesson in Unit 6, Chapter 5 TG, p.364 practices language using the present perfect tense:

- Tell students: **I have been in the United States for \_\_\_\_ years. I have been here since \_\_\_\_.** Ask each student: **How long have you been in the United States?** Students should respond following your model. Next, organize students into pairs and have them take turns asking and answering the question.

*Theme Picture #20* Unit 5, Chapter 3. *Theme Pictures* include instruction in all language domains.

#### INTERMEDIATE LANGUAGE DEVELOPMENT ACTIVITIES

Show students the theme picture and say: **This is a picture of a toy store. There are many different toys in this store. Some of the toys are on shelves. A woman and some children are looking at the toys.**

##### Listening and Speaking

- Ask students questions about the theme picture: **What is this child doing? Is she having fun? What toy does she want to buy?** Have students answer in complete sentences. Then have students make up and ask questions about the theme picture. Example: *Who has the soccer ball?*
- Have two students role play a conversation between two children in the theme picture. Write several idioms they have learned on the board and ask them to use at least one idiom in their dialogue.
- Have students choose a person and toy in the theme picture. Then ask them to tell what that person did with the toy using the past tense. Example: *The boy played with his new soccer ball.*
- Point to a toy in the picture. Ask students to name the toy, describe it, and tell why they like or dislike the toy.

##### Reading and Writing

- Have students work with a partner to write a short dialogue between two of the people in the picture. Encourage students to use descriptive words (e.g., real, heavy, light, bigger/smaller than) and possessive pronouns (e.g., mine, his/her, yours, ours, theirs).
- Have students choose a toy in the picture and then write a sentence about the toy that includes two homophones. Have students underline the homophones. Example: *I have a doll with only one eye. She wants to buy two whistles. There are five toys in their sandbox.*

In lesson 4 of each chapter, students read literature from a large range of award-winning titles. Text feature lessons are included to provide all proficiency levels access to the text. Students read each selection several times, with each reading focuses on a different aspect of the text—structure, vocabulary, language. Activities tap into prior knowledge, build background, and include pre-reading, during reading, and post- reading strategies. Students respond orally and in writing to determine the main ideas, supporting details, character and setting details, story sequence, and problem/solution situations. Students organize, display, restate, and summarize details and ideas from the text. Additionally, reading skills are developed on every *Picture Card, Theme Picture, CD-ROM Transparency, The Literature Collection*, and in the *IDEA Picture Dictionary*. The TG extends the lessons by including research activities and interactive activities like watching the movie version of the text for comparison. See an example of the reading lesson from Unit 6, Chapter 5 TG, p.366. Notice the amount of speaking/listening activities integrated into the read aloud section.

**LESSON 4**

## Lesson 4

**You will need:**

- *The Popcorn Book* by Tomie de Friele
- **TEMPLATE E** ("Let Me Tell You a Story...")

**Presentation**

**NOTE:** If you are using an alternate literature book, use the generic literature lesson plan format in Appendix B.

- To introduce *The Popcorn Book*, ask students to point to the cover of the book and to read the title and author/illustrator. Review with students as much information about the author/illustrator as appropriate given their age, maturity, and language abilities.
 

This book was written and illustrated by Tomie de Friele. He has written and illustrated more than 200 books, including *Adeline: A Mexican Cinderella Story*, *Pancakes for Breakfast*, *Patented and the Kitchen Angels*, and *Songs from a Coldwater Honor Book*. He also illustrated *The Quilt Story*. Do you remember reading *The Quilt Story* as a child?
- Show the pictures in the book. Ask students to predict what they think the book will be about. Ask them to think about where the story will take place, when it happened, and if they think they will like the story. Write the title of the book on the board, as well as some of the students' predictions. Provide a model for student responses.
 

I think this book will be about \_\_\_\_\_  
 I think the story will take place in \_\_\_\_\_  
 I think I will/ will not like the story because \_\_\_\_\_
- Read the entire book aloud without stopping to ask questions. Ask students if their predictions were correct. If not, ask how the story was different from what they expected. Provide a model for student responses.
 

I found out \_\_\_\_\_  
 Now I think \_\_\_\_\_



**Practices**

- Read the story aloud again, but this time stop to ask questions (as shown below) for shared reading. **NOTE:** If your copy of the book does not have numbered pages, number them, beginning with page one on the first text page.

Book Page	Teacher Prompts
1-3	Read the pages aloud and show the pictures. Why do you think the boys wanted popcorn? [they saw a commercial on TV]
4-5	Read the pages aloud and show the pictures. Why should popcorn be stored in the refrigerator? [to keep it moist] What are the three types of corn? [field corn, sweet corn, and popcorn] What is they using to pop the popcorn in? [a pot]
6-7	Read the pages aloud and show the pictures. What discovered popcorn? [A American Indian] Have you ever seen people wear popcorn as jewelry? [answers will vary]
8-11	Read the pages aloud and show the pictures. How did the Indians pop popcorn? [hold an ear of corn over a fire; throw kernels into a fire; covered it into hot sand] Have you ever popped popcorn using any of these methods? Which method do you think works best? [answers will vary]
12-13	Read the pages aloud and show the pictures. Have you ever eaten popcorn soup? How about popcorn with cream for breakfast? Do you think these would taste good or bad? [answers will vary]
14-15	Read the pages aloud and show the pictures. Is \$88 million pounds a lot of popcorn? Why do you suppose people in the Midwest buy the most popcorn? [answers will vary]
16-17	Read the pages aloud and show the pictures. What should you do if your popcorn dries out? [add a little water to it]
18-19	Read the pages aloud and show the pictures. What was the Indian legend about popcorn? [each kernel had a demon inside that blew up when he got heated] What's the real reason popcorn pops? [the moisture in the heart of the kernel turns to steam and pops]

*Carousel* provides students with regular opportunities to write, and each chapter includes a targeted writing lesson. Writing tasks range from short paragraphs to more extended lessons like writing a response to literature, book reports, poems, persuasive texts, letters, e-mails, and consumer materials like how-to manuals. Students learn about the structure of the different writing genres and follow scaffolded instructional steps, models, and reviewing/editing supports to develop their writing skills. View a representative writing activity from Unit 6, Chapter 5 TG, p.373:

- Have students write a paragraph comparing and contrasting the book legend with the movie legend. Review with students how to write a paragraph using **TEMPLATE 1A-B** ("What Is a Paragraph?" and "How to Write a Paragraph"). Then give each student a copy of **ACTIVITY SHEET 110** ("Legend: Book Versus Movie"). Make sure students understand that they should refer to the Venn diagram you created as a class to help them write their paragraphs. Allow students to work independently and then with a partner. Give each student a copy of **TEMPLATE C** ("Editing Checklist A") and explain that they should use it to edit their work and check their partner's work. Have students read their paragraphs aloud and then put them in the Chapter 5 Portfolio.

**Activity Sheet 110**

NAME: \_\_\_\_\_

Activity Sheet 110

**Legend: Book Versus Movie**

Directions: Write a paragraph comparing and contrasting the legend in the book with the legend in the movie. Be sure to include a topic sentence, details supporting the book and movie on either side, and a conclusion. Each legend is only one paragraph in length. Check your paragraph using **Template C** ("Editing Checklist A").

---



---



---



---



---



---



---



---



---



---

2. *Carousel of IDEAS* 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 write simple phrases and sentences following a highly structured model. As the program progresses, students independently write brief narratives, short stories, and more extended responses.

All domain instruction includes instructional scaffolds like graphic organizers, models, and language frames and starters. See an example from Unit 6, Chapter 5 TG, p.373:

▪ Rent an age-appropriate movie version of the legend you read about. There are many animated versions of historical legends on film. Watch the movie as a class. (Don't forget the popcorn!) After the movie is over, have students compare and contrast the book and the movie. Record their responses in a Venn diagram:

3. The *Carousel* program is structured in the same systematic manner in each unit and chapter. Each chapter presents 5-6 lessons that are rich in language domain instruction. At the beginning of all chapters in the TG, an Overview section lists the listening, speaking, writing, and reading activities presented in the unit. View the systematic presentation of listening, speaking, reading, and writing activities throughout a representative chapter:

Unit 6, Chapter 5 Overview		
LESSON	SKILL EMPHASIS	KEY OBJECTIVES <sup>1</sup>
1	Listening, Speaking, Reading & Writing	5.1.1 Listen attentively to presentation of target vocabulary: <i>Carousel</i> nouns, household items 5.1.2 Recognize and demonstrate comprehension of target vocabulary through verbal and nonverbal communication: <i>Carousel</i> nouns, household items 5.1.3 Describe location of objects (e.g., The broom is in front of the sink.) 5.1.4 Ask and answer questions (e.g., Whose crib is this? It is Abdul's crib. It is his crib.) 5.1.5 Look up words in a dictionary and read definitions and sentences 5.1.6 Write original sentences using target vocabulary words 5.1.7 Identify silent letters 5.1.8 Describe things orally and in writing using multiple adjectives (e.g., That is a big, soft towel.)
2	Listening, Speaking, Reading & Writing	5.2.1 Listen attentively to presentation of target vocabulary: <i>other</i> (synonym) 5.2.2 Recognize and demonstrate comprehension of target vocabulary through verbal and nonverbal communication: <i>other</i> (synonym) 5.2.3 Identify and match synonyms orally and in writing 5.2.4 Describe two household items using synonyms (e.g., The comb is little. The toothbrush is small.) 5.2.5 Replace words with synonyms in written sentences
3	Listening, Speaking, Reading & Writing	5.3.1 Listen attentively to presentation of target vocabulary: verbs ( <i>have/has + past participle</i> ) 5.3.2 Recognize and demonstrate comprehension of target vocabulary through verbal and nonverbal communication: verbs ( <i>have/has + past participle</i> ) 5.3.3 Complete sentences using the present perfect tense 5.3.4 Ask and answer questions (e.g., Have you used the fan? Yes, I have used the fan.) 5.3.5 Describe states of being and actions using the present perfect tense (e.g., I have been in the United States for two years. Fred has placed a book on the floor.) 5.3.6 Write sentences describing household items a family member has and has not used

LESSON	SKILL EMPHASIS	KEY OBJECTIVES
4	Listening, Speaking, Reading & Writing	5.4.1 Make predictions using the future tense; confirm predictions following a model (e.g., I found out _____. Now I think _____.) 5.4.2 Listen to a story and respond orally by answering comprehension, recall, and critical thinking questions 5.4.3 Discuss and experiment with different ways of making popcorn and take a poll to determine which popcorn recipe is the best 5.4.4 Retell a story to a family member 5.4.5 Ask interview questions and record responses
5	Reading & Writing	5.5.1 Listen attentively to presentation of target vocabulary; other ( <i>legend</i> ) 5.5.2 Recognize and demonstrate comprehension of target vocabulary through verbal and nonverbal communication; other ( <i>legend</i> ) 5.5.3 Distinguish reality from fantasy (e.g., I think this legend is fantasy because demons are not real.) 5.5.4 Orally compare and contrast book and movie versions of a legend 5.5.5 Write a paragraph comparing and contrasting two versions of a legend 5.5.6 Edit writing for basic conventions (e.g., capital letters, punctuation, spelling)

## 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. *Carousel of IDEAS* connects language development to K-5 state and national academic state standards throughout the program. *Carousel* addresses a wide range of state and district ELP standards, and the Common Core standards. The program places emphasis on reading, writing, and assessment, as well as academic language and cognitive tasks. Each chapter has a content emphasis to help familiarize students with academic language and subject matter they will encounter in mainstream classrooms. See example from Unit 4, Chapter 2 TG, p.539:

**Content Emphasis: Science—comparing and contrasting, following procedures for an experiment, and recording observations**

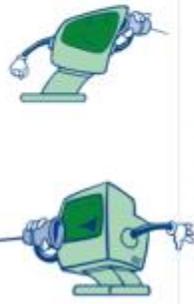
*Carousel* includes a good mix of informational texts and literature selections. As the proficiency level increases, students are exposed to a greater extent and complexity of content-based informational text. Unit Learning Objectives are listed at the beginning of each unit for all language domains. See an example from Unit 4, Chapter 1 TG, p.512:

## Unit 4: Early Intermediate English Language Learners

### Learning Objectives

#### LISTENING & SPEAKING:

- Ask and answer questions (e.g., yes/no, either/or, WH-questions, and other simple questions) using words, phrases, or simple sentences; use present tense (e.g., *Is this a salesperson? No. She is not a salesperson.*), present progressive (e.g., *Is the trash collector driving? No. The trash collector is not driving.*), past progressive (e.g., *Yesterday she was wearing a raincoat.*), future tense (e.g., *Tomorrow she is going to wear an apron.*), subject pronouns (e.g., *She's a queen., He's a king.*), can/may questions (e.g., *May I have some bread?*), possessives (e.g., *This is the carpenter's hammer., This is Gustav's book., These are his slippers.*), conjunctions and contractions (e.g., *Jose likes peanut butter, but he doesn't like spinach.*)
- Be understood when speaking, but may have some inconsistent use of standard English grammatical forms (e.g., plurals, simple past tense, pronouns)\*\*
- Execute and give one-step and multi-step oral directions
- Identify and produce rhyming words
- Interview a family member, teacher, or neighbor about the tools needed in his/her occupation
- Listen attentively to presentation of target vocabulary\* and concepts
- Listen to stories and respond orally by answering factual comprehension questions, using short phrase or simple sentence responses



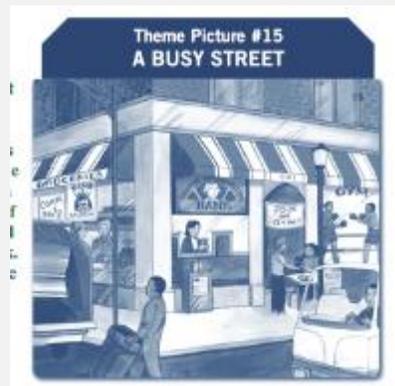
Key objectives for each chapter and lesson are clearly labeled, and the program includes assessments that enable teachers to easily track student progress to ensure they meet state and national standards. See example from Unit 6, Chapter 5 TG, p.353:

LESSON	SKILL EMPHASIS	KEY OBJECTIVES
4	Listening, Speaking, Reading & Writing	5.4.1 Make predictions using the future tense; confirm predictions following a model (e.g., I found out _____. Now I think _____.) 5.4.2 Listen to a story and respond orally by answering comprehension, recall, and critical thinking questions 5.4.3 Discuss and experiment with different ways of making popcorn and take a poll to determine which popcorn recipe is the best 5.4.4 Recall a story to a family member 5.4.5 Ask interview questions and record responses
5	Reading & Writing	5.5.1 Listen attentively to presentation of target vocabulary: other (legends) 5.5.2 Recognize and demonstrate comprehension of target vocabulary through verbal and nonverbal communication: other (legends) 5.5.3 Distinguish reality from fantasy (e.g., I think this legend is fantasy because demons are not real.) 5.5.4 Orally compare and contrast book and movie versions of a legend 5.5.5 Write a paragraph comparing and contrasting two versions of a legend 5.5.6 Edit writing for basic conventions (e.g., capital letters, punctuation, spelling)

A thorough and descriptive correlation to the Common Core State Standards can be found at <http://www.ballard-tighe.com/carousel-of-ideas/common-core/carouselccss.pdf>, and correlations to other state standards can be found at <http://www.ballard-tighe.com/carousel-of-ideas/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, or Social Studies. All units and chapters have instructional and practice activities for each of the language domains; reading, writing, listening, and speaking. Reading and writing activities, no matter the level, contains instruction that prepares the student for academic rigor in the mainstream classroom.

3. The *Carousel* program integrates social and instructional language and the WIDA standards throughout all units and chapters. Instructional language is used in the objectives, key objectives, throughout the lessons, and assessments to guide student progression. Program content includes instruction in survival language and basic vocabulary, like foods and shopping terms, that include social and conversational instruction. Social language is also integrated into language domain practice as students practice grammar, new language, and discuss topics with peers in conversations that share personal information. For example, *Theme Pictures* integrate social and instructional language into a real world setting. See an example from Unit 4, Chapter 1 *Theme Picture* #15, TG p.519. The lesson is teaching language related to occupations.



### Apply & Extend

- Engage students in a discussion about jobs and whether they are easy or difficult. Ask students to name jobs they think are easy and explain what makes the job easy. Present opposing viewpoints for students to consider. For example, if a student says a truck driver's job is easy, explain that truck drivers often have to drive all night and be away from their families for long periods of time. They also may have to take heavy objects on and off the truck. Ask students to name jobs they think are difficult and explain what makes the job difficult. Lead students to the understanding that all jobs have some level of difficulty, and we often don't realize these difficulties until we do the job ourselves.

Each chapter has a different topic and a *Content Emphasis* that connects to multiple WIDA Standards. These content connections help familiarize students with academic language and subject matter they

will encounter in mainstream classrooms. See an example in the Unit 4, Chapter 1 TG, p.515:

**Content Emphasis:** Social studies—learning about people who provide goods and services; learning about the job of the president of the United States and about the lives of former U.S. presidents

And objectives that target content connections are listed before each unit. See an example from Unit 4, Chapter 1 TG, p.514:

- CONTENT-BASED AND GENERAL ACADEMIC SKILLS:**
- Categorize objects and words (language arts, social studies, science, mathematics)
  - Create a collage related to a literature selection (language arts)
  - Create, complete, and read a graph (language arts, social studies, science, mathematics)
  - Differentiate between fact and opinion (language arts, social studies, science)
  - Distinguish between foods that come from animals and food that comes from plants (science)
  - Draw and label a picture of a clothing item from family's native country (social studies)
  - Draw and name body parts (science)
  - Follow directions to conduct a science experiment with the class (science)
  - Identify the main idea of a story (language arts)
  - Make predictions (language arts, social studies, science, mathematics)
  - Match animals with the habitat in which they live (science)
  - Match antonyms (e.g., opposites: hot/cold) (language arts)
  - Participate in class discussions on ease/difficulty of jobs, animal habitats, skin and eye care, and safety rules (science, social studies)
  - Point out book features such as cover, title, author, and illustrator (language arts)
  - Put events in a sequence (language arts, social studies)
  - Record data and conclusion of a science experiment (science)
  - Respond appropriately to social and academic interactions\*\* (language arts, social studies, science, mathematics)
  - Use books and the Internet to gather information and complete a report on a famous early American president (social studies)
  - With a group, research an animal habitat and draw a mural of it (science)
  - With a partner, conduct research to find facts about wild animals (science)
  - Write an increasing number of words and simple sentences appropriate for language arts and other content areas (e.g., math, science, history/social science)\*\*

Additionally, the end of chapter feature *Sponge Activities* provides fun and interactive exercises that integrate social and instructional language with the new unit content.



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

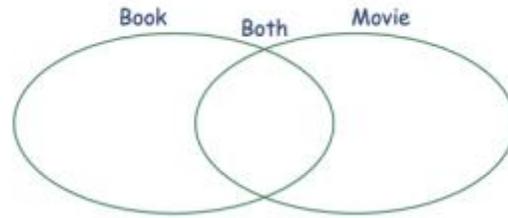
- 1) **Do materials present an opportunity for language learners to engage in various cognitive functions (higher order thinking skills from Bloom’s taxonomy) regardless of their language level?** Yes No
  
- 2) **Are opportunities for engaging in higher order thinking systematically addressed in the 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. *Carousel of IDEAS* provides opportunities for students to engage in higher order thinking regardless of their language level. A large range of literature and non-fiction texts requires students to answer rigorous in-depth text-based questions promoting critical thinking and inquiry. Students practice cognitive tasks like categorizing, comparing, contrasting, reflecting, researching, creating opinions, and evaluating to build academic language and help to make the transition into mainstream classrooms. Higher order activities are made accessible to a range of proficiency levels by using instructional scaffolds like graphic organizers and visual supports. For example, students read familiar stories but with a new twist and compare and contrast the stories using graphic organizers followed by written responses (e.g., *The Three Bears* vs. *Goldilocks*). In the example below students compare a book to the movie version.

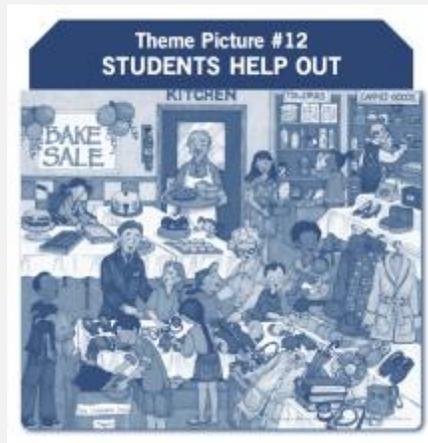
Unit 6, Chapter 5, p.373:

- Rent an age-appropriate movie version of the legend you read about. There are many animated versions of historical legends on film. Watch the movie as a class. (Don't forget the popcorn!) After the movie is over, have students compare and contrast the book and the movie. Record their responses in a Venn diagram:



*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 do you see in this picture? 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* from Unit 3, Chapter 2: *Students Help Out*



2. Opportunities for engaging in higher order thinking are systematically addressed throughout the materials. Chapters in the TG are organized into 3 sections; Present, Practice, and Apply and Extend. The Apply and Extend section offers opportunities for students of all proficiency levels to engage in higher order thinking skills. View a representative example from Unit 3, Chapter 7 TG, p.506 that shows reflection and evaluation.

### Apply & Extend

- Talk with students about their experiences with the writing process. Ask students why writing is important. [*we use it to communicate with others; writing is required in many jobs*] Ask them what they find difficult and what they find easy about writing. (Use this information in instructional planning.) Ask them whether they like to write and why. Find out if any students would like to be writers when they grow up. Talk about the different jobs that writers can do (e.g., book author, editor, journalist, speech writer, etc.).

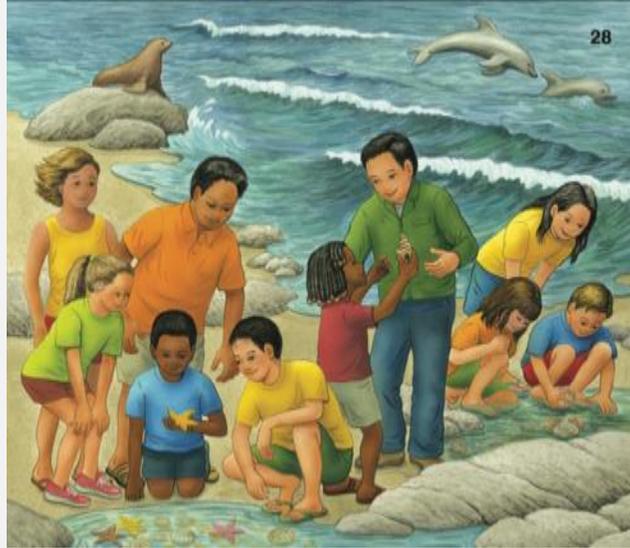
Additionally, *Theme Pictures*, *Word Cards*, *Resource Book Activities*, *Transparencies*, and the *Sponge Activities* help to enrich the opportunities available for students to use higher order thinking skills in a collaborative setting.

### 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. *Carousel of IDEAS* provides a wide range of instructional scaffolding to support student advancement within their proficiency level. Visual supports like illustrations, graphics, photographs, graphic organizers, writing models, and charts are used to organize information and engage with the content. Many lessons, like the *Theme Pictures*, are centered around engaging and colorful visuals that promote discussion and student connection to content. See an example illustration from *Theme Picture #28*:



Vocabulary and language instruction is supported with visuals, pronunciation assistance, student-friendly definitions, and context sentences. View an example of vocabulary supports utilized in the program from the *IDEA Picture Dictionary*:



**camel:** (KAM-ul)  
*n.* a large, humped mammal used to carry people or goods.

People can use **camels** to cross the desert.

---

**camper:** (KAM-pur) *n.* a vehicle people can live and sleep in.

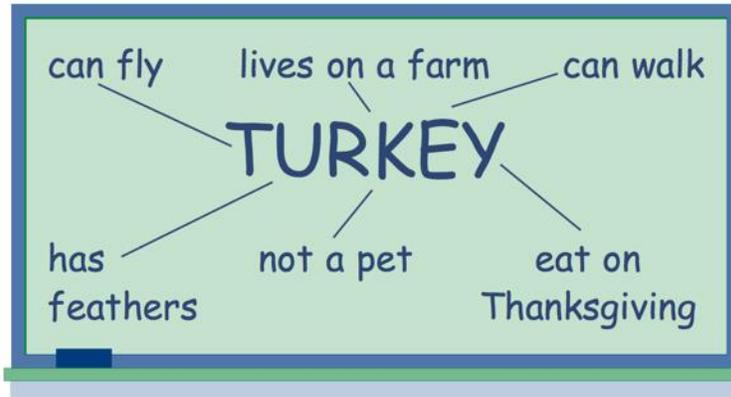


All the supplies for our trip are in the **camper**.

Graphic organizers are used throughout whole-class instruction and in writing and speaking activities in *Carousel*. Teachers model how to use graphic organizers to scaffold student advancement. See example from Unit 3, Chapter 7 TG, p.504:

### Practice

- Tell students that they will begin the first step of the writing process: **brainstorm**. Have them get out a piece of paper. They should write down things about their topic (an occupation, healthy foods, or a farm animal). Encourage students to use as many target vocabulary words and phrases as possible. Write an example on the board or chart paper for students to follow:



*Carousel* includes leveled sensory rich scaffolds like listening teachers read aloud, singing, chanting, discussions, and collaborative peer work. Many lessons and extension activities have interactive elements like researching, including media in writing projects, games, and activities that explore student environments. View representative example interactive activities from Unit 3, Chapter 7 TG:

### Presentation

- Remind students that every day we see many words on signs in our neighborhoods and communities. Ask students to give you examples of signs they see every day (e.g., street names, names of buildings, instructions in elevators, “for rent” signs, speed limit signs, and so forth). Distribute copies of ACTIVITY SHEET 176 (“Sign Language) and explain to students that they will be taking a walking tour around your school. Read through the directions with students so that they know what to focus on during their walk.

**Put Yourselves in Alphabetical Order!** Have students line up in alphabetical order according to their first names or last names.

**Make the Letter.** Call out letters and have students form the letters using their bodies, such as standing up and spreading out arms to form a “t.”

2. *Carousel* 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 units. Sentence starters, academic language frames, and language models provide supports for students to produce academic talk. Before starting the program, English Level Proficiency test identifies the

student’s ELP level and places them in the appropriate *Carousel* level. At the end of each chapter and unit, assessments show student advancement through the proficiency levels. 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 *Carousel* program. Each lesson is supported with instructional, graphic, sensory, and interactive scaffolds that help to differentiate content for all learners. Teachers utilize instructional supports in whole-class lectures and discussions, and students are presented with supports in activities that practice and apply new content throughout the program.

#### **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. *Carousel* content is linguistically and developmentally appropriate for K-5 grade level students. The program is targeted for English Language learners and students are presented with basic vocabulary that is familiar in real-life situations. Connections to grade-level academic content are made throughout the lessons as students read literature and non-fiction texts, make cross-content connections, write in a range of genres, and learn to complete academic tasks like comparing and contrasting texts, responding to literature, or using graphic organizers.

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 like games and singing songs, cooperative lessons, and resources that support content like the graphically supported *IDEA Picture Dictionary*.

3. *Carousel of IDEAS* presents grade level content systematically in each unit and chapter. Language, grammar, phonics, vocabulary, speaking, writing, and reading lessons as well as content related extensions projects are presented in the same order throughout every chapter. View the *Lesson Plan Flow Chart* that gives a breakdown of grade level content by diving lessons into K-1 and 2-5<sup>th</sup> grade

sections:



## E. Strands of Model Performance Indicators

- |   |               |
|---|---------------|
| 1) Do materials include a range of language functions?                            | <u>Yes</u> No |
| 2) Are the language functions incorporated into a communicative goal or activity? | <u>Yes</u> No |
| 3) Do the language functions support the progression of language development?     | <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) *Carousel* includes a wide range of WIDA defined language functions in every lesson and throughout the resources. Language functions like express, share, display, discuss, draw, describe, act, observe, compare, contrast, present, explain, respond, retell, choose, expand, analyze, identify, categorize, and solve are used throughout the instructional language. Example activities using language functions include ‘describe the clothing,’ ‘draw a picture,’ or ‘observe two family members.’ Language functions are used in the unit objectives and chapter key objectives listed before each unit and chapter in the TG.

See an example from Unit 4, Chapter 1 TG, p.514:

- CONTENT-BASED AND GENERAL ACADEMIC SKILLS:**
- Categorize objects and words (language arts, social studies, science, mathematics)
  - Create a collage related to a literature selection (language arts)
  - Create, complete, and read a graph (language arts, social studies, science, mathematics)
  - Differentiate between fact and opinion (language arts, social studies, science)
  - Distinguish between foods that come from animals and food that comes from plants (science)
  - Draw and label a picture of a clothing item from family's native country (social studies)
  - Draw and name body parts (science)
  - Follow directions to conduct a science experiment with the class (science)
  - Identify the main idea of a story (language arts)
  - Make predictions (language arts, social studies, science, mathematics)
  - Match animals with the habitat in which they live (science)
  - Match antonyms (e.g., opposites: *hot/cold*) (language arts)
  - Participate in class discussions on ease/difficulty of jobs, animal habitats, skin and eye care, and safety rules (science, social studies)
  - Point out book features such as cover, title, author, and illustrator (language arts)
  - Put events in a sequence (language arts, social studies)
  - Record data and conclusion of a science experiment (science)
  - Respond appropriately to social and academic interactions\*\* (language arts, social studies, science, mathematics)
  - Use books and the Internet to gather information and complete a report on a famous early American president (social studies)
  - With a group, research an animal habitat and draw a mural of it (science)
  - With a partner, conduct research to find facts about wild animals (science)
  - Write an increasing number of words and simple sentences appropriate for language arts and other content areas (e.g., math, science, history/social science)\*\*

In Carousel, 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. There are many varied opportunities in the program for students to use language in authentic and functional contexts to develop accuracy and fluency. The key language functions used in language lessons are listed in conjunction with the language forms used to perform the functions at the beginning of each chapter. For a full list of the language functions covered, see Appendix G of the Teacher's Guide or this example from Unit 6, Chapter 1 TG, p.231:

Target Vocabulary Words & Phrases					
Carousel Nouns		Adjectives	Verbs	Adverbs	Other
cement mixer	rocket	good/better/best	bought		acronym
station wagon	racecar	bad/worse/worst	taught		after
space shuttle	canoe	some/more/most	got		before
crane	submarine	little/less/least	took		when
motorcycle	SUV		rode		should
camper	jet		drove		
van			met		
Key Chapter Functions			Target Forms		
Asking and answering questions			Verbs and verb phrases in questions (e.g., <i>When did you get a new car?/Why did you take the bus?</i> )		
Comparing and contrasting			Adjectives, comparatives, superlatives (e.g., <i>The SUV is fast. The jet is faster. The rocket is the fastest.</i> )		
Describing objects in space (location)			Prepositions (e.g., <i>The station wagon is next to the motorcycle.</i> )		
Connecting ideas			Conjunctions (e.g., <i>Judy wears her seatbelt when she rides in the station wagon.</i> )		
Expressing advice			Modals (e.g., <i>You should never give up.</i> )		
Predicting			Future tense verbs (e.g., <i>I think this book will be about ...</i> )		
Confirming predictions			Past and present tense verbs (e.g., <i>I found out .../Now I think ...</i> )		
Describing actions			Past tense verbs (e.g., <i>John took the bus to school.</i> )		

2) Language functions are always attached to a context, and used to guide instruction throughout the *Carousel* program. They are used to define the action involved in the activity, to describe instructions, and used to define lesson goals in the Teacher's Guide. See a representative example from Unit 6, Chapters 1-2 TG:



3. Language functions comprehensively support the progression of language development throughout the *Carousel* program. All chapters have a section that describes language functions (see example in part 1), and those functions become more challenging as the text moves forward. Those functions are evaluated using the *Language Progress Cards* where an instructor indicates language forms mastered. See this sample from Appendix F in the Teacher's Guide:

### Appendix F: Using the Language Progress Card

The *Language Progress Cards* enable teachers to view the scope and sequence of the *Carousel* program and keep track of individual student progress. These sturdy 8.5"x 11" cards can stay in students' files so teachers quickly can view what students have studied, as well as their progress, strengths, and weaknesses. This card also may be used as an information tool in parent conferences. Here's how you can use the various parts of the card.

RECORDS NAME	LANGUAGE OF STUDY (UNIT) TOPICS AND SKILLS		DATE
<p><b>TOPICS</b></p> <p><b>TYPE OF LANGUAGE PRODUCED</b></p> <p><b>LANGUAGE FORMS INTRODUCED</b></p>	<p><b>UNIT TOPICS</b></p> <p><b>UNIT SKILLS</b></p>	<p><b>DATE</b></p>	<p><b>DATE</b></p>

**Topics.** Write the date that the topic is covered. The topics are aligned to the chapter themes.

**Type of Language Produced.** Check the type(s) of language the student produced throughout the course of the unit.

**Language Forms Introduced.** Write the date that the language form is introduced. The language forms are listed in alphabetical order on the Language Progress Card and integrated throughout the unit. Language forms are reviewed and reinforced in subsequent chapters and units. Examples of the language forms are provided on the card.