



# PRIME V2<sup>TM</sup>

Protocol for Review of  
Instructional Materials for ELLs V2

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**WIDA PRIME V2 CORRELATION**



# PRIME V2™

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### 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

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## 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

1. Asset-based Philosophy
A. Representation of Student Assets and Contributions
2. Academic Language
A. Discourse Dimension

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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



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## PRIME Part 1: Provide Information about Materials

Provide information about each title being correlated.

Publication Title(s): TEAM, Teaching ELs for Academic Language Mastery

Publisher: The Continental Press, Inc.

Materials/Program to be Reviewed: TEAM, Teaching ELs for Academic Language Mastery @2018

Tools of Instruction included in this review: TEAM, Teaching ELs for Academic Language Mastery Toolkit; Annotated Teacher's Edition, Student Books (Grades K-2; Levels AA-B; Grades 3-5; Levels C-E; Grades 6-8; Levels F-H), Audio (audio scripts for listening passages), Toolkit Picture Dictionary

Intended Teacher Audiences:

Educators of Tier 1 ESL students receiving ELD instruction in the mainstream classroom in grades kindergarten-8<sup>th</sup> grade or Educators; Tier II ESL students receiving ELD instruction in a push-in or pull-out model of instruction

Intended Student Audiences:

Tier I ESL students receiving ELD supported instruction in the mainstream classroom in grades kindergarten-8<sup>th</sup> grade; Tier II ESL students receiving ELD supported instruction in a push-in or pull-out model of instruction in a mainstream setting.

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

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

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

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WIDA Language Development Standards addressed: (e.g. Language of Mathematics). Standard 1, Social & Instructional Language; Standard 2, Language of Language Arts; Standard 3, Language of Mathematics; Standard 4, Language of Science; Standard 5, Language of Social Studies

WIDA Language Proficiency Levels included: The materials in the TEAM toolkit differentiate using the following English Language Proficiency levels; ‘Beginning, Developing, and Expanding/ Bridging.’

Most Recently Published Edition or Website: Continental Press, TEAM Toolkits, Teaching ELs for Academic Language Mastery @2018

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

*TEAM Toolkits, Teaching ELs for Academic Language Mastery is a blended ESL program that is designed to support students with academic language and vocabulary development across all four language domains; Reading, Writing, Listening and Speaking. The integrated toolkits provide embedded differentiation for students dependent upon their current English Language Proficiency level. Each unit and subsequent lesson is designed for students at the Beginning, Developing, and Expanding/ Bridging levels of English language acquisition. The TEAM Toolkits provide additional differentiation with leveled materials at each grade. Ex. Grades Kindergarten through 2<sup>nd</sup> grade provide levels AA, A, and B. The 3<sup>rd</sup>-5<sup>th</sup> grade materials provide levels C, D, and E. The 6<sup>th</sup>-8<sup>th</sup> grade materials provide levels F, G, and H. The TEAM Toolkits are designed for flexible adoption including a resource to be utilized to support language development in the mainstream classroom. The TEAM Toolkit resources can be used to support a Tier II push-in or pull-out English language development model of instruction. The program guides students through unique age-appropriate units of study with a specialized focus on academic language development across multiple content areas to improve English language acquisition for students in grades kindergarten-8<sup>th</sup>.*

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## PRIME Part 2: Correlate Your Materials

### 1. Asset-Based Philosophy

#### A. Representation of Student Assets and Contributions

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

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

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

- 1) The *TEAM Toolkits* offer consistent considerations for student’s linguistic assets in both the Teacher’s Edition suggestions for differentiating instruction and the Student books. With each of the lessons, students identify their individualized student learning goals with *I can* statements. The student-centric learning goals allow students to focus their attention and their learning on very specific elements of the overall language-based learning target. The Teacher’s Edition provides lesson plans that highlight differentiation through ELP descriptors, tiered academic language and a targeted focus on the WIDA language-development standards; The language of Academic Language Arts, the language of Academic Mathematics, The language of Academic Science, and the Language of Academic Social Studies. The Teacher’s Edition provides lesson plans that highlight methods for engaging students’ interests and background knowledge. In the support materials highlighted below the student learning goals demonstrate an asset-based approach for incorporating student backgrounds and experiences. This ensures students connect to the new learning with personal experiences, ideas or stories that will help integrate the targeted learning. (See below: 4<sup>th</sup> grade, Level D, Unit 1; Our History, Lesson 1; Finding Facts about Your Family)

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## Finding Facts About Your Family

What do you know about your relatives? Would you like to know more? Learning about your family history is fun. You can learn interesting facts. Some people even have found famous people in their families. Studying your family's history is not hard to do. Would you like to give it a try?



### MY LEARNING GOALS

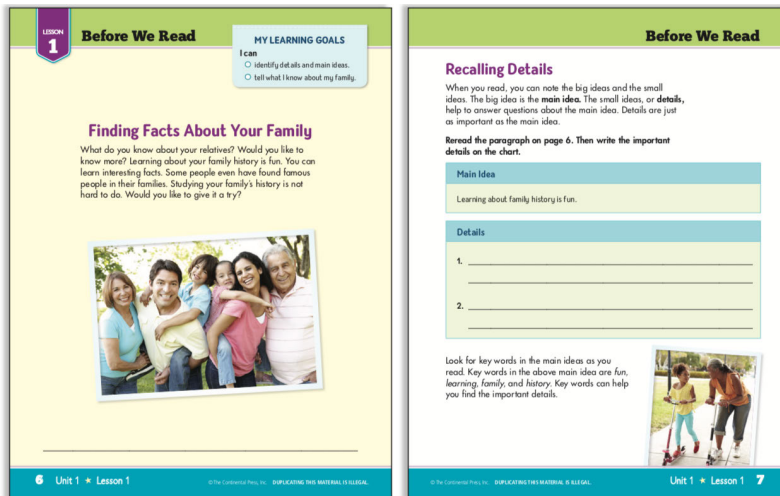
#### I can

- identify details and main ideas.
- tell what I know about my family.

- 2) The learning materials offered in the TEAM Toolkits offer regular integrated opportunities for students to engage with core content through personal experiences and connections. The student thematic reading, listening comprehension components, and discussion ensure students make personal connections with the reading passages and new vocabulary. In the 4<sup>th</sup> grade lesson highlighted below, the unit of study encourages students to explore their own history. In each of the lessons as integrated throughout the TEAM Toolkits students are encouraged to explore new content connections through the lens of their own experiences. Extension instructional strategies encourage students to explore language through a variety of personalized experiences including; individualized language walls and individualized language notebooks. (See below: 4<sup>th</sup> grade, Level D, Unit 1; Our History, Lesson 1; Finding Facts about Your Family)



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## 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 |

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

- 1) The TEAM Toolkits provide differentiation within each unit of study and each lesson addressing language level proficiency with guidance for educators at the beginning, developing and expanding/bridging level. Each lesson guides educator to ways in which to provide access to students at their individualized language development levels. The Teacher’s Edition calls attention to the tiered academic language required for the content learning and expectations of the *Let’s Read* passages. The Teacher’s Edition provides scaffolding to support student’s individualized student learning goals and progress with meeting these targets with supported discussions and check for understanding activities. In the lesson guide example provided below students are exposed to the tiered academic language expectations. See below: Grade 7: Teacher’s Edition, Tiered Academic Language guidelines and Language Differentiation scaffolds)

ACADEMIC LANGUAGE OF LESSON	
<b>Tier 1</b>	absorb, dedication, dramatic, opt, specific, unique
<b>Tier 2</b>	conservation, instrumental, temperate, toxic
<b>Tier 3</b>	biodiversity, boreal, carbon dioxide, chlorophyll, deforestation, ecosystem, nonprofit, photosynthesis

LANGUAGE DIFFERENTIATION	
<b>Beginning</b>	Encourage students to share answers orally if they struggle with the written language.
<b>Developing</b>	Encourage students to add important details from each section of the passage, consulting the glossary as necessary.
<b>Expanding/ Bridging</b>	Challenge students to write the answers in their own words.

The Writing features provided for student’s in the TEAM Toolkit provides differentiation dependent upon student English language proficiency levels. Students are provided graphic organizational tools to help organize their ideas and incorporating the unit of study targeted academic language. The students are provided prompted sentence frames to support students generating concepts that are incorporated in to classroom discussions. The Teacher’s Guide provides methods for adjusting student work for the students as aligned to their English language proficiency levels. Teachers are provided ideas about how scaffold questions to best align to student’s linguistic needs by providing prompts, sentence frames and possible answers the students might use as they acquire the targeted unit of study, academic language. (See below Grade 7,

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## Level G, Guided Reading: The Future of Earth's Forests and Show What You Know Graphic Organizational Tool)

**Let's Read**

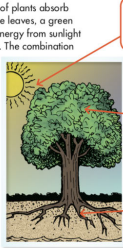
**MY LEARNING GOALS**  
I can  
 read and understand an informational text.  
 recognize the main idea, stated or unstated.

### The Future of Earth's Forests

Every living thing on Earth depends on forests. Through a process called **photosynthesis**, trees and other plants absorb carbon dioxide and release the oxygen that people breathe. Their leaves manufacture food used by other living things.

During photosynthesis, the leaves of plants absorb carbon dioxide from the air. Inside the leaves, a green material called chlorophyll uses the energy from sunlight to mix the carbon dioxide with water. The combination of sunlight, water, and carbon dioxide makes food for the plants.

Forests are homes for many animals and some people. They contain some of the best examples of Earth's biodiversity. More animals live in forests than in any other environment on land. A single acre of forest may contain thousands of different species. Forests also provide important resources that people need, such as wood, food, and even medicines.



**Highlight** the word that names the process by which plants absorb carbon dioxide and release oxygen.

What types of plants would you see in a forest?  
I would see \_\_\_\_\_


8 Unit 1 • Lesson 1 © The Core Knowledge Foundation, Inc. DUPLICATING THIS MATERIAL IS ILLEGAL.

**Let's Read**

### Show What You Know

Complete the main idea map below with the main idea of each section. Then write the main idea for the entire passage.

Answers will vary.



**Overall Main Idea**  
Because the world needs forests, we need to help preserve and protect them.

**Different Types of Forests**  
There are three primary types of forests.

**How Can People Protect Forests?**  
People should manage resources more carefully.

**What is Happening to Forests?**  
People's activities are destroying forests.

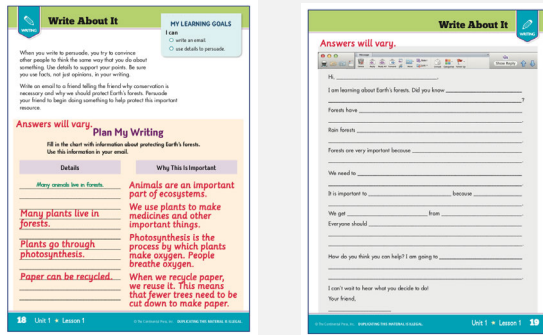
12 Unit 1 • Lesson 1 © The Core Knowledge Foundation, Inc. DUPLICATING THIS MATERIAL IS ILLEGAL.

- 2) The language features at the discourse dimension are addressed effectively throughout the TEAM Toolkits. Each student's experience with the student support materials is organized for students to participate at a variety of English language proficiency levels. The individualized learning goals focus student attention to the unit of study and lessons learning and language targets. Each lesson is guided by a specific language function which encourages academic language acquisition with tiered vocabulary. Each TEAM Toolkit grade contains its own series of units and corresponding lessons in which students are expected to engage with the content through extended discourse opportunities through writing, classroom discussions, listening to corresponding text or information. The TEAM Toolkit provides additional sentence dimension scaffolded support for students within the Grade level student book resources (Ex. Grade 7 students could be working in levels F, G, or H student books accordingly.)

(See below Grade 7, Level G, Discussion and *Write About It*; Persuasive Email on Conservation and

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Graphic Organizational Tool, Writing Planning Template)



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

- 1) Do the materials address language features at the sentence dimension for all of the identified proficiency levels? Yes No
- 2) Are the language features at the sentence dimension appropriate for the identified proficiency levels? Yes No
- 3) Are the language features at the sentence dimension addressed systematically throughout the materials? Yes No

*Justification: Provide examples from materials as evidence to support each “yes” response for*



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this section. Provide descriptions, not just page numbers.

- 1) The TEAM Toolkit address language features at the sentence dimension for the identified language proficiency levels; *beginning, developing, and expanding/bridging*. The Teacher’s Edition and Student Books for each grade level are sequenced around units of study with supporting lessons. In each lesson students work with all four language domains; Listening, Reading, Writing and Speaking. Each lesson includes a high-interest reading passage that supports exploration of content focused academic language and vocabulary. With each lesson students are encouraged to set their learning and language goals as aligned to the lesson’s identified objectives. In each student task, students respond to beginning to expanding/bridging level items by identifying answers (Listening Comprehension or Reading) or producing sentences (Speaking-Classroom Discussions and Writing)
- 2) Language features at the sentence dimension are addressed systematically in each TEAM Toolkit at both Grade and language ability levels. The language levels respond to Teacher’s Edition with the *Check for Understanding* and *Turn and Talk* sections. For Example, the Grade 7, Level G students are provided sentence starters in the area of academic language development in Science incorporating targeted academic tiered vocabulary. (See below: 7<sup>th</sup> grade, Level G, Unit 1; Disappearing Forests; Listen and Discuss)

**Ask:** How does the Nature Conservancy help other countries?

**Sentence Starters**  
*The Nature Conservancy helps third-world countries by \_\_\_\_\_. [debt-for-nature swaps; preserving natural areas]*  
*The Nature Conservancy works to preserve \_\_\_\_\_. [rain forests; ecosystems; ocean areas]*  
 You can choose to extend the conversation by asking more questions about the Nature Conservancy.

**Sentence Frames**  
*How does the Nature Conservancy work in the United States? The Nature Conservancy establishes \_\_\_\_\_ and preserves \_\_\_\_\_. The Nature Conservancy saves \_\_\_\_\_.*  
*Why is the Nature Conservancy’s work important? The Nature Conservancy does \_\_\_\_\_, which is important because \_\_\_\_\_.*

## LANGUAGE DIFFERENTIATION

<b>Beginning</b>	Encourage students to complete sentences about the Nature Conservancy using sentence starters.
<b>Developing</b>	Provide sentence frames and encourage students to model a conversation about how the Nature Conservancy helps the world.
<b>Expanding/ Bridging</b>	Challenge students to extend the conversation by asking additional questions and responding without using sentence frames.

- 3) The TEAM Toolkit address language features at the sentence dimension for the identified language

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proficiency levels *beginning, developing, and expanding/bridging* throughout each Grade and unit level of study. The Teacher’s Edition and Student Books for each grade level are sequenced around units of study with supporting lessons. In each lesson students work with all four language domains; Listening, Reading, Writing and Speaking within the sentence dimension. The TEAM Toolkit provides additional sentence dimension scaffolded support for students within the Grade level student book resources (Ex. Grade 4 students could be working in levels C, D, or E student books accordingly.)

## C. Word/Phrase Dimension (multiple meanings of words, general, specific, and technical language<sup>1</sup>)

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

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

- 1) Language features at the word/phrase dimension are addressed in the TEAM Toolkit materials for all of the identified language proficiency levels. Each unit of study and support lesson identifies tiered academic vocabulary at a tier 1, tier 2, and tier 3 as aligned to the level of

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1

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complexity. Academic tiered vocabulary is addressed to provide students both context and cross-curricular contexts. Additionally, within each unit of study the TEAM Toolkit has embedded grammar and English convention word work strategies including; identifying root words, defining words based on the root word, identifying and demonstrating word relationships. See below the academic vocabulary development activity; Grade 7, Level G, Unit 1, *Disappearing Forests*, Academic Language of Lesson and Learning about Language)

ACADEMIC LANGUAGE OF LESSON	
<b>Tier 1</b>	absorb, dedication, dramatic, opt, specific, unique
<b>Tier 2</b>	conservation, instrumental, temperate, toxic
<b>Tier 3</b>	biodiversity, boreal, carbon dioxide, chlorophyll, deforestation, ecosystem, nonprofit, photosynthesis

**Learning About Language**

Read the sentences below. Write the root word of each word in parentheses on the line.

- People are learning to **manage** ( ) to manage their resources more effectively.
- It's **wise** ( ) to be careful to avoid destroying forests completely.
- Recycling shows that people **value** ( ) reusable items.
- In the forest, it may not be **legal** ( ) to play to cut down certain trees.
- Across the **globe** ( ), scientists are working to protect forests.

Read the words below. Each word has a root with a prefix, a suffix, or both added to it. Write the root word on the line. Then write the meaning of the original word.

- scientist → **science**  
→ **a person who studies science**
- building → **build**  
→ **a structure that is for people**
- international → **nation**  
→ **in all nations of the world**
- unhealthy → **health**  
→ **not good for your body**

2) Academic tiered vocabulary is addressed to provide students both context and cross-curricular contexts. At the start of each unit of study and lesson students are introduced to targeted academic language and specific content vocabulary in the *Before We Read* sections. See below examples of targeted tiered academic vocabulary front-loaded into the context of classroom discussion to build student engagement, interest and background understandings. (Grade 7, Level G, Unit 1, *Disappearing Forests*, *Before we Read*)

## ACADEMIC LANGUAGE

**Tier 1:** absorb, opt **Tier 2:** temperate, toxic **Tier 3:** biodiversity, boreal, carbon dioxide, chlorophyll, deforestation, photosynthesis

**MY LEARNING GOALS**  
Direct students' attention to My Learning Goals. Choral read My Learning Goals. Explain to students that at the end of the lesson, they will determine if they have met these goals. If they have, they will put a check next to each goal.

**WORK WITH THE PAGE**  
Introduce the topic to students.

**Say:** Today, we are going to talk about the forests in the world, how they help us, and what we can do to help save them.

Read the paragraph or ask a volunteer to read the paragraph. Preteach any unfamiliar vocabulary. Engage students in a conversation about what they have read.

**Say:** Have you ever visited a forest? What did you see there? (trees, animals, paths, plants) Do you know why forests are important? (They provide resources; they make oxygen.)

**Before We Read**

**MY LEARNING GOALS**  
I can:  
 Identify the main idea.  
 Discuss the important details of the text.

**Disappearing Forests**  
When a forest is removed or destroyed, it's called deforestation. Today, the United States has lost around 90 percent of its forests with trees that are at least 100 years old. The forests for most forests are equally diverse. Each year, 375 million acres of our forests disappear. Luckily, using forests wisely can help preserve and protect these valuable resources.

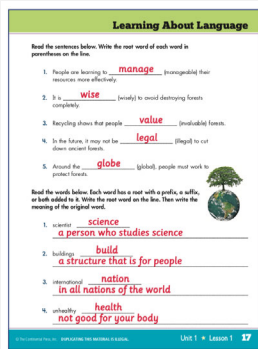
**America has many forests.**

3) The general, specific, and technical words are appropriate for the identified and targeted proficiency levels. The language proficiency levels defined in the TEAM Toolkits for differentiation are;

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beginning, developing, and expanding/bridging. Tiered academic language is addressed within a unit of study providing students multiple exposures and opportunities to learn the vocabulary in a variety of contexts. Additionally, the TEAM Toolkit provides students with supplementary picture dictionary resources. Each of the grade and leveled student books provide visual supports and graphic organizational tools for students to complete word work activities.

4) Language features at the word/phrase dimension are addressed systematically throughout the TEAM Toolkit. The toolkits provide grade level differentiation and leveling to specifically address the unique language development levels in a classroom. In each unit of study students focus on word work, grammar and English conventions. Example provided below; (Grade 7, Level G, Unit 1, *Disappearing Forests*, Learning about 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



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- |  |     |    |
|--|-----|----|
| 1) Do the materials differentiate between the language proficiency levels?   | Yes | No |
| 2) Is differentiation of language proficiency developmentally and linguistically appropriate for the designated language levels? | Yes | No |
| 3) Is differentiation of language systematically addressed throughout the materials?   | Yes | No |

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

- 1) The materials differentiate between language proficiency levels as defined by TEAM Toolkits as *Beginning, Developing, and Expanding/Bridging*. Each ELP descriptor is grade level specific and provides a framework by which educators can differentiate supports for their students across each language domain and each content area.
- 2) The differentiation of language proficiency is developmentally and linguistically appropriate for the designed proficiency levels within the TEAM Toolkits. See examples of how the materials show the correlation of student linguistic based outcomes as aligned to English language proficiency level. Additionally, each grade provides additional scaffolded language support with the leveling. Ex. Grades Kindergarten through 2<sup>nd</sup> grade provide levels AA, A, and B. The 3<sup>rd</sup>-5<sup>th</sup> grade materials provide levels C, D, and E. The 6<sup>th</sup>-8<sup>th</sup> grade materials provide levels F, G, and H.
- 3) The differentiation of language is systematically addressed throughout the materials. The materials are as defined by TEAM Toolkits as *Beginning, Developing, and Expanding/Bridging*. Each ELP descriptor is grade level specific and provides a framework by which educators can differentiate supports for their students across each language domain and each content area.

(ELP Descriptors provided in Teacher’s Edition for Each Grade Level)

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## ELP Descriptors:

**Beginning:** Students at this level of proficiency can:

- i. comprehend some key points of teacher explanations, if supported with visuals, gestures, and other scaffolds.
- ii. use basic social language to participate in simple face-to-face conversations with peers and teachers about familiar topics.
- iii. read brief grade-level texts with simple sentences and familiar vocabulary, supported by graphics or pictures.
- iv. write or use familiar vocabulary in everyday contexts.

**Developing:** Students at this level of proficiency can:

- i. comprehend most key points of teacher explanations with moderate support.
- ii. express a variety of personal needs, ideas, and opinions in simple sentences.
- iii. read and comprehend simple sentences independently and more complex text supported by graphics or pictures.
- iv. write expanded sentences with learned vocabulary.

**Expanding/Bridging:** Students at this level of proficiency can:

- i. comprehend almost all key points of teacher explanations with minimal support.
- ii. participate in academic conversations in expanded sentences with moderate support.
- iii. read increasingly complex grade-level text while relying on prior knowledge and context to gain meaning.
- iv. write to meet increasingly complex academic purposes with support.

Guidelines for Language Differentiation for the reading, listening/speaking, and writing activities are provided within the teacher directions.

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## B. Representation of Language Domains

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

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

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

- 1) TEAM Toolkits provide explicit practice at all grade levels in all four language domains; Reading, Writing, Speaking and Listening.
- 2) Each unit of study provides student differentiation within the grade level student book and the English language proficiency level. The TEAM Toolkit materials differentiate student expectations dependent upon English Language proficiency level. The TEAM Toolkit materials provides a target content and language domain objective for each lesson and overall unit of study.
- 3) The targeted domains are systematically integrated throughout the material so that each grade level is provided thematic units of study that has embedded practice with Listening comprehension, Reading, Speaking and Writing.

### Representation of Language Domains in TEAM Toolkits;

The unit and lesson topics of TEAM correspond to curriculum content at grade level. The Unit lessons do not have to be completed consecutively. Each lesson includes the following language domain components; *Let’s Read, Listen and Discuss, Learning and Language, and Write About It*. TEAM toolkits provide the following language domain instructional extensions; *language wall work, language notebooks, sentence frame and sentence starters, strategies for identifying signal word.*

*Examples from Teacher’s Edition highlighting lesson language domain sequence;*

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**Let's Read** A short reading passage related to the unit theme that integrates key language and vocabulary. Instruction includes targeted reading skills as well as comprehension questions and practice in listening and speaking.

**Let's Read**

**THE FUTURE OF EARTH'S FORESTS**

Read the passage and answer the questions. Then write a paragraph about the future of forests. Use the words in the box to help you.

**Check for Understanding** To measure students' learning, there is a simple check after each passage section, which requires them to interact with the text. Allow students to complete the activity independently while you circulate to review their work. Based on student answers, reteach the section by providing more discussion or move on to the next section.

**Turn and Talk** This activity provides an opportunity for all students to participate in discussion and practice speaking skills in a casual setting. Assign partners beforehand so students can quickly pair up. Set a timer for an allotted time. When time is up, ask partners to share thoughts and ideas from their discussion.

**Listen and Discuss** A guided, academic conversation on CD related to the theme that develops and practices language as well as speaking and listening skills.

**Learning About Language** A review of a specific grammar point or word study that builds upon what students have read and discussed.

**Write About It** Students will create their own writing related to the theme of the unit, the text they read and heard, and the language focus or convention they learned.

**Glossary** At the end of the student book is a glossary of important vocabulary to be used for reference.

**Listen and Discuss**

**Learning About Language**

**Write About It**

**Glossary**



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

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

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

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

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

*Justification: Provide examples from materials as evidence to support each “yes” response for*

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*this section. Provide descriptions, not just page numbers.*

- 1)** The materials explicitly connect the language development standards; The Language of Academic Language Arts, the Language of Academic Mathematics, the Language of Academic Science, the language of Academic Social Science to CCSS English Language Arts core content areas standards in the Teacher’s Edition for Kindergarten-8<sup>th</sup> grades. In each TEAM unit of study and lesson objectives are provided with explicit connections to Content areas standards and ELA standards in the areas of Reading, Speaking and Listening and Writing.
- 2)** The academic content standards are systematically represented throughout the materials in Kindergarten- 8<sup>th</sup> grade. All four language domains are reflected in each thematic unit of study and within each lesson. Each lesson highlights specific objects, the Language Arts genre of the reading passage, with explicit connections to Content areas standards and ELA standards.
- 3)** The following WIDA Standards are present in the TEAM Toolkit materials; Standard 1, Social Instructional Language, Standard 2, The Language of Language Arts, Standard 3, The Language of Mathematics, Standard 4, The Language of Science, and Standard 5, The Language of Social Studies. The TEAM Toolkits provide students exposure to grade-level specific content area language with each thematic unit of study and lesson. Each of the extension activities highlighted in the Teacher’s edition provides opportunities for educators to continue to scaffold social instructional language within the unit of study.

*Examples from Teacher Edition highlighting cross curricular connections; (Grade 4, Teacher’s Edition)*

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## Lesson 1

Student Book PAGES 6–19

**TITLE** Finding Facts About Your Family

**GENRE** Informational Text

### LESSON OBJECTIVES

- Read, discuss, and write about family
- Listen to a passage about researching a family history
- Identify details and main ideas
- Identify and use compound words
- Write an email

### Content Standards Connection

- The Language of Social Studies

### ELA Standards Connection

#### Reading

- Determine main ideas and details that support main ideas
- Explain procedures in a text
- Understand features of different genres (poetry, personal narrative, informational)
- Determine the meaning of words and phrases
- Interpret information gained from visual materials
- Read and understand an informational text
- Ask and answer questions to demonstrate understanding of the text

#### Speaking and Listening

- Ask and answer specific questions to clarify information
- Make comments that contribute to discussion
- Use descriptive details to support ideas
- Read prose orally with accuracy and fluency to support comprehension
- Differentiate between situations that call for formal and informal English
- Demonstrate command of English grammar and usage

### Writing

- Write an email
- Use descriptive language
- Introduce a topic clearly and develop a topic
- Use technology to interact and collaborate with others
- Use knowledge of English language and its conventions

### Grammar and English Conventions

- Identify and form compound words
- Demonstrate an understanding of word relationships
- Produce simple, compound, and complex sentences
- Use knowledge of language and its conventions when writing

ACADEMIC LANGUAGE OF LESSON	
Tier 1	background, future, hobby, information, relatives
Tier 2	database, details, however, main idea, records, research
Tier 3	ancestors, courthouse, husband, maiden, marriage, memories, property, will

Each unit has three lessons focused on a specific theme from one of four common content area standards:

- The Language of Academic Language Arts
- The Language of Academic Mathematics
- The Language of Academic Science
- The Language of Academic Social Studies

Two of the three lessons center around an informational passage, and one lesson focuses on a literary passage.

## 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

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- 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) The materials present an opportunity for language learners to engage in various cognitive functions regardless of their language proficiency levels. TEAM Toolkits are designed specifically with embedded scaffolding for English Language Proficiency levels; beginning, developing and expanding/bridging. Throughout each integrated unit of study, students are exposed to various Depth of Knowledge questions within the following lesson elements; *Check for Understanding, Turn and Talk, Listen and Discuss.*
- 2) The opportunities for engaging in higher order thinking are systematically addressed in the materials. The differentiation tools mentioned in the previous question are available throughout all the materials in the TEAM Toolkit grade level content. In the Teacher’s Edition, there are English Language proficiency supports levels; beginning, developing and expanding/bridging. Embedded in each unit of study, students are exposed to academic language and vocabulary at Tier 1, II, and III. The thematic units of study provide students exposure to concepts through the following sequence of elements; *before we read, let’s read with embedded checking for understanding, what do you read, listen and discuss, learning about language and write about it.*

**Examples:**

*(Grade 5, Teacher’s Edition)*

Each unit has three lessons focused on a specific theme from one of four common content area standards:

- The Language of Academic Language Arts
- The Language of Academic Mathematics
- The Language of Academic Science
- The Language of Academic Social Studies

Two of the three lessons center around an informational passage, and one lesson focuses on a literary passage.

Unit/Lesson/Theme	Standards Focus	Reading Strategy	Language Focus	Writing Focus
<b>UNIT 1: All Kinds of Animals</b>				
LESSON 1: <i>Bear Watching</i>	Science Social Studies	Cause and Effect	Parts of Speech and Multiple-meaning words	Letter
LESSON 2: <i>Animals at Risk</i>	Science	Sequence	Plural Nouns	Sequence
LESSON 3: <i>The Wonderful World of Birds</i>	Science Language Arts	Figurative Language	Adverbs	Descriptive Paragraph



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**Listen and Discuss** A guided, academic conversation on CD related to the theme that develops and practices language as well as speaking and listening skills.

**Learning About Language** A review of a specific grammar point or word study that builds upon what students have read and discussed.

**Write About It** Students will create their own writing related to the theme of the unit, the text they read and heard, and the language focus or convention they learned.

**Glossary** At the end of the student book is a glossary of important vocabulary to be used for reference.

## C. Supports for Various Levels of Language Proficiency

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

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

- 1) The materials provide scaffolding supports for students to advance within a proficiency level. The materials are designed specifically for to support students at English Language proficiency supports levels; beginning, developing and expanding/bridging. TEAM toolkits scaffolded supports included front-loaded academic language and vocabulary instruction, visuals, figures, maps, diagrams, accessible and high interest text, oral language supports with the toolkit Audio for oral language development tasks.

## Grade 7, Level G, Unit 1- Listen and Discuss

**Listen and Discuss** Student Book PAGE 15

**WORK WITH THE PAGE**  
Tell students they will now have a conversation about what they have heard and read. Have students ask and answer questions with a partner, or select volunteers to model the question and answer in front of the class.  
You can model the conversation by using sentence starters to ask and answer questions about what the Nature Conservancy has done.  
**Ask: How does the Nature Conservancy help other countries?**

**Sentence Starters**  
The Nature Conservancy helps third-world countries by \_\_\_\_\_. (delete for nature swaps; preserving natural areas)  
The Nature Conservancy works to preserve \_\_\_\_\_. (rain forests; ecosystems; ocean areas)  
You can choose to extend the conversation by asking more questions about the Nature Conservancy.

**Sentence Frames**  
How does the Nature Conservancy work in the United States? The Nature Conservancy establishes \_\_\_\_\_ and preserves \_\_\_\_\_. The Nature Conservancy saves \_\_\_\_\_.  
Why is the Nature Conservancy's work important? The Nature Conservancy does \_\_\_\_\_, which is important because \_\_\_\_\_.

**CHECK MY GOALS**  
Ask students to turn back to My Learning Goals at the beginning of the section. Have students assess whether they have met these goals. Students should be able to check all goals. If they cannot, spend one-on-one time to provide additional support.

LANGUAGE DIFFERENTIATION	
<b>Beginning</b>	Encourage students to complete sentences about the Nature Conservancy using sentence starters.
<b>Developing</b>	Provide sentence frames and encourage students to model a conversation about how the Nature Conservancy helps the world.
<b>Expanding/Bridging</b>	Challenge students to extend the conversation by asking additional questions and responding without using sentence frames.

- 2) The materials provide scaffolding supports for students to progress from one English language proficiency level to the next. The instructional support materials are designed to move students at English Language proficiency supports levels; beginning, developing and expanding/bridging. TEAM toolkits scaffolded supports included front-loaded academic language and vocabulary instruction, visuals, figures, maps, diagrams, accessible and high interest text, oral language supports with the toolkit Audio for oral language development tasks. The TEAM integrated thematic units provide students to use language within various contexts and across core content

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areas; the Academic Language of Mathematics, Science and Social Studies.

- 3) The scaffolding supports are presented systematically throughout the TEAM Toolkit materials. The introduction to each thematic unit of study incorporates academic language and vocabulary. The *before reading* activities scaffold students initial understandings and background knowledge with assistance through both visual supports and direct instruction. Each subsequent lesson in the unit of study has scaffolds to support academic English language development. The TEAM Toolkit extension activities provide supports and ideas for additional ways in which the teacher can support student learning around a centralized core content area theme. Throughout the TEAM Toolkit student book resources, students are provided both visual and graphic supports with practice activities to support continued learning.

## Grade 7, Level G, Scope and Sequence to highlight thematic units of study with embedded lessons to develop student academic language and vocabulary around a centralized concept.

Unit/Lesson/Theme	Standards Focus	Reading Strategy	Language Focus	Writing Focus
<b>UNIT 1: Earth's Resources</b>				
LESSON 1: Disappearing Forests	Science Social Studies	Main Idea	Root Words	Persuasive Email
LESSON 2: The Environmental Movement	Science Social Studies	Sequence	Suffixes	Opinion
LESSON 3: From the Earth	Language Arts	Characters	Abstract Nouns	Journal Entry
<b>UNIT 2: Beyond Earth</b>				
LESSON 4: Connected Through Space and Time	Science	Details	Subject-Verb Agreement	Compare and Contrast
LESSON 5: Cleaning Up Space	Science	Cause and Effect	Adjectives	Persuasive Paragraph
LESSON 6: Another World	Language Arts Science	Parts of a Story	Homophones	Journal Entry
<b>UNIT 3: Obstacles and Achievements</b>				
LESSON 7: New Ideas, New Inventions	Science Social Studies	Predictions	Irregular Past-Tense Verbs	News Story
LESSON 8: Wonders of the World	Mathematics Social Studies	Facts and Opinions	Multiple-Meaning Words	How-To
LESSON 9: Racing for the Prize	Language Arts	Author's Purpose	Pronouns and Antecedents	Compare and Contrast
<b>UNIT 4: On the Job</b>				
LESSON 10: Artists of All Kinds	Social Studies	Inferences and Conclusions	Antonyms	Opinion
LESSON 11: Into the Fire	Social Studies	Compare and Contrast	Prepositional Phrases	Informational
LESSON 12: Strength and Character	Language Arts	Analyzing Language	Uncountable Nouns	Summary

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## D. Accessibility to Grade Level Content

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

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

- 1) The TEAM Toolkit content is developmentally and linguistically appropriate for the designed grade levels; Kindergarten-8<sup>th</sup> grade. Each grade-level provides aligned content to both the WIDA ELD Standards and the CCSS ELA core grade-level standards. Each grade level unit and subsequent lessons provides a centralized thematic unit as highlighted with the scope and sequence documents below with exposure to social and instructional language, the language Academic Language Arts, the Language of Academic Mathematics, the Language of Academic Science, and the Language of Social Studies. Each unit of study and lesson has activities that highlight all four language domains with scaffolded English Language Proficiency supports in the teacher’s edition and student book.
- 2) The grade-level content in the TEAM Toolkits is accessible for overlapping language proficiency English Language Proficiency levels; beginning, developing, expanding/bridging. The scope and sequence documents highlighted below are reflective of several grade level TEAM Toolkits. In each thematic unit student lessons include all 4 language domains with exposure to content concepts in the language Academic Language Arts, the Language of Academic Mathematics, the Language of Academic Science, and the Language of Social Studies.



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- 3) The grade-level content in the TEAM Toolkits is presented systematically through the grade-level scope and sequence beginning with a thematic unit of study and subsequent grade-appropriate lessons. Each unit addresses all 4 language domains with exposure to content concepts in the language Academic Language Arts, the Language of Academic Mathematics, the Language of Academic Science, and the Language of Social Studies.

**Grade 2, Level B, Scope and Sequence to highlight thematic units of study with embedded lessons to develop student academic language and vocabulary around a centralized concept**

Unit/Lesson/Theme	Standards Focus	Reading Strategy	Language Focus	Writing Focus
<b>UNIT 1: From Here to There</b>				
LESSON 1: The First Bicycles	Social Studies	Main Idea	Antonyms	Letter
LESSON 2: Up in the Air	Science Social Studies	Cause and Effect	Homophones	News Story
LESSON 3: On the Railroad	Language Arts Social Studies	Sequence	End Punctuation	Diary Entry
<b>UNIT 2: In Outer Space</b>				
LESSON 4: Night and Day	Science	Compare and Contrast	Noun and Verb Agreement (is and are)	Descriptive Paragraph
LESSON 5: Blast Off!	Science Social Studies	Text Features	Contractions	Biography
LESSON 6: Pictures in the Stars	Language Arts Science Social Studies	Parts of a Story	Compound Words	Descriptive Paragraph
<b>UNIT 3: Life in the Desert</b>				
LESSON 7: Desert Cacti	Science	Cause and Effect	Possessive Nouns	How-To Paragraph
LESSON 8: The Ships of the Desert	Science Social Studies	Details	Adjectives	Opinion
LESSON 9: Desert Living	Language Arts Social Studies	Story Structure	Past-Tense Verbs (add -ed or -d)	Personal Narrative
<b>UNIT 4: Special Holidays</b>				
LESSON 10: Happy Birthday!	Social Studies	Inferences and Conclusions	Irregular Plural Nouns	Email
LESSON 11: A New Year	Social Studies	Author's Purpose	Proper Nouns	Descriptive Paragraph
LESSON 12: America's Birthday	Language Arts Social Studies	Characters	Pronouns	Story

**Grade 4, Level D, Scope and Sequence to highlight thematic units of study with embedded lessons to develop student academic language and vocabulary around a centralized concept**



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Unit/Lesson/Theme	Standards Focus	Reading Strategy	Language Focus	Writing Focus
<b>UNIT 1: Our History</b>				
LESSON 1: Finding Facts About Your Family	Social Studies	Details	Compound Words	Email
LESSON 2: Born on the Fourth of July	Social Studies	Cause and Effect	Abstract Nouns	Diary Entry
LESSON 3: America's Past	Social Studies Language Arts	Theme	Relative Adverbs	Summary
<b>UNIT 2: Being a Good Citizen</b>				
LESSON 4: Following the Law	Social Studies	Sequence	Prefixes and Antonyms	Directions
LESSON 5: Giving Back to the Community	Social Studies Mathematics	Main Idea	Homophones	Paragraph
LESSON 6: Saying Thanks	Language Arts Mathematics	Understanding Characters	Conjunctions	Thank-You Letter
<b>UNIT 3: Keeping Up with Changing Technology</b>				
LESSON 7: Pedaling Through History	Science Social Studies	Compare and Contrast	Prefixes	Sequence
LESSON 8: The Wonders of Wind	Science	Inference	Fragments	Summary
LESSON 9: Then and Now	Language Arts Social Studies	Setting	Dialogue	Description
<b>UNIT 4: Solving Problems</b>				
LESSON 10: The ABCs of the FBI	Science Social Studies	Prediction	Prepositions	Sequence
LESSON 11: Problems with Squares	Mathematics Social Studies	Problem and Solution	Synonyms	Problem and Solution
LESSON 12: Everyday Mysteries	Language Arts	Point of View	Pronouns	Mystery

**Grade 5, Level E, Scope and Sequence to highlight thematic units of study with embedded lessons to develop student academic language and vocabulary around a centralized concept**

Unit/Lesson/Theme	Standards Focus	Reading Strategy	Language Focus	Writing Focus
<b>UNIT 1: All Kinds of Animals</b>				
LESSON 1: Bear Watching	Science Social Studies	Cause and Effect	Parts of Speech and Multiple-meaning words	Letter
LESSON 2: Animals at Risk	Science	Sequence	Plural Nouns	Sequence
LESSON 3: The Wonderful World of Birds	Science Language Arts	Figurative Language	Adverbs	Descriptive Paragraph
<b>UNIT 2: Take Me Out to the Ball Game</b>				
LESSON 4: Rules of the Game	Social Studies	Cause and Effect	Irregular Verbs and Verb Tenses	Opinion
LESSON 5: Making the Call	Social Studies Mathematics	Details	Synonyms	Explanatory Paragraph
LESSON 6: All For One, One For All	Language Arts	Point of View	Compound Nouns	Narrative
<b>UNIT 3: Across the Miles</b>				
LESSON 7: In the Time Zone	Science Social Studies	Inferences	Abbreviations	Opinion
LESSON 8: Seeing Early America	Social Studies	Compare and Contrast	Suffixes and Parts of Speech	Journal Entry
LESSON 9: Travels to Faraway Lands	Language Arts	Genre and Myth	Abstract and Concrete Nouns	Myth
<b>UNIT 4: Making Choices</b>				
LESSON 10: Living a Healthy Life	Science Social Studies	Fact and Opinion	Homophones	Opinion
LESSON 11: Exploring the World of Work	Social Studies	Compare and Contrast	Commas	How-to
LESSON 12: Choosing the Right Path	Language Arts	Analyzing Characters	Apostrophes and Contractions	Story

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Grade 7, Level G, Scope and Sequence to highlight thematic units of study with embedded lessons to develop student academic language and vocabulary around a centralized concept.

Unit/Lesson/Theme	Standards Focus	Reading Strategy	Language Focus	Writing Focus
<b>UNIT 1: Earth's Resources</b>				
LESSON 1: Disappearing Forests	Science Social Studies	Main Idea	Root Words	Persuasive Email
LESSON 2: The Environmental Movement	Science Social Studies	Sequence	Suffixes	Opinion
LESSON 3: From the Earth	Language Arts	Characters	Abstract Nouns	Journal Entry
<b>UNIT 2: Beyond Earth</b>				
LESSON 4: Connected Through Space and Time	Science	Details	Subject-Verb Agreement	Compare and Contrast
LESSON 5: Cleaning Up Space	Science	Cause and Effect	Adjectives	Persuasive Paragraph
LESSON 6: Another World	Language Arts Science	Parts of a Story	Homophones	Journal Entry
<b>UNIT 3: Obstacles and Achievements</b>				
LESSON 7: New Ideas, New Inventions	Science Social Studies	Predictions	Irregular Past-Tense Verbs	News Story
LESSON 8: Wonders of the World	Mathematics Social Studies	Facts and Opinions	Multiple-Meaning Words	How-To
LESSON 9: Racing for the Prize	Language Arts	Author's Purpose	Pronouns and Antecedents	Compare and Contrast
<b>UNIT 4: On the Job</b>				
LESSON 10: Artists of All Kinds	Social Studies	Inferences and Conclusions	Antonyms	Opinion
LESSON 11: Into the Fire	Social Studies	Compare and Contrast	Prepositional Phrases	Informational
LESSON 12: Strength and Character	Language Arts	Analyzing Language	Uncountable Nouns	Summary

## 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 Yes No

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## language development?

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

- 1)** The TEAM Toolkits thematic grade-level units and subsequent lessons include a range of language functions. Each unit of study integrates all 4 language domains; Listening, Reading, Writing, and Speaking. With each of the lessons, students identify their individualized student learning goals with *I can* statements. The student-centric learning goals allow students to focus their attention and their learning on very specific elements of the overall language-based learning target. The Teacher’s Edition provides lesson plans that highlight differentiation through ELP descriptors, tiered academic language and a targeted focus on the WIDA language-development standards; The language of Academic Language Arts, the language of Academic Mathematics, The language of Academic Science, and the Language of Academic Social Studies. Ex. of language functions throughout TEAM grade-level Toolkits include; *retell, explain, describe, identify, classify, order by event etc.*
- 2)** The language function activities are embedded throughout the TEAM Toolkit unit of study and subsequent lessons. Each unit of study integrates all 4 language domains; Listening, Reading, Writing, and Speaking. Oracy based tasks include; *listen and discuss, turn and talk, and check for understanding.* In the student books all language domains are paired for Ex. if a student is expected to listen to an interview then this activity would be followed by a discussion or mock interview.
- 3)** The language functions support the progression of language development in that the TEAM Toolkits units of thematic study and subsequent lessons provide embedded scaffolds to support students at a variety of English language proficiency levels. Students can progress through the TEAM Toolkit materials at different levels as aligned to their individual needs.

### Examples provided from TEAM Toolkits

***ELP Descriptors;***

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The **TEAM** materials are designed for students at the Beginning, Developing, and Expanding/ Bridging levels of English language proficiency, as defined below:

## ELP Descriptors:

**Beginning:** Students at this level of proficiency can:

- i. comprehend some key points of teacher explanations, if supported with visuals, gestures, and other scaffolds.
- ii. use basic social language to participate in simple face-to-face conversations with peers and teachers about familiar topics.
- iii. read brief grade-level texts with simple sentences and familiar vocabulary, supported by graphics or pictures.
- iv. write or use familiar vocabulary in everyday contexts.

**Developing:** Students at this level of proficiency can:

- i. comprehend most key points of teacher explanations with moderate support.
- ii. express a variety of personal needs, ideas, and opinions in simple sentences.
- iii. read and comprehend simple sentences independently and more complex text supported by graphics or pictures.
- iv. write expanded sentences with learned vocabulary.

**Expanding/Bridging:** Students at this level of proficiency can:


- i. comprehend almost all key points of teacher explanations with minimal support.
- ii. participate in academic conversations in expanded sentences with moderate support.
- iii. read increasingly complex grade-level text while relying on prior knowledge and context to gain meaning.
- iv. write to meet increasingly complex academic purposes with support.

Guidelines for Language Differentiation for the reading, listening/speaking, and writing activities are provided within the teacher directions.

## ***TEAM Toolkit Language Functions Addressed in Each Thematic Unit and Subsequent Lesson***

***Grade 4, Level D; Identified Language Objectives; Use descriptive language to tell... Use language to ask and answer questions to contribute to conversations about ancestry.***

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 LISTENING
**Listen and Discuss** Student Book PAGE 14


**TOTAL TIME: 45 Minutes**  
 My Learning Goals: 5 Minutes  
 Working with Page 14: 15 Minutes  
 Working with Page 15: 20 Minutes  
 Check My Goals: 5 Minutes

**OBJECTIVE**

- Use descriptive language to tell how to find out more about family members
- Use language to ask questions and contribute to a conversation

**ACADEMIC LANGUAGE**  
**Tier 1:** background, hobby, information, relatives **Tier 2:** database, records, research **Tier 3:** ancestors

**MY LEARNING GOALS**  
 Direct students' attention to My Learning Goals. Chorally read My Learning Goals. Explain to students that at the end of the lesson, they will determine if they have met these goals. If they have, they will put a check next to each goal.

 LISTENING
**Listen and Discuss**


**MY LEARNING GOALS**  
**I can**

- listen to and understand a conversation about a family.
- use language to discuss what I heard.

Listen to a passage about how one boy learned about his family. While you listen the second time, take notes on the web below.

**Answers will vary.**

**Grade 4, Level D; Identified Language Objectives; Listen and Understand a poem. Use language to ask and answer questions to contribute to conversations about poetry reading.**

 LISTENING
**Listen and Discuss** Student Book PAGE 42


**TOTAL TIME: 45 Minutes**  
 My Learning Goals: 5 Minutes  
 Working with Page 42: 15 Minutes  
 Working with Page 43: 20 Minutes  
 Check My Goals: 5 Minutes

**OBJECTIVE**

- Listen to and understand a poem
- Use language to ask questions and contribute to a conversation

**ACADEMIC LANGUAGE**  
**Tier 1:** prowling **Tier 3:** native, wigwams

**MY LEARNING GOALS**  
 Direct students' attention to My Learning Goals. Chorally read My Learning Goals. Explain to students that at the end of the lesson, they will determine if they have met these goals. If they have, they will put a check next to each goal.

 LISTENING
**Listen and Discuss**

**MY LEARNING GOALS**  
**I can**

- listen to and understand a poem.
- use language to ask questions and contribute to a conversation.

Listen to a poem about a town. While you listen the second time, take notes on the web below.

**Answers will vary.**