PRIME V2™

Protocol for Review of Instructional Materials for ELLs V2

WIDA PRIME V2 CORRELATION

WiDA™

PRIME V2™

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 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

Standards Framework Elements Included in the PRIME Inventory
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): English Language Development (ELD) Level 1

Publisher: Language Tree Online

Materials/Program to be Reviewed:
Newcomer Success Kit course material for the ELL secondary student including five standalone modules. The Newcomer success kit includes interactive online materials with peer-to-peer modeling in video sequence, audio files, vocabulary instruction and interactive comprehension language-building activities. The Language Tree online coursework is to be used to complement teacher-led English language development instruction or student self-study and review.

Tools of Instruction included in this review:
All on-line module and course material included in the Newcomer Success Kit program including: English Language Assessment (76 questions), American School Culture (lessons), Foundational Literacy Skills (9 embedded lessons), Collaborative Speaking and Listening (12 embedded lessons), and Language Function and Construction (7 embedded lessons). *This includes the entire American School Culture scope and sequence: School Day and School Rules, Class Participation, School Resources, Morning Break and Lunch, American Holidays, and Extra Curricular Activities.* This also includes all assessments associated with the following sub-headings; *Foundational Literacy Skills, Language Function and Construction, and Collaborative Speaking and* Listening.

Intended Teacher Audiences:
Secondary educators working with students in small group work, guided classroom instruction, intervention including secondary SLIFE English language and literacy learners

Intended Student Audiences:
Secondary students receiving comprehensive English language and literacy instruction through group work, guided classroom instruction, intervention including secondary SLIFE and language learners. The program is also appropriate for individual student work sessions.

Language domains addressed in material:
Reading, Listening, Speaking, and fundamentals of 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, the Language of Language Arts, the Language of Social Studies

WIDA Language Proficiency Levels included:
Language Tree Online is designed for secondary English language learners acquiring literacy and oracy skills in English. The Newcomer Success kit is *designed to help secondary school English Learners progress from Level 1(Emerging) to Early Expanding (Level 2) in their EL studies*

Most Recently Published Edition or Website:
https://languagetreeonline.com/online-english-language-development/

In the space below explain the focus or intended use of the materials:
Language Tree Online is an English language and literacy support program for secondary English language learners that reflects best practices in 2nd language acquisition. Language Tree Online's Newcomer Success Kit online employs both a meta-cognitive and metalinguistic approach to enhance language learning and retention. The Language Tree Online Newcomer Success kit is specifically created for the new-arrival secondary English language learner, providing students with a unique interactive opportunity to acquire the language of school.
https://languagetreeonline.com/online-english-language-development/

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?	**<u>Yes</u>** No	
2) Are the student assets and contributions systematically considered 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) Language Tree Online creates pathways for students to connect to content by connecting student's background, personal experiences, culture and academic knowledge throughout their online experience. Students assets and contributions are considered in the materials so that students connect to the materials in each module. Each of the five Newcomer Success Kit modules includes an interactive supported video sequence, a mini-comprehension assessment based on the new learning, and an interactive vocabulary builder. *Information below highlight one of the chapter videos in the Newcomer Success Kit Sequence and examples from the comprehension post-video questions. Each Newcomer Success Kit module provides students with a supported video sequence and paired comprehension questions.* The Language Tree Online English Language Assessment provides educators with a clear understanding of their student's strengths and where they may require additional language and literacy support. Screenshots below reflect one of the Newcomer online module materials and highlight interactive vocabulary instruction.

Choose the picture of a **dress**.

Select one:

○ A.

○ B.

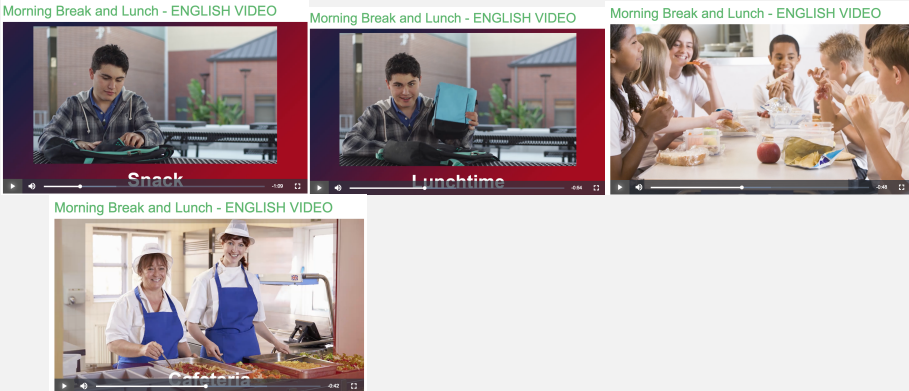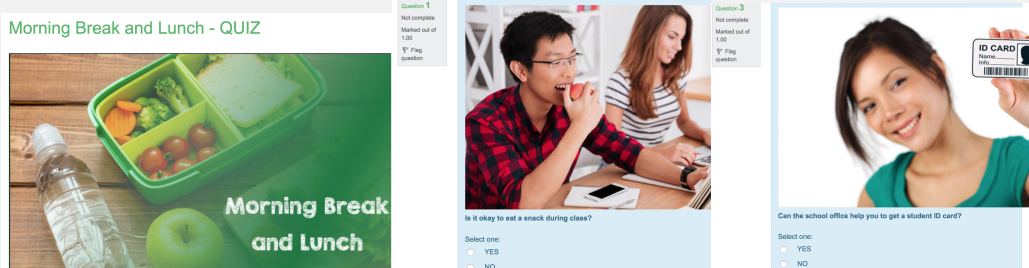Can a student wear a **skirt** to school?

Select one:
○ YES
○ NO

Check

2) Students assets and contributions are considered systematically throughout the Language Tree Online program. Activities that present opportunities for students to connect to content and share their personal experiences are located in the online program and teacher-directed in classroom extension lessons. Students are provided a series of literacy-based assessments aligned to foundational literacy skills, language function and construction and collaborations speaking and listening. The Structure is consistent through each of the Newcomer Success Kit interactive modules. Each of the five Newcomer Success Kit modules includes an interactive supported video sequence, a mini-comprehension assessment based on the new learning, and an interactive vocabulary builder. The online Newcomer Success Kit modules addresses the student context and experiences by using real and diverse actors, real-world situations, and academic setting related to the targeted age group. Additionally, secondary students are provided a series of literacy-based assessments aligned to foundational literacy skills, language function and construction and collaborations speaking and listening.
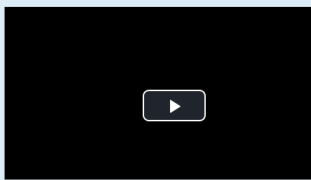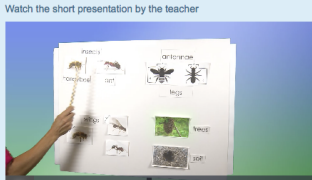
2. Academic Language

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

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

1) Do the materials address language features at the discourse dimension in a consistent manner for all identified proficiency levels?	**Yes** No

2) Are the language features at the discourse dimension addressed systematically throughout the materials?	**Yes** No

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

1) The materials address language function features at the discourse dimension in a consistent manner. The discourse dimension is considered in the speaking and listening lessons presented in Newcomer Success Kit modules. In the online program, language and content lessons are presented in a contextual narrative with supported videos and student characters that relate to real-world in-school peer interactions. The characters interact with each other to provide authentic verbal and nonverbal cues to increase contextual comprehension. Beginning conversational practice lessons focus on school contexts with conversational information presented in the following content chapters; *School Day and School Rules, Class Participation, School Resources, Morning Break and Lunch, American Holidays and Traditions and Extracurricular Activities*. See examples from the *Morning Break and Lunch* video sequence. The *Morning Break* module for example contains the following chapters: Exchanging Ideas and Information, Offering Opinions, Negotiating and Persuading in Conversation, Adapting Language Choices, Listening Actively, Justifying and Arguing, and Using Specific language for Reading and Writing. Key terminology is highlighted for student to attend to key vocabulary and conversational information at the discourse level. Throughout all online lessons there are opportunities similar to this example for discourse.

2) Each of the five Newcomer Success Kit modules plans the language features at the discourse dimension are addressed systematically throughout the materials. There are introductory levels of linguistic complexity appropriate for the newcomer secondary student. Language Tree Online includes an interactive supported video sequence, a mini-comprehension assessment based on the new learning, and an interactive vocabulary builder. The online Newcomer Success modules addresses the student context and experiences by using real and diverse actors, real-world situations, and academic setting related to the targeted age group. See examples from the *Morning Break and Lunch* video sequence comprehension. Students have an opportunity to demonstrate understanding of key concepts and vocabulary.

The example provided below highlights additional opportunities for students to listen to discourse level information and identify appropriate responses.

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 this section. Provide descriptions, not just page numbers.

1) The materials address the language features at the sentence dimension. The sentence dimension is considered in the five Newcomer Success Kit modules across lesson plans for each individual student. Language Tree Online students, are taught new language in context at the sentence level. In online listening and comprehension activities students watch authentic interactions between peers and through both verbal and nonverbal cues, students interpret the conversations and indicate understanding through a series of connected assessment questions. In general speaking, listening and reading lessons the focus is around acquisition at the phrase and sentence level alongside building academic skills. In order to produce English at the sentence level students are exposed to a series of assessment questions that focus on the following concepts; *exchanging information and ideas, interacting with written English, Offering Opinions, Negotiating and persuading in conversation, Adaptive language Choices, Evaluating and Analyzing language choices etc.* The information included below is from the student portal highlighting the sequence associated with each chapter in the Newcomer Success Kit.

Class Participation

Class Participation - ENGLISH VIDEO

Class Participation - SPANISH VIDEO

Class Participation - QUIZ

Vocabulary Builder

Foundational Literacy Skills

Foundational Literacy Skills

Language Function and Construction

Language Function and Construction

Language Function and Construction

Collaborative Speaking and Listening

Collaborative Speaking and Listening

Collaborative Listening and Speaking

Question 8

Not yet answered

Marked out of 1.00

Flag question

Which sentence provides a reason for doing homework?

Select one:

○ The teachers give us homework every day.

○ If you do your homework every day you can get good grades.

○ I always do my homework after school.

○ You have to do your homework every day even if it is hard.

2) Within the five Newcomer Success Kit modules there are examples of language features at the sentence dimension that are appropriate for the early emergent secondary language learner. Within each video sequence students are supported with the following; audio, supported text for new vocabulary and concepts on-screen, and opportunities to revisit comprehension quiz questions. Additionally, the literacy assessments provide immediate feedback to the student and teacher. The teacher can use the individual student performance data to generate student-specific lessons and supports. The information included below is from the student portal highlighting elements of the vocabulary builder assessment from the *Class Participation* module that align to the language features at the sentence dimension;

Chapter Two

Class Participation

Information

Flag question

Learn: **In the classroom**

LEARNING

SCREEN

-1:43

Question 1

Not complete

Marked out of 1.00

Flag question

Select the correct sentence from the drop- down menu.

✓ Choose...
He types on the computer.
She carries her backpack.
We read the book.
She points at the screen.
He draws with a pen.
She works at her desk.
He sits in the chair.
They turn in the homework.
They talk at the table.
Choose...

The following highlights the data reporting feature educators can use to create individualized support lessons based on student performance.

Skill Assessment Report for Attempt 1

Section	Skill	Total Questions	Correct Answers	Incorrect Answers	Not Attempted	Score %	Description
1	Structuring Cohesive Texts	1	0	0	12	0	Skill Description: understanding how different text types are organized to express ideas, applying knowledge of familiar language resources (how pronouns refer back to nouns in text), applying basic understanding of how events are linked in a text using everyday connecting words and phrases
2	Expanding and Enriching Ideas	1	0	0	10	0	Skills Description: using a variety of verbs in different tenses (past, present, future, simple, progressive, perfect), using nouns and noun phrases, modifying to add details (adverb phrases).

Overview report - Language Teacher

Overview report   User report

Course name	Grade
English Language Assessment	-
American School Culture	-
Beginner Online Spanish 2	-

Courses I am teaching

Course name
English Language Assessment

3) Within the five Newcomer Success Kit modules there are examples of language features at the sentence dimension are addressed systematically throughout the materials. Each Newcomer Success Kit module includes the following sections; an interactive student video with audio and visual supports, practice and review. Each of the Newcomer Success Kit modules can be extended in a classroom whole or small group with teacher modified instruction, cooperative learning and extension activities. View a sentence level assessment activity example below.

Foundational Literacy Skills

Language Function and Construction

Collaborative Speaking and Listening

C. Word/Phrase Dimension (multiple meanings of words, general, specific, and technical language[1])

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

[1]

4) Is the general, specific, and technical[2] 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) The materials address language features at the word/phrase level dimension in a consistent manner throughout the program. Each online module and online assessment, include an introductory video or audio file highlighting key vocabulary used throughout the lesson. For the Early Emergent and Early Expanding secondary student, the online modules provide students exposure to both high frequency vocabulary and content specific vocabulary. Students are taught vocabulary through interactive videos, pictures, and audio files. Concept vocabulary is repeated in multiple context in various activities, which provides students with a rich language experience and deepens comprehension. Additionally, the online language and literacy assessment provides educators with actionable data regardless of student EL proficiency level. Example below highlights how students learn new key vocabulary in the *School Resources* chapter module;

2) Words, expressions, and phrases are represented in context. In each Newcomer Success Kit modules students are provided an interactive video, pictures and audio files in which students use the target vocabulary in context. General, specific and content technical vocabulary are level appropriate and made accessible for the targeted proficiency levels with embedded supports and leveling. Supports include audio tracks, animated vocabulary that provide context, and student actors providing both verbal and nonverbal cues. The example highlighted below indicates a student online vocabulary builder assessment from the *American Holidays and Traditions* chapters within the American School Culture module:

3) The general, specific, and technical language is appropriate for the targeted emergent secondary language and literacy level. Early emergent language and literacy skills are practiced in listening

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[2]General language refers to words or expressions not typically associated with a specific content area (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.

and speaking lessons and through classroom activity extension. Language Tree Online teaches vocabulary emergent secondary students will experience in the classroom.

4) The general, specific, and technical language is systematically presented throughout the Newcomer instructional materials. As stated above, the American School Culture module provides students exposure to both high frequency words and/or content vocabulary in context. Additionally, the online instructional modules Foundational Literacy Skills, Language Function and Construction, and Collaborative Listening and Speaking lesson provide the following Scope and Sequence. The words are divided into several categories that provide educators with instructional data to support student with reinforced concepts;

- Alphabetic principle concepts
- phonically accessible vocabulary or uncommon phonics
- phonically accessible vocabulary or uncommon phonics (revisited and reinforced)
- content vocabulary
- content vocabulary (revisited and reinforced through assessment)

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?	**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 program, as stated in the online overview indicates that the program provides effective support for secondary ELL students. The materials are targeted for the early emergent and emergent English language and literacy learner.		

Our Methodology

Every Language Tree product employs our unique Multi-Cognition Approach™ to enhance learning and retention. This methodology stresses three proven learning techniques:

1. Repetition
2. Active thinking
3. Information clustering

First, new phrases are repeated multiple times which provides ample opportunity for your brain to register the information. Next, we take learning to a deeper level by encouraging you to think actively about the meaning of the phrases. Lastly, because too much information at once can be difficult to absorb, we group new words and phrases into easy-to-manage clusters.

The net result is that you will be able to learn more at a faster rate and be able to better retain what you've learned.

The Language Tree Difference

Language Tree products are both effective and entertaining.

- **Proven Learning Approach:** Our unique 3-tier methodology helps kids learn more, at a faster rate and be able to better retain what they've learned.
- **Audio and Visual Stimulation:** Our products use stimulating audio and video reinforcements to help the brain process new information more quickly.
- **Fun to Watch:** Our DVDs and online classes feature realistic storylines, colorful 3D animation and fun sing-along songs to reinforce new words and phrases.
- **Inspirational Characters:** We make language learning "cool" by introducing positive role models that inspire your child to speak a new language.
- **Cultural Awareness:** Our lessons highlight the diverse cultures of today.
- **Interactive Learning:** We've embedded fun games throughout that test lesson comprehension.

What Makes Our Approach Unique?

We take a different approach than traditional ELD and foreign language learning tools by treating students individually and holistically.

Individualized Instruction

We uniquely provide a thorough assessment based on the latest ELD testing standards. English learners possess varying degrees of literacy due to different schooling experiences in their home countries. Each student will also naturally have personal strengths and weaknesses in different literacy areas. For instance, a Newcomer student may be able to speak better English than he or she can understand spoken English. Our Newcomer course offers an in-depth language and literacy assessment module to help educators determine where each student needs more support.

Acculturation and Functional Knowledge

The importance of acculturation and cultural knowledge is often overlooked by traditional publishers. Yet many Newcomers face socio-emotional hurdles due to cultural misunderstandings that make learning and integration very difficult. We help students overcome the often-daunting aspect of entering the American school system by introducing school-related norms and practical tips. We combine cultural knowledge transfer with practical, functional vocabulary lessons designed to help new students maneuver successfully around their new school environment.

Independent, Self-Paced Learning

With greater demands on educators, one-to-one or small group instruction for English language learners is not always possible. Our online tools were developed for ELL students to be able to learn independently, and at their own pace. Students can review lessons and work on exercises in the classroom or at home.

Multi-Sensory Input

Educational content must be engaging to be at its most effective. Our courses are video-based and incorporate other multi-sensory techniques to maintain student interest and reinforce concepts. Video instruction is combined with interactive features such as audio clips, quizzes, self-recording and writing exercises.

2) The identified levels of language proficiency level in the program is for the newcomer secondary student at the ELP level 1 Emerging stage. The differentiation provided is to support the level 1 Emergent speaker progress to the level 2 early expanding stage in language and literacy development.

3) The differentiation of language is systematically addressed throughout the materials although there are not identified levels of language proficiency in the program. Through the online guided

language modules, and assessment data, instructions are available to teachers in the "Getting Started" guide with ideas to differentiate instructions for students. Screenshots from interactive student online portal highlights the ease of program interface and accessing student performance data.
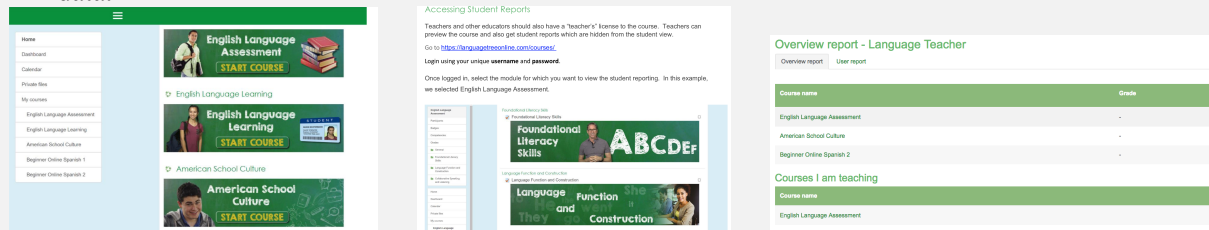
The additional screenshots highlight some of the key concepts addressed in each of the five Newcomer Success Modules;

Topics	Examples
School Day and School Rules	• Importance of being on time • Dress code • Bullying • Missed school
Class Participation	• Class and PE participation • Asking questions in class • Classroom technologies
School Resources	• Nurses' office • Counseling office • School portal

Morning Break and Lunch	• School cafeteria • Buying lunch • Student ID card
American Holidays and Traditions	• Overview of 13 popular holidays • Customs and traditions
Extracurricular Activities	• Clubs and sports • Pep rallies / dances

Foundational Literacy Skills	Collaborative Listening and Speaking	Language Function and Construction
Letter Knowledge	Collaborative	Structuring Cohesive Texts
Phonemic Awareness	Interpretive	Expanding and Enriching Ideas
Phonics	Productive	Connecting and Condensing Ideas

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) The language domains of *listening, speaking, reading and instructional writing strategies* are targeted in the materials. Throughout each Newcomer Success Kit module, students have the opportunities to engage in activities across all four language domains. Students listen to audio files and watch start of module video sequences. Reading: Students read comprehension questions associated with each of the Newcomer Success Kit module and Speaking; students have an opportunity to interact with Newcomer Success Kit module themes through guided class discussion. Writing; student are provided with core interactive lessons and assessment features that address language function and instruction as indicated in the screenshots highlighted below.

2)

2) The targeted language domains; listening, reading, speaking and writing are present within the targeted emergent language proficiency levels. The program, as previously stated in the methodology below and on the website, provides effective support for emergent English language

learners. The materials presented in the Newcomer Success Kit modules do not differentiate between language proficiency levels;

Our Methodology

Every Language Tree product employs our unique Multi-Cognition Approach™ to enhance learning and retention. This methodology stresses three proven learning techniques:

1. Repetition
2. Active thinking
3. Information clustering

First, new phrases are repeated multiple times which provides ample opportunity for your brain to register the information. Next, we take learning to a deeper level by encouraging you to think actively about the meaning of the phrases. Lastly, because too much information at once can be difficult to absorb, we group new words and phrases into easy-to-manage clusters.

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We take a different approach than traditional ELD and foreign language learning tools by treating students individually and holistically.

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Independent, Self-Paced Learning

With greater demands on educators, one-to-one or small group instruction for English language learners is not always possible. Our online tools were developed for ELL students to be able to learn independently, and at their own pace. Students can review lessons and work on exercises in the classroom or at home.

Multi-Sensory Input

Educational content must be engaging to be at its most effective. Our courses are video-based and incorporate other multi-sensory techniques to maintain student interest and reinforce concepts. Video instruction is combined with interactive features such as audio clips, quizzes, self-recording and writing exercises.

3) Listening, Reading, Speaking and Writing language domains are systematically integrated throughout each of the Newcomer Success Kit chapter modules. Each chapter has the following online components; an interactive video, pictures and audio files in which students use the target vocabulary in context, vocabulary builder practices and assessment sequence.

School Resources - ENGLISH VIDEO
School Resources - SPANISH VIDEO
School Resources - QUIZ
Vocabulary Builder

Foundational Literacy Skills
Language Function and Construction
Collaborative Speaking and Listening
Collaborative Listening and Speaking

The chart highlighted below reflects the components of each of the lesson modules;

Foundational Literacy Skills	Collaborative Listening and Speaking	Language Function and Construction
Letter Knowledge	Collaborative	Structuring Cohesive

		Texts	
Phonemic Awareness	Interpretive	Expanding and Enriching Ideas	
Phonics	Productive	Connecting and Condensing Ideas	

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 this section. Provide descriptions, not just page numbers.		

1) The materials connect to the language development standards to the common core state academic standards. Language Tree Online provides the Common Core State Standards in each of the language and literacy assessment components and within each of the Newcomer Success Kit chapter modules. For example, in the assessment sequence newcomer secondary students are exposed to early literacy alphabetic principle type concepts, phonics and word-building skills, along with high-leverage language functions in context of new vocabulary and concept lessons. The references below highlight some of the CCSS aligned content within the Language Tree Online materials;

☑ Foundational Literacy Skills ☐

Foundational Literacy Skills ABCDEF

Language Function and Construction

☑ Language Function and Construction ☐

Language Function and Construction

Collaborative Speaking and Listening

☑ Collaborative Speaking and Listening ☐

Collaborative Listening and Speaking

Skill Assessment Report for Attempt 1

Section	Skill	Total Questions	Correct Answers	Incorrect Answers	Not Attempted	Score %	Description
1	Structuring Cohesive Texts	1	0	0	12	0	Skill Description: understanding how different text types are organized to express ideas, applying knowledge of familiar language resources (how pronouns refer back to nouns in text), applying basic understanding of how events are linked in a text using everyday connecting words and phrases
2	Expanding and Enriching Ideas	1	0	0	10	0	Skills Description: using a variety of verbs in different tenses (past, present, future, simple, progressive, perfect), using nouns and noun phrases, modifying to add details (adverb phrases)

Section	Skill	Total Questions	Correct Answers	Incorrect Answers	Not Attempted	Score %	Description
1	Letter Knowledge	1	0	0	8	0	Skills Description: alphabet sequence, upper/lower case and vowel/consonant discrimination
2	Phonics	1	0	0	7	0	Skills Description: phonemic awareness; letter sound/symbol relationship; beginning/ending sound identification.
3	Phonemic Awareness	1	0	0	10	0	Skills Description: blending sounds, medial vowel substitution, counting syllables, rhyming, syntax (word order)

Topics	Examples
School Day and School Rules	• Importance of being on time • Dress code • Bullying • Missed school
Class Participation	• Class and PE participation • Asking questions in class • Classroom technologies
School Resources	• Nurses' office • Counseling office • School portal

Morning Break and Lunch	• School cafeteria • Buying lunch • Student ID card
American Holidays and Traditions	• Overview of 13 popular holidays • Customs and traditions
Extracurricular Activities	• Clubs and sports • Pep rallies / dances

The chart highlighted below reflects the Language Tree Online CCSS alignment

ELA/Literacy Standards Correlation

Speaking &Listening(SL)/Writing (W)/Language(L)	Collaborative Listening and Speaking
SL: Propel conversations by posing and responding to questions that relate to broader themes or larger ideas	Lesson 1: Exchanging Information and Ideas
W: Use technology to produce, publish and update individual writing products	Lesson 2: Interacting Via Written English
SL: Initiate and participate effectively in a range of collaborative discussions	Lesson 3: Supporting Opinions and persuading others
SL: Adapt speech to a variety of contexts and tasks	Lesson 4: Adapting Language Choices
SL: Propel conversations by posing and responding to questions that relate to broader themes or larger ideas	Lesson 5: Listen Actively Demonstrate Comprehension of oral presentations and discussions
SL: Integrate multiple sources of information presented in diverse media or formats (visually/orally). L: Apply Knowledge of language to understand how language functions in different contexts	Lesson 6 (a, b, c): Reading/Viewing Closely
SL: Evaluate a speakers point of view, reasoning and evidence	Lesson 7: Evaluating Language Choices
L: Acquire and use accurately general academic and	Lesson 8: Analyzing Language Choices

domains specific words	
SL: Present information, findings and supporting evidence clearly, concisely and logically	Lesson 9: Presenting
W: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and sufficient evidence	Lesson 10: Writing: literary/informational, brief summaries
L: Use various types of phrases to convey meaning W: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and sufficient evidence	Lesson 11: Justifying/arguing
L: Acquire and use accurately general academic and domains specific words	Lesson 12: Selecting language resources

ELA/Literacy Standards Correlation

Writing (W)/Language(L)	Language Function and Construction
W: Write arguments to support claims in an analysis of substantive topics or texts	Lesson 1: Understanding text structure
W: Use words phrases and clauses to link major sections of the text, create cohesion and clarify relationships between claims and reasons, and counter claims.	Lesson 2: Understanding cohesion
L: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking W: use appropriate and varied transitions to link major sections of text, create cohesion and clarify relationships among complex ideas of concepts.	Lesson 3: Using verbs and verb phrases
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L: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking W: use appropriate and varied transitions to link major sections of text, create cohesion and clarify relationships among complex ideas of concepts.	Lesson 7: Condensing ideas

2) The academic content standards in Language Tree Online materials are systematically represented throughout the materials. As referenced previously, each Newcomer Success Kit module highlight specific content and social instructional vocabulary targeted in the lesson. Please reference previously provided CCSS alignment chart.

3) Social and Instructional language is reflected throughout the Language Tree Online Materials as well as the language of language arts, and the language of Science and the language of Social Studies. For example, in one of the online assessment components students listen and watch information about various concepts pertaining to life in school and have an opportunity to communicate their ideas, understanding of the concepts presented. See the example of these online opportunities below:

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) The materials present an opportunity for language learners to engage in various cognitive functions regardless of their language levels. The Language Tree Online materials were developed specifically for the newcomer secondary language learner. In each of the Newcomer Success Kit modules students interact in structured using various cognitive functions including some of the following post-interactive video sequence;
- *Identify the correct image for the vocabulary word (inferential) New Year's Resolutions*
- *Identify the statement for each image (synthesizing)*
- *Choose the statement that uses *target vocabulary correctly (critical)*
- *After listening to the information. Identify what the *target vocabulary word means as used in the presentation (synthesizing and critical)*

2) Opportunities for engaging in higher order thinking are addressed systematically throughout the Language Tree Online materials. The Online chapter modules provide activities for students to listen, read and speak using various cognitive functions. For example, in each of the School Culture chapter modules students use the following cognitive functions to acknowledge new

concept vocabulary in different contexts, use various key information to locate facts and make connections to other presented concepts.

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) The Language Tree Online materials do not explicitly differentiate between language proficiency levels although the program, as previously stated in the Program Overview below and on the website, provides effective support for ELL students. Yet the lesson plans provide scaffolding supports for students that may advance them within a proficiency level. Examples of language differentiation supports found throughout each online module include; visuals, captions, repetitions, and peer-to-peer modeling. Students are asked both literal and inferential questions and apply content understanding to best assimilate to the American secondary classroom context.

Our Methodology

Every Language Tree product employs our unique Multi-Cognition Approach™ to enhance learning and retention. This methodology stresses three proven learning techniques:

1. Repetition
2. Active thinking
3. Information clustering

First, new phrases are repeated multiple times which provides ample opportunity for your brain to register the information. Next, we take learning to a deeper level by encouraging you to think actively about the meaning of the phrases. Lastly, because too much information at once can be difficult to absorb, we group new words and phrases into easy-to-manage clusters.

The net result is that you will be able to learn more at a faster rate and be able to better retain what you've learned.

The Language Tree Difference

Language Tree products are both effective and entertaining.

- **Proven Learning Approach:** Our unique 3-tier methodology helps kids learn more, at a faster rate and be able to better retain what they've learned.
- **Audio and Visual Stimulation:** Our products use stimulating audio and video reinforcements to help the brain process new information more quickly.
- **Fun to Watch:** Our DVDs and online classes feature realistic storylines, colorful 3D animation and fun sing-along songs to reinforce new words and phrases.
- **Inspirational Characters:** We make language learning "cool" by introducing positive role models that inspire your child to speak a new language.
- **Cultural Awareness:** Our lessons highlight the diverse cultures of today.
- **Interactive Learning:** We've embedded fun games throughout that test lesson comprehension.

What Makes Our Approach Unique?

We take a different approach than traditional ELD and foreign language learning tools by treating students individually and holistically.

Individualized Instruction

We uniquely provide a thorough assessment based on the latest ELD testing standards. English learners possess varying degrees of literacy due to different schooling experiences in their home countries. Each student will also naturally have personal strengths and weaknesses in different literacy areas. For instance, a Newcomer student may be able to speak better English than he or she can understand spoken English. Our Newcomer course offers an in-depth language and literacy assessment module to help educators determine where each student needs more support.

Independent, Self-Paced Learning

With greater demands on educators, one-to-one or small group instruction for English language learners is not always possible. Our online tools were developed for ELL students to be able to learn independently, and at their own pace. Students can review lessons and work on exercises in the classroom or at home.

Multi-Sensory Input

Educational content must be engaging to be at its most effective. Our courses are video-based and incorporate other multi-sensory techniques to maintain student interest and reinforce concepts. Video instruction is combined with interactive features such as audio clips, quizzes, self-recording and writing exercises.

Acculturation and Functional Knowledge

The importance of acculturation and cultural knowledge is often overlooked by traditional publishers. Yet many Newcomers face socio-emotional hurdles due to cultural misunderstandings that make learning and integration very difficult. We help students overcome the often-daunting aspect of entering the American school system by introducing school-related norms and practical tips. We combine cultural knowledge transfer with practical, functional vocabulary lessons designed to help new students maneuver successfully around their new school environment.

2) The materials do not explicitly differentiate between language proficiency levels yet the online modules provide scaffolding support that may progress students from the early emergent level to the next language proficiency. The Language Tree Online materials provide students with a unique metacognitive and metalinguistic approach that enhances language learning and retention.

3) Scaffolding supports are presented systematically throughout the materials. Each online learning module contains an interactive video, and opportunities for scaffolded practice with both early language and literacy skills.

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) Language Tree Online Newcomer Success Kit modules are linguistically and developmentally appropriate for the early emergent and newcomer secondary language learner. The Language Tree Online modules and assessments are designed to help secondary students acclimate to an American school context by providing designated English language development and early literacy instruction. The Newcomer Success Kit modules are centered around specific themes imperative to the newcomer successful adjustment to a secondary school setting including; *School Day and School Rules, Class Participation, School Resources, Morning Break and Lunch, American Holidays, and Extra Curricular Activities.* Additionally, students are provided on-line assessments to guide small group instruction in the following CCSS aligned areas; *Foundational Literacy Skills, Language Function and Construction, and Collaborative Speaking and* Listening.

2) Language Tree gives opportunities for secondary newcomer students to access grade-level content concepts and also promote English language development. The following supports are present through

the online modules to provide instruction to support the emergent English language learner including interactive video sequences, audio files, and opportunities for scaffolded practice with both early language and literacy skills. The student performance data indicated on the teacher portal dashboard provides information about individual and whole class performance with specific early language and literacy skills. These easy to read reporting features help teachers to address specific skill-areas of need in a whole or small group setting.

3) The Language Tree Online Newcomer Success Kit modules and assessment suite indicates early emergent language literacy structures systematically presented throughout the materials. There are six unique chapters in the American School module, 9 foundational English literacy skill lessons ranging in topic from alphabetic principle to frontal/final phonemes, segmentation/blending, 12 collaborative listening and speaking lessons ranging in topics from interacting with written English to close reading strategies and beyond.

E. Strands of Model Performance Indicators

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

Justification: Provide examples from materials as evidence to support each "yes" response for this section. Provide descriptions, not just page numbers.
1) Language Tree Online materials include a range of language functions. Within each of the Newcomer Success Kit modules and the additional English language development lessons students have an opportunity to:
- Identify
- Locate
- Choose
- Sequence
- Compare
- Contrast
- Distinguish
- Use temporal words and phrases
- Adapting language choices
- Restate and recount using connective language structure

Explain
Foundational Literacy

Collaborative Listening and Speaking
Language Function and Construction
- Text Structure
- Understanding Cohesion
- Using Verbs and Verb Phrases

- Using Nouns and Noun Phrases
- Modifying to Add Details
- Connecting Ideas
- Condensing Ideas

The following chart highlights key language and literacy skills addressed throughout the CCSS aligned Language Tree Online Scope and Sequence.

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2) The Language Tree Online materials provide an opportunity for language functions to be used in a communicative goal or activity in the extension in-class opportunities. For example, each of the Newcomer Success Kit modules is geared to the newcomer secondary student for both individual

exposure on-line and small-group or whole-group learning.

3) Language functions are presented comprehensively and support students' language development progression throughout the program. Language functions are found within common core standards and are grade level appropriate for each of the newcomer learning modules.