

**Category 2, English as a Second Language - Grades 6-8
Criteria for the Adoption of Basal Instructional Materials
Contract Years 2007 – 2013**

1. LEGAL REQUIREMENTS SECTION:

A. BASAL INSTRUCTIONAL MATERIALS CRITERIA

Submitted Materials must be organized systems of instruction which:

- Constitute the major instructional vehicle for English as a Second Language – Grades 6-8

AND

- Align with the English as a Second Language content standards and appropriate benchmarks for the areas indicated below:

<u>X</u>	Reading
<u>X</u>	Literature
<u>X</u>	Writing
<u>X</u>	Speaking

Does the program meet the above requirements for basal instructional materials?

_____No X Yes

B. EQUITY CRITERIA

The program:

- Provides models, selections, activities and opportunities for responses which promote respect for all people regardless of race, color, creed, national origin, age, gender, or disability.

AND

- **Avoids stereotyping**

Does the program meet the above requirements for equity? X Yes _____No

English as a Second Language (Grades 6-8)

1. All *Santillana Intensive English* materials for grade levels 6-8 are aligned with the Oregon Department of Education English Language Proficiency Standards (See Correlations for each level).

Examples:

All Lesson Cards (1-120) list English Language Development (ELD) Standards, Language Arts Standards, and English as a Second Language (ESL) Standards. These standards meet the Oregon Department of Education English Language Proficiency Standards. Lesson Cards are reproduced on the *User Guide* for each grade level.

Examples: *User Guide* Level 6: 6.1-6.120 (pages 52-193)
User Guide Level 7: 6.1-6.120 (pages 48-189)
User Guide Level 8: 6.1-6.120 (pages 52-193)

All lessons include questions at different levels of proficiency: **Beginning, Intermediate and Advanced** to provide a range of language purposes. A reproduction of each Lesson Card appears on the *User Guide* for each grade level.

Examples of proficiency level questions:

Examples for Level 6

Lesson 6.32 Continents, *User Guide* page 89
Section: Teach

Checking Comprehension

Beginning

Use prompts, such as: *Point to all the continents.*

Intermediate

Ask: *If you are on the continent of Europe, which direction should you go if you want to go to Africa?*

Advanced

Use open-ended questions:

Describe how the colors on the map give information about Earth's land and water.

Examples for Level 7

Lesson 7.56 Saturn User *Guide* page 113

Section: Teach

Checking Comprehension

Beginning

Ask students to identify different elements in the photo by pointing or gesturing:

Point to Saturn.

Intermediate

Ask students to describe the photo using questions and prompts such as:

Is Saturn bigger or smaller than Jupiter?

Advanced

Ask students to summarize key concepts using open-ended questions such as:

How is Saturn similar to Jupiter?

Examples for Level 8

Lesson 8.12A Physical Map of the World, *User Guide* page 65

Section: Teach

Checking Comprehension

Beginning

Use prompts, such as: *Point to North America.*

Intermediate

Ask: *If you are in North America, in what direction is the continent of Europe?*

Advanced

Use open-ended questions:

Explain how we use a compass rose.

2. All Lesson Cards (1-120) address English language development at each of the proficiency levels and provide for **integrated practice of listening, speaking, reading and writing** focused on everyday and school related topics. Additional activities are provided in *Opening Doors: Reading and Writing Activity Book*.

Examples for Level 6

User Guide Lesson 6.56: Energy in Ecosystems, page 117

Listening/Speaking Activity: Section Teach: Using Lesson Card Transparency, teacher discuss image and encourage oral discussion.

Reading Activity: Section Practice and Apply

Introduction to Speed Read 6.56 Teacher reads to the class. (Students can also listen to the reading selection using the *Audio CD*)

First Read: Teacher distributes copies of Speed Read and Dialogue 6.56

Second Read: Echo reading (Beginners)

Third Read: Intermediate and Advanced students read the passage to a partner.

Writing Activity: Use *Journal Quick Write* 6.56

Reading and Writing: Section Extend

Students use *Opening Doors* (pages 150-151) for additional activities, such as: Writing an Expository Composition. This activity is supported by drawings and illustrations.

Examples for Level 7

User Guide Lesson 7.82: The Statue of Liberty, page 145

Listening/Speaking Activity: Section Teach: Teacher displays Lesson Card Transparency to discuss visual and encourage oral discussion.

Reading Activity: Section Practice and Apply

Introduction to Speed Read 7.82 Teacher reads to the class. (Students can also listen to the reading selection using the *Audio CD*)

First Read: Teacher distributes copies of Speed Read and Dialogue 7.82

Second Read: Echo reading (Beginners)

Third Read: Intermediate and Advanced students read the passage to a partner.

Writing Activity: Use *Journal Quick Write* 7.82

Writing: Section Extend

Extension Activities: Students use *Opening Doors* (pages 215-218) for additional activities, such as naming historical landmarks and writing an essay about the Statue of Liberty.

Examples for Level 8

User Guide Lesson 8.36: Ponce de Leon's Fountain of Youth, page 93

Listening/Speaking Activity: Section Teach: Teacher displays Lesson Card Transparency to discuss visual and encourage oral discussion.

Reading Activity: Section Practice and Apply

Introduction to Speed Read 8.36 Teacher reads to the class.

First Read: Teacher distributes copies of Speed Read and Dialogue 7.82 (Students can also listen to the reading selection using the *Audio CD*)

Second Read: Echo reading (Beginners)

Third Read: Intermediate and Advanced students read the passage to a partner.

Writing Activity: Use *Journal Quick Write* 8.36

Oral Dialogue

Section: Extend

Paired/Collaborative Activity: Students conduct an oral dialogue with a partner. Students pair up to role-play. Intermediate and advanced students write the dialogue.

Reading and Writing

Reading Comprehension: Students use *Opening Doors* 8.36 (pages 92-93) to learn to combine idea information from two reference sources.

Writing: Section Extend

Students use *Opening Doors* for additional activities, such as writing the main idea from each passage. Intermediate and advanced students use different reference books to find additional information and write an informational report on St. Augustine, Florida. Beginning students write facts about St. Augustine with teacher's support.

3. Textbooks demonstrate an accepted sequence of grammatical structures (from simple to complex-levels of proficiency) for a **range of language functions** (as delineated in the Oregon English Language Proficiency Standards) and are grade level applicable and specific.

Examples for Level 6:

Language Function	Objective	<i>Santillana Intensive English (SIE) Lesson Card</i>
Asking informal questions	Ask and answer questions about a poem.	Lesson Card 6.36 User Guide, page 93
Describing people	Write a descriptive essay.	Lesson Card 6.90 User Guide, page 157
Comparing and Contrasting	Compare and contrast using a Venn Diagram.	Lesson Card 6.69 User Guide, page 132
Expressing and supporting opinions.	State preferences.	Lesson Card 6.34 User Guide, page 91
Literary Analysis	Understand literacy elements.	Lesson Card 6.72 User Guide, page 137
Drawing conclusions	Draw conclusions.	Lesson Card 6.96 User Guide, page 165
Cause and Effect	Complete cause and effect statements.	Lesson Card 6.67 User Guide, page 130
Sequencing	Understand the sequence of events.	Lesson Card 6.43 User Guide, page 102
Interpreting	Read and interpret maps and charts.	Lesson Card 6.103 User Guide, page 174
Persuading	Write a persuasive letter.	Lesson Card 6.100 User Guide, page 169
Retelling	Retell a myth or legend.	Lesson Card 6.86 User Guide, page 153
Summarizing	Write a summary using sequence of events.	Lesson Card 6.49 User Guide, page 108
Evaluating	Evaluate a Web site.	Lesson Card 6.120 User Guide, page 193

Examples for Level 7:

Language Function	Objective	<i>Santillana Intensive English (SIE) Lesson Card</i>
Asking informal questions	Ask and answer questions.	Lesson Card 7.2 User Guide, page 49
Expressing needs and likes	Expressing needs of pets.	Lesson Card 7.21 User Guide, page 72
Comparing and Contrasting	Compare and contrast educational systems.	Lesson Card 7.13 User Guide, page 62
Expressing and supporting opinions.	Express personal opinions.	Lesson Card 7.20 User Guide, page 69
Drawing conclusions	Draw conclusions about hurricanes.	Lesson Card 7.105 User Guide, page 172
Sequencing	Provide information in sequence.	Lesson Card 7.26 User Guide, page 77
Persuading	Create a persuasive poster.	Lesson Card 7.77 User Guide, page 138
Summarizing	Write a summary.	Lesson Card 7.21 User Guide, page 72

Examples for Level 8

Language Function	Objective	<i>Santillana Intensive English (SIE) Lesson Card</i>
Asking informal questions	Request and give information.	8.8 Lesson Card User Guide, page 59
Expressing needs and likes	Use social language.	Lesson Card 8.3 User Guide, page 54
Comparing and Contrasting	Compare and contrast information.	Lesson Card 8.32 User Guide, page 89
Expressing and supporting opinions.	Distinguish between fact and opinion.	Lesson Card 8.43 User Guide, page 102
Drawing conclusions	Make inferences and conclusions.	Lesson Card 8.53 User Guide, page 114
Sequencing	Identify sequence of events.	Lesson Card 8.19 User Guide, page 72
Persuading	Write a persuasive paragraph.	Lesson Card 8.32 User Guide, page 89
Retelling	Retell a sequence of events.	Lesson Card 8.19 User Guide, page 72
Summarizing	Write a summary.	Lesson Card 8.12 User Guide, page 65
Cause and Effect	Identify cause and effect.	Lesson Card 8.44 User Guide, page 103

4. *Santillana Intensive English* provides a complete **Scope and Sequence** of instructional materials that includes goals, objectives, language arts skills, grammar skills, and extended cross-curricular activities for each lesson.

Examples of Scope and Sequence:

User Guide **Level 6 (pages 2-42)**

User Guide **Level 7 (pages 2-40)**

User Guide **Level 8 (pages 2-43)**

Each *Lesson Card* provides opportunities for students to apply different learning strategies and higher order thinking skills through **whole-class, small group/ collaborative activities, and paired activities.**

Examples for Level 6

Lesson Card 6.51: Energy at Work, **User Guide**, page 112.

Whole Group Activity: Teacher displays and uses different objects to demonstrate kinetic and potential energy. Students are asked which form it is as teacher demonstrates. (*Analysis*)

Paired/Collaborative Activity: Students work in pairs or small groups to create an energy mural. Students can draw pictures that represent different forms of energy or cut them out from magazines. (*Application*). Students write a caption that tells the form of energy represented in each picture. (*Synthesis*).

Extend: Students use the Internet to design a roller coaster. Students will make a series of decisions about how to build a roller coaster...Once completed, the students' roller coaster will need to pass a safety inspection (*Evaluation*.)

Examples for Level 7

Lesson Card 7.75: The Bald Eagle *User Guide*, page 136.

Whole Group Activity: Share with students facts about eagles. (*Knowledge*)
With students, discuss why it is so important to protect animals from extinction (*Analysis*). Complete a K-W-L chart, noting what students have learned. (*Evaluation*)

Paired/Collaborative Activity: Form groups of students and assign one of the 400 threatened and endangered species in the United States, (*Application*). Ask groups to do research on the Internet to find out the status of their assigned animal and report them to the class (*Synthesis*).

Grammar/Writing: students write a paragraph describing the bald eagle. They will express a personal opinion and what does it symbolize to them (*Evaluation*).

Examples for Level 8

Lesson Card 8.81: Alexander Hamilton and Thomas Jefferson *User Guide*, page 148.

Whole Group Activity:

Conduct a discussion about the points of views of Hamilton and Jefferson. Students will list the differences between the men's political beliefs.

Paired/Collaborative Activity:

Pair up students to design a new penny. On one side, they will put Hamilton and Jefferson on the other side. Students will write a slogan on each side of the penny to capture each men's beliefs.

Writing:

Use *Opening Doors 8.81* to review the elements of a persuasive letter. Have students edit a partner's letter for capitalization, punctuation, and grammar using the Writing Checklist.

5. On each lesson, *Santillana Intensive English* includes questions and activities that **advance the students’ cognitive development**. Most of these activities are presented **across-the-curriculum** to help students think more clearly and logically. All materials require students **to analyze, infer, hypothesize, and solve problems**.

Examples for Level 6

Type of Activity	Subject Area	SIE Lesson Card
Analyzing	Literature	6.50 <i>User Guide</i> , page 111
Discuss solutions	Math	6.9 <i>User Guide</i> , page 60
Inferencing	Social Studies	6.71 <i>User Guide</i> , page 136
Hypothesizing	Science	6.55 <i>User Guide</i> , page 116
Solving problems	Math	6.92 <i>User Guide</i> , page 161
Research	Technology	6.120 <i>User Guide</i> , page 193

Examples for Level 7

Type of Activity	Subject Area	SIE Lesson Card
Finding solutions	Social Studies: Discuss solutions to poverty.	7.16 <i>User Guide</i> , page 65 (Extend) Whole Group Activity/Technology
Solving problems	Math: Solve word problems.	7.46 <i>User Guide</i> , page 101 (Extend)
Analyzing	Science: Analyze chart on space mission.	7.60 <i>User Guide</i> , page 117 (Practice and Apply)
Inferencing	Social Studies: Make inferences and draw conclusions.	7.112 <i>User Guide</i> . Page 181 (Practice and Apply)

Examples for Level 8

Type of Activity	Subject Area	SIE Lesson Card
Analyzing	Social Studies	8.16 <i>User Guide</i> , page 69
Inferencing	Social Studies	8.22 <i>User Guide</i> , page 77
Making decisions	Social Studies	8.55 <i>User Guide</i> , page 116
Solving problems	Social Studies	8.120 <i>User Guide</i> , page 193

6. Adequate support is provided to compensate for gaps in the student’ cognitive and linguistic resources. Planned **re-entry of topics** ensures that concepts are introduced in more readily understood “chunks” and then reinforced and elaborated in subsequent treatments.

Examples of Introduction and Re-Entry of Topics

Examples for Level 6:

Theme	SIE Lesson Card: Introduced	SIE Lesson Card: Re-entry
Family	6.14 Families Change Over Time User Guide, page 67	6.15 Families Stories and Traditions User Guide, page 68
Community	6.16 Our Community User Guide, page 69	6.19 Different Kinds of Communities User Guide, page 72
Language	6.21 What is Language User Guide, page 76	6.25 Special Ways to Communicate User Guide, page 80
Food	6.6 Eating and Drinking User Guide, page 57	6.27 Food is Part of Culture User Guide, page 82

Examples for Level 7

Theme	SIE Lesson Card: Introduced	SIE Lesson Card: Re-entry
Education	7.11 The Public Education System User Guide, page 60	7.19 Bilingual Education and ESL User Guide, page 68
Space	7.51 The Solar System User Guide, page 108	7.60 Space Exploration User Guide, page 117
Ecosystems	7.71 Ecosystems User Guide, page 132	7.72 The Florida Everglades User Guide, page 133
Immigration	7.31 European Settlers User Guide, page 84	7.39 The Great Migration User Guide, page 92

Examples for Level 8

Theme	SIE Lesson Card: Introduced	SIE Lesson Card: Re-entry
Regions	8.16 Regions of the United States User Guide, page 69	8.19 Regions and Climate User Guide, page 72
Civilizations	8.24 Early North American Civilizations User Guide, page 79	8.27 Other Native American Communities User Guide, page 82
Exploration	8.31 Timeline of Exploration User Guide, page 88	8.35 Voyage Around the World User Guide, page 92
Colonial Times	8.43 The Pilgrim Experience User Guide, page 102	8.50 Colonial Education User Guide, page 109

Comprehension is supported and reinforced through techniques such as **demonstrations, experiments, other hands-on-activities, and use of graphics.**

Examples for Level 6:

Language Function	Objective	<i>SIE Lesson Card</i>
Hands-on Activities	Learn how to use the Internet.	Lesson Card 6.70 User Guide, page 133
Demonstrations	Perform and discuss a demonstration.	Lesson Card 6.58 User Guide, page 119
Experiments	Conduct an experiment.	Lesson Card 6.45 User Guide, page 104
Use of graphics	Use graphic sources to identify and compare facts.	Lesson Card 6.34 User Guide, page 91
Role-playing	Role-play the concept of trading.	Lesson Card 6.75 User Guide, page 140
Brainstorming	Brainstorm a list of vegetables.	Lesson Card 6.103 User Guide, page 174

Examples for Level 7

Language Function	Objective	<i>SIE Lesson Card</i>
Hands-on Activities	Learn how different foods are prepared.	Lesson Card 7.61 User Guide, page 120
Demonstrations	Learn about the lunar cycle.	Lesson Card 7.53 User Guide, page 110
Experiments	Conduct a science experiment.	Lesson Card 7.103 User Guide, page 170
Use of graphics	Compare and contrast Jupiter and Saturn.	Lesson Card 7.56 User Guide, page 113
Role-playing	Role-play a restaurant scene.	Lesson Card 7.49 User Guide, page 104

Examples for Level 8

Language Function	Objective	<i>SIE Lesson Card</i>
Brainstorming	Brainstorm ideas about a book.	Lesson Card 8.8 User Guide, page 59
Hands-on Activities	Find directions using a map.	Lesson Card 8.12 User Guide, page 65
Demonstrations	Use an atlas and research tools.	Lesson Card 8.13 User Guide, page 66
Experiments	Conduct an experiment.	Lesson Card 8.80 User Guide, page 145
Role-playing	Role-play a dialogue.	Lesson Card 8.36 User Guide, page 93

7. Textbooks teach students the vocabulary and sentence structures to **discuss and comprehend a range of everyday and school topics.**

Examples for Level 6:

Examples of everyday topics:

Unit/Theme	Lesson Topic	SIE Lesson Card
Unit 1: School Environment	Social Language	6.3 User Guide, page 54
Unit 2 Families & Communities	My environment	6.12 User Guide, page 65
Unit 2:Families & Communities	Our Community	6.16 User Guide, page 69
Unit 3: Languages & Culture	Everybody learns a language	6.24 User Guide, page 7`

Examples of school topics:

Unit/Theme	Lesson Card Concept	SIE Lesson Card
Unit 1: School Environment	School Rules	6.7 User Guide, page 58
Unit 4: Maps and Regions	Continents	6.32 User Guide, page 89
Unit 5: Earth Science	Earth's Interior	6.41 User Guide, page 100
Unit 8: Ancient History	What is History?	6.71 User Guide, page 136
Unit 9: The Seven Wonders of the Ancient World	The Seven Wonders	6.81 User Guide, page 148

Examples for Level 7

Examples of everyday topics:

Unit/Theme	Lesson Topic	SIE Lesson Card
Unit 1: My school environment	Personal information	7.1 User Guide, page 48
Unit 5: Jobs and occupations	Emergency services	7.43 User Guide, page 98
Unit 7: Tools and Technologies	Automobiles	7.70 User Guide, page 129
Unit 9: Places to See, Things to Do	River drafting	7.83 User Guide, page 146
Unit 11: Disasters	Floods	7.104 User Guide, page 172

Examples of school topics:

Unit/Theme	Lesson Card Topic	SIE Lesson Card
Unit 2: Education in the United States	The Public Education System	7.11: User Guide, page 60
Unit 3: Life in Ancient Times	Mayan Society	7.28 User Guide, page 79
Unit 4: Immigration and Migration	The Underground Railroad	7.35 User Guide, page 88
Unit 6: Outer Space	The Sun	7.52 User Guide, page 109
Unit 8; Ecosystems and Conservation	Antarctica	7.73 User Guide, page 134
Unit 10: Heroes and Leaders	Mahatma Gandhi	7.91 User Guide, page 156
Unit 12: Cities of the United States	The Monuments of Washington, D.C.	7.111 User Guide, page 180

Examples for Level 8

Examples of everyday topics:

Unit/Theme	Lesson Topic	SIE Lesson Card
Unit 1: School Environment	Personal Information	8.1 User Guide, page 52
Unit 1: School Environment	School Rules	8.6 User Guide, page 57
Unit 10: Industrial Growth	New Technology for Daily Living	8.97 User Guide, page 166
Unit 11: New Movements and Change in America	American Immigration	8.105 User Guide, page 176

Examples of school topics:

Unit/Theme	Lesson Card Concept	SIE Lesson Card
Unit 2: Geography of the US	Geography, Maps and Directions	8.11 User Guide, page 64
Unit 3: America's Beginning	Trade Routes	8.29 User Guide, page 84
Unit 5: America's Colonial Heritage	The Southern Colonies	8.45 User Guide, page 104
Unit 7: The American Revolution	The Second Continental Congress	8.64 User Guide, page 127
Unit 8: Developing a New National Government	The Bill of Rights	8.78 User Guide, page 143

Textbooks also teach **basic and general vocabulary** through the use of *Vocabulary Cards* (colorful picture cards for every lesson) to reinforce lesson concepts and language, as well as through *Personal Vocabulary Cards* to help students build their own word banks. In addition, the *Vocabulary Enrichment Workbook* reinforces lesson vocabulary through a variety of extension activities. The *Opening Doors Activity Book* offers use of vocabulary in context to help prepare students for standardized tests. In addition, the User Guide includes how to use **Word Banks** to facilitate vocabulary development.

Vocabulary is presented **around a range of topics**, including **building on home culture and linking to American culture**.

Examples for Level 6:

Examples of Home Cultural Themes:

Theme	Lesson Topic	SIE Lesson Card
Families	Family Stories and Traditions	6.15 User Guide, page 68
Culture	Food is Part of Culture	6.27 User Guide, page 82
Clothing	Clothing is Part of Culture	6.28 User Guide, page 83

Examples of American Cultural Themes:

Theme	Lesson Topic	SIE Lesson Card
Government	Learning About Government	6.91 User Guide, page 160
Law	The US Constitution	6.93 User Guide, page 162
People	People and Government	6.100 User Guide, page 169

Examples for Level 7**Examples of Home Cultural Themes:**

Theme	Subject	SIE Lesson Card
Language	Social Language	7.3 User Guide, page 50
Education	Bilingual Education and ESL	7.19 User Guide, page 68
Diversity	Diversity in Our Schools	7.20 User Guide, page 69
Immigration	Ellis Island	7.37 User Guide, page 90
Leaders	Cesar Chavez	7.98 User Guide, page 163

Examples of American Cultural Themes:

Theme	Subject	SIE Lesson Card
Education	The Public Education System	7.11 User Guide, page 60
Freedom	The Statue of Liberty	7.82 User Guide, page 145
Monuments	The Monuments of Washington, D.C.	7.111 User Guide, page 180
Leaders	Rosa Parks	7.92 User Guide, page 157

Examples for Level 8**Examples of Home Cultural Themes:**

Theme	Lesson Topic	SIE Lesson Card
Sports	Team Sports	8.9 User Guide, page 60
Countries	Our Immigrant Ancestors	8.15 User Guide, page 68
Immigration	American Immigration	8.105 User Guide, page 176

Examples of American Cultural Themes:

Theme	Lesson Topic	SIE Lesson Card
Patriotism	The Star-Spangled Banner	8.90 User Guide, page 157
Law	The US Constitution	8.74 User Guide, page 139
Symbols	Symbols of a New Nation	8.75 User Guide, page 140
War	Civil War Songs	8.109 User Guide, page 180

8. Text is appropriate to target grade and level of proficiency since **all lessons address grade level standards and benchmarks.**

Examples for Level 6:

Examples of Skills Taught at Grade Level: Sixth Grade

OELP Benchmark	SIE Objective	SIE Lesson Card
Speaking: Support an opinion with detailed evidence.	Express an opinion.	6.38 User Guide page 95
Reading: Identify and/or summarize sequence of events.	Write a summary using sequence of events.	6.49 User Guide, page 108
Writing: establish and develop a plot and setting.	Analyze story elements: setting, plot, and resolution.	6.95 User Guide, page 164

Examples for Level 7

Examples of Skills Taught at Grade Level: Seventh Grade

OELP Benchmark	SIE Objective	SIE Lesson Card
Reading: Compare and contrast information on the same topic.	Compare and contrast education in the 1800s and today.	7.13 User Guide, page 62
Grammar: Use a comma after a dependent clause that introduces a sentence.	Use clauses to describe degrees of a quality.	7.108 Droughts and Heat Waves User Guide, page 175
Writing: Write fictional or autobiographical narrative.	Write a personal narrative.	7.33 User Guide, page 86

Examples for Level 8

Examples of Skills Taught at Grade Level: Eighth Grade

OELP Benchmark	SIE Objective	SIE Lesson Card
Listening: Demonstrate listening comprehension of text.	Restate the main idea of an oral presentation.	8.12 User Guide, page 65
Speaking: Develop a focus and present information to achieve a particular purpose.	Fill out an application.	8.102 User Guide, page 173
Reading: Identify and/or summarize sequence of events.	Identify sequence of events.	8.19 User Guide, page 72
Writing: Create compositions that engage the reader.	Write a persuasive composition.	8.80 User Guide, page 145

Each **Lesson Card** includes **comprehension questions at different levels of language proficiency**.

Examples of proficiency level questions:

Examples for Level 6

Lesson 6.32 Continents, *User Guide* page 89

Section: Teach

Checking Comprehension

Beginning

Use prompts, such as: *Point to all the continents.*

Intermediate

Ask: *If you are on the continent of Europe, which direction should you go if you want to go to Africa?*

Advanced

Use open-ended questions:

Describe how the colors on the map give information about Earth's land and water.

Examples for Level 7

Lesson 7.56 Saturn *User Guide* page 113

Section: Teach

Checking Comprehension

Beginning

Ask students to identify different elements in the photo by pointing or gesturing:

Point to Saturn.

Intermediate

Ask students to describe the photo using questions and prompts such as:

Is Saturn bigger or smaller than Jupiter?

Advanced

Ask students to summarize key concepts using open-ended questions such as:

How is Saturn similar to Jupiter?

Examples for Level 8

Lesson 8.12A Physical Map of the World, *User Guide* page 65

Section: Teach

Checking Comprehension

Beginning

Use prompts, such as: *Point to North America.*

Intermediate

Ask: *If you are in North America, in what direction is the continent of Europe?*

Advanced

Use open-ended questions:

Explain how we use a compass rose.

9. Materials teach students the vocabulary and sentence structures to discuss and comprehend a range of **everyday** and **school topics**.

Examples for Level 6:

Examples of everyday topics:

Unit/Theme	Lesson Topic	SIE Lesson Card
Unit 1: School Environment	Social Language	6.3 User Guide, page 54
Unit 2 Families & Communities	My Environment	6.12 User Guide, page 65
Unit 2:Families & Communities	Our Community	6.16 User Guide, page 69
Unit 3: Languages & Culture	Everybody Learns a Language	6.24 User Guide, page 7

Examples of school topics:

Unit/Theme	Lesson Card Concept	SIE Lesson Card
Unit 1: School Environment	School Rules	6.7 User Guide, page 58
Unit 4: Maps and Regions	Continents	6.32 User Guide, page 89
Unit 5: Earth Science	Earth's Interior	6.41 User Guide, page 100
Unit 8: Ancient History	What is History?	6.71 User Guide, page 136
Unit 9: The Seven Wonders of the Ancient World	The Seven Wonders	6.81 User Guide, page 148

Examples for Level 7

Examples of everyday topics:

Unit/Theme	Lesson Topic	SIE Lesson Card
Unit 1: My school environment	Personal information	7.1 User Guide, page 48
Unit 5: Jobs and occupations	Emergency services	7.43 User Guide, page 98
Unit 7: Tools and Technologies	Automobiles	7.70 User Guide, page 129
Unit 9: Places to See, Things to Do	River drafting	7.83 User Guide, page 146
Unit 11: Disasters	Floods	7.104 User Guide, page 172

Examples of school topics:

Unit/Theme	Lesson Card Topic	SIE Lesson Card
Unit 2: Education in the United States	The Public Education System	7.11: User Guide, page 60
Unit 3: Life in Ancient Times	Mayan Society	7.28 User Guide, page 79
Unit 4: Immigration and Migration	The Underground Railroad	7.35 User Guide, page 88
Unit 6: Outer Space	The Sun	7.52 User Guide, page 109
Unit 8; Ecosystems and Conservation	Antarctica	7.73 User Guide, page 134
Unit 10: Heroes and Leaders	Mahatma Gandhi	7.91 User Guide, page 156
Unit 12: Cities of the United States	The Monuments of Washington, D.C.	7.111 User Guide, page 180

Examples for Level 8

Examples of everyday topics:

Unit/Theme	Lesson Topic	SIE Lesson Card
Unit 1: School Environment	Personal Information	8.1 User Guide, page 52
Unit 1: School Environment	School Rules	8.6 User Guide, page 57
Unit 10: Industrial Growth	New Technology for Daily Living	8.97 User Guide, page 166
Unit 11: New Movements and Change in America	American Immigration	8.105 User Guide, page 176

Examples of school topics:

Unit/Theme	Lesson Card Concept	SIE Lesson Card
Unit 2: Geography of the US	Geography, Maps and Directions	8.11 User Guide, page 64
Unit 3: America's Beginning	Trade Routes	8.29 User Guide, page 84
Unit 5: America's Colonial Heritage	The Southern Colonies	8.45 User Guide, page 104
Unit 7: The American Revolution	The Second Continental Congress	8.64 User Guide, page 127
Unit 8: Developing a New National Government	The Bill of Rights	8.78 User Guide, page 143

Ample examples of the vocabulary and sentence patterns for the **language functions** in the OELP standards are provided.

Examples for Level 6:

Language Function	Objective	<i>Santillana Intensive English</i> (SIE) Lesson Card
Asking informal questions	Ask and answer questions about a poem.	Lesson Card 6.36 User Guide, page 93
Describing people	Write a descriptive essay.	Lesson Card 6.90 User Guide, page 157
Comparing and Contrasting	Compare and contrast using a Venn Diagram.	Lesson Card 6.69 User Guide, page 132
Expressing and supporting opinions.	State preferences.	Lesson Card 6.34 User Guide, page
Literary Analysis	Understand literacy elements.	Lesson Card 6.72 User Guide, page 137
Drawing conclusions	Draw conclusions.	Lesson Card 6.96 User Guide, page

Language Function	Objective	<i>Santillana Intensive English (SIE) Lesson Card</i>
Cause and Effect	Complete cause and effect statements.	Lesson Card 6.67 User Guide, page 130
Sequencing	Understand the sequence of events.	Lesson Card 6.43 User Guide, page 102
Interpreting	Read and interpret maps and charts.	Lesson Card 6.103 User Guide, page 174
Persuading	Write a persuasive letter.	Lesson Card 6.100 User Guide, page 169
Retelling	Retell a myth or legend.	Lesson Card 6.86 User Guide, page 153
Summarizing	Write a summary using sequence of events.	Lesson Card 6.49 User Guide, page 108
Evaluating	Evaluate a Web site.	Lesson Card 6.120 User Guide, page 193

Examples for Level 7:

Language Function	Objective	<i>Santillana Intensive English (SIE) Lesson Card</i>
Asking informal questions	Ask and answer questions.	Lesson Card 7.2 User Guide, page 49
Expressing needs and likes	Expressing needs of pets.	Lesson Card 7.21 User Guide, page 72
Comparing and Contrasting	Compare and contrast education systems.	Lesson Card 7.13 User Guide, page 62
Expressing and supporting opinions.	Express personal opinions.	Lesson Card 7.20 User Guide, page 69
Drawing conclusions	Draw conclusions about hurricanes.	Lesson Card 7.105 User Guide, page 172
Sequencing	Provide information in sequence.	Lesson Card 7.26 User Guide, page 77
Persuading	Create a persuasive poster.	Lesson Card 7.77 User Guide, page 138
Retelling	Retell a story.	Lesson Card User Guide, page
Summarizing	Write a summary.	Lesson Card 7.21 User Guide, page 72

Examples for Level 8

Language Function	Objective	Santillana Intensive English (SIE) Lesson Card
Asking informal questions	Request and give information.	8.8 Lesson Card User Guide, page 59
Expressing needs and likes	Use social language.	Lesson Card 8.3 User Guide, page 54
Comparing and Contrasting	Compare and contrast information.	Lesson Card 8.32 User Guide, page 89
Expressing and supporting opinions.	Distinguish between fact and opinion.	Lesson Card 8.43 User Guide, page 102
Drawing conclusions	Make inferences and conclusions.	Lesson Card 8.53 User Guide, page 114
Sequencing	Identify sequence of events.	Lesson Card 8.19 User Guide, page 72
Persuading	Write a persuasive paragraph.	Lesson Card 8.32 User Guide, page 89
Retelling	Retell a sequence of events.	Lesson Card 8.19 User Guide, page 72
Summarizing	Write a summary.	Lesson Card 8.12 User Guide, page 65
Cause and Effect	Identify cause and effect.	Lesson Card 8.44 User Guide, page 103

10. Materials support and reinforce comprehension through **techniques** such as **demonstrations, experiments, double-entry journals, other hands-on activities, and use of graphics** (timelines, semantic webs, Venn diagrams, mapping, graphing, etc.).

Examples for Level 6:

Examples of Techniques:

Language Function	Objective	SIE Lesson Card
Hands-on Activities	Learn about how to use the Internet.	Lesson Card 6.70 User Guide, page 133
Demonstrations	Perform a demonstration.	Lesson Card 6.58 User Guide, page 119
Experiments	Conduct an experiment.	Lesson Card 6.45 User Guide, page 104
Use of graphics	Use graphic sources to identify and compare facts.	Lesson Card 6.34 User Guide, page 91
Role-playing	Role-play the concept of trading.	Lesson Card 6.75 User Guide, page 140
Brainstorming	Brainstorm about vegetables.	Lesson Card 6.103 User Guide, page 174

Examples for Level 7

Language Function	Objective	<i>SIE Lesson Card</i>
Hands-on Activities	Draw a map.	Lesson Card 7.4 User Guide, page 51
Demonstrations	Create a schedule.	Lesson Card 7.6 User Guide, page 53
Experiments	Conduct a science experiment.	Lesson Card 7.103 User Guide, page 170
Use of graphics	Create a bar graph.	Lesson Card 7.1 User Guide, page 48
Role-playing	Present a role-play.	Lesson Card 7.39 User Guide, page 92

Examples for Level 8

Language Function	Objective	<i>SIE Lesson Card</i>
Hands-on Activities	Find directions using a world map	Lesson Card 8.12 User Guide, page 65
Demonstrations	Use atlas and research tools.	Lesson Card 8.13 User Guide, page 66
Experiments	Conduct an experiment.	Lesson Card 8.80 User Guide, page 145
Use of graphics	Interpret information from a chart.	Lesson Card 8.17 User Guide, page 70
Role-playing	Role-play being Ponce de Leon	Lesson Card 8.36 User Guide, page 93
Brainstorming	Brainstorm about a book.	Lesson Card 8.8 User Guide, page 59

11. Textbooks emphasize rhythm and cadence of English: listening and speaking and sounds that do not exist in the primary language (non-transferable sounds).

Examples of sounds that do not exist in the primary language:

Examples for Level 6:

Sounds (Non-Transferable)	SIE Lesson Card	User Guide Section
Words ending in –eat, -eak	6.4	<i>User Guide: Spelling Words, page 55</i>
Words ending in -ig and -esk	6.48	<i>User Guide: Spelling Words, page 107</i>
Use of short and long vowel sound.	6.71	<i>User Guide: Spelling Words, page 136</i>

Examples for Level 7

Sounds (Non-Transferable)	SIE Lesson Card	User Guide Section
Recognize English phonemes.	7.8	<i>User Guide: Teach Section, page 55</i>

Examples for Level 8

At this level, students recognize the use of idiomatic expressions:

Expressions (Non-Transferable)	SIE Lesson Card	User Guide Section
Recognize idioms.	8.50	<i>User Guide: Extend Section: Vocabulary</i>

In addition, practice is provided **at each grade level** through the use of the *Phonics and Vocabulary Workbook* to reinforce English phonemes.

12. Materials include “**Lesson Plans**” that are broken down into three basic sections: **Teach, Practice and Apply, and Extend**. Each one of these sections includes segments that address the following instructional components: **1) checking for understanding, 2) pre-teaching for upcoming lessons, 3) re-teaching for previous material, 4) scaffolding (including scaffolding for writing instruction), 5) extra targeted practice, and 5) opportunities for students to practice producing language.**

Example of sections of the lesson plan that addresses a variety of instructional components:

Examples for Level 6
Examples for Level 7
Examples for Level 8

Instructional Component	SIE Lesson Card	User Guide Section
1. Checking for Understanding	All Lesson Cards: Check Comprehension	Teach Section (All Lessons)
2. Pre-Teaching	Vocabulary Introduction	Teach Section (All Lessons)
3. Re-Teaching previous material	Review of concepts	Practice and Apply (All Lessons)
4. Scaffolding	Collaborative Activities	Practice and Apply (All Lessons)
5. Extra-targeted practice	Additional practice	Extend Section (All Lessons)
6. Opportunities to practice	Activities to apply new knowledge	<i>Opening Doors Reading and Writing Activity Book Vocabulary Enrichment Workbook</i>

13. Materials provide **teaching strategies** that address a wide range of learning styles and abilities and include a variety of essential teaching aids.

Examples for Level 6:

Strategy	SIE Lesson Cards
TPR	6.13 User Guide, page 66
KWL	6.90 User Guide page 157
Role-Playing	6.75 User Guide, page 140
Venn Diagram	6.105 User Guide, page 176
Word Map	6.58 User Guide, page 119
Writing Process	<i>Opening Doors Checklist</i>

Examples for Level 7

Strategy	SIE Lesson Cards
TPR	7.3 User Guide, page 50
Word Wall	7.41 User guide, page 96
KWL	7.26 User Guide page 77
Role-Playing	7.43 User Guide, page 98
Venn Diagram	7.36 User Guide, page 89
Vocabulary Development Graph	7.32 User Guide, page 85

Examples for Level 8

Strategy	SIE Lesson Cards
Story Mapping	8.8 User guide, page 59
TPR	8.3 User Guide page 54
Role-Playing	8.36 User Guide, page 90
Word Web	8.2 User Guide, page 53

14. Materials provide opportunities for students to make connections between their **personal experiences**, develop the ability of students to apply their knowledge and skills, are formatted for efficient student use and allow for student independent work.

Examples of lessons connecting students to personal experiences

Examples for Level 6:

Personal Experience Topic	Objective	SIE Lesson Card
Personal Information	Give and solicit personal information.	6.1 User Guide, page 52
Family	Discuss personal experiences related to family change.	6.14 User Guide, page 67
Music	Share personal experiences with music and dance.	6.29 User Guide, page 84

Examples for Level 7

Personal Experience Topic	Objective	SIE Lesson Card
My School Environment	Use social language.	7.3 User Guide, page 50
Jobs and Occupations	Role-play a working situation.	7.46 User Guide, page 101
Tools and Technology	Learn how different foods are prepared.	7.61 User Guide, page 120
Cities of the United States	Write a summary using a timeline.	7.115 User Guide, page 184

Examples for Level 8

Personal Experience Topic	Objective	SIE Lesson Card
Personal Information	Give and solicit personal information.	8.1 User Guide, page 52
School	Share experiences about the school cafeteria.	8.5 User Guide, page 56
Technology	Share experiences with technology.	8.97 User Guide, page 166
Immigration	Write about immigrant experiences.	8.105 User Guide, page 176

In addition, the *Homework Connection* includes blackline masters that are provided to practice, review, and extend the skills presented in each lesson. This extra practice allows for **efficient student use** and for **student independent work**.

15. Each lesson identifies **the language function and form** it addresses. The language objectives are differentiated by language proficiency levels. Adequate examples are provided of the vocabulary and sentence patterns for such **functions as cause and effect, expressing an opinion, making comparisons and contrasts, interpreting information, drawing conclusions, persuading**, and other functions included in the ELP standards.

Examples of Language Functions

Examples for Level 6:

Language Function	Objective	<i>Santillana Intensive English (SIE) Lesson Card</i>
Comparing and Contrasting	Compare and contrast using a Venn Diagram.	Lesson Card 6.69 User Guide, page 132
Expressing and supporting opinions.	State preferences.	Lesson Card 6.34 User Guide, page
Literary Analysis	Understand literacy elements.	Lesson Card 6.72 User Guide, page 137
Drawing conclusions	Draw conclusions.	Lesson Card 6.96 User Guide, page 165
Cause and Effect	Complete cause and effect statements.	Lesson Card 6.67 User Guide, page 130
Interpreting	Read and interpret maps and charts.	Lesson Card 6.103 User Guide, page 174
Persuading	Write a persuasive letter.	Lesson Card 6.100 User Guide, page 169

Examples for Level 7:

Language Function	Objective	<i>Santillana Intensive English (SIE) Lesson Card</i>
Comparing and Contrasting	Compare and contrast education systems.	Lesson Card 7.13 User Guide, page 62
Expressing and supporting opinions.	Express personal opinions.	Lesson Card 7.20 User Guide, page 69
Drawing conclusions	Draw conclusions about hurricanes.	Lesson Card 7.105 User Guide, page 172
Sequencing	Provide information in sequence.	Lesson Card 7.26 User Guide, page 77
Persuading	Create a persuasive poster.	Lesson Card 7.77 User Guide, page 138
Summarizing	Write a summary.	Lesson Card 7.21 User Guide, page 72

Examples for Level 8

Language Function	Objective	Santillana Intensive English (SIE) Lesson Card
Comparing and Contrasting	Compare and contrast information.	Lesson Card 8.32 User Guide, page 89
Expressing and supporting opinions.	Distinguish between fact and opinion.	Lesson Card 8.43 User Guide, page 102
Drawing conclusions.	Make inferences and conclusions.	Lesson Card 8.53 User Guide, page 114
Sequencing	Identify sequence of events.	Lesson Card 8.19 User Guide, page 72
Persuading	Write a persuasive paragraph.	Lesson Card 8.32 User Guide, page 89
Retelling	Retell a sequence of events.	Lesson Card 8.19 User Guide, page 72
Summarizing	Write a summary.	Lesson Card 8.12 User Guide, page 65
Cause and Effect	Identify cause and effect.	Lesson Card 8.44 User Guide, page 103

16. Activities are about many **everyday** and **school related topics**.

Examples for Level 6:

Examples of everyday topics:

Unit/Theme	Lesson Topic	SIE Lesson Card
Unit 1: School Environment	Social Language	6.3 User Guide, page 54
Unit 2 Families & Communities	My environment	6.12 User Guide, page 65
Unit 2:Families & Communities	Our Community	6.16 User Guide, page 69
Unit 3: Languages & Culture	Everybody learns a language	6.24 User Guide, page 7

Examples of school topics:

Unit/Theme	Lesson Card Concept	SIE Lesson Card
Unit 1: School Environment	School Rules	6.7 User Guide, page 58
Unit 4: Maps and Regions	Continents	6.32 User Guide, page 89
Unit 5: Earth Science	Earth's Interior	6.41 User Guide, page 100
Unit 8: Ancient History	What is History?	6.71 User Guide, page 136
Unit 9: The Seven Wonders of the Ancient World	The Seven Wonders of the Ancient World	6.81 User Guide, page 148

Examples for Level 7

Examples of everyday topics:

Unit/Theme	Lesson Topic	SIE Lesson Card
Unit 1: My school environment	Personal information	7.1 User Guide, page 48
Unit 5: Jobs and occupations	Emergency services	7.43 User Guide, page 98
Unit 7: Tools and Technologies	Automobiles	7.70 User Guide, page 129
Unit 9: Places to See, Things to Do	River drafting	7.83 User Guide, page 146
Unit 11: Disasters	Floods	7.104 User Guide, page 172

Examples of school topics:

Unit/Theme	Lesson Card Topic	SIE Lesson Card
Unit 2: Education in the United States	The Public Education System	7.11 User Guide, page 60
Unit 3: Life in Ancient Times	Mayan Society	7.28 User Guide, page 79
Unit 4: Immigration and Migration	The Underground Railroad	7.35 User Guide, page 88
Unit 6: Outer Space	The Sun	7.52 User Guide, page 109
Unit 8: Ecosystems and Conservation	Antarctica	7.73 User Guide, page 134
Unit 10: Heroes and Leaders	Mahatma Gandhi	7.91 User Guide, page 156
Unit 12: Cities of the United States	The Monuments of Washington, D.C.	7.111 User Guide, page 180

Examples for Level 8

Examples of everyday topics:

Unit/Theme	Lesson Topic	SIE Lesson Card
Unit 1: School Environment	Personal Information	8.1 User Guide, page 52
Unit 1: School Environment	School Rules	8.6 User Guide, page 57
Unit 10: Industrial Growth	New Technology	8.97 User Guide, page 166
Unit 11: New Movements and Change in America	American Immigration	8.105 User Guide, page 176

Examples of school topics:

Unit/Theme	Lesson Card Concept	SIE Lesson Card
Unit 2: Geography of the US	Geography, Maps and Directions	8.11 User Guide, page 64
Unit 3: America's Beginning	Trade Routes	8.29 User Guide, page 84
Unit 5: America's Colonial Heritage	The Southern Colonies	8.45 User Guide, page 104
Unit 7: The American Revolution	The Second Continental Congress	8.64 User Guide, page 127
Unit 8: Developing a New National Government	The Bill of Rights	8.78 User Guide, page 143

Introduction to *Speed Read* is included in each lesson (See Lesson Cards reproduced in *User Guide*). These reading selections include vocabulary introduced for that specific lesson as part of **vocabulary instruction**, and provide opportunities for **oral language practice**. The *Audio CD* helps develop listening and speaking skills through recordings of the 120 *Speed Reads*. The booklet *Speed Reads and Dialogues* provides additional practice to help students become more fluent readers. Each lesson includes three reading steps:

First Read: Students listen to the reading selection while looking at the Lesson Card illustration or *Transparency* that corresponds to that lesson.

Check Comprehension: Teacher asks comprehension questions at different levels of proficiency.

Second Read: The teacher reads the passage again. Students echo read the passage with the teacher.

Third Read: Intermediate and advanced students read the passage with a partner. Teacher echo read the passage again with beginning students.

Dialogue: Teacher models the dialogue.

Paired/Collaborative Activity: Students practice the dialogue.

Almost every lesson includes interactive technology applications (See Lesson Card, **Technology Section**). Lesson Cards also include interactive technology application through the *Santillana Intensive English* web site: www.intensiveenglish.net

17. Activities provide opportunities for flexible groupings; working in pairs, or in small groups. They include opportunities for **student-teacher interaction, student-student interaction, and student-text interaction.**

Examples for Level 6:

Types of Interaction	Lesson Card and Section	Activity
Student-Teacher	Teach	Check Comprehension
Student-Student	Practice and Apply	Paired/Collaborative Group
Student-Text	Extend	Journal Quick Write Opening Door Reading and Writing Activity Book

Examples for Level 7

Types of Interaction	Lesson Card and Section	Activity
Student-Teacher	Teach	Check Comprehension
Student-Student	Practice and Apply	Paired/Collaborative Group
Student-Text	Extend	Journal Quick Write Opening Door Reading and Writing Activity Book

Examples for Level 8

Types of Interaction	Lesson Card and Section	Activity
Student-Teacher	Teach	Check Comprehension
Student-Student	Practice and Apply	Paired/Collaborative Group
Student-Text	Extend	Opening Door Activity Book

18. Student materials are clearly written and **provide objectives**, explanations, and examples that allow **for independent student use**.

In each Lesson Card, the teacher has an explanation of each activity to be completed by students individually. (See *User Guide*) Each Lesson Card includes goals and objectives covered.

The physical appearance of the pages is used to **help clarify and reinforce the content**. Purposeful use of layout and typography **reflects the logical structure of the content**. **Visuals** (photos, drawings, graphs, charts, tables) provide context and enhance understanding. The textbook has a clean page design with illustrations, drawings and charts as needed.

Examples for Level 6:

Opening Doors Reading and Writing Activity Book

Lesson 6.55 pages 146-147

Objective:

Comparing Expository and Narrative Text

Instructions for Students:

When authors write, they have a purpose. An author might want to do the following:

- *To entertain the reader*
- *To persuade the reader about his or her point of view*
- *To inform the reader on a specific topic*
- *To explain or describe a concept, idea or event*

Expository text is reading to inform, persuade or explain.

Narrative text is usually written to entertain or to tell a story.

A passage might have expository and narrative sections. Be aware.

Instructions for Students:

Read the passages to a partner. Your partner sums up the main idea of each passage. Compare expository text with narrative text in terms of the author’s purpose. Complete the table that appears after the passages. Answer the questions on page 148. Read your answers to a partner.

Examples for Level 7

Opening Doors Reading and Writing Activity Book

Unit 12 Lesson 7.112, pages 300-301 Superlatives

Objective: Write for basic conventions.

Instructions to the Students:

When forming the superlative, you usually add *-est* to short adjectives, while longer adjectives are preceded by *the most*.

Examples:

The Empire States Building was the tallest building in the United States during the 1940’s.

The bridges of New York are some of the most beautiful in the world.

Use the facts from each box to write superlative sentences about the bridges. (Facts are provided in boxes for students to use in writing sentences).

Examples for Level 8

Opening Doors Reading and Writing Activity Book

Unit 10: Lesson 8.96 page 257 Writing a Persuasive Paragraph

Objective: Write a persuasive composition.

Instruction to Students:

When you persuade a person to agree with your point of view, you should do the following:

- A. State your opinion.
- B. Use evidence and facts to support your opinion.
- C. Order your opinions and reasons logically.
- D. In the conclusion, state your opinion clearly and logically.
- E. Use persuasive language in a strong, closing sentence.

(The book provides an outline of elements of a persuasive paragraph).

19. The *Opening Doors Activity Book* follows a consistent format with standards placed at the bottom of the page in a shaded box. Lesson Cards have key concepts bolded throughout. For example, the *Teacher’s User Guide* uses **color-coded boxes** for Standards, and color-coded text for introductions to *Speed Reads*. Other key concepts taught are also color-coded in each lesson.

20. Teacher and student materials compensate for gaps in students’ cognitive and linguistic resources and include **pre-assessments** and end of lesson or **unit assessments**.

Pre-Assessment: Placement Cards are included in *the Teacher’s Resource Kit* to help evaluate students’ language ability.

User Guide **Level 6: Placement Cards, pages 45-49**

User Guide **Level 7 Placement Cards, pages 43-45**

User Guide **Level 8: Placement Cards, pages 47-49**

In addition, at the end of the *User Guide*, teachers can use the **Assessment Records** to keep record for each student and for the class as a whole.

User Guide **Level 6: Assessment Records, pages 196-197**

User Guide **Level 7 Assessment Records, pages 192-193**

User Guide **Level 8: Placement Cards, pages 196-197**

21. On-going and formative assessments in reading, writing, listening and speaking are aligned with instructional strategies and materials. The assessments for listening/speaking skills are included in the *Assessment Program for Oral Language Development* to assess student’s language proficiency at three proficiency levels. In addition, the *English Benchmark Assessments* evaluate all areas of language development to **assess student language proficiency in listening, speaking, reading and writing at five proficiency levels**.

22. The *Opening Doors Activity Book* and the *Vocabulary Enrichment Workbook* have **clear instructions, explanation, and examples** at the top of the page and **explicit illustrations** that allows for independent student use. Every Lesson Card makes references to the *Activity Book* pages.

23. Materials do not include a Resource list on various cultures for teacher use. However, the *User Guide* provides examples through topics presented in different lessons that address a variety of cultures. These activities are supported by visuals.

Examples for Level 6:

Theme	SIE Unit/Lesson	User Guide
Family	Unit 2: Lesson 6.15	User Guide, page 68
Language	Unit 3: Lesson 6.25	User Guide, page 80
Culture	Unit 3: Lesson 6.26	User Guide, page 81
Food	Unit 3: Lesson 6.27	User Guide, page 82
Beliefs	Unit 3: Lesson 6.30	User Guide, page 85

Examples for Level 7

Theme	SIE Unit/Lesson	User Guide
Diversity in Our School	Unit 2: Lesson 7.20	User Guide, page 69
Immigration	Unit 4: Lesson 7.37	User Guide, page 90
Heroes and Leaders	Unit 10: 7.98	User Guide, page 163

Examples for Level 8

Theme	Lesson Topic	SIE Lesson Card
Sports	Team Sports	8.9 User Guide, page 60
Countries	Our Immigrant Ancestors	8.15 User Guide, page 68
Immigration	American Immigration	8.105 User Guide, page 176

In addition, the *Classroom Library Set* that accompanies each grade level includes multicultural books to enhance and enrich student experiences with different cultures.