

**Category 1, English as a Second Language - Grades K-5
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 K-5

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?

 X Yes No

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

Category 1

English as a Second Language (Grade K)

1. All *Santillana Intensive English* materials for grade levels K-5 are aligned with the Oregon Department of Education English Language Proficiency Standards (See Correlations for each level).

Examples for Grade K:

All Lesson Cards (K.1-K.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: **Level K: *User Guide* K.1-K.120 (pages 48-189)**

Materials follow an accepted **sequence of grammatical structures** (from simple to complex).

Examples of Grammatical Structures

Materials follow an accepted sequence of grammatical structures (from simple to complex) for a range of language purposes.

Examples:

Lesson Card: K.6, *User Guide*, page 53

Objective: Give and follow commands.

Section: Practice and Apply

Students sit in a circle for TPR (total Physical Response). Review commands with students:

- Stand up
- Jump
- Shake hands, etc.

Ask each student individually to follow a command.

Lesson Card: K.26, *User Guide* page 77

Objective: Express possession with “my.”

Section: Teach

Present the phrase: *This is my* _____. Hold up a photograph of your family and say: This is my family. This is my mother, etc. Ask students to name family member with you. Point to the people on the card and ask: Who’s this?

Lesson Card: K.38 *User Guide* page 91

Objective: Use position words.

Section: Practice and Apply

Review position words “in” and “on” with **Personal Vocabulary Cards 21-36 and 109-120.**

Lesson Card: K.67 *User Guide* page 126

Objective: Compare and classify objects.

Section: Practice and Apply

Use **Personal Vocabulary Cards 90-92** to discuss sequencing *big, bigger, biggest.*

2. All Lesson Cards (K.1-K.120) address English language development at different proficiency levels. These levels are specifically addressed as part of the **Teach Section** of every lesson.

Example for Level K:

Lesson K.4 *User Guide*, page 51

Objective: Share and request information about people's names.

Section: Teach

Checking Comprehension

Beginning Level: Use simple prompts and questions such as: *Point to Sara.*

Early Intermediate:

Where are the children?

Intermediate/Advanced: Use more open-ended questions such as:

Why are the children standing in a line?

All lesson cards 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*.

Example of an Integrated Activity:

Lesson K.40 *User Guide*, page 93

Section: Teach

Objective: Identify and give information about family members.

Listening Activity:

Display Card K.40. Explain to students that Carlos is having a picnic at the park. Help students label some of the items... Then read the story, pointing to the people on the Lesson Card as you mention them.

Speaking Activity: Section Practice and Apply

Role-play social introductions.

Reading Activity

Section: Practice and Apply

Read the poem *Little Brother*. After a first reading, help students identify the words that rhyme.

Writing Activity

Section: Extend

Have each students draw a picture of a friend. Have students use their own system of writing to create a sentence about this person, They may also dictate a sentence.

3. *Santillana Intensive English* provides 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 of Language Functions:

Language Function	Objective	Santillana Intensive English (SIE) Lesson Card
Asking informal questions	Ask questions. Request information.	Lesson Card K.8 <i>User Guide</i> , page 55
Expressing needs and likes	Identify and express likes and dislikes.	Lesson Card K.24 <i>User Guide</i> , page 75
Describing people	Give a personal description.	Lesson Card K.47 <i>User Guide</i> , page 102
Describing actions.	Identify actions.	Lesson Card K.58 <i>User Guide</i> , page 115
Comparing and Contrasting	Compare and contrast information.	Lesson Card K.66 <i>User Guide</i> , page 125
Expressing and supporting opinions.	State preferences.	Lesson Card K.76 <i>User Guide</i> , page 137
Drawing conclusions	Draw conclusions.	Lesson Card K.84 <i>User Guide</i> , page 147
Sequencing	Sequence events.	Lesson Card K.85 <i>User Guide</i> , page 148
Persuading	Use persuasive language.	Lesson Card K.90 <i>User Guide</i> , page 153
Retelling	Retell a story.	Lesson Card K.91 <i>User Guide</i> , page 156
Summarizing	Summarize main points of a story.	Lesson Card K.119 <i>User Guide</i> , page 188

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:

Grade K Scope and Sequence *User Guide*: pages 2-32

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.**

Example:

Level K: Lesson Card **K.18** *User Guide*, page 67.

Section: Practice and Apply

Whole Group Activity: Have students look at the circle first. Say the word “circle” and guide students to repeat after you. Then, say: **Color the circle blue...**

Paired/Collaborative Activity/Math

Distribute pre-cut shapes to pairs. Discuss how many sides each shape has. Let students arrange the shapes to make a shape picture.

5. In 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.

Example of activities across the curriculum that advance cognitive development:

Level K: Lesson Card **K.92** *User Guide*, page 157

Thinking /Math

Objective: Compare and contrast

Help students compare and contrast animals that are big or small, tall or short, and fat or thin. Make a chart on the board similar to the one below.

Level K: Lesson Card **K.120** *User Guide*, page 189

Outer Space

Objective: Relate to future events.

Section: Extend

Help students distinguish reality and fantasy. Discuss whether a person can really go to Mars. Ask: Why not? Do you think they may go in the future?

All materials require students to **reason, solve problems, and make decisions**.

Type of Activity	Subject Area	SIE Lesson Card
Analyzing	Science	K.74 <i>User Guide</i> , page 135
Discuss solutions	Math	K.81 <i>User Guide</i> , page 144
State opinions	Social Studies	K.100 <i>User Guide</i> , page 165
Solving problems	Math	K.32 <i>User Guide</i> , page 85

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

Concept	SIE Lesson Card: Introduced	SIE Lesson Card: Re-entry
Colors	K.17: Identify colors	K.99: Use colors in context
Neighborhood	K.107 Neighborhood	K.117 A wonderful Day in the Neighborhood
Animals	K.90 Pets	K.93 Pets and Zoo Animals
Clothing	K.50 Clothing	K.54 Clothing around the World

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

Examples of Techniques

Language Function	Objective	SIE Lesson Card
Hands-on Activities	Identify actions	Lesson Card K.9 <i>User Guide</i> , page 56 (Health Education Section)
Demonstrations	Engage in activities and games	Lesson Card K.39 <i>User Guide</i> , page 92 (Paired and Collaborative Activity)
Experiments	Compare and contrast information	Lesson Card K.69 <i>User Guide</i> , page 128 (Math Section)
Use of graphics	Compare and contrast animals.	Lesson Card K.92 <i>User Guide</i> , page 157 (Thinking/Math Section)
Role-playing	Role-play social situations	Lesson Card K.21 <i>User Guide</i> , page 72
Brainstorming	Connect information	Lesson Card K.117 <i>User Guide</i> , page 186 (Teach Section)

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

Examples of everyday topics:

Unit/Theme	Lesson Topic	SIE Lesson Card
Unit 1: School and Me	Playground Fun	K.9 <i>User Guide</i> , page 56
Unit 3: Me and My Family	A Family Photo	K.26 <i>User Guide</i> , page 77
Unit 5: Who Am I?	Birthday Candles	K.42 <i>User Guide</i> , page 97
Unit 6: Looking Around	Around the House	K.59 <i>User Guide</i> , page 116
Unit 9: Feelings	Dreaming	K.83 <i>User Guide</i> , page 146
Unit 11: More Stories for Fun	I Can	K.101 <i>User Guide</i> , page 168

Examples of school topics:

Unit/Theme	Lesson Card Concept	SIE Lesson Card
Unit 2: At School	Shapes	K.18 <i>User Guide</i> , page 67
Unit 7: All Around Town	Measurement	K.66 <i>User Guide</i> , page 125
Unit 8: Stories for Fun	Time	K.78 <i>User Guide</i> , page 139
Unit 10: Animal Friends	Animal Feet	K.91 <i>User Guide</i> , page 156
Unit 12: I Can Read!	Outer Space	K.120 <i>User Guide</i> , page 189

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 Reading and Writing 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.

(See *User Guide*, page 194.)

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

Examples of Home Cultural Themes:

Theme	Subject	SIE Lesson Card
Family	Social Studies	K.26 <i>User Guide</i> , page 77
Foods	Social Studies	K.37: <i>User Guide</i> , page 90
Celebrations	Social Studies	K.42 <i>User Guide</i> , page 97
Clothing	Social Studies	K.54 <i>User Guide</i> , page 111
Growing Up	Social Studies	K.111 <i>User Guide</i> , page 180

Examples of American Cultural Themes:

Theme	Subject	SIE Lesson Card
School	Social Studies	K.14 <i>User Guide</i> , page 63
Shopping	Social Studies	K.38: <i>User Guide</i> , page 91
Outdoor Activities	Science	K.49 <i>User Guide</i> , page 104
Nursery Rhymes	Literature	K.39 <i>User Guide</i> , page 92
Neighborhood	Social Studies	K.107 <i>User Guide</i> , page 174

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

Examples of Skills Taught at Grade Level: Kindergarten

OELP Benchmarks	SIE Unit	SIE Lesson Card
Identify and sort common pictures /words into basic categories e/g, colors, shapes, foods)	Unit 2: At School	K.17: Colors
	Unit 3: Me and My Family	K.18: Shapes K.23: Foods
Describe people, places, and things, locations, and actions.	Unit 4: Who Am I?	K.46: My Image K.45: Types of Boats K.49: At the Beach K.50: Clothing
	Unit 6: Looking Around	K. 59: Around the House
Retell, reenact, dramatize, or draw stories or parts of stories.	Unit 12: I Can Read!	K.112: Tuggy the Tugboat K.116: Walk in the Park K.119: Who Was It?

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

Beginning Level: Students demonstrate minimal comprehension of general meaning; gain familiarity with the sounds, rhythms and patterns of English. At this stage, students respond to questions pointing to the item or in single words and phrases.

Examples: (Unit 11, Lesson K.107)
Point to the car.
Show me the shopping mall

Early Intermediate:
 Students demonstrate increased comprehension of general meaning and some specific meaning. and respond to questions using phrases and simple sentences.

Example: (Unit 11, Lesson K.107)
Where do you go in the mall to get Chinese food?

Intermediate/Advanced:

Students demonstrate consistent comprehension of general meaning; good understanding of implied meaning and, respond to open-ended questions with detail in compound and complex sentences.

Example: (Unit 11, Lesson K.107)

Why do people like to shop in malls?

9. Materials teach students the vocabulary and sentence structures to discuss and comprehend a range of **everyday and school topics**. Ample examples of the vocabulary and sentence patterns for the language functions in the OELP standards are provided.

Examples of everyday topics:

Unit/Theme	Lesson Topic	SIE Lesson Card
Unit 1: School and Me	Playground Fun	K.9: <i>User Guide</i> , page 56
Unit 3: Me and My Family	A Family Photo	K.26 <i>User Guide</i> , page 77
Unit 5: Who Am I?	Birthday Candles	K.42 <i>User Guide</i> , page 97
Unit 6: Looking Around	Around the House	K.59 <i>User Guide</i> , page 116
Unit 9: Feelings	Dreaming	K.83 <i>User Guide</i> , page 146
Unit 11: More Stories for Fun	I Can	K.101 <i>User Guide</i> , page 168

Examples of school topics:

Unit/Theme	Lesson Card Concept	SIE Lesson Card
Unit 2: At School	Shapes	K.18: <i>User Guide</i> , page 67
Unit 7: All Around Town	Measurement	K.66 <i>User Guide</i> , page 125
Unit 8: Stories for Fun	Time	K.78 <i>User Guide</i> , page 139
Unit 10: Animal Friends	Animal Feet	K.91 <i>User Guide</i> , page 156
Unit 12: I Can Read!	Outer Space	K.120 <i>User Guide</i> , page 189

Examples of Language Functions utilized:

Language Function	SIE Lesson Card	SIE Lesson Section
Giving Directions	K.20	Practice and Apply: <i>User Guide</i> , page 69
Compare and Contrast	K.68	Teach: page 127
Stating Conclusions	K.84	Practice and Apply: <i>User Guide</i> , page 147
Cause and Effect	K.114	Extend: <i>User Guide</i> , page 183

10. Materials support and reinforce comprehension through such 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 of Techniques:

Language Function	Objective	SIE Lesson Card
Hands-on Activities	Identify actions	Lesson Card K.9 <i>User Guide</i> , page 56 (Health Education Section)
Demonstrations	Engage in activities and games	Lesson Card K.39 <i>User Guide</i> , page 92 (Paired and Collaborative Activity)
Experiments	Compare and contrast information	Lesson Card K.69 <i>User Guide</i> , page 128 (Math Section)
Use of graphics	Compare and contrast animals.	Lesson Card K.92 <i>User Guide</i> , page 157 (Thinking/Math Section)
Role-playing	Role-play social situations	Lesson Card K.21 <i>User Guide</i> , page 72
Brainstorming	Connect information	Lesson Card K.117 <i>User Guide</i> , page 186 (Teach Section)

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

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

Sounds (Non-Transferable)	SIE Lesson Card	User Guide Section
Use of short “a” sound	K.102	Phonics, page 169
Use of long “o” and short “o”	K.104	Phonemic Awareness, page 171
Use of short “e” sound	K.106	Phonics, page 173
Ending sound “x”	K.114	Phonemic Awareness, page 183
Initial consonant “y”	K.116	Phonics, page 185
Initial “z” sound	K.117	Phonemic Awareness, page 186

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:

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 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 of strategies:

Strategy	Explanation: SIE User Guide	SIE Lesson Cards (Extension Materials)
Bridging	Page 38	K.63 User guide, page 122
Phonemic Awareness	Page 39	K.11, <i>User Guide</i> page 60
Role-Playing and Creative Drama	Page 40	K.15 <i>User Guide</i> , page 64
Story Mapping and Read Aloud	Page 41	K.30 <i>User Guide</i> , page 81
TPR (Total Physical Response)	Page 42	K.5, <i>User Guide</i> , page 52
Vocabulary Development	Page 43	K.31 <i>User Guide</i> , page 84

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

Examples of lessons connecting students to personal experiences

Personal Experience Topic	Objective	SIE Lesson Card
A Family Photo	Express preferences	K.26 <i>User Guide</i> , page 77
Foods I like	Share information	K.29 <i>User Guide</i> , page 80
Shopping	Give and solicit information	K.38 <i>User Guide</i> , page 91
My Image	Give personal description	K.46 <i>User Guide</i> , page 101

Additional independent work is done by using the *Home School Connection* Activity Book.

15. Each lesson identifies **the language form and function** 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 describing cause and effect, making comparisons and contrasts, giving directions, stating conclusions**, and other functions included in the ELP standards.

Examples of Language Functions

Language Function	SIE Lesson Card	SIE Lesson Section
Giving Directions	K.20	Practice and Apply: <i>User Guide</i> , page 69
Compare and Contrast	K.68	Teach: <i>User Guide</i> , page 127
Stating Conclusions	K.84	Practice and Apply: <i>User Guide</i> , page 147
Cause and Effect	K.114	Extend: <i>User Guide</i> , page 183

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

Examples of everyday topics:

Unit/Theme	Lesson Topic	SIE Lesson Card
Unit 1: School and Me	Playground Fun	K.9 <i>User Guide</i> , page 56
Unit 3: Me and My Family	A Family Photo	K.26 <i>User Guide</i> , page 77
Unit 5: Who Am I?	Birthday Candles	K.42 <i>User Guide</i> , page 97
Unit 6: Looking Around	Around the House	K.59 <i>User Guide</i> , page 116
Unit 9: Feelings	Dreaming	K.83 <i>User Guide</i> , page 146
Unit 11: More Stories for Fun	I Can	K.101 <i>User Guide</i> , page 168

Examples of school topics;

Unit/Theme	Lesson Card Concept	SIE Lesson Card
Unit 2: At School	Shapes	K.18 <i>User Guide</i> , page 67
Unit 7: All Around Town	Measurement	K.66 <i>User Guide</i> , page 125
Unit 8: Stories for Fun	Time	K.78 <i>User Guide</i> , page 139
Unit 10: Animal Friends	Animal Feet	K.91 <i>User Guide</i> , page 156
Unit 12: I Can Read!	Outer Space	K.120 <i>User Guide</i> , page 189

Read-alouds include vocabulary instruction and provide opportunities for oral language practice.

Level K: Lesson Card **K.19** *User Guide*, page 68

The Toy Box

Objective: Label common objects

Section: Teach

Examples or read-aloud to provide vocabulary instruction and oral practice:

Vocabulary Cards: Distribute Personal Vocabulary Cards 109-120 (ball, glove, football, teddy bear, truck, etc). Identify each toy and have students repeat the word...

Teacher read the story aloud:

“What’s in the toy box?” Ask Pao.

“Is it a train, asks Carlos.”

“No, it isn’t a train” ...

Reread and discuss the story and have the student guess what might be in the toy box.

Check Comprehension: Check comprehension with comprehension questions at the three levels of proficiency.

Practice and Apply: Distribute Personal Vocabulary Cards, 109-120 and name the toys. Guide students to color the personal vocabulary cards and trace the words...

Lesson Cards include interactive technology application through the 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:

Types of Interaction	Lesson Card Section	Activity
Student-Teacher	Teach	Check Comprehension
Student-Student	Practice and Apply	Paired/Collaborative Group
Student-Text	Extend	<i>Opening Doors Reading and Writing Activity Book</i>

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

Example: Lesson K.48: All Kinds of Chairs

Opening Doors Reading and Writing Activity Book, page 60

Objective: Asking What and How Questions

At the bottom of the page, **Standards** are included in a shaded box.

In the Lesson Card, teacher has an explanation of the activity to be completed by students individually. (See *User Guide*, page 103 (green box in the right column of the Lesson Card). Other activities for independent use are included in the *Vocabulary Enrichment Workbook* and the *Home School Connection* book.

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 and drawings on both sides of the page .

Example: Lesson K.51: Types of Clothing
Opening Doors Reading and Writing Activity Book, page 63

Objective: Recognize words in sentences.

Lesson Card Instructions for the Teacher:

Have students draw a line from each piece of clothing to the appropriate type of weather.

19. The *Opening Doors Reading and Writing 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, *Teacher’s User Guide* uses **color-coded boxes** for Standards, Read-Alouds and key concepts taught in that specific 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**.

Examples:

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

Level K: Placement Cards-pages 35-37

Unit Assessment: Unit Assessment Cards are provided for each one of the twelve units to evaluate acquisition of language skills, assess students’ writing skills, and evaluate mastery of unit content and vocabulary.

Unit Assessments per Grade K are included in the *User Guide*:

Unit 1: page 46

Unit 2: page 58

Unit 3: page 70

Unit 4: page 82

Unit 5: page 94

Unit 6: page 106

Unit 7: page 118

Unit 8: page 130

Unit 9: page 142

Unit 10: page 154

Unit 11: page 166

Unit 12: page 178

In addition, at the end of the *User Guide*, teacher can use the **Assessment Records** to keep record for each student and for the class as a whole (See pages 192 and 193).

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 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 Reading and Writing Activity Book, Home, the School Connection** and the **Vocabulary Enrichment Workbook** have clear instructions at the top of the page, objectives at the bottom of the page, and explicit illustrations that allows for independent student use.

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.

Topic	Objective	SIE Lesson Card
A Family Photo	Respond to questions about families	K.26 <i>User Guide</i> , page 77
*Meeting Friends	Identify and give information about family members	K.40 <i>User Guide</i> , page 93
**Clothing Around the World	Use information requested using what and where	K.54 <i>User Guide</i> , page 111

*The Reading Selection for this lesson is **Friends** by Alma Flor Ada, a book about multicultural awareness and understanding.

** The Reading Selection for this lesson is **The Empty Piñata** by Alma Flor Ada, which deals with multicultural festivals and the use of *the piñata* for celebrations.

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

For a complete list of **Reading Selections** used and recommended for each unit, see :

User Guide, pages 44-45.

English as a Second Language (Grade 1)

1. All *Santillana Intensive English* materials for grade levels K-5 are aligned with the Oregon Department of Education English Language Proficiency Standards (See Correlations for each level).

Examples for Grade 1:

All Lesson Cards (1.1-1.120) 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. See Lesson Cards reproduced on the *User Guide* for each grade level.

Examples: Level 1: *User Guide* 1.1-1.120 (pages 49-191)

Materials follow an accepted sequence of grammatical structures (from simple to complex).

Examples of Grammatical Structures

Materials follow an accepted sequence of grammatical structures (from simple to complex) for a range of language purposes.

Examples:

Lesson Card: 1.22, *User Guide* page 75

Objective: State possession with “I have.”

Section: Teach

Call on students to describe their hair type, hair color, and eye color by saying:

“*I have ____ hair.*”

Lesson Card: 1.59 *User Guide* page 118

Objective: Relate past events.

Section: Teach

Help students relate past events. Ask each student: *What did you do yesterday?*”

Lesson Card: 1.104 *User Guide* page 173

Objective: Use past tense irregular verbs.

Section: Practice and Apply

Lesson Card: 1.120 *User Guide* page 191

Objective: Use comparatives and superlatives.

Section: Extend

2. All Lesson Cards (1.1-1.120) address English language development at different proficiency levels. These levels are specifically addressed as part of the Teach Section of every lesson.

Example for Level 1:

Lesson 1.53 *User Guide*, page 112

Objective: Use sentence patterns.

Section: Teach

Checking Comprehension

Beginning Level:

Does Maria live in a house?

Early Intermediate:

Where does Maria live?

Intermediate/Advanced:

What is a boathouse?

All lesson cards 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*.

Example of an Integrated Activity:

Lesson 1.101 *User Guide*, page 170

Section: Teach

Objective:

Listening Activity: Use social expressions.

Read the story (in the shaded box) pointing to the appropriate parts of the picture as descriptions are given.

Speaking Activity: Section Teach

After reading the story, ask students comprehension questions....

Reading Activity

Opening Doors Reading and Activity Book, page 149

Students read and answer questions.

Writing Activity

Section: Extend (*User Guide*, page 170)

Invite students to draw pictures of themselves in a costume. Have each student write a sentence about his or her costume.

3. *Santillana Intensive English* provides 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 of Language Functions:

Language Function	Objective	Santillana Intensive English (SIE) Lesson Card
Asking informal questions	Ask questions.	Lesson Card 1.17 <i>User Guide</i> , page 68
Describing people	Give a personal description.	Lesson Card 1.23 <i>User Guide</i> , page 76
Categorizing	Count and group objects	Lesson Card 1.28 <i>User Guide</i> , page 81
Describing actions.	Describe actions.	Lesson Card 1.31 <i>User Guide</i> , page 86
Comparing and Contrasting	Compare and contrast family needs.	Lesson Card 1.32 <i>User Guide</i> , page 87
Sequencing	Sequence events using first, second and third.	Lesson Card 1.57 <i>User Guide</i> , page 116
Retelling	Retell a story using what, where.	Lesson Card 1.62 <i>User Guide</i> , page 123

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:

Grade 1 Scope and Sequence *User Guide*: pages 2-37

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.**

Example:

Level 1: Lesson Card 1.74 *User Guide*, page 137.

Section: Practice and Apply

Whole Group Activity: Help students categorize with the ***Personal Vocabulary Cards*** 21-36 and 59-73.

Paired/Collaborative Activity

Organize students into pairs and give each pair a large sheet of paper. Have students cut out pictures and place in each category.

5. In 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 reason, solve problems, and make decisions.

Example of activities across the curriculum that advance cognitive development:

Level 1: Lesson Card **1.97** *User Guide*, page 164

Animals Need Shelter

Objective: Compare and contrast

Have students compare and contrast animal homes and people’s homes.

Level 1: Lesson Card **1.120** *User Guide*, page 191

Planet Families

Objective: Use vocabulary words to describe planets.

Section: Extend

Compare and contrast planet. *Which is bigger, Venus or Mercury?*

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

Topic	SIE Lesson Card: Introduced	SIE Lesson Card: Re-entry
Farm	1.56 The Farm	1.74 Types of Farms
Family	1.32 Families Large and Small	1.71 Families Have Needs
Clothing	1.21 All Kinds of Clothes	1.887 How are Clothes are Made?

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

Examples of Techniques

Language Function	Objective	SIE Lesson Card
Hands-on Activities	Label animals	Lesson Card 1.56 <i>User Guide</i> , page 114 (Extend Section)
Demonstrations	Play the Game: Guess How Many	Lesson Card 1.63 <i>User Guide</i> , page 124 (Section Practice and Apply)
Experiments	Categorize containers	Lesson Card 1.68 <i>User Guide</i> , page 129 (Section Practice and Apply)
Use of graphics	Compare and contrast animals.	Lesson Card 1.65 <i>User Guide</i> , page 126 (Paired/Collaborative Activity)
Brainstorming	Describe animal homes	Lesson Card 1.97 <i>User Guide</i> , page 164 (Teach Section: K-W-L)

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

Examples of everyday topics:

Unit/Theme	Lesson Topic	SIE Lesson Card
Unit 1: Me and My Friends	School Activities	1.5: <i>User Guide</i> , page 54
Unit 3: All About Me	Daily Schedule	1.29 <i>User Guide</i> , page 82
Unit 4: My Family	Family Tree	1.37 <i>User Guide</i> , page 92
Unit 5: Me and My Family	Going to the Store	1.45 <i>User Guide</i> , page 102
Unit 8: What we Eat	Eating Out	1.80 <i>User Guide</i> , page 143
Unit 9 What we Wear	Clothing for Family Fun	1.88 <i>User Guide</i> , page 153

Examples of school topics:

Unit/Theme	Lesson Card Concept	SIE Lesson Card
Unit 2: At School	Colors	1.7: <i>User Guide</i> , page 68
Unit 6: Where We Live	Types of Homes	1.53 <i>User Guide</i> , page 112
Unit 7: How We Travel	Future Travel	1.70 <i>User Guide</i> , page 131
Unit 10: What We Need	Animals Need Shelter	1.97 <i>User Guide</i> , page 164
Unit 12: More Families	Planet Families	1.120 <i>User Guide</i> , page 191

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 Reading and Writing 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. (See *User Guide*, page 196.

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

Examples of Home Cultural Themes:

Theme	Lesson Topic	SIE Lesson Card
Clothing	All Kinds of Clothes	1.28 <i>User Guide</i> , page 81
Family	A Family Tree	1.37 <i>User Guide</i> , page 92
Homes	Homes Long Ago	1.59 <i>User Guide</i> , page 118
Food	Eating Out	1.80 <i>User Guide</i> , page 143
Celebrations	Cultural Dress	1.103 <i>User Guide</i> , page 172

Examples of American Cultural Themes:

Theme	Lesson Topic	SIE Lesson Card
School	Going to School	1.14 <i>User Guide</i> , page 65
Schedules	My Daily Schedule	1.29 <i>User Guide</i> , page 82
Outdoor Activities	A Camping Trip	K.49 <i>User Guide</i> , page 104
Celebrations	Fourth of July Picnic	1.105 <i>User Guide</i> , page 174

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

Examples of Skills Taught at Grade Level: First Grade

OELP Benchmark	SIE Unit	SIE Lesson Card
Classify categories of words	Unit 3: All Kinds of Clothes	1.28 Categorize clothes <i>User Guide</i> , page 81
Retell the main events of the story describing the beginning, middle, and end.	Unit 7: How We Travel	1.62 My Family's Transportation <i>User Guide</i> , page 123
Write brief stories that describe an experience	Unit 12: More Families	1.120 Planet Families <i>User Guide</i> , page 191

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

Beginning Level: Students demonstrate minimal comprehension of general meaning; gain familiarity with the sounds, rhythms and patterns of English. At this stage, students respond to questions pointing to the item or in single words and phrases.

Examples: (Unit 6, Lesson 1.58)

Ask listening comprehension questions:

Where is Maylee going?

Early Intermediate:

Students demonstrate increased comprehension of general meaning and some specific meaning and respond to questions using phrases and simple sentences.

Example: *What is the story mainly about?*

Intermediate/Advanced:

Students demonstrate consistent comprehension of general meaning; good understanding of implied meaning and, respond to open-ended questions with detail in compound and complex sentences.

Example: *Why is it better to take the plane?*

9. Materials teach students the vocabulary and sentence structures to discuss and comprehend a range of **everyday and school topics**. Ample examples of the vocabulary and sentence patterns for the language functions in the OELP standards are provided.

Examples of everyday topics:

Unit/Theme	Lesson Topic	SIE Lesson Card
Unit 1: Me and My Friends	School Activities	1.5 <i>User Guide</i> , page 54
Unit 3: All About Me	Daily Schedule	1.29 <i>User Guide</i> , page 82
Unit 4: My Family	Family Tree	1.37 <i>User Guide</i> , page 92
Unit 5: Me and My Family	Going to the Store	1.45 <i>User Guide</i> , page 102
Unit 8: What we Eat	Eating Out	1.80 <i>User Guide</i> , page 143
Unit 9 What we Wear	Clothing for Family Fun	1.88 <i>User Guide</i> , page 153

Examples of school topics:

Unit/Theme	Lesson Card Concept	SIE Lesson Card
Unit 2: At School	Colors	1.7 <i>User Guide</i> , page 68
Unit 6: Where We Live	Types of Homes	1.53 <i>User Guide</i> , page 112
Unit 7: How We Travel	Future Travel	1.70 <i>User Guide</i> , page 131
Unit 10: What We Need	Animals Need Shelter	1.97 <i>User Guide</i> , page 164
Unit 12: More Families	Planet Families	1.120 <i>User Guide</i> , page 191

Examples of Language Functions:

Language Function	Objective	Santillana Intensive English (SIE) Lesson Card
Asking informal questions	Ask questions.	Lesson Card 1.17 <i>User Guide</i> , page 68
Describing people	Give a personal description.	Lesson Card 1.23 <i>User Guide</i> , page 76
Categorizing	Count and group objects	Lesson Card 1.28 <i>User Guide</i> , page 81
Describing actions.	Describe actions.	Lesson Card 1.31 <i>User Guide</i> , page 86
Comparing and Contrasting	Compare and contrast family needs.	Lesson Card 1.32 <i>User Guide</i> , page 87
Sequencing	Sequence events using first, second and third.	Lesson Card 1.57 <i>User Guide</i> , page 116
Retelling	Retell a story using what, where.	Lesson Card 1.62 <i>User Guide</i> , page 123

10. Materials support and reinforce comprehension through such 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 of Techniques:

Language Function	Objective	SIE Lesson Card
Hands-on Activities	Label animals	Lesson Card 1.56 <i>User Guide</i> , page 114 (Extend Section)
Demonstrations	Play the Game: Guess How Many	Lesson Card 1.63 <i>User Guide</i> , page 124 (Section Practice and Apply)
Experiments	Categorize containers	Lesson Card 1.68 <i>User Guide</i> , page 129 (Section Practice and Apply)
Use of graphics	Compare and contrast animals.	Lesson Card 1.65 <i>User Guide</i> , page 126 (Paired/Collaborative Activity)
Brainstorming	Describe animal homes	Lesson Card 1.97 <i>User Guide</i> , page 164 (Teach Section: K-W-L)

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

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

Sounds (Non-Transferable)	SIE Lesson Card	User Guide Section
Use of long “o” sound	1.44	Phonics, <i>User Guide</i> page 101
Consonant sound “h”	1.58	Phonics, <i>User Guide</i> , page 117
Ending sound “wh”	1.112	Phonics, <i>User Guide</i> , page 183
Consonant sounds “y” and “z”	1.98	Phonics, <i>User Guide</i> , page 165

See also: *Opening Doors Reading and Writing Activity Book Level 1: Spelling Friends*, pages 169-180 where all sound-spelling patterns are covered.

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:

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 of strategies:

Strategy	Explanation: SIE User Guide	SIE Lesson Cards (Extension Materials)
Bridging	Page 40	1.105 <i>User Guide</i> , page 174
Word Wall	Page 41	1.64 <i>User Guide</i> page 125
Vocabulary Development	Page 42	1.31 <i>User Guide</i> , page 84
Story Mapping and Read Aloud	Page 43	1.27 <i>User Guide</i> , page 80
Phonemic Awareness	Page 44	1.35 <i>User Guide</i> , page 90
TPR (Total Physical Response)	Page 45	1.21 <i>User Guide</i> , page 74

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

Examples of lessons connecting students to personal experiences

Personal Experience Topic	Objective	SIE Lesson Card
Playground Fun	Identify Actions	1.8 <i>User Guide</i> , page 57
Family Tree	Learn family relationships	1.37 <i>User Guide</i> , page 92
My house	Use and request information	1.52 <i>User Guide</i> , page 111
My Image	Give personal description	1.23 <i>User Guide</i> , page 76

Additional independent work is done by using the *Home School Connection* Activity Book.

15. Each lesson identifies **the language form and function** 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 describing cause and effect, making comparisons and contrasts, giving directions, stating conclusions,** and other functions included in the ELP standards.

Examples of Language Functions

Language Function	SIE Lesson Card	SIE Lesson Section
Giving and Following Commands	1.7	Practice and Apply: <i>User Guide</i> , page 56
Compare and Contrast	1.82	Practice and Apply: <i>User Guide</i> page 147
Making inferences	1.113	Practice and Apply: <i>User Guide</i> , page 184

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

Examples of everyday topics:

Unit/Theme	Lesson Topic	SIE Lesson Card
Unit 1: Me and My Friends	School Activities	1.5 <i>User Guide</i> , page 54
Unit 3: All About Me	Daily Schedule	1.29 <i>User Guide</i> , page 82
Unit 4: My Family	Family Tree	1.37 <i>User Guide</i> , page 92
Unit 5: Me and My Family	Going to the Store	1.45 <i>User Guide</i> , page 102
Unit 8: What we Eat	Eating Out	1.80 <i>User Guide</i> , page 143
Unit 9 What we Wear	Clothing for Family Fun	1.88 <i>User Guide</i> , page 153

Examples of school topics:

Unit/Theme	Lesson Card Concept	SIE Lesson Card
Unit 2: At School	Colors	1.7 <i>User Guide</i> , page 68
Unit 6: Where We Live	Types of Homes	1.53 <i>User Guide</i> , page 112
Unit 7: How We Travel	Future Travel	1.70 <i>User Guide</i> , page 131
Unit 10: What We Need	Animals Need Shelter	1.97 <i>User Guide</i> , page 164
Unit 12: More Families	Planet Families	1.120 <i>User Guide</i> , page 191

Read-alouds include vocabulary instruction and provide opportunities for oral language practice.

Level 1: Lesson Card **1.28** *User Guide*, page 81

All Kinds of Clothes

Objective: Count and group objects by ones and tens

Section: Teach

Examples or read-aloud to provide vocabulary instruction and oral practice:

Vocabulary Cards: Introduce Personal Vocabulary Cards 133-143 and label each article of clothing.... Then say: *Look and listen*, and read the story to the class.

Lesson Cards include interactive technology application through the 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:

Types of Interaction	Lesson Card and Section	Activity
Student-Teacher	Teach Section	Check Comprehension
Student-Student	Practice and Apply	Paired/Collaborative Group
Student-Text	Extend	<i>Opening Doors Reading and Writing Activity Book</i>

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

Example: Lesson 1.46: Planting a Garden

Opening Doors Reading and Writing Activity Book, page 62

Objective: Classify categories of words.

At the bottom of the page, **Standards** are included in a shaded box.

In the Lesson Card, teacher has an explanation of the activity to be completed by students individually. (See *User Guide*, page 103 (green box in the right column of the Lesson Card))

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 a graph and drawings to help students categorize items provided.

19. The *Opening Doors Reading and Writing 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, **Teacher’s User Guide uses color-coded boxes** for Standards, Read-Alouds and key concepts taught in that specific 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**.

Examples:

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

Level 1: Placement Cards-pages 37-39

Unit Assessment: Unit Assessment Cards are provided for each one of the twelve units to evaluate acquisition of language skills, assess students’ writing skills, and evaluate mastery of unit content and vocabulary.

Unit Assessments per Grade 1 are included in the User Guide:

- Unit 1: page 48
- Unit 2: page 60
- Unit 3: page 72
- Unit 4: page 84
- Unit 5: page 96
- Unit 6: page 108
- Unit 7: page 120
- Unit 8: page 132
- Unit 9: page 144
- Unit 10: page 156
- Unit 11: page 168
- Unit 12: page 180

In addition, at the end of the *User Guide*, teacher can use the **Assessment Records** to keep record for each student and for the class as a whole (See pages 194 and 195).

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 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 Reading and Writing Activity Book* and the *Vocabulary Enrichment Workbook* have clear instructions at the top of the page and explicit illustrations that allows for independent student use.

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.

Topic	Objective	SIE Lesson Card
Families Do Things Together	Give information about daily activities	1.41 <i>User Guide</i> , page 98
Houses Around the World	Describe places	1.95 <i>User Guide</i> , page 162
*Cultural Dress	Use information requested using what and where	1.103 <i>User Guide</i> , page 172

* The Reading Selection for this lesson is *The Empty Piñata* by Alma Flor Ada, which deals with multicultural festivals and the use of *the piñata* for celebrations.

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

For a complete list of **Reading Selections** used and recommended for each unit, see :

User Guide, pages 46-47.

English as a Second Language (Grade 2)

1. All *Santillana Intensive English* materials for grade levels K-5 are aligned with the Oregon Department of Education English Language Proficiency Standards (See Correlations for each level).

Examples for Grade 2:

All Lesson Cards (2.1-2.120) 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. See Lesson Cards reproduced on the *User Guide* for each grade level.

Examples: Level 2: *User Guide* 2.1-2.120 (pages 60-203)

Materials follow an accepted sequence of **grammatical structures** (from simple to complex).

Examples of Grammatical Structures

Materials follow an accepted sequence of grammatical structures (from simple to complex) for a range of language purposes.

Examples:

Lesson Card: 2.79 *User Guide* page 154

Objective: Use present tense verbs.

Section: Teach

Lesson Card: 2.87 *User Guide* page 164

Objective: Relate past events.

Section: Structural Analysis

Lesson Card: 2.100 *User Guide* page 179

Objective: Use irregular past tense.

Section: Structural Analysis

Lesson Card: 2.81 *User Guide* page 158

Objective: Use contractions *it's* and *they're*

Section: Structural Analysis

2. All Lesson Cards (2.1-2.120) address English language development at different proficiency levels. These levels are specifically addressed as part of the Teach Section of every lesson.

Example for Level 2:

Lesson 2.62 *User Guide*, page 135

Objective: Describe a process.

Section: Teach

Checking Comprehension

Beginning Level:

Does Maylee’s neighborhood have a recycling day ?

Early Intermediate:

How does Maylee’s neighborhood recycle cans, plastic bottles, and glass bottles?

Intermediate/Advanced:

What is this story mostly about?

All lesson cards 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*.

Example of an Integrated Activity:

Lesson 2.47 *User Guide*, page 116

Section: Teach

Listening Activity: Describe and categorize animals.

Use Personal Vocabulary Cards 21-36 to review animal names. ... Read the story (in the shaded box) to students.

Reread the story, pointing to each animal.

Speaking Activity: Section Teach

After reading the story, ask students comprehension questions (Questions are provided at different language proficiency levels).

Reading Activity

Opening Doors Reading and Activity Book 2.47a, page 70

Students read and answer questions.

Writing Activity

Section: Extend

Invite students to draw a picture and then write a description of their favorite zoo animal.

3. *Santillana Intensive English* provides 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 of Language Functions:

Language Function	Objective	Santillana Intensive English (SIE) Lesson Card
Giving directions	Give and follow classroom commands.	Lesson Card 2.14 <i>User Guide</i> , page 77
Asking questions	Ask and answer questions.	Lesson Card 2.65 <i>User Guide</i> , page 138
Describing location	Describe location.	Lesson Card 2.105 <i>User Guide</i> , page 186
Comparing and Contrasting	Compare and contrast information.	Lesson Card 2.24 <i>User Guide</i> , page 89
Sequencing	Relate a sequence of event.	Lesson Card 2.79 <i>User Guide</i> , page 154
Retelling	Retell a story.	Lesson Card 2.93 <i>User Guide</i> , page 172

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:

Grade 2 Scope and Sequence *User Guide*: pages 2-45

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.**

Example:

Level 2: Lesson Card **2.118** *User Guide*, page 201.

Section: Practice and Apply

Objective: Compare and contrast flags.

Whole Group Activity: Discuss multicultural festivals. Talk about why families display the U.S. flag and the flag of the countries their ancestors came from.

Paired/Collaborative Activity

Students working in pairs create a city flag that could be a symbol of their city.

5. In 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 reason, solve problems, and make decisions.

Example of activities across the curriculum that advance cognitive development:

Level 2: Lesson Card 2.62 *User Guide*, page 135

Neighborhood Recycling

Objective: Use numbers in context.

Section: Math

Draw a bar graph on the board as shown in the example provided. Students complete the graph with information provided.

Level 2: Lesson Card 2.71 *User Guide*, page 146

Neighbors Workers

Objective: Describe activities and people.

Section: Practice and Apply

Have students describe the activities of neighborhood workers.

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

Topic	SIE Lesson Card: Introduced	SIE Lesson Card: Re-entry
Family	2.22 My Family	2.81 Families Have Needs
Neighbors	2.31 My Neighborhood	2.66 Neighborhood Beautification Day
Food	2.88 The Food Chain	2.90 Food in the Future
Farm	2.82 Farms	2.103 Farmer’s Market

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

Examples of Techniques

Language Function	Objective	SIE Lesson Card
Demonstrations	Compare and contrast families.	Lesson Card 2.23 <i>User Guide</i> , page 88
Experiments	Draw a floor plan	Lesson Card 2.78 <i>User Guide</i> , page 153
Use of graphics	Create and interpret graphs.	Lesson Card 2.77 <i>User Guide</i> , page 152
Brainstorming	Brainstorm use of computer.	Lesson Card 2.98 <i>User Guide</i> , page 117

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

Examples of everyday topics:

Unit/Theme	Lesson Topic	SIE Lesson Card
Unit 2: The Classroom	Classroom Rules	2.14 <i>User Guide</i> , page 77
Unit 3: Family	What is my address?	2.28 <i>User Guide</i> , page 93
Unit 4: Neighborhood	The Library	2.40 <i>User Guide</i> , page 107
Unit 5: The City	City and Town	2.44 <i>User Guide</i> , page 113
Unit 9: Getting Food	The Food Chain	2.88 <i>User Guide</i> , page 165
Unit 10: Getting What We Need	The Toy Store	2.99 <i>User Guide</i> , page 178

Examples of school topics:

Unit/Theme	Lesson Card Concept	SIE Lesson Card
Unit 2: The Classroom	Colors and Shapes	2.20 <i>User Guide</i> , page 83
Unit 6: Transportation	Travel in the Future	2.60 <i>User Guide</i> , page 131
Unit 7: Community	Why Recycle?	2.63 <i>User Guide</i> , page 136
Unit 8: Work	The Computer	2.80 <i>User Guide</i> , page 155

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 Reading and Writing 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. (See *User Guide*, page 196.)

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

Examples of Home Cultural Themes:

Theme	Lesson Topic	SIE Lesson Card
School	My Classroom	2.13 <i>User Guide</i> , page 76
Family	My Family	2.22 <i>User Guide</i> , page 87
Neighborhood	My Neighborhood	2.31 <i>User Guide</i> , page 98
Events	Monthly Events	2.102 <i>User Guide</i> , page 183
Nationality	My Ancestors Came From Mexico	2.113 <i>User Guide</i> , page 196

Examples of American Cultural Themes:

Theme	Lesson Topic	SIE Lesson Card
Food	Farmer’s Market	2.103 <i>User Guide</i> , page 184
Country	The U.S. Flag	2.117 <i>User Guide</i> , page 200
Citizenship	Become a Citizen	2.120 <i>User Guide</i> , page 203
Traditions	New Year’s Traditions	2.106 <i>User Guide</i> , page 187

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

Examples of Skills Taught at Grade Level: Second Grade

OELP Benchmark	SIE Unit	SIE Lesson Card
Interpret information from diagrams, charts and graphs.	Unit 7: Neighbors	2.65 <i>User Guide</i> , page 138
Sequence three or more events.	Unit 9: Getting Food	2.83 <i>User Guide</i> , page 160
Identify and begin to correctly unite a few contractions.	Unit 7: Neighbors	2.67 <i>User Guide</i> , page 140

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

Example: Unit 2.20: Colors and Shapes

Beginning Level: *What color is this?*

Early Intermediate: *Where is the rainbow?*

Intermediate/Advanced: *What colors are in the rainbow?*

9. Materials teach students the vocabulary and sentence structures to discuss and comprehend a range of **everyday and school topics**. Ample examples of the vocabulary and sentence patterns for the language functions in the OELP standards are provided.

Examples of everyday topics:

Unit/Theme	Lesson Topic	SIE Lesson Card
Unit 2: The Classroom	Classroom Rules	2.14 <i>User Guide</i> , page 77
Unit 3: Family	What is my address?	2.28 <i>User Guide</i> , page 93
Unit 4: Neighborhood	The Library	2.40 <i>User Guide</i> , page 107
Unit 5: The City	City and Town	2.44 <i>User Guide</i> , page 113
Unit 9: Getting Food	The Food Chain	2.88 <i>User Guide</i> , page 165
Unit 10: Getting What We Need	The Toy Store	2.99 <i>User Guide</i> , page 178

Examples of school topics:

Unit/Theme	Lesson Card Concept	SIE Lesson Card
Unit 2: The Classroom	Colors and Shapes	2.20 <i>User Guide</i> , page 83
Unit 6: Transportation	Travel in the Future	2.60 <i>User Guide</i> , page 131
Unit 7: Community	Why Recycle?	2.63 <i>User Guide</i> , page 136
Unit 8: Work	The Computer	2.80 <i>User Guide</i> , page 155

Examples of Language Functions:

Language Function	Objective	Santillana Intensive English (SIE) Lesson Card
Asking informal questions	Ask and answer questions.	Lesson Card 2.65 <i>User Guide</i> , page 138
Describing location	Describe location.	Lesson Card 2.105 <i>User Guide</i> , page 186
Retelling	Retell a story.	Lesson Card 2.100 <i>User Guide</i> , page 179
Giving directions..	Give an follow classroom commands.	Lesson Card 2.14 <i>User Guide</i> , page 77
Comparing and Contrasting	Compare and contrast information.	Lesson Card 2.24 <i>User Guide</i> , page 89
Sequencing	Relate a sequence of events.	Lesson Card 2.79 <i>User Guide</i> , page 179
Summarizing	Write a summary of a story.	Lesson Card 2.108 <i>User Guide</i> , page 189

10. Materials support and reinforce comprehension through such **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 of Techniques:

Language Function	Objective	SIE Lesson Card
Hands-on Activities	Cut out pictures of animals.	Lesson Card 2.47 <i>User Guide</i> , page 116 (Section Practice and Apply)
Demonstrations	Role-play a shopping experience.	Lesson Card 2.98 <i>User Guide</i> , page 177 (Section Practice and Apply)
Experiments	Discuss steps in planting a flower.	Lesson Card 2.33 <i>User Guide</i> , page 100 (Section Practice and Apply)
Use of graphics	Compare and contrast using a Venn Diagram.	Lesson Card 2.73 <i>User Guide</i> , page 148 (Paired/Collaborative Activity)
Brainstorming	Brainstorm types of transportation.	Lesson Card 2.48 <i>User Guide</i> , page 117 (Paired/Collaborative Activity)

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

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

Sounds (Non-Transferable)	SIE Lesson Card	User Guide Section
Short and Long “e” sound	2.46	Phonics, <i>User Guide</i> page 115
Short “u” sound	2.48	Phonics, <i>User Guide</i> , page 117
Long “a” sound	2.97	Phonics, <i>User Guide</i> , page 176
Long “u” sound	2.110	Phonics, <i>User Guide</i> , page 191

See also: *Opening Doors Reading and Writing Activity Book Level 2: Spelling Friends*, pages 211252 where all sound-spelling patterns are covered.

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:

Instructional Component	SIE Lesson Card	User Guide Section
1. Checking for Understanding	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 of strategies:

Strategy	Explanation: SIE User Guide	SIE Lesson Cards (Extension Materials)
Bridging	Page 52	2.53 User Guide, page 124
KWL	Page 53	2.19 User Guide page 82
Story Mapping and Read Aloud	Page 54	2.93 User Guide, page 172
Word Wall	Page 55	2.35 User Guide, page 102
The Writing Process	Page 56	2.109 User Guide, page 190
Vocabulary Development	Page 57	2.63 User Guide, page 136

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

Examples of lessons connecting students to personal experiences

Personal Experience Topic	Objective	SIE Lesson Card
Self	Give personal description.	2.9 User Guide, page 70
Family	Give information about family member.	2.22 User Guide, page 87
Neighborhood	Relate story to personal experience.	2.68 User Guide, page 141
Origin	Compare and contrast flags.	2.118 User Guide, page 201

Additional independent work is done by using the *Home School Connection* Activity Book.

15. Each lesson identifies **the language form and function** 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 describing cause and effect, making comparisons and contrasts, giving directions, stating conclusions**, and other functions included in the ELP standards.

Examples of Language Functions

Language Function	SIE Lesson Card	SIE Lesson Section
Giving and Following Commands	2.39	Practice and Apply: User Guide, page 106
Compare and Contrast	2.24	Practice and Apply: User Guide page 89
Draw Conclusions	2.72	Practice and Apply: User Guide, page 147

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

Examples of Home Cultural Themes:

Theme	Lesson Topic	SIE Lesson Card
School	My Classroom	2.13 <i>User Guide</i> , page 76
Family	My Family	2.22 <i>User Guide</i> , page 87
Neighborhood	My Neighborhood	2.31 <i>User Guide</i> , page 98
Events	Monthly Events	2.102 <i>User Guide</i> , page 183
Nationality	My Ancestors Came From Mexico	2.113 <i>User Guide</i> , page 196

Examples of American Cultural Themes:

Theme	Lesson Topic	SIE Lesson Card
Food	Farmer's Market	2.103 <i>User Guide</i> , page 184
Country	The U.S. Flag	2.117 <i>User Guide</i> , page 200
Citizenship	Become a Citizen	2.120 <i>User Guide</i> , page 203
Traditions	New Year's Traditions	2.106 <i>User Guide</i> , page 187

Read-alouds include vocabulary instruction and provide opportunities for oral language practice.

Level 2: Lesson Card 2.13 *User Guide*, page 76

Lesson: My Classroom

Objective: Use TPR Storytelling

Section: Teach

Examples or read-aloud to provide vocabulary instruction and oral practice:

Vocabulary Cards: Introduce vocabulary words using Lesson Card 2.13 and Vocabulary Cards 1-7, 57-58. Read the story and discuss the objects the characters are using. Use TPR storytelling to teach the actions in the story.

Lesson Cards include interactive technology application through the 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:

Types of Interaction	Lesson Card and Section	Activity
Student-Teacher	Teach Section	Check Comprehension
Student-Student	Practice and Apply	Paired/Collaborative Group
Student-Text	Extend	<i>Opening Doors Reading and Writing Activity Book</i>

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

Example: Lesson 2.70a: Narrative

Opening Doors Reading and Writing Activity Book, page 120

Objective: Edit Writing for basic conventions and make some corrections.

Instruction to the Student:

- √ *Discuss what is happening in each picture to a partner.*
- √ *Finish the story.*
- √ *Use the writing checklist on page 253 to edit your work.*
- √ *Read the story to a partner.*

At the bottom of the page, **Standards** are included in a shaded box.

In the Lesson Card, teacher has an explanation of the activity to be completed by students individually. (See *User Guide*, (box in the right column of the Lesson Card))

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) are included to provide context and enhance understanding. The textbook has a clean page design with a graph and drawings to help students categorize items provided.

19. The *Opening Doors Reading and Writing 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. **Teacher’s User Guide uses color-coded boxes** for Standards, Read-Alouds and key concepts taught in that specific 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**.

Examples:

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

Level 2: Placement Cards-pages 49-51

Unit Assessment: Unit Assessment Cards are provided for each one of the twelve units to evaluate acquisition of language skills, assess students’ writing skills, and evaluate mastery of unit content and vocabulary.

Unit Assessments per Grade 2 are included in the User Guide:

- Unit 1: page 60
- Unit 2: page 72
- Unit 3: page 84
- Unit 4: page 96
- Unit 5: page 108
- Unit 6: page 120
- Unit 7: page 132
- Unit 8: page 144
- Unit 9: page 156
- Unit 10: page 168
- Unit 11: page 180
- Unit 12: page 192

In addition, at the end of the *User Guide*, teacher can use the **Assessment Records** to keep record for each student and for the class as a whole (See pages 206-207).

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 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 Reading and Writing Activity Book* and the *Vocabulary Enrichment Workbook* have clear instructions at the top of the page and explicit illustrations that allows for independent student use.

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.

Topic	Objective	SIE Lesson Card
Self	Identify appearance and describe self.	2.7 <i>User Guide</i> , page 68
Family	Compare and contrast families.	2.22 <i>User Guide</i> , page 87
Traditions	Describe family traditions.	2.106 <i>User Guide</i> , page 187
Relatives	Give information about ancestors.	2.112 <i>User Guide</i> , page 195
Nationality	Compare and contrast flags.	2.118 <i>User Guide</i> , page 201

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

For a complete list of **Reading Selections** used and recommended for each unit, see :

User Guide, pages 58-59.

English as a Second Language (Grade 3)

1. All *Santillana Intensive English* materials for grade levels K-5 are aligned with the Oregon Department of Education English Language Proficiency Standards (See Correlations for each level).

Examples for Grade 3:

All Lesson Cards (3.1-3.120) 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. See Lesson Cards reproduced on the *User Guide* for each grade level.

Examples: Level 3: *User Guide* 3.1-3.120 (pages 51-193)

Materials follow an accepted sequence of **grammatical structures** (from simple to complex).

Examples of Grammatical Structures

Materials follow an accepted sequence of grammatical structures (from simple to complex) for a range of language purposes.

Examples:

Lesson Card 3.52: How We Choose Our Leaders, *User Guide* page 113

Objective: Review regular plural forms

Section: Structural Analysis

Lesson Card 3.60: Harriet Tubman, *User Guide* page 121

Objective: Distinguish regular plurals using suffix -er

Section: Structural Analysis

Lesson Card 3.68: Columbus Day, *User Guide* page 131

Objective: Renew the prefix re-

Section: Structural Analysis

Lesson Card 3.70: Thanksgiving Day, *User Guide* page 133

Objective: Compare and contrast past and present

Section: Extend

2. All Lesson Cards (3.1-3.120) address English language development at different proficiency levels. These levels are specifically addressed as part of the Teach Section of every lesson.

Example for Level 3:

Lesson 3.36: Rural Communities, *User Guide*, page 93

Objective: Use comprehension skills and strategies

Section: Teach

Checking Comprehension

Beginning Level: *What kind of community is this?*

Early Intermediate: *What is this building?*

Intermediate/Advanced: *What would it be like to live here?*

All lesson cards 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*.

Example of an Integrated Activity:

Lesson 3.46: Deserts, *User Guide*, page 105

Section: Teach

Objective: Acquire and use vocabulary about deserts.

Listening Activity: Display the Vocabulary Cards and identify each one. Show Vocabulary Cards from previous lessons. List the lesson vocabulary on the board and discuss any unknown words.

Speaking Activity: Section Teach

Read aloud the story. After reading the story, ask students comprehension questions (Questions are provided at different language proficiency levels).

Reading Activity

Opening Doors Reading and Activity Book 3.46b, page 34

Students read and answer questions.

Writing Activity

Section: Writing

Students write a story about a desert animal.

3. *Santillana Intensive English* provides 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 of Language Functions:

Language Function	SIE Objective	Santillana Intensive English (SIE) Lesson Card
Asking questions	Ask and respond to questions.	Lesson Card 3.11 <i>User Guide</i> , page 64
Analyzing	Analyze wants and needs.	Lesson Card 3.90 <i>User Guide</i> , page 157
Synthesizing	Synthesize information.	Lesson Card 3.60 <i>User Guide</i> , page 121
Comparing and Contrasting	Compare and contrast mountains and valleys.	Lesson Card 3.45 <i>User Guide</i> , page 104
Inferencing	Make inferences about a healthy diet.	Lesson Card 3.93 <i>User Guide</i> , page 162
Retelling	Retell information.	Lesson Card 3.45 <i>User Guide</i> , page 104
Evaluating	Evaluate similarities and differences.	Lesson Card 3.61 <i>User Guide</i> , page 124

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:

Grade 3 Scope and Sequence *User Guide*: pages

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.**

Example:

Level 3: Lesson Card 3.33: The First Americans, *User Guide*, page 90

Sections: Teach, Practice, Apply and Extend

Objective: Draw conclusions

Whole Group Activity: (Section Teach) Have students share what they know about Native Americans.

Paired/Collaborative Activity: (Section Practice and Apply) Have pairs of students write questions using information from the story to draw conclusions.

Section Extend: Students conduct research on the Internet

5. In 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 reason, solve problems, and make decisions.

Example of activities across the curriculum that advance cognitive development:

Level 3: Lesson Card 3.23 *User Guide*, page 78

Title: My Neighborhood

Objective: Solve a math problem

Section: Math

Draw a line graph on the board as shown in the example provided. Students complete the graph with information provided.

Level 3: Lesson Card 3.50 *User Guide*, page 109

Title: Rain Forests

Objective: Compare and contrast environments

Section: Practice and Apply

Display a map of the world. Point out the location of the equator. Have students compare and contrast the characteristics of different geographic features.

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

Topic	SIE Lesson Card: Introduced	SIE Lesson Card: Re-entry
Family	3.4 Family and Friends	3.39 We Belong to Many Communities
Community	3.31 What is a Community?	3.40 Communities Change Over Time
Food	3.10 Let’s eat!	3.75 Food Chains and Food Webs
Transportation	3.17 Traveling to School	3.87 Public Transportation

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

Examples of Techniques

Language Function	SIE Objective	SIE Lesson Card
Demonstrations	Plot journey on a map.	Lesson Card 3.68 <i>User Guide</i> , page 131
Experiments	Create a diorama of the solar system.	Lesson Card 3.116 <i>User Guide</i> , page 189
Use of graphics	Draw a line graph.	Lesson Card 3.23 <i>User Guide</i> , page 78
Brainstorming	Brainstorm changes in community.	Lesson Card 3.54 <i>User Guide</i> , page 115

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

Examples of everyday topics:

Unit/Theme	Lesson Topic	SIE Lesson Card
Unit 2: School	My Classroom	3.11 <i>User Guide</i> , page 64
Unit 3: Home	My Home	3.22 <i>User Guide</i> , page 77
Unit 4: Communities	Urban Communities	3.37 <i>User Guide</i> , page 94
Unit 7: Celebrations	Personal Celebrations	3.61 <i>User Guide</i> , page 122
Unit 9: Transportation	Public Transportation	3.87 <i>User Guide</i> , page 154
Unit 12: Earth	Weather	3.112 <i>User Guide</i> , page 185

Examples of school topics:

Unit/Theme	Lesson Card Concept	SIE Lesson Card
Unit 2: School	School Rules and Schedules	3.18 <i>User Guide</i> , page 71
Unit 4: Communities	The First Americans	3.33 <i>User Guide</i> , page 90
Unit 5: Environments	Rain Forests	3.50 <i>User Guide</i> , page 109
Unit 6: Government	Our State Government	3.55 <i>User Guide</i> , page 116
Unit 8: Living Things	Life Cycle	3.73 <i>User Guide</i> , page 138
Unit 10: Energy	Matter and Mass	3.99 <i>User Guide</i> , page 168

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 Reading and Writing 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. (See *User Guide*, page 196.)

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

Examples of Home Cultural Themes:

Theme	Lesson Topic	SIE Lesson Card
Communities	We Belong to Many Communities	3.39 <i>User Guide</i> , page 96
Leaders	Choosing Leaders	3.52 <i>User Guide</i> , page 113
Celebrations	Columbus Day	3.68 <i>User Guide</i> , page 131
Freedom	The Statue of Liberty and Ellis Island	3.105 <i>User Guide</i> , page 176

Examples of American Cultural Themes:

Theme	Lesson Topic	SIE Lesson Card
Country	My Country	3.30 <i>User Guide</i> , page 85
Celebrations	Independence Day	3.66 <i>User Guide</i> , page 129
Symbols	Our National Symbols	3.101 <i>User Guide</i> , page 172
Exploration	From Earth to Space	3.120 <i>User Guide</i> , page 193

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

Examples of Skills Taught at Grade Level: Third Grade

OELP Benchmark	SIE Unit	SIE Lesson Card
Distinguish cause-effect.	Unit 10: Energy and Light	3.95 <i>User Guide</i> , page 164
Distinguish order of events.	Unit 6: Our Government and Heroes	3.53 <i>User Guide</i> , page 114

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

Example:

Lesson 3.55: Our State Government, *User Guide* page 116

Beginning Level: *What is this building called?*

Early Intermediate: *Can you name one building that is public property?*

Intermediate/Advanced: *What are the governor and the representatives?*

9. Materials teach students the vocabulary and sentence structures to discuss and comprehend a range of **everyday and school topics**. Ample examples of the vocabulary and sentence patterns for the language functions in the OELP standards are provided.

Examples of everyday topics:

Unit/Theme	Lesson Topic	SIE Lesson Card
Unit 2: School	My Classroom	3.11 <i>User Guide</i> , page 64
Unit 3: Home	My Home	3.22 <i>User Guide</i> , page 77
Unit 4: Communities	Urban Communities	3.37 <i>User Guide</i> , page 94
Unit 7: Celebrations	Personal Celebrations	3.61 <i>User Guide</i> , page 122
Unit 9: Transportation	Public Transportation	3.87 <i>User Guide</i> , page 154
Unit 12: Earth	Weather	3.112 <i>User Guide</i> , page 185

Examples of school topics:

Unit/Theme	Lesson Card Concept	SIE Lesson Card
Unit 2: School	School Rules and Schedules	3.18 <i>User Guide</i> , page 71
Unit 4: Communities	The First Americans	3.33 <i>User Guide</i> , page 90
Unit 5: Environments	Rain Forests	3.50 <i>User Guide</i> , page 109
Unit 6: Government	Our State Government	3.55 <i>User Guide</i> , page 116
Unit 8: Living Things	Life Cycle	3.73 <i>User Guide</i> , page 138
Unit 10: Energy	Matter and Mass	3.99 <i>User Guide</i> , page 168

Examples of Language Functions:

Language Function	SIE Objective	Santillana Intensive English (SIE) Lesson Card
Asking informal questions	Ask and respond to questions.	Lesson Card 3.23 <i>User Guide</i> , page 78
Describing places	Describe changes in communities.	Lesson Card 3.40 <i>User Guide</i> , page 97
Categorizing	Categorize countries by continents.	Lesson Card 3.39 <i>User Guide</i> , page 96
Summarizing	Summarize information.	Lesson Card 3.106 <i>User Guide</i> , page 177
Comparing and Contrasting	Compare and contrast celebrations.	Lesson Card 3.61 <i>User Guide</i> , page 124
Sequencing	Explain the stages of a plant life cycle.	Lesson Card 3.73 <i>User Guide</i> , page 138
Making judgments	Make judgments.	Lesson Card 3.107 <i>User Guide</i> , page 178
Predicting	Make predictions about the economy.	Lesson Card 3.58 <i>User Guide</i> , page 119

10. Materials support and reinforce comprehension through such **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 of Techniques:

Language Function	Objective	SIE Lesson Card
Hands-on Activities	Make cards for a friend.	Lesson Card 3.61 <i>User Guide</i> , page 124 (Extend Section)
Demonstrations	Demonstrate how plants grow.	Lesson Card 3.72 <i>User Guide</i> , page 137 (Extend Section)
Experiments	Infer cause and effect relationship.	Lesson Card 3.95 <i>User Guide</i> , page 164 (Section Practice and Apply)
Use of graphics	Compare and contrast communities.	Lesson Card 3.31 <i>User Guide</i> , page 88 (Extend Section)

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

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

Sounds (Non-Transferable)	SIE Lesson Card	User Guide Section
Sounds of letter “a”	3.3	Phonics, <i>User Guide</i> page 54
Sounds of letter “e”	3.4	Phonics, <i>User Guide</i> , page 55
Sounds of letter “i”	3.5	Phonics, <i>User Guide</i> , page 56
Sounds of letter “o”	3.6	Phonics, <i>User Guide</i> , page 57
Sounds of letter “u”	3.7	Phonics, <i>User Guide</i> , page 58
Consonant digraphs (sh, th, ch, wh)	3.31	Phonics, <i>User Guide</i> , page 88

See also: *Opening Doors Reading and Writing Activity Book Level 3: Spelling Friends*, pages 143-188 where all sound-spelling patterns are covered.

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:

Instructional Component	SIE Lesson Card	User Guide Section
1. Checking for Understanding	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 of strategies:

Strategy	Explanation: SIE <i>User Guide</i>	SIE Lesson Cards (Extension Materials)
KWL	Page 42	3.17 <i>User Guide</i> , page 70
Personal Response	Page 43	3.25 <i>User Guide</i> page 80
Semantic Maps	Page 44	3.33 <i>User Guide</i> , page 90
Story Mapping and Read Aloud	Page 45	3.37 <i>User Guide</i> , page 94
Word Wall	Page 46	3.2 <i>User Guide</i> , page 53
Writing Process	Page 47	3.59 <i>User Guide</i> , page 120

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

Examples of lessons connecting students to personal experiences

Personal Experience Topic	Objective	SIE Lesson Card
Family and Friends	Indicate preferences.	3.4 <i>User Guide</i> , page 55
Environment	Compare and contrast environments.	3.21 <i>User Guide</i> , page 76
Home	Understand concept of home.	3.22 <i>User Guide</i> , page 77
Celebrations	Compare and contrast personal celebrations.	3.61 <i>User Guide</i> , page 124

Additional independent work is done by using the *Home School Connection* Activity Book. 15. Each lesson identifies **the language form and function** 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 describing cause and effect, making comparisons and contrasts, identifying problems and solutions, stating conclusions**, and other functions included in the ELP standards.

Examples of Language Functions

Language Function	SIE Lesson Card	SIE Lesson Section
Identifying problems and solutions	3.69	Practice and Apply: <i>User Guide</i> , page 132
Compare and Contrast	3.61	Practice and Apply: <i>User Guide</i> page 124
Draw conclusions	3.57	Practice and Apply: <i>User Guide</i> , page 118
Cause and Effect	3.44	Extend: <i>User Guide</i> , page 103

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

Examples of everyday topics:

Unit/Theme	Lesson Topic	SIE Lesson Card
Unit 2: School	My Classroom	3.11 <i>User Guide</i> , page 64
Unit 3: Home	My Home	3.22 <i>User Guide</i> , page 77
Unit 4: Communities	Urban Communities	3.37 <i>User Guide</i> , page 94
Unit 7: Celebrations	Personal Celebrations	3.61 <i>User Guide</i> , page 122
Unit 9: Transportation	Public Transportation	3.87 <i>User Guide</i> , page 154
Unit 12: Earth	Weather	3.112 <i>User Guide</i> , page 185

Examples of school topics:

Unit/Theme	Lesson Card Concept	SIE Lesson Card
Unit 2: School	School Rules and Schedules	3.18 <i>User Guide</i> , page 71
Unit 4: Communities	The First Americans	3.33 <i>User Guide</i> , page 90
Unit 5: Environments	Rain Forests	3.50 <i>User Guide</i> , page 109
Unit 6: Government	Our State Government	3.55 <i>User Guide</i> , page 116
Unit 8: Living Things	Life Cycle	3.73 <i>User Guide</i> , page 138
Unit 10: Energy	Matter and Mass	3.99 <i>User Guide</i> , page 168

Read-alouds include vocabulary instruction and provide opportunities for oral language practice.

Level 3: Lesson Card 3.23 *User Guide*, page 78

Lesson: My Neighborhood

Objective: Acquire vocabulary associated with neighborhoods

Section: Teach

Examples or read-aloud to provide vocabulary instruction and oral practice:

Vocabulary Cards: Display the Vocabulary Cards and identify each picture. Engage students in conversation about the vocabulary by asking for example *What's this?...*

Lesson Card 3.23: Ask students to think about where they live. Display the Lesson Cards and have students tell what they see in the picture.

Lesson Cards include interactive technology application through the 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:

Types of Interaction	Lesson Card and Section	Activity
Student-Teacher	Teach Section	Check Comprehension
Student-Student	Practice and Apply	Paired/Collaborative Group
Student-Text	Extend	<i>Opening Doors Reading and Writing Activity Book</i>

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

Example: Lesson 3.98(b): Narrative Writing

Opening Doors Reading and Writing Activity Book, page 143

Objective: Write narratives that include well-chosen detail to develop the plot.

Instructions to the student.

- √ Write a story about the Little Red Hen.
- √ Use the writing list at the end of this book to edit your work.
- √ Draw three things that happened in your story.
- √ Read the story to a partner.

At the bottom of the page, **Standards** are included in a shaded box.

In the Lesson Card, teacher has an explanation of the activity to be completed by students individually. (See *User Guide*, (box in the right column of the Lesson Card))

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 a graph and drawings to help students categorize items provided.

19. The *Opening Doors Reading and Writing 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, *Teacher’s User Guide* uses **color-coded boxes** for Standards, Read-Alouds and key concepts taught in that specific 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**.

Examples:

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

Level 3: Placement Cards-pages 39-41

Unit Assessment: Unit Assessment Cards are provided for each one of the twelve units to evaluate acquisition of language skills, assess students’ writing skills, and evaluate mastery of unit content and vocabulary.

Unit Assessments per Grade 3 are included in the *User Guide*:

- Unit 1: page 50
- Unit 2: page 62
- Unit 3: page 74
- Unit 4: page 86
- Unit 5: page 98
- Unit 6: page 110
- Unit 7: page 122
- Unit 8: page 134
- Unit 9: page 146
- Unit 10: page 158
- Unit 11: page 170
- Unit 12: page 182

In addition, at the end of the *User Guide*, teacher can use the **Assessment Records** to keep record for each student and for the class as a whole (See 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 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 Reading and Writing Activity Book* and the *Vocabulary Enrichment Workbook* have clear instructions at the top of the page and explicit illustrations that allows for independent student use.

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.

Topic	Objective	SIE Lesson Card
Self	Distinguish physical features.	3.2 <i>User Guide</i> , page 53
Communities	Share country of origin.	3.39 <i>User Guide</i> , page 96
Celebrations	Compare and contrast personal celebrations.	3.61 <i>User Guide</i> , page 124

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

For a complete list of **Reading Selections** used and recommended for each unit, see :

User Guide, pages 48-49.

English as a Second Language (Grade 4)

1. All *Santillana Intensive English* materials for grade levels K-5 are aligned with the Oregon Department of Education English Language Proficiency Standards (See Correlations for each level).

Examples for Grade 4:

All Lesson Cards (4.1-4.120) 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. See Lesson Cards reproduced on the *User Guide* for each grade level.

Examples: Level 4: *User Guide* 4.1-4.120 (pages 58-199)

Materials follow an accepted sequence of **grammatical structures** (from simple to complex).

Examples of Grammatical Structures

Materials follow an accepted sequence of grammatical structures (from simple to complex) for a range of language purposes.

Examples:

Lesson Card 4.5, School Playground: *User Guide* page 62

Objective: Identify subject and verb agreement

Section: Sentence Structure

Lesson Card 4.23, Trees: *User Guide* page 84

Objective: Identify subjects and predicates

Section: Grammar

Lesson Card 4.62: *User Guide* page 131

Objective: Use adjectives that compare

Section: Grammar

Lesson Card 4.66, Our State Flag: *User Guide* page 135

Objective: Use regular and irregular verbs

Section: Grammar

2. All Lesson Cards (4.1-4.120) address English language development at different proficiency levels. These levels are specifically addressed as part of the Teach Section of every lesson.

Example for Level 4:

Lesson 4.70 *User Guide*, page 139

Objective: Recognize landmarks

Section: Teach

Checking Comprehension

Beginning Level: *Point to the Statue of Liberty.*

Early Intermediate: *Is the Alamo in Texas or New York?*

Intermediate/Advanced: *Where is the Carmel Mission located?*

All lesson cards 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*.

Example of an Integrated Activity:

Lesson 4.21: *User Guide*, page 80

Section: Teach

Objective: Apply knowledge of content-related vocabulary.

Listening Activity:

Vocabulary Cards: Write the vocabulary words on the board and display the Vocabulary Cards. Use synonyms to explain them.

Speaking Activity: Section Teach

After reading the story, ask students comprehension questions (Questions are provided at different language proficiency levels).

Reading Activity

Opening Doors Reading and Activity Book 4.21, pages 54*55

Students read the passage.

Writing Activity

Students complete a mind map. Then they fill in the chart provided.

3. *Santillana Intensive English* provides 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 of Language Functions:

Language Function	Objective	Santillana Intensive English (SIE) Lesson Card
Expressing needs/likes	Make a list of foods you like and don't like.	Lesson Card 4.6 <i>User Guide</i> , page 63
Asking/answering questions	Ask and provide responses to questions.	Lesson Card 4.71 <i>User Guide</i> , page 142
Describing location	Describe a route on a map.	Lesson Card 4.14 <i>User Guide</i> , page 73
Comparing and Contrasting	Make a diagram to compare animals.	Lesson Card 4.86 <i>User Guide</i> , page 159
Summarizing	Summarize information.	Lesson Card 4.70 <i>User Guide</i> , page 139
Retelling	Create a story map to retell a story.	Lesson Card 4.10 <i>User Guide</i> , page 67
Cause and Effect	Identify cause and effect.	Lesson Card 4.85 <i>User Guide</i> , page 158

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:

Grade 4 Scope and Sequence *User Guide*: pages

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.**

Example:

Level 4: Lesson Card 4.21 *User Guide*, page 82

Section: Practice and Apply

Objective: Identify natural resources.

Whole Group Activity: Display Lesson Card and explain what a natural resource is. Ask comprehension questions to check comprehension.

Paired/Collaborative Activity

Students make vocabulary cards. Have students make a list of natural resources in order of importance.

5. In 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 reason, solve problems, and make decisions.

Example of activities across the curriculum that advance cognitive development:

Level 4: Lesson Card 4.22 *User Guide*, page 83

Title: Water

Objective: Classify major bodies of water.

Section: Math

Form groups of students. Working with a globe or map, have groups create a list of major bodies of water and rank them in order of size.

Level 4: Lesson Card 4.81 *User Guide*, page 154

Title: Ecosystem

Objective: Identifying different kinds of ecosystems

Section: Practice and Apply

Create four charts for the following ecosystems: Coastal, Desert, Park, and Forest. In each chart, create two columns labeled “Living” and “Non-Living”. With students, brainstorm items for both columns in each chart.

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

Topic	SIE Lesson Card: Introduced	SIE Lesson Card: Re-entry
School	4.12 School Personnel	4.7 School Rules and Schedules
Environment	4.11 My Environment	4.88 Preserving the Environment
Community	4.18 Our Community is Special	4.104 Habitats
Animals	4.44 Animals and Plants	4.53 Animals of the Desert

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

Examples of Techniques

Language Function	Objective	SIE Lesson Card
Demonstrations	Make a collage.	Lesson Card 4.1 <i>User Guide</i> , page 58
Experiments	Make a lightning poster.	Lesson Card 4.74 <i>User Guide</i> , page 145
Use of graphics	Make a bar graph.	Lesson Card 4.89 <i>User Guide</i> , page 162
Brainstorming	Brainstorm ways people can recycle.	Lesson Card 4.30 <i>User Guide</i> , page 91

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

Examples of everyday topics:

Unit/Theme	Lesson Topic	SIE Lesson Card
Unit 1: School	School Playground	4.5 <i>User Guide</i> , page 62
Unit 2: Environment	My Environment	4.11 <i>User Guide</i> , page 70
Unit 2: Directions	Directions to My Home	4.14 <i>User Guide</i> , page 73
Unit 2: Places	Fun Places	4.17 <i>User Guide</i> , page 76
Unit 10: Pollution	Pollution Affects Us All	4.100 <i>User Guide</i> , page 175
Unit 12: Growth	Growth and Change	4.111 <i>User Guide</i> , page 190

Examples of school topics:

Unit/Theme	Lesson Card Concept	SIE Lesson Card
Unit 1: School	School Rules and Schedules	4.7 <i>User Guide</i> , page 64
Unit 2: Directions	Maps and Directions	4.9 <i>User Guide</i> , page 78
Unit 5: Forests	Rain Forest	4.41 <i>User Guide</i> , page 106
Unit 7: Geography	State Regions	4.65 <i>User Guide</i> , page 134
Unit 9: Ecosystems	The Food Chain	4.84 <i>User Guide</i> , page 157

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 Reading and Writing 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. (See *User Guide*, page 196.)

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

Examples of Home Cultural Themes:

Theme	Lesson Topic	SIE Lesson Card
Self	Personal Information	4.1 <i>User Guide</i> , page 58
Environment	Home Environment	4.13 <i>User Guide</i> , page 72
Family	Families Change	4.112 <i>User Guide</i> , page 191
Entertainment	Entertainment	4.119 <i>User Guide</i> , page 198

Examples of American Cultural Themes:

Theme	Lesson Topic	SIE Lesson Card
Community	Our Community	4.18 <i>User Guide</i> , page 77
Symbols	State Flag	4.66 <i>User Guide</i> , page 135
Government	State Government	4.75 <i>User Guide</i> , page 146
Interests	Competing Interests	4.101 <i>User Guide</i> , page 178

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

Examples of Skills Taught at Grade Level: Fourth Grade

OELP Benchmark	SIE Unit	SIE Lesson Card
Identify main ideas of a passage.	Unit 12: Describe the main idea and supporting details.	4.118 <i>User Guide</i> , page 197
Write summaries that contain the main idea of the reading selection.	Unit 7: Write a detailed summary of a story.	4.69 <i>User Guide</i> , page 138
Distinguish between fact and opinion	Unit 10: Distinguish between fact and opinion.	4.99 <i>User Guide</i> , page 174

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

Lesson Card: 4.102 Agriculture and Development, *User Guide*, page 179

Beginning Level: (*Showing visuals*): *Point to the farmer*

Early Intermediate: *Is this a housing development?*

Intermediate/Advanced: *Use more open-ended questions and prompts, such as: What are the competing interests shown on this cards?*

9. Materials teach students the vocabulary and sentence structures to discuss and comprehend a range of **everyday and school topics**. Ample examples of the vocabulary and sentence patterns for the language functions in the OELP standards are provided.

Examples of everyday topics:

Unit/Theme	Lesson Topic	SIE Lesson Card
Unit 1: School	School Playground	4.5 <i>User Guide</i> , page 62
Unit 2: Environment	My Environment	4.11 <i>User Guide</i> , page 70
Unit 2: Directions	Directions to My Home	4.14 <i>User Guide</i> , page 73
Unit 2: Places	Fun Places	4.17 <i>User Guide</i> , page 76
Unit 10: Pollution	Pollution Affects Us All	4.100 <i>User Guide</i> , page 175
Unit 12: Growth	Growth and Change	4.111 <i>User Guide</i> , page 190

Examples of school topics:

Unit/Theme	Lesson Card Concept	SIE Lesson Card
Unit 1: School	School Rules and Schedules	4.7 <i>User Guide</i> , page 64
Unit 2: Directions	Maps and Directions	4.9 <i>User Guide</i> , page 78
Unit 5: Forests	Rain Forest	4.41 <i>User Guide</i> , page 106
Unit 7: Geography	State Regions	4.65 <i>User Guide</i> , page 134
Unit 9: Ecosystems	The Food Chain	4.84 <i>User Guide</i> , page 157

Examples of Language Functions:

Language Function	Objective	Santillana Intensive English (SIE) Lesson Card
Defining	Define water pollution.	Lesson Card 4.95 <i>User Guide</i> , page 170
Interpreting	Interpret charts and graphs.	Lesson Card 4.89 <i>User Guide</i> , page 159
Categorizing	Categorize animals by continent.	Lesson Card 4.34 <i>User Guide</i> , page 97
Describing	Write a brief description.	Lesson Card 4.78 <i>User Guide</i> , page 149
Summarizing	Write a summary.	Lesson Card 4.97 <i>User Guide</i> , page 172
Comparing and Contrasting	Compare and contrast qualities.	Lesson Card 4.79 <i>User Guide</i> , page 150
Retelling	Retell the main idea of a poem.	Lesson Card 4.113 <i>User Guide</i> , page 192

10. Materials support and reinforce comprehension through such **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 of Techniques

Language Function	Objective	SIE Lesson Card
Demonstrations	Make a collage.	Lesson Card 4.1 <i>User Guide</i> , page 58
Experiments	Make a lightning poster.	Lesson Card 4.74 <i>User Guide</i> , page 145
Use of graphics	Make a bar graph.	Lesson Card 4.89 <i>User Guide</i> , page 162
Brainstorming	Brainstorm ways people can recycle.	Lesson Card 4.30 <i>User Guide</i> , page 91

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

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

Sounds (Non-Transferable)	SIE Lesson Card	User Guide Section
Consonant Sounds	4.1	Phonics, <i>User Guide</i> page 58
Long “a” sound	4.2	Phonics, <i>User Guide</i> , page 59
Long “e” sound	4.4	Phonics, <i>User Guide</i> , page 61
Nouns ending in “y”	4.6	Spelling, <i>User Guide</i> , page 63

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:

Instructional Component	SIE Lesson Card	User Guide Section
1. Checking for Understanding	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 of strategies:

Strategy	Explanation: <i>SIE User Guide</i>	SIE Lesson Cards (Extension Materials)
KWL	Page 48	4.26 <i>User Guide</i> , page 87
Word Wall	Page 49	4.4 <i>User Guide</i> page 61
Personal Response	Page 50	4.100 <i>User Guide</i> , page 175
Reading Aloud	Page 51	4.48 <i>User Guide</i> , page 113
Semantic Maps	Page 52	4.17 <i>User Guide</i> , page 76
Venn Diagrams	Page 53	4.65 <i>User Guide</i> , page 134

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

Examples of lessons connecting students to personal experiences

Personal Experience Topic	Objective	SIE Lesson Card
Environment	Describe personal environments	4.11 <i>User Guide</i> , page 70
Home	Describe home environment	4.13 <i>User Guide</i> , page 72
Pollution	Discuss personal experiences	4.100 <i>User Guide</i> , page 175
Clothing	Write a personal letter	4.114 <i>User Guide</i> , page 193

Additional independent work is done by using the *Home School Connection* Activity Book.

15. Each lesson identifies **the language form and function** 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 describing cause and effect, making comparisons and contrasts, giving directions, stating conclusions**, and other functions included in the ELP standards.

Examples of Language Functions

Language Function	SIE Lesson Card	SIE Lesson Section
Cause and Effect	4.10	Practice and Apply: <i>User Guide</i> , page 67
Compare and Contrast	4.85	Practice and Apply: <i>User Guide</i> page 158
Making inferences	4.89	Practice and Apply: <i>User Guide</i> , page 162

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

Examples of everyday topics:

Unit/Theme	Lesson Topic	SIE Lesson Card
Unit 1: School	School Playground	4.5 <i>User Guide</i> , page 62
Unit 2: Environment	My Environment	4.11 <i>User Guide</i> , page 70
Unit 2: Directions	Directions to My Home	4.14 <i>User Guide</i> , page 73
Unit 2: Places	Fun Places	4.17 <i>User Guide</i> , page 76
Unit 10: Pollution	Pollution Affects Us All	4.100 <i>User Guide</i> , page 175
Unit 12: Growth	Growth and Change	4.111 <i>User Guide</i> , page 190

Examples of school topics:

Unit/Theme	Lesson Card Concept	SIE Lesson Card
Unit 1: School	School Rules and Schedules	4.7 <i>User Guide</i> , page 64
Unit 2: Directions	Maps and Directions	4.9 <i>User Guide</i> , page 78
Unit 5: Forests	Rain Forest	4.41 <i>User Guide</i> , page 106
Unit 7: Geography	State Regions	4.65 <i>User Guide</i> , page 134
Unit 9: Ecosystems	The Food Chain	4.84 <i>User Guide</i> , page 157

Read-alouds include vocabulary instruction and provide opportunities for oral language practice.

Level 4: Lesson Card 4.70 *User Guide*, page 139

Lesson: State Landmarks

Objective: Read and orally identify the main idea

Section: Teach

Examples or read-aloud to provide vocabulary instruction and oral practice:

Vocabulary Cards: Write the vocabulary words on the board and display the Vocabulary Cards. Define each word and use them in sentences, while pointing out related images on the Lesson Card. Encourage oral discussion using vocabulary words. Read the story and ask questions to check comprehension.

Lesson Cards include interactive technology application through the 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:

Types of Interaction	Lesson Card and Section	Activity
Student-Teacher	Teach Section	Check Comprehension
Student-Student	Practice and Apply	Paired/Collaborative Group
Student-Text	Extend	<i>Opening Doors Reading and Writing Activity Book</i>

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

Example: Lesson 4.67: State Climates

Opening Doors Reading and Writing Activity Book, pages 195-197

Objective: Distinguish between cause and effect and between fact and opinion in expository text. Instruction to student:

- √ A cause is what makes something happen.
- √ An effect is what happens.

(Examples are based on text and visuals) Read the cause and effect sentences. Write the correct effect sentences next to each cause sentence. Draw a picture to illustrate cause and effect.

At the bottom of the page, **Standards** are included in a shaded box.

In the Lesson Card, teacher has an explanation of the activity to be completed by students individually. (See *User Guide*, (box in the right column of the Lesson Card))

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 a graph and drawings to help students categorize items provided.

19. The *Opening Doors Reading and Writing 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, **Teacher’s User Guide uses color-coded boxes** for Standards, Read-Alouds and key concepts taught in that specific 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**.

Examples:

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

Level 4: Placement Cards-pages 45-47

Unit Assessment: Unit Assessment Cards are provided for each one of the twelve units to evaluate acquisition of language skills, assess students’ writing skills, and evaluate mastery of unit content and vocabulary.

Unit Assessments per Grade 4 are included in the User Guide:

- Unit 1: page 56
- Unit 2: page 68
- Unit 3: page 80
- Unit 4: page 92
- Unit 5: page 104
- Unit 6: page 116
- Unit 7: page 128
- Unit 8: page 140
- Unit 9: page 152
- Unit 10: page 164
- Unit 11: page 176
- Unit 12: page 188

In addition, at the end of the *User Guide*, teacher can use the **Assessment Records** to keep record for each student and for the class as a whole (See pages 202-203).

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 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 Reading and Writing Activity Book* and the *Vocabulary Enrichment Workbook* have clear instructions at the top of the page and explicit illustrations that allows for independent student use.

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.

Topic	Lesson Theme	SIE Lesson Card
Self	Provide personal information	4.1 <i>User Guide</i> , page 58
School	My School Environment	4.12 <i>User Guide</i> , page 71
Environment	Our Community is Special	4.18 <i>User Guide</i> , page 77
Holidays	State Holidays	4.79 <i>User Guide</i> , page 150
Families	Families Change Over Time	4.112 <i>User Guide</i> , page 191

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

For a complete list of **Reading Selections** used and recommended for each unit, see :

User Guide, pages 54-55.

English as a Second Language (Grade 5)

1. All *Santillana Intensive English* materials for grade levels K-5 are aligned with the Oregon Department of Education English Language Proficiency Standards (See Correlations for each level).

Examples for Grade 5:

All Lesson Cards (5.1-5.120) 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. See Lesson Cards reproduced on the *User Guide* for each grade level.

Examples: Level 5: *User Guide* 5.1-5.120 (pages 58-201)

Materials follow an accepted sequence of **grammatical structures** (from simple to complex).

Examples of Grammatical Structures

Materials follow an accepted sequence of grammatical structures (from simple to complex) for a range of language purposes.

Examples:

Lesson Card 5.4: *User Guide* page 63

Objective: Identify nouns and verbs.

Section: Grammar

Lesson Card 5.15: *User Guide* page 76

Objective: Identifying singular and plural nouns

Section: Grammar

Lesson Card 5.24: *User Guide* page 87

Objective: Identify subjects and predicates.

Section: Grammar

Lesson Card 5.46: *User Guide* page 111

Objective: Identify and use past tense verbs.

Section: Grammar

2. All Lesson Cards (5.1-5.120) address English language development at different proficiency levels. These levels are specifically addressed as part of the Teach Section of every lesson.

Example for Level 5:

Lesson 5.48, The Southwest Region: *User Guide*, page 115

Objective: Use correct parts of speech.

Section: Teach

Checking Comprehension

Beginning Level: *Use simple prompts and either/or questions. Point to the largest state in the Southwest region.*

Early Intermediate: *How many states are in the Southwest region?*

Intermediate/Advanced: Use more open-ended questions and prompts such as:
Describe the natural resources in the Southwest region.

All lesson cards 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*.

Example of an Integrated Activity:

Lesson 5.69, World War I: *User Guide*, page 140

Section: Teach

Objective: Listen attentively to readings and identify key details and concepts.

Listening Activity:

Present the new vocabulary words. Write the vocabulary on the board. Have students use the words in sentences.

Read the story provided.

Speaking Activity: Section Teach

After reading the story, ask students comprehension questions (Questions are provided at different language proficiency levels).

Collaborative Activity: Have students work in pairs to make a list of countries.

Reading Activity

Opening Doors Reading and Activity Books 5.69, page 155-156

Students use *Opening Doors* to read and find main ideas and making inferences.

Writing Activity

Students write a summary of the reading selection.

3. *Santillana Intensive English* provides 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 of Language Functions:

Language Function	SIE Objective	SIE Lesson Card
Giving information	Give and solicit information.	Lesson Card 5.11 <i>User Guide</i> , page 72
Asking/requesting questions	Request information using “w” questions.	Lesson Card 5.7 <i>User Guide</i> , page 66
Describing	Describe community workers and their jobs.	Lesson Card 5.16 <i>User Guide</i> , page 77
Comparing and Contrasting	Compare and contrast US regions.	Lesson Card 5.43 <i>User Guide</i> , page 110
Inferencing	Draw inferences.	Lesson Card 5.44 <i>User Guide</i> , page 111
Predicting	Predict personal changes.	Lesson Card 5.111 <i>User Guide</i> , page 192

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:

Grade 5 Scope and Sequence *User Guide*: pages

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**.

Example:

Level 5: Lesson Card 5.93, Washington’s Birthday: *User Guide*, page 170

Section: Practice and Apply

Objective: Write an informational report.

Whole Group Activity: Conduct a discussion about George Washington using the Lesson Card pictures. Conduct a dialogue with students to practice vocabulary words.

Paired/Collaborative Activity

Have students point out all the places that were named George Washington. Intermediate and advanced students do research on George Washington.

Writing Activity: Students write a summary of what they learned about George Washington.

5. In 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 reason, solve problems, and make decisions.

Example of activities across the curriculum that advance cognitive development:

Level 5: Lesson Card 5.36 *User Guide*, page 101

Title: Forests
Objective: Draw conclusions.
Section: Practice and apply

Have students create a poster giving tips on how to prevent forest fires.

Level 5: Lesson Card 5.82 *User Guide*, page 157

Title: The Electric Light
Objective: Write a research report
Section: Writing

Beginning students write a summary of the article on page 189 of *Opening Doors*. Intermediate and Advanced students do a research report on Thomas Edison.

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

Topic	SIE Lesson Card: Introduced	SIE Lesson Card: Re-entry
Environment	5.11 My Environment	5.15 Our Community Environment
Country	5.21 Our Nation’s People	5.59 A New Nation
Art	5.28 People Work in Arts	5.79 American Artists
Celebrations	5.91 Holidays and Celebrations	5.103 Customs and Beliefs

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

Examples of Techniques

Language Function	SIE Objective	SIE Lesson Card
Demonstrations	Make a mural.	Lesson Card 5.33 <i>User Guide</i> , page 98
Experiments	Draw a sketch of an invention.	Lesson Card 5.81 <i>User Guide</i> , page 156
Use of graphics	Make a bar graph.	Lesson Card 5.107 <i>User Guide</i> , page 186
Brainstorming	Brainstorm ideas.	Lesson Card 5.42 <i>User Guide</i> , page 109

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

Examples of everyday topics:

Unit/Theme	Lesson Topic	SIE Lesson Card
Unit 1: School	School Playground	5.5 <i>User Guide</i> , page 64
Unit 2: Community	Our Community	5.18 <i>User Guide</i> , page 79
Unit 4: Geography	Geography and Maps	5.31 <i>User Guide</i> , page 96
Unit 11: Culture	Customs and Beliefs	5.103 <i>User Guide</i> , page 182

Examples of school topics:

Unit/Theme	Lesson Card Concept	SIE Lesson Card
Unit 4: Geography	Continents	5.32 <i>User Guide</i> , page 97
Unit 5: Regions of the US	The Pacific West	5.50 <i>User Guide</i> , page 117
Unit 6: US History	Declaring Independence	5.58 <i>User Guide</i> , page 127
Unit 9: Inventions	The Computer	5.90 <i>User Guide</i> , page 165

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 Reading and Writing 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. (See *User Guide*, page 196.)

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

Examples of Home Cultural Themes:

Theme	Lesson Topic	SIE Lesson Card
Community	Our Community is Special	5.18 <i>User Guide</i> , page 79
Immigration	Immigration	5.67 <i>User Guide</i> , page 138
Diversity	We are Diverse	5.101 <i>User Guide</i> , page 180
Traditions	Family Traditions	5.107 <i>User Guide</i> , page 186
Celebrations	Planning Celebrations	5.100 <i>User Guide</i> , page 177

Examples of American Cultural Themes:

Theme	Lesson Topic	SIE Lesson Card
Nation	Our Nation is People	5.21 <i>User Guide</i> , page 84
Country	America Today	5.80 <i>User Guide</i> , page 153
Celebration	Independence Day	5.92 <i>User Guide</i> , page 169
Cultures	A Nation of Many Cultures	5.104 <i>User Guide</i> , page 183

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

Examples of Skills Taught at Grade Level: Fifth Grade

OELP Benchmark	SIE Unit	SIE Lesson Card
Draw conclusions	Unit 4: Draw conclusions.	5.44 <i>User Guide</i> , page 111
Recognize and/or summarize sequence of events.	Unit 5: Write a summary.	5.49 <i>User Guide</i> , page 116
Determine author's purpose.	Unit 3: Identify author's purpose.	5.26 <i>User Guide</i> , page 89

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

Lesson Card 5.31: Geography and Maps, *User Guide* page 96

Beginning Level: *Point to North America.*

Early Intermediate: *How many continents are there?*

Intermediate/Advanced: *Which is the largest continent?*

9. Materials teach students the vocabulary and sentence structures to discuss and comprehend a range of **everyday and school topics**. Ample examples of the vocabulary and sentence patterns for the language functions in the OELP standards are provided.

Examples of everyday topics:

Unit/Theme	Lesson Topic	SIE Lesson Card
Unit 1: School	School Playground	5.5 <i>User Guide</i> , page 64
Unit 2: Community	Our Community	5.18 <i>User Guide</i> , page 79
Unit 4: Geography	Geography and Maps	5.31 <i>User Guide</i> , page 96
Unit 11: Culture	Customs and Beliefs	5.103 <i>User Guide</i> , page 182

Examples of school topics:

Unit/Theme	Lesson Card Concept	SIE Lesson Card
Unit 4: Geography	Continents	5.32 <i>User Guide</i> , page 97
Unit 5: Regions of the US	The Pacific West	5.50 <i>User Guide</i> , page 117
Unit 6: US History	Declaring Independence	5.58 <i>User Guide</i> , page 127
Unit 9: Inventions	The Computer	5.90 <i>User Guide</i> , page 165

Examples of Language Functions:

Language Function	SIE Objective	SIE Lesson Card
Giving information	Give and solicit information.	Lesson Card 5.11 <i>User Guide</i> , page 72
Asking/requesting questions	Request information using “w” questions.	Lesson Card 5.7 <i>User Guide</i> , page 66
Describing	Describe community workers and their jobs.	Lesson Card 5.16 <i>User Guide</i> , page 77
Comparing and Contrasting	Compare and contrast US regions.	Lesson Card 5.43 <i>User Guide</i> , page 110
Inferencing	Draw inferences.	Lesson Card 5.44 <i>User Guide</i> , page 111
Predicting	Predict personal changes.	Lesson Card 5.111 <i>User Guide</i> , page 192

10. Materials support and reinforce comprehension through such **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 of Techniques:

Language Function	SIE Objective	SIE Lesson Card
Hands-on Activities	Make a timeline.	Lesson Card 5.77 <i>User Guide</i> , page 150
Demonstrations	Make a mural.	Lesson Card 5.33 <i>User Guide</i> , page 98
Experiments	Draw a sketch of an invention.	Lesson Card 5.81 <i>User Guide</i> , page 156
Use of graphics	Make a bar graph.	Lesson Card 5.107 <i>User Guide</i> , page 186
Brainstorming	Brainstorm ideas.	Lesson Card 5.42 <i>User Guide</i> , page 109

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

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

Sounds (Non-Transferable)	SIE Lesson Card	User Guide Section
Consonant and vowel sounds	5.1	Phonics, <i>User Guide</i> page 60
Long “e” sound	5.4	Phonics, <i>User Guide</i> , page 63
Long “i” sound	5.10	Phonics, <i>User Guide</i> , page 69

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:

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 of strategies:

Strategy	Explanation: SIE User Guide	SIE Lesson Cards (Extension Materials)
KWL	Page 50	5.34 User Guide, page 99
Word Wall	Page 51	5.2 User Guide page 61
Personal Response	Page 52	5.90 User Guide, page 165
Reading Aloud	Page 53	5.18 User Guide, page 79
Semantic Map	Page 54	5.33 User Guide, page 98
Venn Diagrams	Page 55	5.40 User Guide, page 105

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

Examples of lessons connecting students to personal experiences

Theme	Lesson Topic	SIE Lesson Card
Community	Our Community is Special	5.18 User Guide, page 79
Celebrations	Holidays and Celebrations	5.91 User Guide, page 168
Diversity	We are Diverse	5.101 User Guide, page 180
Culture	Customs and Beliefs	5.104 User Guide, page 183

Additional independent work is done by using the *Home School Connection* Activity Book.

15. Each lesson identifies **the language form and function** 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 describing cause and effect, making comparisons and contrasts, giving directions, stating conclusions,** and other functions included in the ELP standards.

Examples of Language Functions

Language Function	SIE Lesson Card	SIE Lesson Section
Cause and Effect	5.70	Practice and Apply: User Guide, page 141
Compare and Contrast	5.43	Practice and Apply: User Guide page 110
Making inferences	5.44	Practice and Apply: User Guide, page 111

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

Examples of everyday topics:

Unit/Theme	Lesson Topic	SIE Lesson Card
Unit 1: School	School Playground	5.5 <i>User Guide</i> , page 64
Unit 2: Community	Our Community	5.18 <i>User Guide</i> , page 79
Unit 4: Geography	Geography and Maps	5.31 <i>User Guide</i> , page 96
Unit 11: Culture	Customs and Beliefs	5.103 <i>User Guide</i> , page 182

Examples of school topics:

Unit/Theme	Lesson Card Concept	SIE Lesson Card
Unit 4: Geography	Continents	5.32 <i>User Guide</i> , page 97
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Unit 9: Inventions	The Computer	5.90 <i>User Guide</i> , page 165

Read-alouds include vocabulary instruction and provide opportunities for oral language practice.

Level 5: Lesson Card 5.80 *User Guide*, page 153

Lesson: America Today

Objective: Read and orally identify examples of fact and opinion.

Section: Teach

Examples or read-aloud to provide vocabulary instruction and oral practice:

Vocabulary Cards: Write vocabulary words on the board and use words in sentences.

Lesson Cards: Display the Lesson Card and ask questions. Read aloud selection. Tell students to listen while you read.

After Reading: Check comprehension using questions at different levels of language proficiency. Conduct a discussion about diversity and how Americans come from countries all over the world.

Reading Comprehension: Use *Opening Doors* pages 183-184 to teach students to identify facts and opinions as well as to make inferences.

Lesson Cards include interactive technology application through the 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:

Types of Interaction	Lesson Card and Section	Activity
Student-Teacher	Teach Section	Check Comprehension
Student-Student	Practice and Apply	Paired/Collaborative Group
Student-Text	Extend	<i>Opening Doors Reading and Writing Activity Book</i>

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

Example: Lesson 5.57: The Middle Colonies

Opening Doors Reading and Writing Activity Book, pages 127-128

Objective: Distinguish facts, supported inferences and opinions in text.

Instruction to Students:

Reminder:

- √ A fact is a sentence that is true.
Example: A dog has four legs.
- √ An opinion is what someone thinks or feels.
Example: My dog is Rex and he is the smartest dog on my block.

Students read and answer the questions. Students write a summary of this passage.

At the bottom of the page, **Standards** are included in a shaded box.

In the Lesson Card, teacher has an explanation of the activity to be completed by students individually. (See *User Guide*, (box in the right column of the Lesson Card))

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 a graph and drawings to help students categorize items provided.

19. The *Opening Doors Reading and Writing 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, **Teacher’s User Guide uses color-coded boxes** for Standards, Read-Alouds and key concepts taught in that specific 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**.

Examples:

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

Level 5: Placement Cards-pages 47-49

Unit Assessment: Unit Assessment Cards are provided for each one of the twelve units to evaluate acquisition of language skills, assess students’ writing skills, and evaluate mastery of unit content and vocabulary.

Unit Assessments per Grade 5 are included in the User Guide:

- Unit 1: page 58
- Unit 2: page 70
- Unit 3: page 82
- Unit 4: page 94
- Unit 5: page 106
- Unit 6: page 118
- Unit 7: page 130
- Unit 8: page 142
- Unit 9: page 154
- Unit 10: page 166
- Unit 11: page 178
- Unit 12: page 190

In addition, at the end of the *User Guide*, teacher can use the **Assessment Records** to keep record for each student and for the class as a whole (See pages 204-205).

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 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 Reading and Writing Activity Book* and the *Vocabulary Enrichment Workbook* have clear instructions at the top of the page and explicit illustrations that allows for independent student use.

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.

Theme	Lesson Topic	SIE Lesson Card
Nation	Our Nation's People	5.21 <i>User Guide</i> , page 84
Immigration	Immigration	5.67 <i>User Guide</i> , page 138
Diversity	We are Diverse	5.101 <i>User Guide</i> , page 180
Traditions	Culture and Family	5.107 <i>User Guide</i> , page 186

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

For a complete list of **Reading Selections** used and recommended for each unit, see :

User Guide, pages 56-57.