



# PRIME™

## Protocol for Review of Instructional Materials for ELLs

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### WIDA PRIME Correlation



WIDA Protocol for Review of Instructional Materials for ELLs  
WIDA PRIME Correlation Form for Educators

## Introduction

The Protocol for Review of Instructional Materials for ELLs (PRIME) has been developed by World-Class Instructional Design and Assessment (WIDA) to assist educators and publishers in examining the representation of key elements of the WIDA English language proficiency standards in their materials.

The intent of this review is for users to identify the ways in which elements of the *WIDA English Language Proficiency Standards, 2007 Edition, PreKindergarten through Grade 12* are represented in instructional materials. These materials vary from core or supplemental texts to DVDs to software programs; however, it is assumed that they all seek to provide teachers with standards-based references to use with English language learners in diverse settings across the United States.

The **Protocol for Review of Instructional Materials for ELLs (PRIME)** is **not** an evaluative tool aimed to judge the effectiveness of published materials using the WIDA English Language Proficiency (ELP) Standards. The goal of the Protocol for Review of Instructional Materials for ELLs (PRIME) is twofold:

- to assist educators in making informed decisions in selecting instructional materials for programs serving English language learners and
- to aid publishers and correlators in developing materials and communicating how their materials address key elements of the WIDA English Language Proficiency Standards

## Organization

The Protocol for Review of Instructional Materials for ELLs (PRIME) is organized into two parts that together are intended to provide information about instructional materials in each of 14 criteria. **Part 1** contains information about the materials that are to be reviewed. **Part 2** is the protocol used for the review of instructional materials and includes space for page number examples and responses to the questions. An Appendix at the end of the document provides definitions of the categories included in the PRIME correlation.

Please note that the questions contained in this form are identical to those in the completed correlations on our website.

## Directions for completing the Protocol for Review of Instructional Materials for ELLs (PRIME) inventory:

- STEP 1:** Complete information about materials being reviewed.
- STEP 2:** Respond to the “Yes/No” questions about the presence of the criteria in the materials.
- STEP 3:** Provide justification to support your “Yes” responses. (Note: If additional explanation for “No” answers is relevant to readers’ understanding of the materials, this may also be included.)

## Organization of the WIDA English Language Proficiency Standards In Relation to the Protocol for Review of Instructional Materials for ELLs

The 14 PRIME criteria are in **BOLD** below.

### I. Performance Definitions

(Criteria that shape the ELP Standards)

- IA. **Linguistic Complexity**
- IB. **Vocabulary Usage**
- IC. **Language Control/Conventions**

### II. English Language Proficiency Standards

- IIA. **Presence of WIDA ELP Standards**
- IIB. **Representation of Language Domains (Listening, Speaking, Reading, Writing)**

### III. Levels of English Language Proficiency

(Entering, Beginning, Developing, Expanding, Bridging)

- IIIA. **Differentiation of Language**
- IIIB. **Scaffolding Language Development**

### IV. Strands of Model Performance Indicators

- IVA. *Language Functions*
  - **Attached to Context**
  - **Higher Order Thinking**
- IVB. *Content Stem*
  - **Coverage and Specificity of Example Topics**
  - **Accessibility to Grade Level Content**
- IVC. *Instructional Supports*
  - **Sensory Support**
  - **Graphic Support**
  - **Interactive Support**

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## Part 1: Information About Materials

Publication Title(s): English Explorers Science and Social Studies

Publisher: Benchmark Education Company

Materials/ Program to be Reviewed: English Explorers Science and Social Studies

Teacher's Guides, Comprehension Question Cards, Student Books (leveled by WIDA levels), Talking e-Books, Interactive Whiteboard  
Tools of Instruction included in this review: Leveled Books

Intended Teacher Audiences: Classroom Teachers, Title I Teachers, ELL/Bilingual/Migrant Teachers, ESL Teachers, Secondary Teachers, Special Education Teachers, Instructional Coaches, etc.

Intended Student Audiences: Grades 3-8 Students, ELL/Migrant/Bilingual Students, ESL Students, Title I Students, Special Education Students, etc.

WIDA Framework(s) considered: Summative and Formative

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

WIDA English Language Proficiency Standards addressed: 1) Social and Instructional, 2) Language Arts, 3) Mathematics, 4) Social Studies, 5) Science

WIDA language proficiency levels included: 1 (Entering), 2 (Beginning), 3 (Developing), 4 (Expanding), 5 (Bridging)

Most Recently Published Edition or Website: www.benchmarkeducation.com

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

English Explorers Science and Social Studies leveled texts are designed for use in small-group reading and/or language instruction to meet the needs of students of diverse language proficiency levels. Small-group instruction can be in the classroom as part of small-group instruction or as part of whole-group differentiated instruction; they can also be for use in special programs that supplement or provide accommodations for the regular classroom; they can be used for after-school enrichment programs, ELL/ESL programs, Special Education, Title I, and/or tutoring programs. English Explorers Science and Social Studies links language acquisition to literacy development and content development with built-in language, vocabulary, and comprehension scaffolds including a wide representation of Mathematics, Science, and Social Studies topics. Benchmark Education provides instructional materials that span all of the WIDA Levels of Language Proficiency. These are:  
Levels 1-4: Early Explorers, English Explorers Science and Social Studies, Math Explorers  
Level 5: Bridges  
Level 6: Navigators  
All of these materials are designed to support the English Language Learner through the Levels of Language Proficiency with a variety of complexity, scaffolds, structure, and challenge with a strong focus on subject-specific content and academic vocabulary.  
This correlation addresses: English Explorers Science and Social Studies. The full version can be found at [www.benchmarkeducation.com](http://www.benchmarkeducation.com).

## Part 2: PRIME Correlation Tool

### I. PERFORMANCE DEFINITIONS

#### IA. Linguistic Complexity (the amount and quality of speech or writing)

YES NO

- A. Do the instructional materials take into account linguistic complexity for language learners?
- B. Do the instructional materials address linguistic complexity for all of the targeted proficiency levels?
- C. Is linguistic complexity systematically addressed, in multiple lessons, chapters, or units, in the materials?

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

A-C. Yes, materials provide a scaffolded, systematic progression of linguistic complexity. Each text provides scaffolding so that all levels of students can access the same content as other students regardless of their language proficiency level. Level 1 texts target students who communicate nonverbally and understand little spoken English. These books include visual vocabulary introduction, only one sentence structure per chapter, direct photo support, up to 6 words per sentence, and picture glossary.

Example: “Discover Medical Chemistry”  
“Chemistry is a type of science.” (pg. 4)  
“Chemistry is about how matter changes.” (pg. 6)

Level 2 texts help students who can use basic words and phrases, and who can begin to follow reading instruction and class discussion. These books keep to a few simple sentence structures, simple real-world contexts, visual vocabulary introduction, high photo support, usually 6 words per sentence, and picture glossary.

Example: “Kitchen Chemistry”  
“People use chemistry every day. People use chemistry in the kitchen.” (pg. 2)

Level 3 texts support students who can produce longer phrases and complete sentences, and who occasionally join in conversations and class discussions. These books introduce a few compound sentences, more sophisticated real-world contexts: visual vocabulary introduction, moderate photo support, up to 8 words per sentence, and picture glossary.

Example: “Medical Chemistry”  
“Doctors use chemistry to learn about blood. Doctors search blood for diseases. Doctors use chemistry to learn about skin.” (pg. 9)

Level 4/5 texts are for students who use more complex sentences and begin to use multiple strategies to construct meaning from print. These longer texts employ more words per sentence and compound sentences, visual vocabulary introduction, moderate photo support, up to 8 words per sentence, more sophisticated real-world contexts, and picture glossary.

Example: “Forensic Chemistry”  
“Fingerprints are forensic evidence. People have three main types of fingerprints. Some fingerprints have an arch pattern... have a loop pattern...have a whorl pattern.” (pg. 11)

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**IB. Vocabulary Usage** (specificity of words, from general to specific to technical)

YES NO

- A. Is vocabulary usage represented as words, phrases, and expressions in context?
- B. Is vocabulary usage addressed in the materials for all of the targeted levels of proficiency?
- C. Are general, specific, and technical language usage systematically presented throughout the materials?

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

A. Yes. Each text provides a brief introduction to the content (e.g., explore) with key vocabulary bolded, connected pictures, and contextualized words, phrases, and expressions. Pictures are clear, representing key concepts of the book, (e.g., ships, maps). Each text has a visual vocabulary introduction to key words.

Examples:

Level 1: “Discover English Explorers”

“Many people explored North America. Many people explored for England.” (pg. 2)

Level 2: “Spain Explorers the Americas”

“Spain explored the Americas. Who were the explorers for Spain?” (pg. 2)

Level 3: “France Explores the Americas”

“France wanted a new way to Asia. The way was around North America. France wanted new land in the Americas. Explorers looked for a new way to America.” (pgs. 2-3)

Level 4: “England Explores the Americas”

“England wanted to explore the Americas. England sent many explorers to the Americas.” (pg. 2)

B. Yes. Texts for all targeted levels of proficiency include clear vocabulary, text features that support vocabulary, usage of academic vocabulary, and contextualized usage of vocabulary specifically designed for ELL students. Examples include:

Level 1: “Discover Spanish Explorers”

“Cortéz was an explorer. Cortéz was an explorer for Spain.” (pg. 8)

Level 2: “Spain Explores the Americas”

“Columbus had three ships. Columbus went on a voyage in 1492. Columbus wanted to go to Asia.” (pg. 5)

Level 3: “France Explores the Americas”

“Cartier could not find a Northwest Passage. But Cartier saw many lands. He said the lands belonged to France. Then Cartier went back to France.” (pg. 10)

Level 4: “England Explores the Americas”

“Cabot sailed back to England. He told the king about the land. The king wanted Cabot to make another voyage. Cabot sailed with five ships. One ship went back to England. Cabot and the other ships disappeared.” (pg. 11)

C. Yes. Please see responses above. The systematic presentation of general, specific, and technical language described in the above examples includes: Level 1 (explore, explorers); Level 2 (North America, Spain); Level 3 (native people, Northwest Passage); Level 4 (strait, bay)

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**IC. Language Control/Conventions** (comprehensibility of language)

YES NO

- A. Are opportunities to demonstrate language control presented in the materials?
- B. Do opportunities to demonstrate language control correspond to all targeted levels of language proficiency?
- C. Are opportunities to demonstrate language control systematically presented in the materials in multiple chapters, lessons, or units?

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

A-C. Yes. Language control shifts from level to level and provides systematic, scaffolded language acquisition (e.g., patterned text, noun-pronoun change, etc.). The expectation of comprehensibility increases at each level. The student text and teacher’s guide provide supports for language control at each level. Each text provides scaffolding and graphic support so that all levels of students can access the same content at all WIDA levels.

Examples:

Level 1: “Discover Storms”

“A thunderstorm has wind.” (pg. 6); “A thunderstorm has rain.” (pg. 7)

Teacher’s Guide: “Use the photographs in Chapter 1 to review and practice the sentence pattern from the chapter. Point to the photograph on page 4 and say: A thunderstorm has \_\_\_\_\_. Have students reply using the sentence pattern. For example, A thunderstorm has dark clouds.” (pg. 3)

Level 2: “Weather and Climate”

“Earth has many types of weather. There are many parts of weather. Earth has many types of climate.” (pgs. 2-3)

TG: “Have students review the chapter by using the sentence patterns \_\_\_\_ is part of \_\_\_\_ and \_\_\_\_ are part of \_\_\_\_ to tell about weather. Ask students which sentence pattern you would use to talk about rain storms. Ask which pattern you would use to talk about snow and sleet.” (pg. 3)

Level 3: “The Power of Storms”

“Wind blows and rain falls. Lightning flashes. Thunder rumbles. A thunderstorm is happening.” (pg. 4)

TG: “Review Chapter 1 by having students use the sentence patterns \_\_\_\_ have \_\_\_\_ and \_\_\_\_ can \_\_\_\_ to retell information about thunderstorms. As they take turns sharing a sentence, have the other students point to a matching photograph. Have students use the photographs in the chapter to create other new sentences about thunderstorms using the patterns, such as The clouds have lightning. or The police can close a flooded road.” (pg. 3)

Level 4: “Water on Earth”

“Water is all around us. Water is in oceans, lakes, and rivers. Ice is water. Water is in the air.” (pg. 2)

TG: “Language Practice. Ask students to describe what they learned about water by using the sentence pattern \_\_\_\_ can be \_\_\_\_\_. They may also use the sentence pattern \_\_\_\_ is in \_\_\_\_\_. Ask students to write two sentences about water using the sentence patterns \_\_\_\_ can be \_\_\_\_ and \_\_\_\_ is in \_\_\_\_\_. Have them read their sentences aloud to a partner. Ask students to make any corrections or revisions to the sentences together.” (pg. 2)

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**II. ENGLISH LANGUAGE PROFICIENCY (ELP) STANDARDS**

**IIA. Presence of WIDA English Language Proficiency Standards**

YES NO

- A. Are social and instructional language and one or more of the remaining WIDA Standards (the language of Language Arts, of Mathematics, of Science, and of Social Studies) present in the materials?
- B. Do the materials systematically integrate Social and Instructional Language and the language of the targeted content area(s)?

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

A-B. Yes. Social/Instructional, Language Arts, Science, and Social Studies language is present in, systematically integrated, and is the basis for English Explorers (Mathematics is in Math Explorers); WIDA Standards and subject areas are well supported. There is a broad range of content presented in the materials. Materials are nonfiction focused on science and social studies content, and have been developed to support language acquisition strategies.

Examples:

Level 1 “Discover Weather”

Student Text: “We have weather. We have seasons” (pgs. 2-3)

TG: “Clarify Concepts: Have students turn to pages 2 and 3. Ask what they see in the photograph and diagram. Allow a few minutes for discussion. Read the main text and captions together. Point out the boldfaced words weather and seasons. Explain that boldfaced words are vocabulary words that are defined in the glossary.” (pg. 2)

Level 2 “Weather and Climate”

ST: “Temperature is part of the weather. Precipitation is part of the weather.” (pgs. 4-5)

TG: “Use Realia: Show students a thermometer. Tell students that thermometers measure the temperature of the air. Hot weather makes a thermometer show a high temperature and cold weather makes a thermometer show a low temperature. Have students read the temperatures on page 4 and tell what the weather is like.” (pg. 3)

Level 3 “The Power of Storms”

ST: “Wind blows and rain falls. Lightning flashes. Thunder rumbles. A thunderstorm is happening.” (pg. 4)

TG: “Show students the photograph on the cover of The Power of Storms. Have them describe what they see. If they have difficulty, help begin the discussion by telling what you notice. Ask students to tell in their own words what they think a storm is before reading the definition in the glossary. Have students share what types of storms they have in their native countries.” (pg. 2)

Level 4 “Water on Earth”

ST: “Water is all around us. Water is in oceans, lakes, and rivers. Ice is water. Water is in the air.” (pg. 2)

TG: “Ask students to think about all the ways they used water today. Divide them into small groups to discuss their ideas and write them down, if possible. Monitor the small groups and help them record their ideas when needed. Then call the small groups back together to share their ideas in a large group.” (pg. 2)

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**IIB. Representation of Language Domains**

YES NO

- A. Are the language domains (listening, speaking, reading, and writing) targeted in the materials?
- B. Are the targeted language domains presented within the context of language proficiency levels?
- C. Are the targeted language domains systematically integrated throughout the materials?

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

A-C. Yes. English Explorers addresses and systematically-integrates the language domains of listening, speaking, reading, and writing—echo-reading, choral reading, retelling, and writing to a prompt are examples of activities included in the lessons. Audio CDs accompanies each text; books are available in talking e-book format and in interactive Whiteboard format. All language domains are presented appropriately and contextually at each level of English Language Proficiency.

Example: Level 2, “Earthquake!”

- 1) Listening. The TG provides modeling for students in which the teacher reads aloud a portion of the text and models a comprehension strategy.  
Think-Aloud: Earthquakes happen at the edges of plates. I see these plates move together in my mind. I see the ground moving as the plates move together.” (pg. 4)
- 2) Speaking. Many opportunities for speaking are provided.  
ST: “Before you read ‘Earthquake!’ What happens in an earthquake? Where can earthquakes happen? How do you stay safe in an earthquake?”  
TG: “Say: We choose the most important facts to make a summary. We use our own words to tell the facts. We keep our summary short. Have students work with a partner to make their own oral summary of one of the chapters.” (pg. 6)
- 3) Reading. Students read the text with teacher support, then with peers, then independently. “Echo-Read: Select two pages from the book and model fluent reading while students follow along. Reread the pages and instruct students to echo-read along with you.” (pg. 6); “Repeated Reading: Instruct students to practice reading in pairs, coaching each other. Circulate as they practice, monitoring and supporting their reading as needed.” (pg. 6)
- 4) Writing. Students write with teacher support and in response to questions about the text. “Shared Writing: Tell students to look at the photographs on page 13 and tell what they see. Record their ideas on the board. Work with students to create a description for one of the photographs.” (pg. 6)

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**III. LEVELS OF LANGUAGE PROFICIENCY**

**IIIA. Differentiation of Language** (for ELP levels)

YES NO

- A. Do the materials differentiate between the language proficiency levels?
- B. Is differentiation of language proficiency developmentally and linguistically appropriate for the designated language levels?
- C. Is differentiation of language systematically addressed throughout the materials?

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

A-B. Yes. The materials differentiate between the language proficiency levels and is systematically addressed through the entire series. The books are precisely developmentally leveled to take into account linguistic and word complexity at the sentence, page, and book level. Sensory, graphic, and interactive supports enable students of all levels to process the text. The supports are age-level, grade-level, and language-proficiency level appropriate. Within English Explorers, the materials strictly adhere to the language proficiency scaffolds as described in Section IA of this correlation.

Example: “Discover Symbols of the United States”

Level 1 (Entering)

There is direct photo support for each of these sentences.

“The United States has a flag.” (pg. 5); “The flag has red stripes. The flag has white stripes.” (pg. 6)

Level 2 (Beginning)

Example: “Symbols of the United States”

There is high photo support for these sentences. “The flag is a symbol of the United States. We look at the flag. We think about the United States.” (pg. 4)

Level 3 (Developing)

Example: “Local and State Government”

This passage is illustrated with pictures of a mayor and the city council. “Your community has people who make the laws. They are part of the government.” (pg. 7)

Level 4 (Expanding)

Example: “The United States Government”

This example provides specific technical content through multiple connected sentences in a paragraph. A glossary is provided as are charts and graphs to illustrate the content. “The Constitution tells about three branches of government. They are the legislative, the judicial, and the executive. Each branch has a different job to do. The branches check on each other.” (pg. 8)

C. Yes. See examples from student texts in question A. The text examples progress gradually through the levels of language development. The Teacher's Guides demonstrate how the differentiation is varying levels of teacher support appropriate for each language level from high support to gradual release as student progress through the levels. This differentiation is addressed systematically throughout the materials.

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**IIIB. Scaffolding Language Development** (from ELP level to ELP level)

YES NO

- A. Do the materials provide scaffolding supports for students to advance within a proficiency level?
- B. Do the materials provide scaffolding supports for students to progress from one proficiency level to the next?
- C. Are scaffolding supports presented systematically throughout the materials?

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

A-C. Yes. Many supports for students to advance within a proficiency level and between proficiency levels are provided in both the student texts (sentence structure, graphic and visual representations, glossaries, sidebar features) and the Teacher's Guides (explanation, modeling, guided practice, feedback). The scaffolding supports become more sophisticated to match the advancement in proficiency levels and are systematically addressed in the entire series.

Examples:

Level 1, “Discover the Moon”

Student texts include visual introduction of content words: craters, moon, Earth, mountains, phases, scientists. (pgs. 2-3) A glossary is also provided. Simple sentence structure is supported by photographs that clearly illustrate the content. “The moon is round.” (pg. 5)

The Teacher’s Guide provides additional support such as realia, pantomime, and connection to native language through cognates. “Introduce language from the book that describes the moon’s surface. For example, show examples of soil and rocks and say the words aloud. Explain that soil and rocks are made of minerals. If possible, show examples of different minerals, such as gold or silver jewelry, a crystal, or talcum powder. Use the talcum powder to demonstrate the meaning of the word dusty. Explain the word temperature by pantomiming being cold and then hot.” “Help Spanish speakers make connections between the cognates mineral/mineral, roca/rock, and temperatura/temperature.” (pg. 2)

The Teacher’s Guide reminds students to use the supports within the student text as they read. “Invite students to silently read the chapter. Remind them to reread if they do not understand. Tell them to use the photographs, the meanings of the sentences, and the glossary to help with difficult words.” (pg. 5)

Level 4, “Earth”

The text on each page is denser and more sophisticated. Support includes bolded content words and more advanced graphic illustrations. The Teacher’s Guide provides additional support such as photographs, demonstrations, a diagram, and connections to native language through cognates; however, there is a shift toward more student responsibility. Use Realia: “Show students a globe of Earth. Make sure students understand that a globe is like a map that shows the actual shape of our planet. Ask volunteers to point out continents, oceans, etc., as well as their native countries and/or cities. Help Spanish speakers make connections between the cognates continente/continent.

#### IV. STRANDS OF MODEL PERFORMANCE INDICATORS

##### IVA. Language Functions

YES NO Context

- A. Do the materials include a range of language functions?
- B. Do the language functions attach to a context (i.e. are they incorporated into a communicative goal or activity)?
- C. Are language functions presented comprehensively to support the progression of language development?

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

A-B. Yes. English Explorers include, support, and build on a range of language functions. Students are required to communicate messages in a variety of ways with varying levels of support. All language functions and activities are contextualized in grade-level subjects. Examples:

Level 1, “Discover The Moon”: Teacher's Guide, Building Background: Before reading, students are asked to use sentence frames and photographs. “Reinforce the language for describing the characteristics of something. Write the following sentence frames on the board: \_\_\_ is \_\_\_ ; \_\_\_ has \_\_\_. Tell students that they can use the frames to tell about people, places, and things. Invite students to look at the photograph on page 7. Point out the moon and its relationship to Earth. Ask students to use the sentence frames to describe what they can see about Earth and the moon in the photograph, for example: Earth is round; The moon is round; Earth is in space; The moon has dark spots.” (pg. 2) After reading, students are provided the sentence frames to summarize what they have read. Language Development is part of every lesson. “Use Adverbs, very: Write the word very on the board. Read the word aloud and ask students to find the two places where the word appears on page 11. Ask students why they think the author used the word very to describe hot and cold temperatures on the moon. Explain that the author uses the word very to show this. Show photographs of hot places (such as a sunny beach) and very hot places (such as the middle of a desert). As you do so, say the words hot and very hot. Repeat with photographs of cold and very cold places.” (pg. 7)

Level 4, “Earth”: Responsibility shifts to the students as they progress in language proficiency. “After students to read each chapter, ask them to point out places in the text where they had questions as they read. Discuss/model strategies they could use to solve difficult words. Prompt with questions such as: Does your reading make sense? What can you do? How does rereading help you?” (pg. 3)

Students also work on grammar and conventions. “Use Comparatives -er, -est: Draw a three-column chart on the board. Leave the first column blank. Label the second column “-er” and third column “-est.” Explain to students that in English, we can show more than or less than something by adding the suffixes -er or -est to the root word.” (pg. 7)

C. Yes. Language functions are presented comprehensively to support the progression of language development from lower levels to higher levels of proficiency, differing in the amount of complexity and discourse and expected vocabulary usage. The progression of language development is represented both within levels and from level to level.

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- |                                     |                          |   |
|-------------------------------------|--------------------------|---|
| YES                                 | NO                       | <b>Higher Order Thinking</b>  |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | D. Are opportunities to engage in higher order thinking present for students of various levels of English language proficiency? |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | E. Are opportunities for engaging in higher order thinking systematically addressed in the materials?                           |

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

D-E. Yes. Opportunities are systematically presented to engage in higher-order thinking for students of all levels of English language proficiency. In addition to text-dependent questions, there are inference and evaluative questions at all language proficiency levels. Opportunities are based on the student texts and described in the Teacher's Guides, Text-Dependent Comprehension Question Cards, and are additionally supported by the Comprehension Power Tool Flip Chart Sets.

Examples from Teacher's Guides:

Level 1, "Discover Forests": "Identify Cause and Effect: Many elephants do not live in African forests now. Why? (they are dying; page 10)" "Make Inferences: Look at the sidebar on page 11. What can you tell about anacondas? (they live in many places in the forest)" (pg. 4)

Level 2, "Forests": "Draw Conclusions: What can you tell from this chapter? (people can do a lot to save forests)" "Analyze Text Structure and Organization: Chapter 4 is about ways to save forests. The author uses examples on page 17. Name two. (more people can walk; more people can ride buses; or more people can ride trains)" (pg. 5)

Level 3, "Oil Spills": "Draw Conclusions: What can you tell about people from Chapter 4? (they are trying to do something about oil spills)" "Identify Author's Purpose: Why does the author include the photograph of the bird on page 19? (to show how animals are harmed by oil)" (pg. 5)

Level 4, "Ocean Pollution": "Identify Cause and Effect: Poison gases cause \_\_\_\_\_. (acid rain; page 11)" "Draw Conclusions: What can you tell about ocean pollution from Chapter 3? (ocean pollution is dangerous for all living things)" (pg. 4)

In addition, each book comes with a Text-Dependent Comprehension Question Card). The Comprehension Card includes four levels of comprehension text-dependent and higher-order thinking questions: Level 1) Find It! Comprehension; Level 2) Look Closer! Comprehension; Level 3) Prove It! Comprehension; Level 4) Take It Apart! Comprehension.

WIDA Level 3, "Oil Spills"

Find It! Level 1 Comprehension: "Identify facts and details: We heat our homes with \_\_\_\_\_. (oil, page 5)"; Look Closer! Level 2 Comprehension: "Identify cause and effect: People use pesticides to \_\_\_\_\_. (kill insects and weeds, page 7)"; Prove It! Level 3 Comprehension: "Use graphic features to interpret information: The chart on page 10 shows three pipelines. Which pipeline is the longest? (Answer: people are trying to do something about oil spills; Clues/evidence: people clean up oil spills quickly; people use machines to clean up oil spills; many people clean up oil spills; many people spend money to clean up oil spills, pages 17–19)"; Take It Apart! Level 4 Comprehension: "Identify author's purpose: Why does the author include the photograph of the bird of page 19? (to show how animals are harmed by oil)"

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**IVB. Content Stem**

YES NO **Coverage and Specificity of Example Content Topics**

- A. Do examples cover a wide range of topics typically found in state and local academic content standards?
- B. Are example topics accessible to English language learners of the targeted level(s) of English language proficiency?
- C. Are example topics systematically presented throughout the materials?

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

A. Yes. The topics presented in English Explorers cover a wide range of the topics typically found in state and local academic content standards. The English Language Arts topics correspond to topics from the Common Core State Standards and state standards. The Science topics support the National Science Education Standards and state standards; the Social Studies topics support the National Curriculum Standards for Social Studies and state standards. NCTM Standards are covered in Math Explorers. Standards covered are clearly stated in the Teacher’s Guide for each text. A representative sample of titles from each content area and level includes:

Science: Level 1: “Discover the Sun”, “Discover the Moon”; Level 2: “The Sun”, “Mars and Venus”; Level 3: “The Moon”, “Comets”; Level 4: “Earth”, “Stars”

Social Studies: Level 1: “Discover Symbols of the United States”, “Discover the United States Government”; Level 2: “Symbols of the United States”, “Writing the Constitution”; Level 3: “Local and State Government”, “The Constitution”; Level 4: “The United States Government”, “The Bill of Rights”

B. Yes. Topics are made accessible to English language learners of the targeted level(s) of English language proficiency through sensory support, graphic support, and interactive support as well as a gradual progression of language proficiency and gradual release of responsibility. Each theme set addresses the standards at multiple proficiency and readability levels to differentiate instruction for students of differing proficiencies. The design of the materials allows ELL students at any language proficiency level to learn grade-level concepts along with their classmates. See examples in previous sections of this correlation.

C. Yes. Example topics are systematically presented throughout the materials with gradually increasing levels of language proficiency, reading development, cognitive abilities, complexity of language functions, and student independence required. Each theme set includes multiple levels of the topic.

Examples:  
The Environment theme set provides differentiated texts for each of the three subtopics.  
Level 1, “Discover Forests”, “Discover Oil Spills”, “Discover Ocean Pollution”  
Level 2, “Forests”  
Level 3, “Oil Spills”  
Level 4, Ocean Pollution

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- YES NO **Accessibility to Grade Level Content**
- D. Is linguistically and developmentally appropriate grade level content present in the materials?
- E. Is grade level content accessible for the targeted levels of language proficiency?
- F. Is the grade level content systematically presented throughout the materials?

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

D-E. Yes. Linguistically and developmentally-appropriate grade-level content is presented in the materials as evidenced by the examples presented in previous questions, and in the following examples representative of proficiency levels. Grade-level content is presented in a format that is linguistically and developmentally appropriate as evidenced by the text features previously described. The language proficiency level does not dictate the content contained in the various levels of books—rather the text, text features, and graphic support provide access to the same knowledge that’s required of all students.

Examples:

Level 1, “Discover Plants”

“Plants have many parts. Plants have leaves. Plants have stems.” (pgs. 2-3)

Level 2, “Characteristics of Plants”

“Plants are living things. Plants stay in one place. Grass is a plant. A tree is a plant.” (pg. 2)

Level 3, “Characteristics of Animals”

“Some animals are vertebrates. Vertebrates have spines. Spines help animals move.”  
(pg. 4)

Level 4, “Characteristics of People”

“People are human beings. People are special organisms. People can do many things.”  
(pg. 2)

F. Yes. English Explorers Science and Social Studies contains all grade-level content. The content is systematically presented throughout the materials within each level and from level to level. Each theme set focuses on a topic that is presented at multiple levels.

Science theme sets include Matter, Organisms Past and Present, Water and Weather, Forces and Motion, Habitats, What Changes Our Earth, The Human Body, The Environment, The Solar System, Organisms, Chemistry, The Universe, Life Cycles, Light and Sound, Rocks and Minerals, and Human Body Systems.

Social Studies theme sets include Communities, Civilizations of the Americas, Early Explorers, Ancient Civilizations, Government and Citizenship, Regions of the United States, The American Revolution, Early River Civilization, 19th Century Communities, Native Americans, The Civil War, The Renaissance, World Civilizations, The Constitution, and World Geography.

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**IVC. INSTRUCTIONAL SUPPORTS**

YES NO **Sensory Support**

- A. Are sensory supports, which may include visual supports, present and varied in the materials?
- B. Are sensory supports relevant to concept attainment and presented in a manner that reinforces communicative goals for the targeted levels of proficiency?
- C. Are sensory supports systematically presented throughout the materials?

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

A-C. Yes. Sensory supports are present and varied in the materials within each proficiency level and across the levels. The sensory supports are systematically presented and are used to assist students in accessing grade-level content necessary for classroom understanding and communication include supports applicable across all language standards such as realia, pictures, photographs, diagrams and drawings, physical action, audio CD recordings of texts, talking e-books, interactive Whiteboard formats, and illustrated vocabulary. Text features (captions, chapter headings, concept maps, glossary, index, photographs, sidebars, table of contents) provide support in each student text.

Examples:

Level 1, “Discover the Life Cycle of Bees”

The student text contains large, clear labeled photographs of each stage in the life cycle of bees. Captions provide content information the teacher can read. (pgs. 4-7)

“Bees are eggs first.” Caption: An egg is part of the life cycle. (pg. 4); “Bees are larvae next.”

Caption: Larvae are part of the life cycle. (pg. 5); “Bees are pupae next.” Caption: Pupae are part of the life cycle. (pg. 6)

Sidebar comments add accessible information. “It’s a Fact. Bees hatch from eggs.”

Demonstration and physical activity is outlined in the Teacher’s Guide. “Support the concept of location and the word in. Demonstrate by placing objects inside something else as you say, for example: The pen is in the cup; The book is in the desk, etc.” (pg. 5)

Additional Resources: “Discover the Life Cycle of Bees” Audio CD ; “Discover the Life Cycle of Bees” Talking E-book; “Discover the Life Cycle of Bees” Interactive Whiteboard format

Level 4, “Life Cycle of Pine Trees”

“Water moves from the roots. Water moves to the trunk. Next, water moves to the branches.” (pg. 11) This text is illustrated with a photograph (pg. 10) and a drawing with bold content words labeled. The content is presented visually at the beginning of the book and again in a glossary at the end of the book.

The Teacher’s Guide uses photographs and realia to introduce key content vocabulary.

“Point out the Words to Know on page 3. Tell students that these words are important words from the book. Discuss each word, one at a time, with students. Use the photographs

provided, as well as realia, other pictures, and/or pantomime, to help students understand the meanings of the words. For example, show students a bird’s nest. Say: A nest is a home.

Some animals live in a nest. This nest is a home for birds. Show students the photograph of the bees’ nest on page 9. Say: This photograph shows another type of nest. Bees live in this nest.” (pg. 3)

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YES NO **Graphic Support**

- D. Are graphic supports present and varied in the materials?
- E. Are graphic supports relevant to concept attainment and presented in a manner that reinforces communicative goals for the targeted proficiency levels?
- F. Are graphic supports systematically presented throughout the materials?

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

D. Yes. English Explorers texts are rich in varied graphic support that includes graphic organizers with every lesson and many charts, tables, and graphs within student texts. Graphic organizers are clearly organized and supportive to enable the reader to organize information for retelling or writing. Many books or lessons begin with a graphic organizer to build and connect to student background knowledge. A concept map to organize concepts learned concludes each text. Graphic organizers are also provided in the Teacher’s Guides, in each talking e-book, and in each online interactive Whiteboard format.

E. Yes. Graphic supports are relevant to and scaffolds concept attainment and are presented in a manner that reinforces communicative goals for the targeted proficiency levels. Graphic supports are clear in the student text and highlighted in the “Skills At A Glance” of each TG.

F. Yes. Graphic supports are presented systematically throughout the materials. They are used at all levels of language proficiency, shifting from high teacher support at the lower levels to more student independence, and at increasing language functions, at Level 4. Many times graphic supports are completed with a partner to allow for student conversation around the content.

Examples:

Level 1, “Discover Erosion”: Teacher’s Guide: “After students have read the main text, have them choose one of the photographs in Chapter 1 and tell a partner as much as they can about what they see.” (pg. 3)

Level 2, “Earthquake!”: Teacher’s Guide: “Ask students to think about what they know about earthquakes and share with a partner. Ask students to think about questions that they might have about earthquakes. Write their questions on a ‘We Wonder’ Chart. Save the chart and add to it as students read the book.” (pg. 2)

Level 3, “Weathering and Erosion”: Teacher’s Guide: “Pair students and ask them to discuss what they already know about weathering and erosion. Call the pairs together and have students share in the group. Record their ideas in the first column of a KWL Chart. As students share, discuss and clarify any ideas given. Ask students to brainstorm what they would like to learn from reading this book. Record their responses in the second column of the chart. Instruct students to read all the phrases with you.”

Level 4, “Glaciers”: Teacher’s Guide: “Clarify Concepts: Have students turn to pages 2 and 3. Ask students to describe what they see in the photograph. Read the main text and caption together. Explain the concept of one-tenth by drawing a model or by having students use their fingers. Tell them that if ten fingers show all of Earth, one finger would show how much of Earth is covered with glaciers.” (pg. 2)

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YES NO **Interactive Support**

- G. Are interactive supports present and varied in the materials?
- H. Are interactive supports present and relevant to concept attainment for the targeted proficiency levels?
- I. Are interactive supports varied and systematically presented in the materials?

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

G-I. Yes. Many varied interactive supports are provided in the materials. Explicit instruction which includes explanation, modeling, guided practice, and feedback are outlined in the TG with explicit teacher talk to support the students. Guidance is given for interactive support before, during, and after reading and well support concept attainment. Talking e-books and online interactive Whiteboard formats are available for each book. Lessons also provide Spanish cognates so that students whose native language is Spanish see the connections between Spanish and English words. Student interaction with the teacher guides instruction while interaction with peers is built into the lessons to practice social and academic language. Interactive supports are varied and are systematically presented in English Explorers.

Examples: Level 1. “Discover Erosion” TG: “Pair students and have them turn to the glossary. Give each pair six manipulatives, such as erasers or pennies. Have them put one manipulative on top of each glossary picture. Have students take turns telling their partner about erosion using a glossary word. Tell students to remove the manipulative from the picture after they use a word. Have them continue until they use all the words.” (pg. 2)

Level 2, “Dry As A Desert” TG: “Ask students to work with a partner to write two sentences that are true about deserts using the language pattern. Some deserts are \_\_\_\_\_. Have students share their sentences.” (pg. 3)

Level 3, “Earthquake!” TG: “Model Visualizing: Read pages 4–7 with students. Tell students that one way to help them understand what they read is to try to picture in their minds the words in the book. Think-Aloud: I picture the layers of the Earth. First I see the ground. Then I see under the ground. It is hot inside the Earth. I see red hot rocks. Guide Visualizing: Have students read pages 8 and 9. Monitor their reading and provide support if needed. Tell students to close their eyes and picture the plates of Earth moving. Guide them to picture the ground shaking and the trees and buildings shaking.” (pg. 3)

Level 4, “Glaciers” TG: Preview Text and Graphic Features “ Say: This chapter tells what glaciers are. The chapter tells about different types of glaciers. Point out that the main text is in black type. Have students tell what they see in the photographs and read the captions with them. Have students point to each glacier in the photographs. Point out the sidebars and explain that these add extra information and prompt readers to think about glaciers. Tell students that you will read and discuss these with them after they have read the main text.” (pg. 3)

To view interactive Whiteboard books, please see <http://benchmarkuniverse.com>. One of the features of the interactive Whiteboard books is the opportunity to highlight text or specific aspects of text as well as to hear it read aloud.

## Appendix

- I. Performance Definitions** – the criteria (linguistic complexity, vocabulary usage, and language control) that shape each of the six levels of English language proficiency that frame the English language proficiency standards.
- IA. Linguistic Complexity** – the amount and quality of speech or writing for a given situation
  - IB. Vocabulary Usage** – the specificity of words (from general to technical) or phrases for a given context
  - IC. Language Control/Conventions** – the comprehensibility and understandability of the communication for a given context
- II. English Language Proficiency Standards** – the language expectations of English language learners at the end of their English language acquisition journey across the language domains, the four main subdivisions of language.
- IIA. Five WIDA ELP Standards:**
1. English language learners **communicate** for **Social** and **Instructional** purposes within the school setting.
  2. English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.
  3. English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Mathematics**.
  4. English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Science**.
  5. English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Social Studies**.
- IIB. Domains:**
- **Listening** – process, understand, interpret, and evaluate spoken language in a variety of situations
  - **Speaking** – engage in oral communication in a variety of situations for a variety of audiences
  - **Reading** – process, understand, interpret, and evaluate written language, symbols and text with understanding and fluency
  - **Writing** – engage in written communication in a variety of situations for a variety of audiences
- III. Levels of English Language Proficiency** - The five language proficiency levels (1-Entering, 2-Beginning, 3-Developing, 4-Expanding, 5- Bridging) outline the progression of language development in the acquisition of English. The organization of the standards into strands of Model Performance Indicators (MPIs) illustrates the continuum of language development.
- IIIA. Differentiation** – providing instruction in a variety of ways to meet the educational needs of students at different proficiency levels
  - IIIB. Scaffolding** – building on already acquired skills and knowledge from level to level of language proficiency based on increased linguistic complexity, vocabulary usage, and language control through the use of supports.

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**IV. Strands of Model Performance Indicators** – examples that describe a specific level of English language proficiency for a language domain. Each Model Performance Indicator has three elements: Language Function, Content Stem, and Support

**IVA. Language Functions** – the first of the three elements in model performance indicators indicates how ELLs are to process and use language to demonstrate their English language proficiency.

- Context – the extent to which language functions are presented comprehensively, socially and academically in materials
- Higher Order Thinking – cognitive processing that involves learning complex skills such as critical thinking and problem solving.

**IVB. Content Stem** – the second element relates the context or backdrop for language interaction within the classroom. The language focus for the content may be social, instructional or academic depending on the standard.

**IVC. Instructional Support** – instructional strategies or tools used to assist students in accessing content necessary for classroom understanding or communication and to help construct meaning from oral or written language. Three categories of instructional supports include sensory, graphic and interactive supports.

- Sensory support – A type of scaffold that facilitates students’ deeper understanding of language or access to meaning through the visual or other senses.
- Graphic support – A type of scaffold to help students demonstrate their understanding of ideas and concepts without having to depend on or produce complex and sustained discourse.
- Interactive support – A type of scaffold to help students communicate and facilitate their access to content, such as working in pairs or groups to confirm prior knowledge, using their native language to clarify, or incorporating technology into classroom activities.