PRIME™

Protocol for Review of Instructional Materials for ELLs

WIDA PRIME Correlation

Perfection Learning®
Perfect for YOUR Classroom

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**

Part 1: Information About Materials

Publication Title(s): Academic Language Notebooks: The Language of Math Level E - Grade 5 Kit

Publisher: Perfection Learning

Materials/ Program to be Reviewed: Content Area English Development Program Grades 3-5, Examples taken from Grade 5 Kit.

Tools of Instruction included in this review: Student Worktext, Teacher/Tutor Resource Book (TTRB), Teacher Resource CD (Student Worksheets, etc.), Assessment Handbook, Vocabulary Cards, ELL Best Practices Audio CD, Transparencies

Intended Teacher Audiences: Classroom Teachers, Content Specialists, Resource Teachers, Language Teachers, Paraprofessionals

Intended Student Audiences: Grade 5 English Language Learners

WIDA Framework(s) considered: Summative and Formative

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

WIDA English Language Proficiency Standards addressed: Social and Instructional Language and the Language of Mathematics

WIDA language proficiency levels included: Levels 3-5 (Intermediate and Advanced Levels) Developing/Bridging/Reaching

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

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

Academic Language Notebooks (ALN): The Language of Math, is a program designed for English Language Learners at the intermediate and advanced levels of proficiency. Students learn and practice the essentials of mathematics language to succeed at grade-level instructional tasks. Direct support of grade-level math curriculum and textbooks is offered to provide the academic language English Language Learners need to succeed in the regular classroom. The program contains combined performance-based and standardized assessments to measure and support learning on grade-level and throughout the school year. The program can be used in various settings and is modularized, rather than sequential, making it flexible for all learning situations. It is designed for educators with varying levels of experience and builds professional development into every lesson.

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. Linguistic complexity is addressed for English Language Learners throughout The Language of Math. The amount and quality of language is addressed in every lesson and practiced throughout the thirty modules of the program. Practice opportunities are specifically designed to increase language production. The length and quality of language production is evidenced in the Teacher/Tutor Resource Book, p. 38, Use More Language and Teacher/Tutor Resource Book p. 39, Review and Practice. Students work with a partner talking and writing about estimating using vocabulary words and the word, "when". After discussion about the sentences with a partner, students share their ideas with the class.

B. In each lesson of The Language of Math program, targeted proficiency levels are noted for assessment and intervention at the intermediate and advanced levels. On pp.10-11 of the Teacher/Tutor Resource Book, Part D, Assess and Intervene, demonstrates some examples of students comparing and ordering numbers at various levels. Students describe ways to compare and order numbers. They study community signs and population figures, by reading aloud sentences about number lines and place value. Students learn about making change and place value, by singing together with classmates. Repetition of challenging language helps young learners absorb and retain new content.

B. Linguistic complexity is systematically addressed in all modules and all lessons. Although modules can be taught out of sequence, each has a progressive instructional and linguistic process of instruction. For example, Lesson 1 (Understand the Main Idea), Lesson 2 (Learn the Vocabulary), Lesson 3 (Use More Language), and Lesson 4 (Solve Math Problems) is the format for all modules to present the linguistic and academic content. Thirty modules build background knowledge, model correct academic language usage, and encourage language practice.

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. Academic vocabulary usage is represented in words, phrases, and expressions. Included in the classroom kit are Student Vocabulary Cards. Space is provided for students to write examples from their own math texts, make notes, create their own definitions, and draw. See the Student Vocabulary Cards ancillary for a review of the two-hundred cards available for duplication and practice. The Language of Math demonstrates meaning through visuals, examples, and contextualized activities before introducing formal definitions. Students are actively involved in vocabulary learning with hands-on experiences to foster retention.

B. All targeted proficiency levels are addressed in the materials. Since the program is designed for the intermediate and advanced students. Each lesson assessment rubric provides criteria to assess intermediate and advanced levels of proficiency. Based on how students complete the worktext activity, interventions are offered and specific to each lesson. See Assessment Handbook, p. 11, and Student Worktext, p. 10. Students talk and write about rounding numbers using vocabulary words. A chart is given for students to be reminded of the new math terms and an example is also provided. Next, students practice using the new words to solve rounding problems. Support is further exemplified in the Teacher/Tutor Resource Book, p. 23, where students work with questions, responses, and commands using number pairs. Students use the worktext to role-play a boy and girl practicing new language.

C. General, specific, and technical language are used systematically throughout the program. Students are exposed to vocabulary often through each module, as English Language Learners need multiple repetitions in different contexts in order to gain a deep understanding of new terms. On p. 28 of the Teacher/Tutor Resource Book, see Introduce, where first students are warming up with a review of previous concepts, then practice with math symbols, followed by oral and visual practice. See Teach and Learn, p. 29 of the Teacher/Tutor Resource Book, where students learn the Commutative, Associative, and Identity Properties of math. Using the new vocabulary terms, students work with a partner to label math problems that show the particular math property learned.

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. Opportunities to demonstrate language control are presented in the materials. Students practice language control using syllable stressed sound, repetition of modeled language, and peer practice. On pp. 36-37 of the Teacher/Tutor Resource Book, there are examples in the Teaching and Learning and Review and Practice sections. Also, in the Teacher Resource CD- ROM, Student Worksheet p. 14, students practice language control by orally presenting math work to the class. Students brainstorm words with a partner that describe estimating. After the instructor writes the brainstormed list on the board, students read aloud the words to discuss meanings. On page 18 of the Student Worktext, students repeat the new words after the instructor models pronunciation. For example, the instructor says the word "estimate", while stressing the sound of the last syllable. Next, the instructor reads the definition of the word to the students. Students are asked to tell the difference between the parts of speech and how they are pronounced.

B. Language control practice is available at the intermediate and advanced proficiency levels. On p. 52 of the Assessment Handbook, students explain how to solve a problem using their own words using if... then statements. Instructional staff manage and use this activity as a guide to assess student progress at their individual proficiency levels. Using the rubric, instructors identify students who need extra support through additional help and the intervention activity for this lesson. An example of an intervention activity for this assessment is to have students go over if... then statements by first modeling the correct statement, then writing sentence frames using the student's suggestions. For example, an instructor would start the sentence with the word, "if", and leave parts of the sentence blank for the student to complete.

C. Demonstration of language control is presented systematically in each lesson. The Teacher/Tutor Resource Book, Part D, Assess and Intervene is a section of each lesson designated to provide the language control support practice. See the Teacher/Tutor Resource Book on p. 185. At the bottom, there is a green box titled, "Intervention". This box offers suggestions to improve language control. Using the Transparencies, Student Worktext, Student Worksheets, and the Assessment Handbook will allow an opportunity for language control to be assessed at the end of every lesson.

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. The WIDA Standards for Social and Instructional Language and the Language of Mathematics are present in the program. The Language of Mathematics is addressed using the Student Vocabulary Cards, Student Worksheets, Transparencies, and the Student Worktext for review and practice of math words. The Assessment Handbook gives the students an opportunity to demonstrate mastery of the Language of Mathematics. Students practice social language in every lesson by sharing, discussing, and solving problems in a group and with a partner. See pp. 164-165, where students work in pairs to measure and weigh items around the classroom. Using both social and math language. students complete activities to master language skills.

B. All materials in the ALN: Language of Math program integrate Social and Instructional Language and the Language of Mathematics. Both academic language and academic vocabulary skills are learned and developed in order to solve complex math problems. Demonstration of the language of math is provided through visuals, examples, and contextualized activities before formal definitions are presented. Lesson 4 of each module is titled, Use More Language. See Module 5, Transparency 9 for another example. Also in the Student Worktext on p. 55, students talk and write about adding and subtracting fractions with unlike denominators. Also, see in the Teacher/Tutor Resource Book p. 27 where students play a pantomime game to practice lines and angles.

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. All of the language domains are presented in, The Language of Math program. Students listen, speak, read, and write throughout each lesson. The program integrates all 4 domains into the program in a way that requires the use of the skills in order to learn the content. For this reason, the process becomes natural to the student as part of the learning process. With the numerous opportunities to practice all four domains, students master grade level content with the support needed.

B. Listening, speaking, reading, and writing are presented in the context of the proficiency levels. Intermediate and advanced students read and write using the Student Worktext. See pp. 21, where students read and write about estimating products, p. 27, where students use synonyms to discuss, read, and write about the Distributive Property of Mathematics. Another example is on p. 39, of the Student Worktext where students write definitions about factoring and multiplying. On p. 93 of the Student Worktext students read graphs to find information. Also, Working with Riddles, Transparency 40, Module 20, where aural and oral skills are practiced. Students sing together with classmates and the instructor to reinforce content.

C. The four domains are systematically integrated throughout the materials. Each module of the program has four lessons. Each lesson has opportunities for students to learn and practice in all four domains. The scope sequence of the Teacher/Tutor Resource Book pp. xxviii-xxxi list domain specific assignments for each and every lesson. Lesson 1 of each module, Understand the Main Idea, is where reading is practiced. Lesson 2, Learn the Vocabulary, and Lesson 3, Use More Language, is where a large amount of listening and speaking skills are developed. Lesson 4, Solve Math Problems is focused on writing. Although the different lessons focus on different domains, each has a component of all four domains to build and strengthen language development.

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. The materials differentiate instruction between proficiency levels. In Part D, Assess and Intervene in the Teacher/Tutor Resource Book, both intermediate and advanced student activities are detailed for every lesson. This section also gives instructors a guideline for proficiency level expectations for the particular skill being taught. In the Teacher/Tutor Resource Book, on p. 217, you will find an activity where students write and calculate percentages at their proficiency level. There is also a section for intervention for students who are struggling with the concepts. Also in the Teacher/Tutor Resource Book on p. 221, students learn about probability at each level. Students who need further intervention take part in a game of Rock, Paper, Scissors to learn about probability using a hands-on approach.

B. Differentiation of language proficiency is developmentally and linguistically appropriate for intermediate and advanced level students. In the back of the Teacher/Tutor Resource Book on pp. 242-246, there is a section called, Additional Activities. This section is designed to give students extra practice, intervention, and individual review as needed, to support growth at a particular proficiency level. Additionally, there is a guideline to explain proficiency levels in the Teacher/Tutor Resource Book, p. x. Both intermediate and advanced levels of proficiency are explained in detail for those instructors using the program who may need the extra support to understand proficiency expectations.

C. The materials systematically address the proficiency levels. The Teacher/Tutor Resource Book and Assessment Handbook present opportunities in each module. See some examples in the Assessment Handbook pp. 17, 77, and 97. On these pages there is a box in the center of the page that describes expectations of proficiency mastery at the intermediate and advanced levels. Every lesson of every module is measured this way to ensure the understanding and mastery of content. Also in the Teacher/Tutor Resource Book, on pp.197 and 203. In both sections, students write sentences using math language learned. Students working at the intermediate level will have less descriptive and developed sentences, where advanced proficiency students will have further developed sentences about the content learned.

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. Scaffolding supports are present. Alternatives are offered for students to progress within their level of proficiency. On page 151 of the Teacher/Tutor Resource Book, there is an activity for solving problems using circles. This activity requires more complex language within the proficiency level for students to be challenged to progress. Also in the Teacher/Tutor Resource Book, students work together to carefully analyze data on a graph. However, students must individually write sentences about the data they have observed. This allows for students to work independently within their particular level. This means that an intermediate level student may be working at a low intermediate level, while another may be working at a high intermediate level.

B. The materials provide scaffolding support for students to progress from one proficiency level to the next. All lessons provide instruction at both the intermediate and advanced proficiency levels. Intermediate students can move to the advanced level. Advanced students who have mastered the activity can continue to move into more challenging work. Such as in the Teacher/Tutor Resource Book, which provides Extension and Enrichment Sections as on p. 182. In this exercise, students are divided into small groups, perhaps depending on proficiency. While together with the group, students work on the floor to find surface area, floor area, and volume.

C. Scaffolding supports are presented throughout the materials. They are measured using a rubric on the Teacher Resource CD-ROM and throughout the assessments in the Assessment Handbook. Best Practices for ELL students are also on the CD ROM to give instructors more support on instruction of students at each proficiency level. On the CD-ROM, ELL Best Practice 1 MP3, discusses ways to scaffold instruction while teaching students off all levels. This particular audio clip focuses on comprehension of language and how it's important to include all levels of learners within a level. One suggestion was to rephrase a complex sentence, with a less complex one for all learners to comprehend the information.

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. The materials include a range of language functions. Language functions are included in the Teacher/Tutor Resource Book Program Scope at the front of the book. See pp. xxviii-xxxi. In each module, Lesson 3, focuses on language functions. Take a look at the Teacher/Tutor Resource Book on p.15, where students use the word, because, to explain how to compare numbers. Here students perform a dialogue with a partner to practice number values. Additionally, on p.14 of the Teacher/Tutor Resource Book, students create a poster that displays various 6 to 8 digit whole numbers and decimal numbers. Students should have the numbers aligned from greatest to least. Students write comparing sentences then share their work in another classroom.

B. Language functions attach to context and are incorporated into a communicative activity. An example of this in the Teacher/Tutor Resource Book on pp. 102-103, where students practice using if... then statements to compare and order functions. Also in the Teacher/Tutor Resource Book, pp.129-130, students describe and classify shapes, such as a right triangle, square, trapezoid, rectangle, regular pentagon, regular hexagon, obtuse triangle, and irregular hexagon. Notice on p. 23 of the Student Worktext, where students explain ways to solve a math problem using, by... and so. Additionally, on pp.101-103, students talk and write about ratios, proportions, and weights.

C. Language functions are presented comprehensively to support the progression of language development. In addition to the, Use More Language lesson of each module, language functions are practiced in the Transparencies and on each page of the Student Worktext. Another specific example is in the Assessment Handbook p. 60, where students are assessed on describing inverse operations. The Language of Math program comprehensively addresses language function development.

YES	NO	**Higher Order Thinking**
☑	☐	D. Are opportunities to engage in higher order thinking present for students of various levels of English language proficiency?
☑	☐	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. There are opportunities in every module for students at various levels to engage in higher order thinking skills. On p. 82 of the Teacher/Tutor Resource Book, see the green box labeled, BP5 ELL Best Practices Higher Order Thinking. Students are required to discuss and show meanings of functions. The box reminds the instructor that English Language Learners and just as capable of using higher order thinking skills, but are hindered by their ability to express the thinking verbally. It is suggested here that instructors use manipulatives and models to encourage students to discuss and show meaning of fractions and numbers. Also on pp. 206-207, of the Teacher/Tutor Resource Book the green arrows titled, BP1 are integrated to teach higher order thinking skills.

E. Every module of the Teacher/Tutor Resource Book has opportunities for students to engage in higher order thinking skills and activities. Additionally, the Student Worktext has an objective at the top of every page for students to practice using higher order thinking skills. In the Student Worktext, see pp. 47, where students have to describe how to find equivalent fractions and simplest form using -by and -ing verbs. Then, on p. 61, where students demonstrate an understanding of the study of geometry and on page 92, where students identify key information located in math word problems in order to solve them. Also see p. 115, where students convert equations into words to solve problems. The ELL Best Practices CD-ROM has audio clips that give suggestions on higher order thinking activities that challenge students throughout the Language of Math Program.

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. Examples cover a wide range of topics found in national, state, and local content standards. The Language of Math program, helps ELLs at the intermediate and advanced levels of English language proficiency learn and practice essential mathematics language and Common Core concepts. See pp. 48-49 of the Teacher/Tutor Resource Book. The objective of this lesson is to use real-world information to solve problems using topics such as; school days, calendars, and the cost of lunch. In this lesson students also make a poster showing real world situations where they are required to use mental math, such as; adding up the items at the store to see if they have enough money, figuring out the number of days/hours until the end of school, the number of players needed to organized a sports team, or how many drinks and snacks they would need to host a class event.

B. The example topics are accessible to English Language Learners at the intermediate and advanced proficiency levels. Some topics used are measuring liquids for cooking and drinking as in the Teacher/Tutor Resource Book, pp.120-121. Also on pp.194-195, students collect data from book and newspaper sales. Again on pp. 218-219, students use coins to learn about probability. Part D, within these pages, offers intervention at the targeted proficiency levels.

C. All lessons use everyday, real-world topics to learn the content being presented. In the Teacher/Tutor Resource Book, on pp. 86-87, students learn fractions using a pizza and a pie. Reinforcement of the skill throughout the topic is presented on p. 43 of the Student Worktext and p. 43 of the Assessment Handbook with a fractions test. Additionally, in every module there is a section called Extension and Enrichment. In this section, students practice using real world skills which are a part of all state and national curricula. The topics presented here are based on grade-level expectations as well. Take a look at the Student Worktext, p. 11, where students are rounding prices at the grocery store. Again in the Student Worktext on p. 13, where students are at a Food Fair ordering from the menu to find out how much money they will spend. Finally on p. 106 of the Student Worktext, students look at a percentages and how the words per and cent work in order situations, to understand sales, measurements, and grades.

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. The content is linguistically and developmentally appropriate for 5th grade students. Students learn and practice using familiar items with appropriate language for their level of instruction. For example, see p. 45 of the Student Worktext, where students use sandwich parts to discuss and solve fraction problems. In the Student Worktext, p. 91, students use word families to identify items, such as; using dimension words about a swimming pool, measuring a bridge, and describing a home aquarium. The visuals in the problem are developmentally appropriate since depiction is important to young children, such as on p. 41 of the Student Worktext. The Program Scope located at the beginning of the Teacher/Tutor Resource Book show an overview of linguistic content presented in the Language of Math Program.

E. The content is accessible for all targeted levels of language proficiency. The content is social, instructional, and academic in all lessons. On pp. 58-59 of the Teacher/Tutor Resource Book, students practice by rounding numbers and working together using both social and academic language. This is one example, but each and every lesson has partner work, which motivates young learners, that focuses on the content being presented. On Transparency 56 in Module 28, students solve a problem involving a game of chance played by two boys. On Transparency 30 in Module 15, students solve problems using models and drawings to divide by a fraction. A couple of examples are, the fifth grade class had a jump-rope marathon, and a student is using tape for a science fair project.

F. The grade-level content is presented systematically throughout The Language of Math Program. The Table of Contents in both the Teacher/Tutor Resource Book, Student Worksheets, and the Student Worktext provide an overview. In the Student Worktext on pp. 70-71, notice the lesson on transformations, symmetry, and congruency. Students practice grade-level content standards such as these in a way that make them accessible and attainable for English Language Learners in need of the extra support. Transparencies reinforce the content through further practice exercises. See Transparency 22 in Module 11, where students need to identify steps to solve a problem. The topics include sports cards, rocks, and sticker sheets which are developmentally appropriate ideas for young learners. On Transparency 7 in Module 4, students practice social language, while learning content by solving addition problems.

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. Sensory supports are present and varied in the program. Reproductions of important illustrations, charts, diagrams, teaching aids and activities from the Student Worktext and Teacher/Tutor Resource Book are numerous. There are two for every module in Academic Language Notebooks, 60 in all. The Student Worktext is "picture-rich" with examples of concepts clearly stated within. See Student Worktext pp. 17, 25, 41, 43, and 91 for a few examples. In the Teacher/Tutor Resource Book on p. 21, students are divided into groups where each group gets a set of vocabulary cards. Students take turns selecting a card to use the card in a phrase or in a sentence to describe a number pair.

B. Sensory supports are relevant to the concepts being presented at the Intermediate and Advanced proficiency levels. Students use kinesthetic learning to practice adding and subtracting fractions using a set of cards, or cutting out plane figures to determine area and volume. In the Teacher/Tutor Resource Book, see pp. 178-179. There are also fun hands-on games in The Language of Math Program. In the Teacher/Tutor Resource Book on p. 161, students play a game called, "Show It"! Students are given craft sticks to make plane figures with a partner. One student makes a figure, such as a triangle, square, pentagon, hexagon, rectangle, while the other student tries to guess what shape the student has created with the sticks.

C. Every lesson has both visual and kinesthetic activities. The Teach and Learn, and Review and Practice sections of the Teacher/Tutor Resource Book, is where many of these activities are located. In this book on p. 85, where students play a game using vocabulary cards to practice with mixed fractions. Additional visual and kinesthetic activities are found in the Transparencies, such as; Transparency 7 in Module 4, where students work together to solve equations. Also on Transparency 20 in Module 10, students act out problems to find out if the GCF or LCM is needed to solve the problem. For example, one story is about Marina baking cookies for a party, while the other is about Eduardo buying shape and animal stickers.

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. Graphic supports are present and varied in The Language of Math program. Presented in the Student Worktext on p. 48, where students read a table to examine data about soccer tickets being sold for a game. Also on page 95 of the Student Worktext, where students learn about double bar graphs, line graphs, and circle graphs and how the data is depicted on each of the graphs. Again in the Student Worktext on p. 98, students review a Time Plot to complete sentences about a data set. Additionally, many graphic supports are present in the Transparencies such as on Transparency 1 in Module 1, a chart, and Transparency 16 in Module 8, a web.

E. Graphic supports are relevant to the concepts presented for both intermediate and advanced level students. The Student Worktext has charts, p.42, graphs, p. 93, and tree diagrams on pp. 109-110 to demonstrate and practice concepts. On p. 111, of the Teacher/Tutor Resource Book, under Part C, there is an activity teaching students about double bar graphs using a transparency.

F. Graphic supports are systematically presented throughout the materials. All lessons provide graphic supports. See Teacher Resource CD ROM, Student Worksheet, pp. 25, where students use a chart to list data from least to greatest, and on p. 30, where students show number patterns using a web. The program includes many graphic activities suitable for younger children. See Transparency 38 in Module 19, where students are drawing and measuring a circle. Also see Transparency 58 in Module 29, where students use a Venn Diagram to compare and contrast expressions and equations. In the Student Worktext on p. 94, graphic support vocabulary is introduced. Words like axis/axes, scale, interval, and trend are used to explain how to read various information on graphs.

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. Interactive supports are present and varied in the program. The Teacher/Tutor Resource Book offers many partner and group activities. On pp. 150-151 students are divided into pairs to solve problems about the divided degrees of a circle. On p. 179 of the Teacher/Tutor Resource Book, students measure the inside of a box by counting cubes aloud with another student. They also work in small groups using centimeter cubes to construct a rectangular prism. Partners use multiplication to find the area of each face, then add the area of each face to find the surface area, and finally verify the volume by multiplying the length, by the width, by the height. The interaction with other students using real life objects helps English Language Learners grasp more advanced concepts quickly.

H. Interactive supports are present and relevant to concept attainment for intermediate and advanced proficiency levels. Students can learn concepts at their proficiency level with intervention and support throughout Part D, Assess and Intervene, in each lesson. See page 241 of the Teacher/Tutor Resource Book where students solve problems with a partner, but are assessed at their individual proficiency level. Students in this lesson need to describe and read function tables. They are asked to evaluate the total cost of keeping a dog in a kennel for five days. Students discuss how they could use the function table to determine the kennel cost for less or more days.

I. Interactive supports are varied and presented systematically. The Teacher/Tutor Resource Book has activities in each lesson where students interact with partners, groups, and realia. See pp.115, where students work with models or reciprocals to divide fractions. Also on p. 139, where students work with a partner using classroom objects to practice flips, turns, and slides. On Transparency 4, in Module 2, students use, because, to explain their answers, and Transparency 19 in Module 10, students make math sentences using the word, "that". Both activities involve partner work for interaction, which young learners engaged.

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.

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.