



# PRIME™

Protocol for Review of  
Instructional Materials for ELLs

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WIDA PRIME Correlation

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## Introduction

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

The intent of this review is to identify the ways in which elements of the *WIDA English Language Proficiency Standards, 2007 Edition, PreKindergarten through Grade 12* are represented in the published 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 aid publishers and correlators in developing materials and communicating how their materials incorporate or address aspects of the WIDA English Language Proficiency Standards, and
- to assist educators in making informed decisions in selecting instructional materials for programs serving English language learners.

WIDA welcomes the opportunity to work with both publishers and educators. WIDA realizes that it has a unique perspective on the conceptualization of language proficiency standards and how it envisions their use. It is our hope that by using this inventory, publishers will gain a keener understanding of some of the facets involved in the language development of English language learners as they pertain to their products.

## Organization

The Protocol for Review of Instructional Materials for ELLs (PRIME) is organized into two parts that, as a whole, 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 publishers to explain the answers to the questions. An Appendix at the end of the document provides definitions of the categories included in the PRIME correlation.

## 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): Language Central for Math

Publisher: Pearson

Materials/ Program to be Reviewed: SE and TE Grade Level Texts 3-8 with examples taken from Grade 6

Tools of Instruction included in this review: Student and Teacher Editions

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

Intended Student Audiences: Grades 3-8

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, The Language of Language Arts and Math

WIDA language proficiency levels included: Levels 1-5

Most Recently Published Edition or Website: 2011

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

Language Central for Math helps ELLs and struggling students develop the academic vocabulary necessary to master math. Oftentimes it's the math vocabulary, not the mathematical concepts, that hinder student mastery. Language Central for Math is designed to directly address this issue, and to reinforce the instruction given in the math classroom.

## 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. Language Central for Math is carefully designed to help ELL students talk, write, and think about what they are learning in every math lesson. Each 4 page lesson uses a consistent format and includes abundant opportunities for oral and written discourse. The first page begins with an ‘Essential Question,’ that defines the lesson objectives and is followed by activities which build background and activate prior knowledge of math terms and concepts. The second page, ‘Vocabulary in Context, Picture It!’ is devoted to understanding vocabulary terms and concepts. On the third page of each lesson, ‘Do You Understand?’ students demonstrate comprehension through activities which can include problem solving and discussion. Each page includes ‘Talk About It,’ and ‘Your Turn,’ practice exercises for individual, partner, and group oral and written practice. The final page, ‘Think, Talk, and Write,’ includes practice and assessment in all language domains. The final assessment in the TE, ‘Table Talk,’ allows students to reflect on and discuss what they have learned, and answers the ‘Essential Question,’ presented on the first page of the lesson.
- B. Each lesson has integrated support strategies to support the comprehension of oral and written content at all targeted proficiency levels. The TE provides differentiated instruction in the section ‘Leveled Instruction,’ as well as guided teacher instruction that includes modeling, hands-on experiences, demonstration, and the use of visual aids. ‘Leveled Language Proficiency,’ charts at the end of each lesson describe the tasks students should perform at each proficiency level. These descriptions help teachers to evaluate the progress of student language development.
- C. Linguistic complexity is systematically addressed in every lesson in Language Central for Math. Lessons share the same 4 page structure, and each page includes ‘Talk About It,’ and ‘Your Turn,’ opportunities for oral and written practice. Examples within this correlation are taken from the grade 6 text, but are representative of all grades 3-8.
- SE, p. 1: Essential Question. Talk About It and Your Turn.  
The first page of each lesson asks the essential question, lists objectives, and has activities to stimulate background and prior knowledge to front load student understanding of the lesson.
  - SE, p. 2: Vocabulary in Context and Picture It!  
Vocabulary is visually presented and practiced in multi sensory cooperative exercises.
  - SE, p. 3: Do You Understand?  
Students demonstrate and practice math knowledge.
  - SE, p. 4: Think, Talk, and Write.  
Written and oral assessments, including a reflective ‘Table Talk,’ discussion.

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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. Math is a complex language using symbols, operations, and academic vocabulary making it difficult for ELL students and struggling readers to understand math concepts and skills. Language Central for Math develops academic and content vocabulary necessary to master math on each page of all lessons. At the beginning of each lesson, prior knowledge of featured math concepts and terms are explored through writing and talking with a partner. On the second page of each lesson, vocabulary words are presented in context with clear visual supports in ‘Vocabulary in Context, Picture It!’ Teachers guide students to understanding using ‘Comprehensible Input,’ strategies which include repeating and practicing pronunciation, connecting vocabulary to meaning, using gestures to demonstrate meaning and guiding comprehension through practice. ‘Talk About It,’ supports students as they create sentences using the terminology and then use these terms, phrases, and expressions in discussion and conversation. ‘Your Turn,’ exercises allow students to use vocabulary in other contexts like drawing, comparing and contrasting terms, and describing them to a partner. Throughout the rest of the lesson, students are challenged to demonstrate their understanding of vocabulary terms, phrases, and expressions through written and oral practice and assessments.
- B. Vocabulary is presented in context, with descriptions and visual supports in all grades to scaffold targeted levels of proficiency. Guided and modeled practice of vocabulary usage can include discussion, demonstration, and hands-on activities. The TE lists specific differentiation strategies in ‘Leveled Instruction,’ ‘Academic Vocabulary,’ and ‘Intervention,’ so that teachers can meet the needs of all proficiency levels among their students.
- C. The architecture of each lesson is identical. Systematic presentation of general, specific, and technical language usage is found throughout each lesson. The following examples are representative of all grades:
- Talk About It and Your Turn SE pp. 17, 21, 25, 29: The lesson is front loaded with prior knowledge activation.
  - Vocabulary in Context, Picture It SE pp. 18, 22, 26, 30: Math language, skills, and concepts presented with visual support and description.
  - Talk About It and Your Turn SE pp. 18, 22, 26, 30: Student practice terms with partners using a variety of methods.
  - Leveled Instruction, Academic Vocabulary, Comprehensible Input and Intervention TE pp. 17, 18, 21, 22: Comprehension strategies for varying proficiency levels.
  - Produce Language SE pp. 20, 24, 28, 32: Students demonstrate written understanding of terms.

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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. Opportunities to practice and demonstrate language control are present in every lesson throughout the series. Each math concept is taught, practiced, and assessed in activities which promote speaking and writing to increase language production and control. Additional help with common linguistic issues including phonology, morphology, and semantic choice are found in ‘Academic Vocabulary,’ on the second page of each lesson in the TE. The third page of each lesson titled ‘Do you Understand?’ is principally designed to promote language production. It features pair and group activities to help students talk about math and build language confidence. These are supported in the ‘Language Production,’ section in the TE, which presents research-based teaching strategies to promote skill acquisition. Assessment of language and content understanding is targeted in ‘Think, Talk, and Write,’ which concludes each lesson with informal spoken responses and written assessments. In the written assessment ‘Produce Language,’ students use lesson vocabulary and ideas with graphic organizers, sentences, and drawings with oral explanations. A final classroom discussion answers the Essential Question, providing a final opportunity for students to demonstrate and teachers to assess language control and lesson objectives.
- B. Opportunities to demonstrate language control correspond to all targeted levels of language proficiency. The Program Overview in the Teacher’s Edition includes a comprehensive ‘Language Proficiency,’ chart (pp. T12-T13) that helps teachers observe their students’ language use characteristics and match these skills and behaviors to their level of language proficiency. Each lesson is written for the proficiencies most common at grade level, and leveled instructional supports for learners below or above level are present in each lesson in the TE. In the TE, a ‘Leveled Language Proficiency,’ chart describes all tasks which students should perform at targeted proficiency levels and is included on pages 3 and 4 of each lesson. These charts help to evaluate students’ progress and proficiency in their language development.
- C. Systematic opportunities to demonstrate language control and move students from receptive to productive language are presented in every lesson. See Examples:
- Talk About It and Your Turn SE pp. 21-24: Oral and written activities on each page of every lesson provide opportunities to demonstrate language control.
  - Academic Vocabulary TE pp. 22, 26, 30, 34: Strategies for common linguistic issues.
  - Do You Understand? TE/SE pp. 23, 27, 31, 35: This section in each lesson is designed to promote language production.
  - Think, Talk, and Write SE pp. 24, 28, 32, 36: Assessment of language control and content understanding.

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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. Language Central for Math is intended to support and supplement any core math program by developing the academic language necessary to master math concepts. It uses Social and Instructional language and the language of Mathematics and Language Arts to achieve this purpose. Each standards-based text includes lessons on numbers and operations, algebra, geometry and measurement, and data analysis and probability. Students are guided through the complex language of mathematics with graphic, sensory, and interactive supports and language scaffolds in every lesson. Vocabulary, word study, reading comprehension, and writing assignments develop academic language and fluency so that students can express math concepts in all language domains. Specific assistance in pronunciation, morphology, and word study extend each vocabulary lesson in ‘Academic Vocabulary,’ in the TE. Social and instructional language are used in every practice exercise in a range of language functions like preview, observe, compare, describe, and explain.
- B. Language Central for Math systematically integrates the language of Mathematics and Language Arts with Social and Instructional Language. The following examples from the lesson “Patterns and Rules,” pp. 33-36, show a typical math lesson integrated with social instructional language:
- Essential Question SE p. 33: Lesson objectives are listed using language functions like identify, describe, and understand.
  - Talk About It, Your Turn SE p. 33: Activities to build background and connect existing student knowledge with what they are learning. Sentence starters are provided to assist language development.
  - Vocabulary in Context, Picture It! SE p. 34: Vocabulary is taught and practiced with partners.
  - Academic Vocabulary TE p. 35: Lesson extensions are integrated with Instructional Language and include the content grammar, multiple meaning words, and sentence structure.
  - Do You Understand? TE p. 35: Students are paired to practice finding patterns.
  - Think, Talk, and Write TE p. 36: Shared and individual demonstration of concept attainment. Students discuss lesson objectives.

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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. Each Language Central for Math text contains 20-25 lessons, and every lesson includes listening, speaking, reading, and writing activities to apply academic vocabulary and practice English language development. Math content is customized so that students gain access to the language they need to understand math. Pair and group work enable student practice in listening and speaking. Guided class discussions explore objectives and content, and reflect on the ‘Essential Question.’ All reading is guided using teacher involvement; for example, objectives are read aloud and retold in the teacher’s own words. The informational content is frontloaded with background support and vocabulary used in contextual exercises to support student comprehension. In the ‘Do You Understand?’ section of each lesson, the text is supported with visuals and teacher modeling of concepts. Students have multiple exposures to writing in each lesson with varying levels of difficulty and with supporting scaffolds. Writing activities can include fill in the blank vocabulary practice, guided sentence construction using terms or phrases, graphic organizers, and writing multiple sentences using lesson vocabulary.
- B. All language domains are presented within the context of the targeted language proficiency levels. The ‘Leveled Language Proficiency,’ chart at the end of each lesson target the lesson goals for listening/speaking and reading/writing at each proficiency level. Within the student text, sentence starters are supplied in writing and speaking practice exercises. Language development is modeled, guided, and monitored in all domains throughout each lesson.
- C. Listening, speaking, reading, and writing are systematically integrated into each lesson in Language Central for Math. The following examples are representative of all grades:
- Do you Understand? SE pp. 39, 43, 47, 51: Reading with support.
  - Talk and Write About It, Language Production SE pp. 41, 45, 48, 52: Writing exercises include sentence starters and graphic organizers.
  - Talk About It and Your Turn SE pp. 38, 39, 42, 46: Partner speaking and listening practice.
  - Leveled Language Proficiency TE pp. 39, 40, 43, 44: Describes the tasks that students should perform at targeted proficiency levels in all domains.

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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. The instructional language in each grade is written for the most common range of proficiency levels, and strategies to differentiate content are embedded within the text and TE for all WIDA proficiency levels. It uses five basic types of differentiation strategies in each lesson: reading support, vocabulary, peer learning, organizing information, and comprehension checks. Reading support and vocabulary strategies, such as building background knowledge or visual descriptions, provide support for students as they interact with the text, lesson concepts, and academic and technical vocabulary. Peer learning, which promotes cooperative learning, is used in practice activities on each page of the lessons. Students of all proficiency levels benefit from hearing and explaining concepts in different ways. Graphic organizers are used to scaffold the organization of information within instruction and written practice activities. Assessment and progress monitoring are used to measure comprehension before, during and after instruction. Leveled differentiation strategies are embedded in every lesson in the TE through features like ‘Comprehensible Input,’ ‘Intervention,’ (If/Then strategies,) and ‘Leveled Instruction.’ These specific sections provide research-based strategies to differentiate content. ‘Leveled Instruction,’ gives insight and comprehension strategies for six proficiency levels: Early Beginner, Beginner, Early Intermediate, Intermediate, Advanced and Transitioning, which are equivalent to WIDA’s proficiency levels. In addition, the TE ‘Strategies for Teaching English Language Learners,’ on pp. T24-T35 contains multiple effective teaching strategies for differentiation of content.
- B. Differentiation is linguistically and developmentally appropriate for each targeted proficiency level. Within each lesson, ‘Leveled Instruction,’ and ‘Leveled Language Proficiency,’ describe the tasks that students should be accomplishing at each level, as well as strategies to scaffold content. Linguistic support is specifically addressed in ‘Academic Vocabulary,’ which provides pronunciation help and word study support for the vocabulary section in each lesson.
- C. The following examples of systematic differentiation are representative of all lessons:
- Leveled Instruction TE pp. 49, 53, 57, 61: Differentiation for 6 proficiency levels.
  - Intervention TE pp. 50, 54, 58, 62: If/Then strategies for struggling students.
  - Academic Vocabulary TE pp. 50, 54, 58, 62: Vocabulary and linguistic differentiation.
  - Comprehensible Input TE pp. 50, 54, 58, 62: Teacher modeling, demonstration, and application of content.
  - Leveled Language Proficiency TE pp. 51, 52, 55, 56: Describes the tasks students should perform at 6 proficiency levels.

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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. Language Central for Math supports the core math program, supporting students as they advance within their proficiency levels and develop fluency in academic language and math concepts. Scaffolding is designed into the program and offered through extra activities in the TE. Lessons are frontloaded with activities to connect the student to content objectives and vocabulary through talking, thinking, and writing about background and prior knowledge. Supports found within every lesson include extensive use of visual aids, cooperative learning, teacher modeling, guided discussions, hands-on activities, reading strategies, and comprehension checks. Scaffolds to support specific domain practice include: graphic organizers for writing and sentence starters used in academic discussions. The architecture of each lesson is identical, supporting comprehensive continuity of instruction. In addition, teachers can use the ‘Leveled Instruction,’ and ‘Leveled Language Proficiency,’ chart to differentiate learning tasks and content as needed in the mixed ability classroom.
- B. With the scaffolding support described in part A, students develop the academic vocabulary and content knowledge required to advance from one proficiency level to the next. Informal and written response assessments are found in each lesson to check comprehension of content. The last page of each lesson, ‘Think, Talk, and Write,’ allows students to demonstrate the skills they learned in all language domains. Teachers can assess advancement from one proficiency level to the next using the ‘Leveled Language Proficiency,’ chart. This describes tasks students should perform at 6 proficiency levels.
- C. Scaffolding supports are systematically presented throughout Language Central for Math. The following examples are representative of every lesson in the series:
- Frontload the Lesson and Content and Language TE pp. 57, 61, 65, 69: Talk About It and Your Turn sections frontload the lesson with background and prior knowledge activities.
  - Vocabulary in Context, Picture It! SE pp. 58, 62, 65, 69: Vocabulary is presented with visual supports.
  - Talk About It SE pp. 58, 59, 63, 66: Cooperative learning activities use sentence starters to aid communication.
  - Think, Talk, Write SE pp. 56, 60, 64, 68: Assessment section of lesson is supported with graphic organizers and hands-on activities.
  - Leveled Language Proficiency TE pp. 59, 60, 63, 64: Describes the tasks that students should perform at 6 proficiency levels, allowing teachers to assess advancement in proficiency level.

#### 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. Lesson objectives, practice and assessment activities, and instructional language use a range of language functions in Language Central for Math. Clear objectives are stated at the beginning of each lesson, using language functions to describe what the students are expected to learn. Instructional language reflects the goals of the objectives through guidance and modeling using language functions. As students practice academic language and demonstrate understanding of content they solve, compare, label, rate, organize, discuss, create, draw, describe, recognize, predict, estimate, and identify.
- B. Language functions are attached to the practice and assessment activities, and all activities relate to the context of the lesson and lesson objectives. An example of typical usage of language functions in Language Central for Math activities would be “Describe a Polygon and see if your partner can guess which one you are describing (p. 62,)” or “Draw a Line of reflection for the trapezoid (p. 68.)”
- C. Language functions play an important part in the development or progression of academic language; therefore they are comprehensively presented within each lesson of Language Central for Math. The following examples of language function usage are representative of the types found throughout each grade:
- Lesson Objectives SE pp. 65, 69, 73, 77: Objectives are listed under the Essential Question and contain language functions like describe, understand, find, and identify.
  - Your Turn and Talk About It SE p. 70, 71, 73, 74, 75, 78: Students describe, draw, tell, predict and discuss.
  - Do You Understand? SE p. 75: Instructional language uses a range of functions; i.e., repeat and measure.

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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. Language Central for Math is designed to develop higher order thinking skills through purposeful questioning and tasks for students of various English language proficiency. The lesson begins with the evaluative ‘Essential Question,’ and ends with reflective activities that answer the ‘Essential Question.’ Instructional language is intended to develop students’ mathematical thinking and language fluency. After informative content is presented, ‘Talk About It,’ and ‘Your Turn,’ activities require students to practice through transforming content into their own words by describing or explaining rather than recitation. Other examples of higher-order thinking activities include: compare and contrast, drawing, and creative gaming. In addition, students synthesize and organize knowledge gained through assessment exercises like ‘Produce Language.’

E. Opportunities for engaging in higher order thinking are systematically addressed throughout each lesson in all grades. The following examples reflect the types of higher-order opportunities present in all lessons:

- Essential Question SE pp. 69, 73, 77, 81: An evaluative question begins each lesson.
- Wrap Up TE pp. 68, 72, 76, 80: Students answer the Essential Question at the end of each lesson with a reflective and evaluative student response to show knowledge gained.
- Think, Talk, Write SE pp. 72: Students synthesize learned content to draw, create, talk, and write while demonstrating knowledge of content.
- Your Turn and Talk About It SE pp. 70, 73, 75, 78, 79: Practice activities that ask students to compare and contrast, describe, and explain.

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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. Language Central for Math content was carefully constructed around grade level state, national, and local math standards so that lessons could be used to supplement a core math program. Each text contains 20-25 lessons in numbers and operations, algebra, geometry and measurement, and data analysis and probability. Lessons are sequenced according to topic, making it easy to target content and language needs. Every four page lesson is structured in the same format and includes listening, speaking, reading, and writing practice activities. Standards-based objectives are listed in the beginning of each lesson, and assessments end each lesson. To view content in each grade, see the Scope and Sequence in the introductory pages of the TE (Grades 6-8 pp. T38-T39).
- B. All topics in Language Central for Math are accessible to English language learners of the targeted levels of English language proficiency. Lessons are introduced through background and prior knowledge activities. Strategies to make content comprehensible are embedded into the curriculum and instructions specific to five levels of proficiency for each lesson are found in the TE.
- C. Topics in Language Central for Math are systematically presented throughout the materials to supplement core math programs. Please review representative examples:
- Scope and Sequence TE pp. T38, T39: Lesson content overview for grades 6-8.
  - Contents TE p. 1A: Lessons are organized and sequenced categorically for easy implementation in the classroom.
  - Essential Question SE pp. 69, 73, 77, 81: Objectives listed for each lesson.

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- | YES                                 | NO                       | <b>Accessibility to Grade Level Content</b>  |
|-------------------------------------|--------------------------|--|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | D. Is linguistically and developmentally appropriate grade level content present in the materials? |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | E. Is grade level content accessible for the targeted levels of language proficiency?              |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | 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. Lesson content in Language Central for Math is linguistically and developmentally appropriate for grades 3-8. As stated in part A, each text contains content specific to state and national math content standards to easily support, not replace, a core math program. The program is designed to develop the academic vocabulary necessary for English language learners and struggling readers to succeed in math, and to reinforce instruction given in the core math classroom. Linguistic support accompanies vocabulary instruction in each lesson and in 'Academic Vocabulary,' to support language development. To view content in each grade, see the Scope and Sequence in the introductory pages of the TE (Grades 6-8 pp. T38-T39.) Lessons can either be integrated into the classroom by teaching them in increments of 15 to 20 minutes a day before each math class to complete 1 lesson per week, or an entire lesson could be taught weekly in an ELL class.
- E. Grade level content is made accessible for the targeted levels of language proficiency through a variety of strategies embedded within the curriculum. Resources for teachers to implement differentiation in the classroom include: multi-sensory instruction guides, models, and demonstrations of lesson content. Content is presented with plentiful visual supports which include illustrations, graphics, and step by step explanations. Cooperative practice activities reinforce instruction through transformation of content into students' own words by using sentence starters.
- F. Grade level content is systematically presented throughout the materials. Each four page lesson has clearly defined objectives and an assessment section. Please review representative examples of grade level content:
- Scope and Sequence TE pp. T38, T39: Lesson content overview for grades 6-8.
  - Contents TE p. 1A: Grade level content was chosen from state and national academic standards.
  - Essential Question SE pp. 69, 73, 77, 81: Clearly defined standards-based objectives.
  - Do You Understand? TE pp. 71, 75, 79, 83: Grade level content is presented and practiced.
  - Academic Vocabulary TE pp. 70, 74, 78, 82: Accompanies each vocabulary lesson to promote language development.

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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. Language Central for Math provides varied sensory supports that utilize multiple modes of instruction including visual, aural, verbal, and kinesthetic. Supports specific to the language of Mathematics are found in every lesson, and examples include: number lines, rulers, coins, models of geometric figures, clocks, and counters. Some lessons include the use of manipulatives. For example, in Lesson 18 “Area and Perimeter,” students cut out the square tiles provided at the end of the text on p. 99, and use the manipulatives in the ‘Do You Understand,’ with step by step instructions and practice. Each page in the lesson includes aural and verbal cooperative practice exercises to develop academic language. These practice activities often provide sentence starters to assist student communication. Visual icons representing either verbal or written responses are used to indicate when to write or speak the answer in the activity. A support feature called ‘Comprehensible Input,’ makes content accessible through hands-on experiences, visuals, and demonstrations. Such instruction includes teacher modeling, guided discussion, and the use of gestures and visuals to demonstrate meaning.

B. Sensory supports used throughout Language Central for Math are relevant to concept attainment, and reinforce communicative goals for the targeted levels of proficiency. All levels of proficiency are supported by the consistent use of sensory supports found within the program. To develop the academic vocabulary necessary to learn math, every lesson is visually supported, sustaining concept attainment through consistent verbal, aural, hands on, and written practice and assessment.

C. The following examples are representative of systematic sensory supports in every lesson:

- Examples of language of Mathematics sensory supports in SE: Use of manipulatives, pp. 97-103; Use of illustrations/drawings/diagrams, pp. 44, 50, 63, 87; Models of geometric figures, pp. 78-80.
- Comprehensible Input TE pp. 82, 86, 90, 94: Hands on experiences, visuals, and demonstrations.
- Do You Understand? SE pp. 75, 79, 83, 87: Use of visual supports and step by step instruction.
- Talk About It and Your Turn SE pp. 75, 79, 83, 87: Verbal, aural, and hands on practice.

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- | YES                                 | NO                       | <b>Graphic Support</b>  |
|-------------------------------------|--------------------------|---|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | D. Are graphic supports present and varied in the materials?  |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | E. Are graphic supports relevant to concept attainment and presented in a manner that reinforces communicative goals for the targeted proficiency levels? |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | 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. All lessons in every text use varied graphic supports that scaffold comprehension of content and help students to organize ideas. In each four page lesson, content is color-coded for easy recognition; for example, vocabulary is presented within a red box. Vocabulary is always presented with visuals that help to describe context, making math terms understandable. Graphic supports specific to the language of Mathematics: charts, tables, graphs, number lines, line plots, timelines, and graphic organizers are an integral aspect of each lesson. Clear and concise illustrations explain math content and break down complex ideas into manageable and sequential steps. Graphic organizers like tables and charts are used in the instructional language, as well as the writing activity ‘Talk About It,’ and the assessment ‘Produce Language.’ In the introductory pages of the TE (pp. T27-T35,) a section called ‘Strategies for Teaching English Language Learners,’ provides comprehensive strategies which include implementing various graphic organizers into vocabulary and writing instruction. These strategies can be used in conjunction with the many activities found throughout the lessons.

E. All graphic supports found in Language Central for Math are relevant to concept attainment and are presented in a manner which reinforces the communicative goals for targeted proficiency levels. Mathematical graphic supports can be complex and difficult to understand; therefore, leveled instructional strategies like modeling and demonstration are embedded into the curriculum to scaffold comprehension. Graphic organizers used in speaking and writing activities are teacher modeled and guided. Repeated practice and exposure to graphic organizers supports ongoing comprehension (See KWL chart on page 81 and 85.)

F. Graphic supports are systematically presented throughout Language Central for Math. The following examples are representative all grades:

- Examples of Language of Mathematics Graphic Supports in SE: Number Lines, pp. 30-32; Table, pp. 42-44; Graphs, pp. 50-52, 54-56.
- Examples of Graphic organizers used in instructional language in SE: Tree diagram, p.94, 95, 96; Table, 84, 91; Graph, pp. 87, 88.
- Examples of Graphic Organizers used in writing and speaking exercises in SE: KWL Chart, pp. 81, 85, 89, 92; Charts, pp. 56, 73, 76.
- Vocabulary in Context, Picture It! SE pp. 74, 78, 82, 86: Vocabulary presented in context with visual support that includes examples and description.
- Do You Understand? SE pp. 75, 79, 83, 87: Use of visual supports and step by step instruction.

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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. Interactive supports are varied and present within Language Central for Math. The interactive supports most common within the program are cooperative learning through discussion, explaining, describing, sharing, as well as interaction with partners and in groups. Cooperative learning exposes students to a variety of communication styles, promotes comprehension of math content, and challenges every level of language proficiency. Verbal and written background and prior knowledge activities begin each lesson, acknowledging prior educational experiences as a catalyst for concept and language development. ‘Leveled Instruction, in the TE advises teachers to partner beginning language learners with higher proficiency level students. Beginning level students benefit from hearing concepts explained in different ways, and advanced students benefit from describing and explaining concepts. When applicable, a ‘Cultural Consideration,’ section accompanies the vocabulary section in the TE to assist in cross cultural issues like metric measurement vs. inches and feet in the U.S. customary system.
- H Interactive supports in Language Central for Math are relevant to concept attainment for all targeted proficiency levels. Supports described in part A are used to scaffold content and academic language development. Leveled support strategies are found on every page in the TE within sections like ‘Leveled Instruction,’ ‘Academic Vocabulary,’ ‘Intervention,’ ‘Language Production,’ and ‘Assess Understanding.’
- I. Interactive supports are varied and systematically presented in Language Central for Math. The following examples are representative of all grades:
- Examples of cooperative learning in SE: pp. 90, 91, 92, 94: Each page of every lesson uses paired or group activities to practice and assess content and language development.
  - Talk About It and Your Turn SE pp. 81, 85, 89, 93: Interactive background/prior knowledge activities begin each lesson.
  - Cultural Consideration TE pp. 50, 70, 74: Cross-culture explanation of vocabulary concepts.
  - Leveled Instruction TE pp. 81, 85, 89, 93: Beginning students are paired with more advanced proficiency levels.

## 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.