



PRIMETM

Protocol for Review of
Instructional Materials for ELLs

WIDA PRIME Correlation

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

Introduction

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

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

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

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

Organization

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

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

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

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

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

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

I. Performance Definitions

(Criteria that shape the ELP Standards)

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

II. English Language Proficiency Standards

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

III. Levels of English Language Proficiency

(Entering, Beginning, Developing, Expanding, Bridging)

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

IV. Strands of Model Performance Indicators

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

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

Part 1: Information About Materials

Publication Title(s): Math Explorers

Publisher: Benchmark Education Company

Materials/ Program to be Reviewed: Math Explorers

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

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

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

Summative and Formative
WIDA Framework(s) considered: _____

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

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

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

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

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

Math Explorers links language acquisition to literacy development and content development with built-in language, vocabulary, comprehension, interaction, and teaching scaffolds. The leveled texts are designed for the English-language learner and on language acquisition development research. Math Explorers are nonfiction, content-driven books applicable to the student's grade-level. The differentiated levels allow students to access the background knowledge, academic vocabulary, and content at their language and/or prior knowledge level regardless of primary language. Math Explorers include a wide representation of mathematics topics based on national and state mathematics standards. It has been developed on the basis of English Language Proficiency standards, domains, and language acquisition levels, and incorporates social/instructional language and academic language.

Math Explorers leveled texts are designed for use in small-group reading and/or language instruction to meet the needs of students of diverse language proficiency levels. Small-group instruction can be in the classroom as part of small-group time or as part of whole-group differentiated instruction; they can also be for use in special programs that supplement or provide accommodations for the regular classroom; they can be used for after-school enrichment programs, ELL/ESL programs, Migrant/Bilingual, Special Education, Title I, and/or tutoring programs. This correlation addresses the Math Explorers series, a companion to the English Explorers Science and Social Studies series, which provides six different topics sets that support the core mathematics standards and makes real-world mathematics connections.

Please note this document is a shortened version of the complete WIDA correlation for Math Explorers, which can be found at www.benchmarkeducation.com.

Part 2: PRIME Correlation Tool

I. PERFORMANCE DEFINITIONS

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

YES NO

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

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

(A-C) Yes, materials provide a scaffolded, systematic progression of linguistic complexity for all targeted proficiency levels. Linguistic complexity is systematically addressed in multiple lessons to enable the students to systematically gain proficiency.

Level 1 texts target students who communicate nonverbally and understand little spoken English. These books include visual vocabulary introduction, only one sentence structure per chapter, direct photo support, up to 6 words per sentence, and picture glossary.

Example: “Discover Multiplication”: “We multiply to find equal groups. We multiply to find a total. We multiply to find a product.” (pg. 2)

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

Example: “Multiplication at the Baseball Game”: “You can multiply to find a total. You multiply to find equal groups. Equal groups are at a baseball game. You can multiply at a baseball game.” (pg. 2)

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

Example: “Multiplication in the Community”: “People use multiplication every day. Some people use multiplication to help in the community. Multiplication is a fast way to add. You need equal groups to use multiplication.” (pg. 2)

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

Example: “Multiplication at the Market” “Many families use multiplication at the market. Multiplication is a fast way to add equal groups.” (pg. 2)

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

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

YES NO

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

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

(A) Yes, vocabulary usage is represented as words, phrases, and expressions in context. The academic vocabulary of mathematics is the focus of these texts as they demonstrate how mathematics is used in everyday contexts, providing strong support for social language. (B) Yes, texts for all targeted levels of proficiency include clear vocabulary, text features that support vocabulary, usage of academic vocabulary, and contextualized usage of vocabulary specifically designed for English Language Learners. Each text in the Math Explorers series provides a brief introduction to the content (e.g., multiplication, division, fractions, and polygons). Pictures are clear, representing key concepts of the book. The amount and complexity of the social and academic language increases with each level. (C) The systematic presentation of general, specific, and technical language is evident throughout the materials. Examples illustrate words, phrases, expressions, sentences, and increasingly complex technical language.

Level 1: “Discover Polygons” - Words: polygons, angles, right angle; Phrases and expressions: “A polygon has angles.” (pg. 12); Sentences: “I need to know these math words. polygons, angles, quadrilateral, sides, triangle.” (pgs. 2-3)

Level 2: “Polygons Around Town” - Words: polygon, angle, right angle; Phrases and expressions: “All polygons have angles. Polygons can have different types of angles.” (pg. 7); Sentences: “I need to know these math words. polygons, angles, right angle, quadrilaterals, sides, triangle.” (pgs. 2-3)

Level 3: “Polygons in Maps” - Words: quadrilaterals, squares; Phrases and expressions: “Quadrilaterals are polygons with four sides. Maps have quadrilaterals.” (pg. 8); Sentences: “I need to know these math words. polygons, angles (right angle, angle), line segment (end point, midpoint), quadrilaterals, sides, rectangles, squares, triangle.” (pgs. 2-3)

Level 4: “Polygons in Puzzles” - Words: polygons, sides, endpoints, midpoints; Phrases and expressions: “All polygons have sides. Sides are line segments. Each line segment has two endpoints.” (pg. 4) Sentence: “I need to know these math words. polygons, angle, right angle, hexagon, octagon, pentagon, quadrilateral, rectangle, sides, squares, triangles.” (pg. 2); Sentences: “I need to know these math words. polygons, angle, right angle, hexagon, octagon, pentagon, quadrilateral, rectangle, sides, squares, triangles.” (pg. 2)

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

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) Yes, opportunities to demonstrate language control are presented in the materials. The comprehensibility of student language is supported by sentence structure frames and use of Spanish cognates. (B) Yes, opportunities to demonstrate language control correspond to all targeted levels of language proficiency, shifting from level to level and providing for scaffolded language acquisition (e.g., patterned text, noun-pronoun change, etc.). (C) Yes, opportunities to demonstrate language control are systematically presented in the materials in multiple chapters, lessons, and books in the same topic set. Examples:

Level 2: “Fractions at the Pet Shop”; Sentence Frames: Each ____ gets _____. _____ needs _____. _____ use _____. (pg. 4); English-Spanish Cognates: a fracción/fraction, a parte/part, igual/equal, el hámster/hamster, el tubo/tube, el gerbo/gerbil, medir/measure, la vitamina/vitamin, el mililitro/milliliter, la parte/part, el litro/liter, el líquido/liquid, el cuarto/quarter, el dólar/dollar (pg. 4)

Notice the progression of skills in the following examples:

Level 1: “Discover Fractions” Student Text - “One-half is a fraction.” The text is illustrated with three examples of \square circles. Captions read: “One-half of this circle is blue. One-half of this circle is red. One-half of this circle is yellow.” (pg. 4);

Level 2: “Fractions in the Garden” Student Text - “This garden has four rows of flowers. Four-eighths of the garden is flowers. One-half of the garden has flowers.” (pg. 6); Teacher’s Guide: “Introduce the concept of equal parts and fractions in gardens. Invite students to talk about what equal parts they might find in flower and vegetable gardens. Students can use the frame A garden has _____. Make a list, or concept web, of students’ ideas and reread them with the class. Show students realia and photographs, such as packages of seeds and bulbs, rows of garden plants including vegetables and flowers, and fresh produce.” (pg. 2)

Level 3: “Fractions at the Pet Shop” Student Text - “A fraction is a part of a whole. This bag of food is a whole. The bag has eight parts.” (pg. 4); Teacher’s Guide: “Write the sentence frame (_____ needs _____) on the board and demonstrate using the frame(s). Take classroom materials and fill in the blanks with the objects you use. For example, water a plant and say: The plant needs water. Ask individual students to use the sentence frame(s) to describe their actions. Then have students find the sentence structure(s) in the chapter(s). Point out specific high-frequency words and ask students to locate them in another sentence.” (pg. 3)

Level 4, “Fractions in Sports” Student Text - “My friends and I went to a basketball game. We looked at the basketball court. The court was a whole. The court had a line down the middle. The court had two equal parts. Each part was one-half of the court.” (pg. 4); “Math Talk: One-quarter and one-fourth show the same amount. When do you use the word quarter? Discuss your answer with a partner.” (pg. 5)

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) Yes, social and instructional language, the language of Language Arts, and the language of Mathematics are present in and are the basis for Math Explorers. The nonfiction materials are focused on a broad range of mathematical content. The texts are written and Teacher’s Guides developed to support language acquisition strategies. (B) Social/Instructional language is integrated in content-area topics and books. Every Math Explorers book represents the language proficiency levels of Social/Instructional, Language Arts, and Mathematics with math activities featured throughout the materials.

Examples:

Level 1: “Discover Estimation” - “We can estimate. We can estimate a product.” (pg. 2)

Level 2: “Estimation at the Factory” - “We multiply to find a product. We can estimate a product. We can estimate how many.” (pg. 2)

Level 3: “Estimation in Space” - “Sometimes we can find the actual amount. Other times we use estimation. We estimate to find out about how much.” (pg. 2)

Level 4: “Estimation in the Ancient World” - “We can use estimation. We can round numbers to estimate. We can use place value to round the numbers.” (pg. 5)

Related Resources for all levels include:

- Audio CD
- Interactive Whiteboard Resources
- Talking E-Book
- Comprehension Strategy Cards
- Comprehension Strategy Assessment Books for ELLs
- Comprehension Power Tool Flip Chart Set

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

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) Yes, Math Explorers address the language domains of listening, speaking, reading, and writing through small-group guided instruction. Echo-reading, choral reading, retelling, and writing to a prompt are examples of activities included in the lessons. (B) Yes, the language domains are appropriately presented within the context of all language proficiency levels. Examples below show a range of activities. (C) Yes, the targeted language domains are systematically integrated throughout the materials and stages of language proficiency. Examples are representative of levels 1-4.

Level 1: “Discover Division”

Listening: "The teacher reads aloud a portion of the text and models a comprehension strategy. “Hold up a fiction book that your students are familiar with. Show students the illustrations. Say: This book is fiction. This book is not true. Then, hold up "Discover Division". Show students the photographs. Say: This book is nonfiction. This book is true. Explain that nonfiction books usually have photographs and fiction books usually have illustrations.” (pg. 2) Additional Resources: “Discover Division” Audio CD and Talking E-Book

Speaking: “Introduce the concept of division. Invite students to talk about things they may want to share equally. Students can use the frame We share ____.” (pg. 2)

Reading: Students read the text with teacher support, then with peers, then independently. “Invite students to silently read the chapter(s). Remind them to reread if they do not understand. Ask them to use the pictures, the meanings of the sentences, and the Glossary to help with difficult words.” (pg. 3)

Writing: Students write with teacher support and in response to questions about the text. “Encourage students to reflect on their reading by writing or drawing and labeling in their journals.” (pg. 3) The interactive talking e-book provides questions for students’ written responses.

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

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) Yes, the materials differentiate between the language proficiency levels. The books are precisely and developmentally leveled to take into account linguistic and word complexity at the sentence, page, and book level. (B) The differentiation of language proficiency is linguistically appropriate for the designated language levels. The sensory, graphic, and interactive supports are age-level, grade-level, and language-proficiency level appropriate. The books are developmentally leveled. (C) Yes, the text examples progress gradually through the levels of reading and language development. The Teacher's Guides provide differentiation with varying levels of teacher support appropriate for the designated language levels. Differentiation is addressed systematically throughout the materials. Examples:

Level 1: “Discover Division” - There is direct photo support for each of these sentences. “We divide to share.” (pg. 4); “We divide to find equal groups.” (pg. 5); “We divide to find out how many in each group.” (pg. 6)

Level 2: “Division at the Movies” - There is high photo support for these sentences. “Four people go to the movies. One person buys four tickets. The person shares the tickets.” (pg. 4); “How many tickets does each person get? We use division. We find how many.” (pg. 5)

Level 3: “Division at the Picnic” - This passage is illustrated with a picture of the forty-eight invitations divided into six groups. “Forty-eight people will get invitations. Forty-eight is the number of invitations. Forty-eight is the dividend. The people write six equal groups of invitations.” (pg. 5)

Level 4: “Division at the Games” - This example provides specific technical content through multiple connected sentences in a paragraph. A glossary is provided as are charts and graphs to illustrate the mathematical concept of division. “The coach writes the total number of hours on a calendar. The athletes practice 24 hours each week. The athletes practice six days each week. The athletes practice the same number of hours each day. How many hours do the athletes practice each day?” (pg. 5)

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

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) Yes, many supports for students to advance within a proficiency level are provided in both the student texts (sentence structure, graphic and visual representations, glossaries, sidebar features) and the Teacher’s Guides (explanation, modeling, guided practice, feedback). (B) Yes, supports for students to advance from one proficiency level to the next are provided in both the student texts and the Teacher’s Guides. The scaffolding becomes less supportive as the language proficiency level increases. (C) Yes, the scaffolding supports are presented systematically throughout each level and from level to level in both the student materials and Teacher’s Guides. The following examples are representative of the levels 1-4:

Level 1: “Discover Polygons” - Student texts include visual introduction of content words: polygons, angles, sides, quadrilaterals. (pgs. 2-3) A glossary is also provided. Simple sentence structure is supported by photographs that clearly illustrate the content. Text: “A triangle is a polygon.” Illustration and Caption: “This triangle is a polygon.” (pg. 4) Teacher’s Guide: “Show students realia and photographs, such as squares, triangles, rectangles, hexagons, and octagons, to help them understand the concept.” (pg. 2) “Point out English/Spanish cognates for shapes in the chapter(s). el polígono/polygon, el cuadrilátero/quadrilateral, el rectángulo/rectangle, el pentágono/pentagon, el hexágono/hexagon, el octágono/octagon.” (pgs. 3-4) “Invite students to silently read the chapter. Remind them to reread if they do not understand. Tell them to use the pictures, the meanings of the sentences, and the Glossary to help with difficult words.” (pg. 3)

Level 3: “Polygons on Maps” - Student texts include visual introduction of more content words: polygon, angles, right angles, line segment, endpoint, quadrilaterals, rectangles, squares, triangles. (pgs. 2-3) The sentence and paragraph structure becomes more complex at Level 3, but is still supportive. Compare to the same page and similar passage in Level 1, “A triangle is a polygon.” (pg. 4) “Polygons are closed plane figures. Polygons are flat.” (pg. 4) Teacher’s Guide: “Introduce the concept of polygons. Invite students to talk about maps, what they show, and the shapes we see on maps. Students can use the frame Maps have _____. Make a list, or concept web, of students’ ideas and reread them with the class. Show students realia and photographs, such as various kinds of simple maps and plane shapes to help them understand the concept.” (pg. 2) “Point out each boldfaced word. Remind students that they can use the Glossary and context clues to help them understand the words. (pg. 3) “Point out English/Spanish cognates in the chapter: sel polígono/polygon, el mapa/map, el ángulo/angle, la figura plana/plane figure, el segmento/segment, contar/count, número/number, diferente/different, tipo/type.” (pgs. 3-4) The teacher’s guide reminds students to use supports as they read.

IV. STRANDS OF MODEL PERFORMANCE INDICATORS

IVA. Language Functions

YES NO Context

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

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

(A-B) Yes, Math Explorers include a range of language functions. Students are required to communicate mathematical and social messages in a variety of ways with varying levels of support. The language functions in Math Explorers attach to a specific context in the content areas of Social/Instructional Communication and Mathematics. They incorporate into a communicative goal or activity related to each content area. (C) Yes, language functions are presented comprehensively to support the progression of language development, differing in the amount of complexity and discourse and expected vocabulary usage. The progression of language development is represented both within levels and from level to level. Examples:

Level 1: “Discover Multiplication” Teacher's Guide - “Then write We multiply to find a total on the board. Under the sentence write the sentence frame We go shopping to find _____. Use the frame with everyday language. Say: We go shopping to find fruit. We want to find something. What else can we find? Encourage students to use the frame We go shopping to find _____ to answer.” (pg. 2)

Level 2: “Multiplication at the Baseball Game” - “Take a picture walk through the book to identify the different objects that are in equal groups. Say: Look at the pictures. The pictures show things in equal groups. What equal groups do you see? Suggest the sentence frame I see _____ groups of _____ to describe what they see.” (pg. 6)

Level 3: “Multiplication in the Community” - “Guide students to summarize Chapters 2 and 3, focusing on how people use multiplication when they are recycling and working in a garden. First guide them to locate the most important facts and write them on a chart. Then guide them to make oral summaries using the facts. Finally guide them as they write summaries. Remind them to use the sentence frames _____ have _____ and _____ use _____ to help them.” (pg. 6)

Level 4: “Multiplication at the Market” - Responsibility shifts to the students as they progress in language proficiency. “Guide students to answer questions about the book they have read. These questions are designed to build students’ higher-level thinking strategies and prepare students for standardized test taking: ‘Where do families use multiplication? The family will have enough bread because _____. The family put sauce on the pizza. What did the family do next?’ Look at page 13.” (pg. 5)

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

- 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) Yes, opportunities are systematically presented to engage in higher-order thinking for students of all levels of English language proficiency. In addition to text-dependent questions, there is an inference and evaluative questions at all language proficiency levels.

(E) Opportunities are based on the student texts and described in the Teacher's Guides, Text-Dependent Comprehension Question Cards, and are additionally supported by the Comprehension Power Tool Flip Chart Sets. Opportunities for engaging students in higher-order thinking are systematically addressed throughout all levels of proficiency. Examples illustrate the higher-level thinking questions systematically addressed in the Text Dependent Comprehension Question Cards:

Level 1: “Discover Equivalent Fractions” - “Find It! Identify Facts and Details - Look at page 2. Equivalent fractions show the same _____. (amount); Look Closer! Compare and Contrast Information - Look at page 8. What do the fractions show? Look at page 9. What do the fractions show? How are the fractions on pages 8 and 9 different? (the fractions on page 8 show part of a set; the fractions on page 9 show part of a whole); Prove It! Draw Conclusions - Look at Chapter 2. The fractions equal one-half. The numerator is _____ of the denominator. (one-half); Take It Apart! Evaluate Author’s Purpose - Why does the author include the chart on page 19? (answer: to show several examples of equivalent fractions)”

Level 2: “Fractions in the Garden” - “Find It! Identify Facts and Details - Look at page 2. Equivalent fractions have _____ numerators. (different); Look Closer! Compare and Contrast Information - Look at pages 6-7. How are the flowers and vegetables alike? (flowers are one-half of the garden; vegetables are one-half of the garden); Prove It! Identify Unstated Main Idea - What are pages 10 and 11 mostly about? (how much of the set of flowers gets light); Take It Apart! Evaluate Author’s Purpose - Why does the author include the sidebar on page 17? (to give the reader practice making equivalent fractions)”

Level 3: “Fractions at Work” - “Find It! Identify Facts and Details - Look at page 4. People use fractions to show equal _____. (parts); Look Closer! Identify Cause-and-Effect Relationships - Look at page 6. Why do all fractions have a denominator? (to show the total number of parts); Prove It! Identify Unstated Main Idea - What are pages 12 and 13 mostly about? (the amount of train cars that are full); Take It Apart! Evaluate Author’s Purpose - Why does the author include the equivalent fractions graphic feature? (to restate the main point of the text)”

Level 4: “Fractions in the Kitchen” - “Find It! Identify Facts and Details - Look at page 2. A fraction can show part of a _____. (whole); Look Closer! Identify Cause-and-Effect Relationships - Look at page 7. Why does a ruler have lines? (to mark the equal parts; to mark the fractions); Prove It! Use Graphic Features to Interpret Information - Look at page 13. What does the ruler show? (how far apart the flowers are); Take It Apart! Evaluate Author’s Purpose - Why does the author show measuring cups on pages 23 and 24? (to show the amounts of two ingredients in the recipe; to show how people use fractions to cook)”

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

IVB. Content Stem

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

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

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

(A) Yes, the topics presented in Math Explorers cover a wide range of the topics included in state and local academic content standards. The Mathematics topics correspond to topics from the Common Core State Standards, National Council of Teachers of Mathematics, and most state standards. Standards covered are stated in the Teacher’s Guide for easy reference. (B) Yes, topics are made accessible to English language learners of the targeted level(s) of English language proficiency through sensory support, graphic support, and interactive support as well as a scaffolded, gradual progression of reading and language proficiency. Each book is supported with a detailed introduction by the teacher. (C) Yes, topics are systematically presented with gradually increasing levels of language proficiency, reading development, and cognitive abilities required. Each theme set includes multiple language proficiency levels of the topic. Each theme set addresses the same standards at multiple language proficiency and readability levels. Examples provide a representative sample of titles from each level and the corresponding standards.

Level 1: “Discover Multiplication” - Understand the meaning of multiplication; Represent multiplication with models, arrays, and number sentences; Use strategies to learn basic multiplication facts

Level 2: “Division at the Movies” - Understand the meaning of division; Relate multiplication and division; Use strategies to learn basic division facts

Level 3: “Multiplication in the Community” - Understand the meaning of multiplication; Represent multiplication with models, arrays, and number sentences; Use strategies to learn basic multiplication facts

Level 4: “Division at the Games” - Understand the meaning of division; Relate multiplication and division, Use strategies to learn basic division facts

Examples of Topic Progression:

Level 1: “Discover Multiplication”, “Discover Division”

Level 2: “Multiplication at the Ballpark”, “Division at the Movies”

Level 3: “Multiplication in the Community”, “Division at the Picnic”

Level 4: “Multiplication at the Market”, “Division at the Games”

Level 1: “Discover Perimeter”, “Discover Area”

Level 2: “Perimeter in the Classroom”, “Area at the Park”

Level 3: “Perimeter at the Zoo”, “Area at the Beach”

Level 4: “Perimeter at the Arena”, “Area in the City”

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

- 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) Yes, linguistically and developmentally appropriate grade-level content is presented in the materials as evidenced by the examples presented in previous questions, and in the following examples representative of proficiency levels. (E) Yes, grade-level content is accessible for the targeted levels of language proficiency through linguistically and developmentally appropriate texts and graphic, sensory, and interactive supports. (F) Yes, the content is systematically presented throughout the materials within each level and from level to level. Each theme set focuses on a topic that is presented at multiple levels. Examples:

Level 1: “Discover Perimeter” - “The perimeter is a measurement. The perimeter is the distance around a shape.” (pgs. 2-3) Supportive features include: simple, consistent sentence structure. “The rectangle has a perimeter. The square has a perimeter.” (pgs. 4-5); visual support (pgs. 4-5); key words introduced visually: sides, measure, rectangle, length, width, perimeter (pg. 3); glossary (pgs. 22-23); summary (pgs. 18-19); and sidebars (pg. 13).

Level 2: “Perimeter in the Classroom” - “Perimeter is the distance around a shape. We can measure the sides. We use units to measure.” (pg. 4) Supportive features include: simple, consistent sentence structure. “We follow steps to find the perimeter. First, we measure the sides. Then we add the sides.” (pg. 8); visual support (pg. 8); key words introduced visually - sides, measure, rectangle, length, width, perimeter (pg. 3); glossary (pgs. 22-23); summary (pg. 18); and sidebars (pg. 8).

Level 3: “Perimeter at the Zoo” - “All closed shapes have a perimeter. Shapes with sides have a perimeter. A rectangle has four sides. A rectangle has a perimeter.” (pg. 4) Consistent sentence structure. “An octagon has eight sides. We can add the measurements of each side. We can find the perimeter.” (pg. 6) Supportive features include: visual support (pg. 8); key words introduced visually - formula, measurement, length, width, perimeter, units sides, octagon (pg. 3); glossary (pgs. 22-23); sidebars (pg. 5).

Level 4: “Perimeter at the Arena” - “Perimeter is a measurement. Perimeter is the distance around a shape. We can see shapes at concerts. We also see shapes at sports events.” (pg. 2) Sentence structure is more complex than at Levels 1, 2, and 3. “We can use a formula to find the perimeter. (pg. 10) Supportive features include: visual support (pg. 10); key words introduced visually: formula, measurement, length, width, perimeter, units, sides, shape, sum, line segment. (pg. 3); glossary (pgs. 22-23); sidebars (pg. 24).

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

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) Yes, sensory supports used to assist students in accessing content necessary for classroom understanding and communication include realia, illustrations, photographs, diagrams and drawings, physical action, and illustrated vocabulary. Text features (captions, chapter headings, concept maps, glossary, index, photographs, sidebars, table of contents) provide sensory support in each student text. (B) Yes, sensory supports are relevant to concept attainment and reinforce communicative goals for the targeted levels of proficiency. (C) Yes, sensory supports are systematically presented throughout the materials with an increasing shift to student responsibility. All Math Explorers books have Audio CDs available, talking E-Books online, and Interactive Whiteboard formats available. Examples:

Level 1: “Discover Congruent and Similar Polygons”

“All congruent polygons are plane shapes. All congruent polygons are closed shapes.”

The illustration shows three congruent polygons with the caption, “These polygons are congruent.” (pg. 4) The conclusion provides a chart illustrating and comparing many polygons and their lines of symmetry. (pg. 19) Sidebar comments add accessible information. (pg. 5)

The overview of the text begins with a concept map in the text. (inside front cover) The Teacher’s Guide includes: Use of Realia - “Show students realia and photographs, such as school lockers, piano keys, and windows, to help them understand the concept.” (pg. 2) Graphic Features - “Point out the text and graphic features found in this section of the book. Discuss the purpose of each feature: captions, sidebars, illustrations, labels.” (pgs. 3-4)

Demonstration and Physical Activity - “Write the sentence frame ‘ ____ have ____ ’ . . . Take classroom materials and fill in the blanks with the objects you use. For example, pick up a book, flip through the pages and say: Books have pages. Ask individual students to use the sentence frame(s) to describe their actions. (pg. 3)

Level 3: “Polygons in Communities” - Geoboards are used to illustrate polygons. (pgs. 2, 4, 5)

A Venn diagram is used to compare polygons and other plane shapes. (pg. 2) Illustrations show students polygons in real-life communities. (pgs. 6, 7, 8, 9) The Teacher’s Guide includes: Use of Realia. Show students realia and photographs, such as traffic signs, a baseball diamond, school windows, and a soccer ball, to help students understand the concept.” (pg. 2) Demonstration and Physical Activity. “Write the sentence frame(s) for the chapter(s) on the board and demonstrate using the frame(s). Take classroom materials and fill in the blanks with the objects you use. For example, open a math textbook, point to numbers, and say: We can see numbers. Ask individual students to use the sentence frame (s) to describe their actions.” (pg. 3) Additional sensory supports include an audio CD, talking E-book, and interactive Whiteboard format.

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

YES NO **Graphic Support**

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

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

(D) Yes, Math Explorers texts are rich in varied graphic support that includes graphic organizers with every lesson and many charts, tables, and graphs within student texts. Graphic organizers are clearly organized and supportive to enable the reader to organize information for retelling or writing. Most books begin with a graphic organizer to build and connect to student background knowledge. Graphic organizers are also provided in the Teacher's Guides and in each online Interactive Whiteboard format. (E) Yes, graphic supports are relevant to concept attainment and presented in a manner that reinforces communicative goals for the targeted proficiency levels. Graphic supports are clear in the student text, highlighted in the “Skills At A Glance” of each Teacher's Guide, and described in the text of the Teacher's Guides. (F) Yes, graphic supports are presented systematically throughout Math Explorers all levels of language proficiency and reading development, shifting from high teacher support at the lower levels to greater student independence at Level 4.

Level 1: “Discover Fractions” - The Teacher's Guide supports students in interpreting graphic features: “Point out the text and graphic features found in this section of the book. (See Teach the Book chart, page 4.) Discuss the purpose of each feature. chapter headings, captions, labels, sidebars.” (pg. 2)

Level 2: “Fractions in the Garden” - The Teacher's Guide supports students in interpreting graphic features: “Say: Graphic features help us understand what we read. Illustrations are graphic features. Graphic features give information. Say: Look at pages 6–7. The illustration shows a garden. The garden has eight rows. The garden has four rows of flowers. The garden has four rows of vegetables. Each row has a label. What does the label tell us? Allow time for student responses. Say: We see a dotted line around the rows of flowers. The dotted line tells us to look inside. Four-eighths of the garden is inside the line. Ask students to tell you what the label shows. Say: The label tells us the four rows are equal to one-half.” (pg. 6)

Level 4: “Fractions in the Kitchen” – The Teacher's Guide supports students as they use a graphic organizer to analyze text structure. (pg. 6) “Use of T-Chart: Write the sentence frames ____ is ____ and ____ are ____ on the board. Ask students to use the frames to develop sentences that tell about one thing or more than one thing. Create a T-chart on the board with the heading is = one thing and are = more than one thing. Write students' sentences in the appropriate columns.” (pg. 6)

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

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. Yes, varied interactive supports are provided in the student texts and in the Teacher’s Guides. Explicit “teacher talk” to support students before, during, and after reading is provided in Teacher Guides. Talking E-Books and online interactive Whiteboard formats are available for each student text. Student interaction with the teacher and peers is built into the lessons to practice social and academic language. (H) Yes, interactive supports are present and relevant to concept attainment for the targeted proficiency levels. Consistent explicit instruction before, during, and after reading provides teacher/student interaction. The example from Level 2 illustrates interaction in each section of each lesson.

Level 2: “Division at the Movies”

Prepare to Read -Make Connections and Build Background: “Introduce the concept of going to the movies. Invite students to talk about what they like about the movies. Students can use the frame I like ____.” (pg. 2)

Introduce the Book - “Show students the cover of the book. Read the title and the author’s name. Invite students to name what they see in the photograph. If necessary, point to elements of the photograph and name them for students.” (pg. 2)

Introduce the Chapters - “Build Background: Read the chapter heading(s) with students. Model making a connection using the sentence frame(s) from the chapter(s). Invite students to share personal connections. Ask students to predict how division might be important in the chapter(s).” (pg. 3) “Preview Vocabulary: Point out each boldfaced word. Remind students that they can use the Glossary and context clues to help them understand the words.” (pg. 3)

Read the Chapters - Set a Purpose for Reading: “Use the Set a Purpose for Reading prompt provided for each day of instruction. (See Teach the Book chart, page 4.) Help students form a sentence to predict what they will read. Record the sentence and reread it with the class. Ask students to share their predictions about what they will learn. Write (or have students write) their predictions to revisit after reading.” (pg. 3)

Reinforce Concepts, Language, and Vocabulary - Reflect on Reading Strategies:

“Discuss/model strategies readers can use to solve difficult words in a text. Observe students using good strategies and praise the behaviors. Point out specific examples of students who use the pictures, the first letter of a word, or context clues to figure out a word and continue reading.” (pg. 3)

Reader Response - “Encourage students to reflect on their reading by writing or drawing and labeling in their journals.” (pg. 3)

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

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.

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

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.