



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**

Part 1: Information About Materials

Publication Title(s): R.I.G.O.R. (Reading Instructional Goals for Older Readers)

Publisher: Benchmark Education Company

Materials/ Program to be Reviewed: R.I.G.O.R. (Reading Instructional Goals for Older Readers)
Teacher's Guides, Comprehension Question Cards, Student Books (leveled by WIDA levels), Talking e-Books (in accurate English and Spanish), Interactive

Tools of Instruction included in this review: Whiteboard Leveled Books, All books available in Spanish

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

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

WIDA Framework(s) considered: Summative and Formative

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

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

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

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

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

Benchmark Education Company's R.I.G.O.R. is designed to provide comprehensive literacy instruction with effective support for language development and content understanding. R.I.G.O.R. addresses the needs of English Language Learners at the preliterate and primary reading levels, enabling effective literacy instruction for older English Language Learners using age-appropriate resources. R.I.G.O.R. provides intervention resources in English or Spanish. The series is presented in 32 skill bags that include Talking E-Books and Audio CDs in accurate English or Spanish plus student assessments. Each skill bag includes high interest science or social studies content based on state and national standards.

- Accelerate language, literacy, and content comprehension
- Develop phonemic awareness and phonics skills
- Build vocabulary through a 7-step instruction and practice sequence
- Use writing to expand and reinforce literacy
- Compile assessment data to inform instruction

In addition to the areas addressed in the following questions, R.I.G.O.R. provides daily instruction in phonemic awareness, phonics, spelling, and vocabulary necessary for students to access the content within R.I.G.O.R. texts.

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, B, C) Yes, R.I.G.O.R. provides intervention for English Language Learners that takes into account linguistic complexity and supports the English Language Learner through the Levels of Language Proficiency with a variety of complexity, scaffolds, structure, and challenge with a strong focus on subject-specific content and academic vocabulary. It provides a scaffolded progression that incorporates the range of linguistic complexity as defined in WIDA standards. Each text provides scaffolding such as visual vocabulary introduction, captions and labels, sidebars, graphic organizers, and simple repetitive sentence structures so that all levels of students can access the same content as other students regardless of their language proficiency level. The scaffolding shifts more responsibility to the student as the student progresses through the proficiency levels. For example, Levels 1-2 may have only 1-4 simple sentences per page while Level 5 may have up to 6 complex sentences. Sentences at Levels 1-2 may have only 2-3 words per sentence while Level 5 may have up to 8 words. R.I.G.O.R. targets the first four language proficiency levels through leveled texts, including R.I.G.O.R. Differentiated Book Sets, Bridges, and Navigators. The linguistic complexity in all R.I.G.O.R. texts and teacher’s guides is systematically designed around the characteristics of the WIDA levels.

Examples

Level 1, “Discover Earthquakes”

“Earth moves. Earth shakes. Earth quakes. Earth changes.” (pgs. 4-7)

Level 2, “Forests”

“Forests have trees. Different trees grow in forests.” (pg. 4)

Level 3, “Tropical Rain Forests”

“A tropical rain forest is a warm, wet habitat. It is full of plants and animals. Tropical rain forests are in the tropics. All tropical rain forests are near the equator.” (pg. 4)

Level 4, “Ocean Pollution”

“Oceans heat Earth. The sun shines on ocean water. The top layers of the water get warm. The warm water makes Earth warm.” (pg. 4)

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-B) Yes. Each text in the R.I.G.O.R. series provides a brief introduction and contextualized words, phrases, and expressions. Picture support is clear, representing key concepts of the book. Key vocabulary is introduced visually and highlighted with bold print in text. Texts for all targeted levels of proficiency address vocabulary usage with clear vocabulary, text features that support vocabulary, usage of academic vocabulary, and contextualized usage of vocabulary specifically designed for English Language Learners. The level of support decreases as the complexity of the language increase through the proficiency levels. General, specific, and technical language usage is systematically presented throughout the materials at each level and across the levels. Examples:

Level 1, “Discover Jamestown” “Jamestown was a community. Jamestown was a colony.” (pg. 2) Page 3 is a visual vocabulary introduction to key words including Jamestown, community, and colony.

Level 2, “Spain Explorers the Americas” “Spain explored the Americas. Who were the explorers for Spain?” (pg. 2) Page 3 is a visual vocabulary introduction to key words including Spain, explored, and explorers.

Level 3, “France Explorers the Americas” “France wanted a new way to Asia. The way was around North America. France wanted new land in the Americas. Explorers looked for a new way to America.” (pgs. 2-3) Page 3 is a visual vocabulary introduction to key words including France, North America, Americas, and explorers.

Level 4, “The Maya World” The Maya were a group of people. The Maya lived in the Yucatan Peninsula. The Maya lived long ago. They had a great civilization.” (pg. 2) Page 3 is a visual vocabulary introduction to key words including Maya, civilizations, and Yucatan Peninsula.

(C)The systematic presentation of general, specific, and technical language throughout the materials as described in the above examples includes:

- Level 1 (Jamestown, community, colony, government)
- Level 2 (Spain, explored, explorers)
- Level 3 (France, North America, Americas. explorers)
- Level 4 (Maya, Yucatan Peninsula, civilization)

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-C) Yes. The student text and teacher’s guide provide opportunities for language control at each targeted language proficiency level. The expectation is for increasing levels of language control in the areas of fluency, grammatical usage, phonology and semantic choice.

Language control expectations shift from level to level. The expectation of comprehensibility is presented systematically and increases at each level and in multiple chapters, lessons, and units within each level. The entire series is designed around language acquisition standards.

Examples:

Level 1, “Discover Water” Student Text: “Water is in three forms. Water is in many places.” (pgs. 2-3) Teacher’s Guide: Vocabulary. “Point out the boldfaced words solid, ice, liquid, rain, and gas. Have students find them in the glossary and read the definitions together. Then point out that the word vapor on page 7 has a Spanish cognate (vapor).” (pg. 10)

Level 2: “Weather and Climate” Student Text: “Earth has many types of weather. There are many parts of weather. Earth has many types of climate. Read about climate.” (pgs. 2-3)

Teacher’s Guide: “Next, write _____ are part of _____ on the board. Tell students that this is used to talk about more than one thing. Point to the students and say: All of you are part of the class. Then have students point to two things in the room and use the word in the sentence pattern, such as The desk and chair are part of the classroom. Finally, have them turn to page 6 and find the sentence pattern in the book. Point out that the photograph shows more than one cloud, so the author uses the word are.” (pg. 10)

Level 3: “The Power of Storms” Student Text: “Wind blows and rain falls. Lightning flashes. Thunder rumbles. A thunderstorm is happening.” (pg. 4) Teacher’s Guide: Review Chapter 1 by having students use the sentence patterns _____ have _____ and _____ can _____ to retell information about thunderstorms. As they take turns sharing a sentence, have the other students point to a matching photograph. Have students use the photographs in the chapter to create other new sentences about thunderstorms using the patterns, such as The clouds have lightning. or The police can close a flooded road.”

Level 4, “Adaptation” Student Text: “Adaptations help animals survive in their habitats. Animals need food to survive. Adaptations help animals get food.” (pg. 4) Teacher’s Guide: “Write the sentence frame _____ help _____ on the board. Have two students role-play helping another student who is trying to carry too many books and say, for example, The students help Marissa. Have students repeat the sentence, Then have them look on page 4 to find the pattern, and read the sentence together.” (pg. 10) “Point out the boldfaced word camouflage. Review the word in the glossary with students. Then explain that the word camouflage has a Spanish cognate (camuflaje) as does the word polar on page 19 (polar) and the word insect on page 24 (insecto).

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

II. ENGLISH LANGUAGE PROFICIENCY (ELP) STANDARDS

IIA. Presence of WIDA English Language Proficiency Standards

YES NO

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

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

(A-B) Yes. Social and Instructional, Language Arts, Science, and Social Studies language is present in and is the basis for R.I.G.O.R. WIDA Standards and subject areas are well supported. There is a broad range of content presented in the materials. The materials are nonfiction focused on science and social studies content. The texts are written and Teacher’s Guides developed to support language acquisition strategies. Social and Instructional language is embedded in all texts, Teacher’s Guides, and supporting materials. The R.I.G.O.R. series includes the content areas of Language Arts, Science, and Social Studies. Examples:

Level 1, “Discover Water” Student Text: “Water is a solid. Ice is a solid.” (pg. 4)

Teacher’s Guide: “Have students turn to pages 2 and 3. Discuss the photographs and read the captions together. Clarify the meaning of forms by displaying concrete examples of a solid, liquid, and gas, such as a pencil, water from the tap, and air in a balloon. Then tell students that each of these words has a Spanish cognate: form/forma, solid/solido, liquid/liquid, and gas/gas.” (pg. 6)

Level 2, “Weather and Climate” Student Text: “Temperature is part of the weather.

Precipitation is part of the weather.” (pgs. 4-5) Teacher’s Guide: “Tell students that some words have the same sound but have more than one meaning...Have students turn to page 3 in their R.I.G.O.R. Student Assessment/Practice Books. Ask them to point out the word cycle. Say: We have learned about the water cycle. Another kind of cycle is a vehicle, such as a bicycle. Invite students to write about or draw a bicycle in the first box. Say: The word cycle has other meanings, too. Let’s use a dictionary to find other meanings for the word cycle. Discuss the different meanings you find, and then have students choose one to write about or draw in the next box on their charts.” (pg. 18)

Level 3, “The Power of Storms” Student Text: “Thunderstorms have power. Rains can cause floods. Lightning can start fires. Lightning can hurt or kill people.” (pg. 6) Teacher’s Guide: “Point out the boldfaced word lightning and have students look it up in the glossary. Ask them to tell a partner about a time they’ve seen lightning and how it made them feel. Then point out the English/Spanish cognates air/aire on page 4 and form/formar and cause/causar on page 5.” (pg. 10)

Level 4, “Adaptation” “Adaptations help animals survive in their habitats. Animals need food to survive. Adaptations help animals get food.” (pg. 4) Teacher’s Guide: “Have students review the glossary words by using them in oral sentences. Ask students to turn to page 5 in their R.I.G.O.R. Student Assessment/Practice Books. Have them use the glossary words in the word box to complete the paragraph. Then ask them to read their paragraph to a partner.” (pg. 21)

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-C) Yes. R.I.G.O.R. addresses 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 included in the lessons. Two Audio CDs and a Talking E-Book for each R.I.G.O.R. book are included to provide a model for fluent reading in accurate English. Every R.I.G.O.R. book represents the language proficiency levels of Social/Instructional, Language Arts, Science, and Social Studies with Mathematics activities incorporated throughout the materials. All language domains are presented appropriately and contextually at each level of English Language Proficiency. Examples provided demonstrate how the targeted language domains are presented within the context of language proficiency levels and how the language domains are systematically integrated throughout the materials and the stages of language proficiency. Examples:

Level 1, “Discover Solids” Questions to engage the student in discussion as they read are strategically placed throughout the student text: “What do you know about solids?” (inside front cover); “What other solids do you see?” (pgs. 14, 15, 16, 17, 18) Teacher’s Guide: “Have students partner-read pages 6-7. Monitor their reading and provide support if needed, reminding them to make connections as they read.” (pg. 11) “Have students work with a partner to write a sentence about solids using the You _____ sentence pattern. Invite the pairs to share their sentences with the group.” (pg. 15)

Level 2, “This is Matter: Solids, Liquids, and Gases” Questions engage the student in discussion: “What do you know about matter? What do you know about solids? What do you know about liquids? What do you know about gases?” (inside front cover) Teacher’s Guide: “Have students partner-read pages 5-7. Monitor their reading and provide support if needed. Ask them to stop after each page and make connections to other things they know and to their own experience.” (pg. 11) “Ask students to work with a partner to write one sentence about solids or liquids using the word Are and one sentence using the phrase are in. Invite the pairs to share their sentences with the group.” (pg. 15)

Level 3, “Glaciers” Student Text: Questions engage the student in discussion. Where are the coldest places on Earth? What covers the land at the South Pole? What do you think happened in the Ice Age?” (inside front cover) “How do glaciers form? How do icebergs form? How do glaciers change mountains?” (pg. 28) Teacher’s Guide: “Refer to the ‘Glaciers’ concept web started prior to reading. Have students tell you what information they learned and where to add the information on the web.” (pg. 11)

Level 4, “Matter is Everywhere: Solids, Liquids, and Gases” Student Text: Questions to engage the student in discussion: “What solids are in this classroom?” (pgs. 10, 11) “What liquids do you use?” (pg. 16) Teacher’s Guide: “Refer to the ‘Glaciers’ concept web started prior to reading. Have students tell you what information they learned and where to add the information on the web.” (pg. 11)

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-C) Yes. R.I.G.O.R. books are precisely developmentally leveled to take into account linguistic and word complexity at the sentence, page, and book level. Sensory, graphic, and interactive supports enable students of all levels to process the text. The supports are age-level, grade-level, and language-proficiency level appropriate. The differentiation of language proficiency is linguistically appropriate and accurate for the designated language levels. Targeted language domains are systematically integrated throughout the materials. The examples progress gradually through the levels of language development. The Teacher's Guides demonstrate differentiation through varying levels of teacher support appropriate for each language level. This differentiation is addressed systematically throughout the materials. Within R.I.G.O.R. the materials strictly adhere to the following language proficiency scaffolds:

Level 1 (Entering) repetitive sentence structures; 1-4 sentences per page; direct photo support; up to 6 words per sentence; up to 6 glossary words. Example “Discover Water” There is direct photo support for each of these sentences. “Water is a solid. (picture of ice cube) Water is a liquid. (picture of water in glass) Water is a gas.” (picture of steam) (pg. 2)

Level 2 (Beginning) 1-4 sentences per page; some repetitive sentence structures; high photo support; usually 6 words per sentence; up to 8 glossary words. Example “Living in a Community” There is high photo support for these sentences. “A community is a place. People live in a community. People live near each other. People are neighbors.” (pg. 4)

Level 3 (Developing) Compound words; simple sentences and a few compound sentences; up to 8 words per sentence; 3-4 sentences per page; moderate photo support; up to 9 glossary words. Example “The Inca World” This passage is illustrated with pictures of the Inca ruler and the valley in which they lived. “The Inca had a ruler. The ruler named the land Cuzco. The land was a valley.” (pg. 5)

Level 4 (Expanding) More compound sentences; moderate photo support; up to 8 words per sentence; compound words; 5-6 sentences per page; up to 10 glossary words. Example: “The Maya World” There is a photograph of the dwelling of the Maya and a photograph of a Mayan painting of the leaders. “The Maya lived in villages first. The Maya farmed the land. They hunted animals. Each village had village leader. Maya men were village leaders.”(pgs. 4-5)

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

YES NO

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

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

(A-C) Yes. Many supports for students to advance within a proficiency level and from one proficiency level to the next are provided in both R.I.G.O.R. student texts (sentence structure, graphic and visual representations, glossaries, sidebar features) and the Teacher's Guides (explanation, modeling, guided practice, feedback). Scaffolding supports are presented systematically throughout each level and from level to level in both the student materials and Teacher's Guides. Scaffolding supports become more sophisticated to match the proficiency levels. Talking E-Books accompany each student text to provide a fluent reading of the text and support as needed. The Audio CD which accompanies each text provides three different types of support: 1) Listen and Follow Along - Complete text reading that models fluency and expression as students follow along in their print copy of the book. 2) Listen and Read - Students practice fluency and comprehension by echo-reading the running text. 3) Listen and Speak - Students build oral language by repeating sentences based on sentence structures and vocabulary from the book. Examples:

Level 1, “Fossils” Student text visually introduces content words: animals, forests, fossils, insects, organisms, and plants (pg.3) The glossary provides a picture, definition, and sentence using the word in context. Simple sentence structure is supported by photographs that clearly illustrate the content. “Fossils are from long ago.” (pg. 2) The Teacher’s Guide provides additional support such as connection to native language through cognates, concept mapping, and connections to photographs. “Point out that the words fossil, animal, and plant have Spanish cognates. (fossil, animal, planta)” (pg. 6)

Level 2, “Dinosaurs” Student texts visually introduces content words: carnivores, dinosaur, extinct, fossils, herbivores, meteorite, omnivores, and reptiles. (pgs. 2-3) The glossary provides a picture, definition, and sentence using the word in context. Simple sentences have high visual support. The Teacher’s Guide supports with the use of demonstration, sentence frames, graphic features, and connection to native language through cognates. “Say: This chapter tells what dinosaurs were like... Have students tell what they see in the illustrations and photographs of the dinosaur models. Read the captions with them...“Explain that the following words in Chapter 1 are English/Spanish cognates: reptile/reptile (page 4), carnivore/carnivoro and animal/animal (page 8), and herbivore/hervivoro, plan/planta, and omnivore/omnivoro (page 9).” (pg. 10)

Level 4, “Adaptation” The text on each page is denser and more sophisticated. Support includes bolded content words and more advanced graphic illustrations. “Adaptations help animals survive in their habitats. Animals need food to survive. Adaptations help animals get food.” (pg. 4) The Teacher’s Guide provides support with concept web, how to use text features, and connections to native language through cognates; however, there is a shift toward more student responsibility. “Point out the boldfaced words survive, habitats, protection, climate, and enemies. Help students find the words in the glossary.” (pg.10)

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.-C) Yes, R.I.G.O.R. includes, supports, and builds on a range of language functions including: identify, describe, list, and summarize. The transformation of language functions allows teachers to move students from receptive language (reading and listening) to productive language (speaking and writing). Students are required to communicate messages in a variety of ways with varying level of support. The language functions in R.I.G.O.R. attach to a specific context in the content areas of Social/Instructional Communication, Reading/Language Arts, Science, and Social Studies and incorporate into communicative goals and activities in each content area. Language functions are presented comprehensively to support the progression of language development from lower levels to higher levels of proficiency, differing in the amount of complexity, and discourse and expected vocabulary usage. The progression of language development is represented both within levels and from level to level.

Examples:

Level 1, “Discover Your Skeleton” Teacher's Guide: “Use the sentence frame _____ has _____ on the board. Have students look at each other’s desks and describe what they see using the sentence pattern, such as My friend has pencils or Mario has paper.”

Level 2, “Objects in Motion” Teacher’s Guide: “Have students partner-read pages 16-17 while you monitor their reading. When they finish, have them use their own words to tell a partner how motion stops.” (pg. 19)

Level 3, “Tropical Rain Forests” Teacher’s Guide: “Review the information from Chapter 3 by having students use the _____ live in _____ and _____ can _____ sentence patterns to retell facts about plants and animals in tropical rain forests. As they take turns sharing a sentence, have the other students point to a matching photograph.” (pg. 15)

Level 4, “Earth” Responsibility shifts to the students as they progress in language proficiency. Teacher’s Guide: “Explain what we do when we make a summary. Say: We choose the most important facts to make a summary. We use our own words to tell the facts. We keep our summary short. Have pairs of students answer the “Think About It” sidebar questions on page 29. Then have the partners summarize what they have learned about Newton’s three laws of motion.” (pg. 22)

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-E) Yes, R.I.G.O.R. systematically presents opportunities to engage in higher-order thinking for students of all levels of English language proficiency. In addition to text-dependent questions, there are inference and evaluative questions at all language proficiency levels in the student texts and described in the Teacher's Guides. Additional opportunities are presented in the text-dependent comprehension questions in the talking E-Book, Assessment/Practice Book, Comprehension Question Cards, and supported by the Comprehension Through Deductive Reasoning (CTDR) Power Tool Flip Chart, a guide to thinking strategies for reading and interacting with text to correctly answer text-dependent comprehension questions. Opportunities for engaging in higher-order thinking are systematically addressed at each level in the materials and systematically through the levels of proficiency as evidenced by the progression of thinking skills.

Examples from Teacher’s Guides:

Level 1, “The Boston Tea Party”
“Identify Facts and Details: What did the colonists pay taxes on? (sugar, glass, paper, tea; pages 4-7)

Level 2, “Symbols of the United States”
“Compare and Contrast: How are the first U.S. flag and the flag today the same? (both flags have thirteen stripes; page 5)” (pg. 11)

Level 3, “The Midwest Region”
Identify Cause and Effect: What makes the Sears Tower special? (Tallest building in the United States; page 5)” (pg. 11)

Level 4, “George Washington and the American Revolution”
Draw Conclusions: Why do you think people chose George Washington to be the first president? (he had shown he was a good leader in the war; pages 14-21) (pg. 19)

Each text includes a Comprehension Text Dependent Response card with four levels of comprehension and that scaffolds to higher-level comprehension strategies:

Find It! Level 1 Comprehension
Look Closer! Level 2 Comprehension
Prove It! Level 3 Comprehension
Take it Apart! Level 4 Comprehension

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 R.I.G.O.R. cover a wide range of the topics typically found in state and local academic content standards. The English Language Arts and topics correspond to topics from the Common Core State Standards and state standards. The Science topics support the National Science Education Standards and state standards; the Social Studies topics support the National Curriculum Standards for Social Studies and state standards. Mathematics topics are embedded into the Science and Social Studies texts. Standards covered are clearly stated in the Teacher’s Guide for each text. (B) Yes. Topics in R.I.G.O.R. are made accessible to English language learners of the targeted level(s) of English language proficiency through sensory support, graphic support, and interactive support as well as a gradual progression of linguistic complexity and gradual release of responsibility. Each book is supported by a detailed introduction by the teacher. The text includes a visual introduction of key vocabulary, plus numerous graphic features to support text accessibility. Each theme set addresses the standards at multiple proficiency and readability levels to differentiate instruction for students of differing proficiencies. (C) Yes. Example topics are systematically presented throughout the materials with gradually increasing levels of language complexity, reading development, cognitive abilities, complexity of language functions, and student independence required. Titles from each content area and level:

Science:

Level 1, “Discover Water” Standard: Understand the water cycle.

“Water is in three forms. Water is in many places.” (pg. 2)

Level 2, “Forests” Standard: Know that changes in environment change the quality of life in different ways.

Level 3, “Weathering and Erosion” Standard: Understand how the process of weathering and erosion can constantly change the surface of Earth.

Level 4, “Solids, Liquids, and Matter” Standard: Understand the physical properties and states of matter.

Social Studies:

Level 1, “The Boston Tea Party” Standard: Understand the impact of individuals of this period: Thomas Jefferson, George Washington, Benjamin Franklin

Level 2, “Symbols of the United States” Standard: Demonstrate awareness of national symbols and explain patriotic symbols such as the Statue of Liberty and the White House.

Level 3, “The Midwest Region” Standard: Understand how regions in the United States are constructed according to physical criteria and human criteria.

Level 4, “George Washington and the American Revolution” Standard: Understand the impact of individuals of this period: Thomas Jefferson, George Washington, Ben Franklin.

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-F) Yes. Linguistically and developmentally-appropriate grade-level content is presented in the materials as evidenced by the examples presented in previous questions, and in the following examples representative of proficiency levels. Grade-level content is presented in a format that is linguistically and developmentally appropriate as evidenced by the text features described. The language proficiency level does not dictate the content contained in the various levels of books—rather the text, text features, and graphic support provide access to the same knowledge that is required of all students. Grade-level content is accessible for the targeted levels of language proficiency through linguistically and developmentally appropriate texts and graphic, sensory, and interactive supports. The grade-level content in R.I.G.O.R. is systematically presented throughout the materials within each level and from level to level. Examples:

Level 1, “Discover Water” Text: “Water is in a glacier.” Sidebar: “It’s a Fact: About 1/10 of Earth is glaciers.” Caption: “A glacier is a solid.” (pg. 8) Text: “Water is in a lake. Water is in a river.” Captions: “A lake is liquid water. A river is liquid water.” (pgs. 10-11) Teacher’s Guide: “Say: This chapter is about where we can find water. Have students tell what they see in the photographs and read the captions with them. Make sure they understand the concept of the different bodies of water.” (pg. 14)

Level 2, “This is Matter: Solids, Liquids, and Gases” Text: “Liquids are matter. Gases are matter, too.” (pg. 5) Caption: “This water is a liquid. The water is matter.” (pg. 5) Text: “Liquids do not have a shape. Liquids are in containers. Liquids are in the shapes of the containers.” (pg. 13) Caption: “This water is a liquid.” (pg. 12) Teacher’s Guide: “After students have read the main text, read the sidebar text to them while they follow along. Have them work with partners to complete the “Try This” activities on pages 9 and 13 and then report back to the group.” (pg. 15)

Level 3, “The Power of Storms” Text: “Thunderstorms have power. Rains can cause floods. Lightning can start fires. Lightning can hurt or kill people.” Caption: “Thunderstorms can cause floods” (pg. 6) “Thunderstorms have power. Tornadoes have power. Hurricanes have power. Blizzards have power. Read to learn about the power of storms.” (pg. 2) This page is illustrated with accurate photographs. The bold words are pictured in the visual vocabulary introduction “Words to Know” on page 3. Teacher’s Guide: “Have students turn to pages 2 and 3. Ask what they see in the photograph, allowing a few minutes for discussion. After you read the main text together, point out the boldfaced words thunderstorms, power, tornadoes, hurricanes, blizzards, and storms. Explain that boldfaced words are defined in the glossary. Then tell students that the words tornado and hurricane have Spanish cognates

Level 4, “Glaciers” Text: “Glaciers are large areas of ice and snow. The ice and snow move very slowly.” Captions: “Hanging glaciers hang on mountains.” “Cirque glaciers are in mountains.” (pg. 4) Sidebar: “Did You Know? Valley glaciers have deep cracks. The cracks are crevasses.” (pg. 5) Text: “Glaciers cover one-tenth of Earth’s surface. Most of Earth’s fresh water is frozen in glaciers. Glaciers move very slowly. Glaciers change Earth very slowly.” (pg. 2) Caption: “These people can see a glacier.” (pg. 3) Many photographs provide graphic support for the content. Teacher’s Guide: Then tell students that the words glacier and form both have Spanish cognates (glaciar, formar). (pg. 6)

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-C) Yes. Sensory supports are present and varied within each proficiency level and across the levels. The sensory supports used to assist students in accessing content necessary for classroom understanding and communication are applicable across all language standards and include realia, pictures, photographs, diagrams and drawings, physical action, Audio CD recordings of texts, talking E-Books, and illustrated vocabulary. Text features (captions, chapter headings, concept maps, glossary, index, photographs, sidebars, table of contents) provide support in each student text. Sensory supports are relevant to concept attainment and presented in a manner that reinforces communicative goals for the targeted levels of proficiency. Sensory supports are systematically presented throughout the materials. Lessons incorporate realia and demonstration into the book introduction. Sensory support varies from lesson to lesson and from level to level. The examples at Levels 1 and 2 are representative of texts at all four represented levels of proficiency.

Examples: Level 1, “The Boston Tea Party” Large, clear, labeled illustrations and photographs. (pgs. 2-23) Captions provide content information. (pgs. 4-7) Text: “The colonists paid taxes on sugar.” Caption: Colonists did not want to pay.” (pg. 4) Text: “The colonists paid taxes on glass.” Caption: Colonists did not want to pay. (pg. 5) Sidebar comments: “It’s a Fact. People use tea leaves to make tea.” (pg. 7) Primary source documents (pg. 6) Teacher’s Guide: “Make a KWL chart on chart paper. Ask students what they already know about the thirteen colonies and the Boston Tea Party. Write their responses in the first column of the chart. Ask what they want to know, and record their questions. Explain that you will add to the chart as you read to tell what you learned.” (pg. 6) Content vocabulary is introduced: “Point out the Words to Know on page 3. Tell students to turn to the glossary. Read each word, its meaning, and the sample sentence together. Explain that the picture prompts on page 3 can help them remember what the words mean.” (pg. 6) Additional Resources: “The Boston Tea Party” Audio CD, “The Boston Tea Party” Talking E-Book

Level 2, “Symbols of the United States” The student text contains large, clear, labeled illustrations and photographs. (pg. 2-23) Captions provide content information the teacher can read. (pg. 4) Text: “The Statue of Liberty is a symbol of the United States. It makes us think of freedom.” Caption: “The Statue of Liberty is in New York Harbor.” (pg. 8) Sidebars help students to access information. “It’s A Fact. The bald eagle is in danger. Today no one can harm an eagle.” (pg. 18) Internet sites are provided for additional information. www.nps.gov/stli (pg. 11) Diagrams are labeled to give clear information about the symbols. Statue of Liberty (pg. 11); Liberty Bell (pg. 15). The Teacher’s Guide explains the meaning of symbols. Additional Resources: “Symbols of the United States” Audio CD “Symbols of the United States” Talking E-Book.

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-F) Yes. R.I.G.O.R. texts are rich in varied graphic support that includes graphic organizers with every lesson and many charts, tables, and graphs within student texts. Graphic organizers are clearly organized and supportive to enable the reader to organize information for retelling or writing. Many books or lessons begin with a graphic organizer to build and connect to student background knowledge. A concept map to organize concepts learned concludes each text. Graphic organizers are also provided in the Teacher’s Guides and Talking E-Books. Graphic supports are relevant to and scaffold concept attainment. They are presented in a manner that reinforces communicative goals for the targeted proficiency levels. Graphic supports are clear in the student text and highlighted in the Teacher’s Guides. Graphic supports are presented systematically throughout the materials. They are used at all levels of language proficiency, shifting from high teacher support at the lower levels to more student independence at Level 4. Many times graphic supports are completed with a partner to allow for student conversation around the content. Examples:

Level 1, “Discover Deserts” Student Text: What do you know about deserts? concept map (inside front cover) Map of world deserts (pgs. 2-3). Concept Map: Deserts, animals, people, plants (pg. 21). Teacher’s Guide: KWL Chart (pg. 6). Student Assessment/Practice Book: Concept Map: Identify Main Idea and Supporting Details (pg. 6).

Level 2, “Objects in Motion” Student Text: Concept Map Summary: Objects in Motion (pgs. 20-21). Objects in Motion Chart (inside back cover). Teacher’s Guide: Moving Objects Chart (pg. 6). Analyze Text Structure T-Chart (pg. 22).

Level 3, “Tropical Rain Forests” Student Text: World Map: Tropical Rain Forests (pg. 4). South America Map: Tropical Rain Forests (pg. 5). Labeled Diagram: Layers of the Rain Forest (pg. 6). Comparison Chart: Tropical Rain Forest/Deciduous Forests (pg. 9). Concept Map: Tropical Rain Forest – weather, layers, life, human uses (pgs. 20-21). Teacher’s Guide: KWL Chart (pg. 6). Student Assessment/Practice Book: Concept Map: Identify Main Idea and Supporting Details (pg. 6).

Level 4, “Three Laws of Motion” Student Text: Primary Document: Cover of Newton’s Book (pg. 4). Labeled Diagram of car (pgs. 22-23). Concept Map summary (pgs. 28-29). Teacher’s Guide: Concept Web (pg. 6). Student Assessment/Practice Book: Chart: Analyze Text Structure and Organization (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-I) Yes. Many varied interactive supports are provided in the materials. Explicit instruction which includes explanation, modeling, guided practice, and feedback are outlined in the Teacher Guide with explicit teacher talk to support students. Guidance is given for interactive support before and after reading. Talking E-Books and Audio CDs are included in each R.I.G.O.R. bag. Lessons also provide Spanish cognates so that students whose native language is Spanish see the connections between Spanish and English words. Student interaction with the teacher guides instruction while interaction with peers is built into the lessons to practice social and academic language. Internet references are also included in several texts. Interactive supports are present and relevant to concept attainment for the targeted proficiency levels. The consistent explicit instruction before, during, and after reading is provided in each Teacher's Guide and supports/scaffolds attainment of concepts. Each section of the Teacher's Guides outlines multiple interactions with the teacher or peers. Interactive supports are varied and systematically presented in R.I.G.O.R. Many and varied supports are provided before, during, and after reading in both the Teacher's Guide and in the student “This”, “Solve This”, “Did You Know” and other sidebars to help the reader interact with the text. Examples:

Level 1, “Discover Earthquakes” Teacher's Guide: “Divide students into groups. Have each group find two new meanings for one of the remaining chart words to share with the group. As each group shares, allow time for students to complete their charts with words and/or drawings.” (pg. 18)

Level 2, “This is Matter” Teacher's Guide: “Ask students to work with a partner to write two sentences that are true about deserts using the language pattern. Some deserts are _____. Have students share their sentences.” (pg. 3)

Level 3, “Tropical Rain Forests” Student Text: Internet Resources:
http://myhero.com/myhero/hero.asp?hero_j_muir; <http://mbgnet.mobot.org>;
<http://www.sci.mus.mn.us/sin/tf/s/strata/strata.html> Sidebars: “Solve This. Read the 5-day weather forecast for Rio Branco. Rio Branco is in Brazil's tropical rain forest. What is the average high temperature for these 5 days? What is the average low temperature?” (pg. 8)

Level 4, “Glaciers” Student Text: Sidebars: “Solve This. The Antarctic ice sheet is more than one mile thick. The ice sheet is more than how many feet thick?” (pg. 9) “Try This: The bottom of a glacier is packed down ice. The bottom of a glacier does not have air bubbles. Look at an ice cube. Does the ice cube have air bubbles? Is the ice packed down?” (pg.13)

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.