



PRIMETM

Protocol for Review of
Instructional Materials for ELLs

WIDA PRIME Correlation

Introduction

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

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

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

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

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

Organization

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

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

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

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

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

I. Performance Definitions

(Criteria that shape the ELP Standards)

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

II. English Language Proficiency Standards

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

III. Levels of English Language Proficiency

(Entering, Beginning, Developing, Expanding, Bridging)

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

IV. Strands of Model Performance Indicators

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

Part 1: Information About Materials

Publication Title(s): Oxford Picture Dictionary for the Content Areas, Second Edition

Publisher: Oxford University Press

Materials/ Program to be Reviewed: Content-area picture dictionary program that accelerates academic language development

Tools of Instruction included in this review: Student Dictionary and Teacher's Edition

Intended Teacher Audiences: Classroom teachers, content specialists, language teachers, resource teachers, paraprofessionals

Intended Student Audiences: English language learners in Grades 3-10 and struggling readers

WIDA Framework(s) considered: Formative

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

WIDA English Language Proficiency Standards addressed: Social and Instructional, Language Arts, Science, Math, and Social Studies

WIDA language proficiency levels included: Levels 1-5 (Entering, Beginning, Developing, Expanding, Bridging)

Most Recently Published Edition or Website: 2010

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

The Oxford Picture Dictionary for the Content Areas 2e program presents and reinforces vocabulary, concepts, and language structures that are required for students to successfully think, speak, read, and write about social studies, science, and math. Standards-based academic language is taught using meaningful, contextualized illustrations. The program's pedagogy is built on evidence-based instructional routines that use the gradual release model. These easy-to-use routines consist of explicit instruction, structured interactions, and multimodal learning that can be used across the curriculum by ESL teachers, content teachers, or paraprofessionals.

Part 2: PRIME Correlation Tool

I. PERFORMANCE DEFINITIONS

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

YES NO

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

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

- A. Linguistic complexity is addressed through the gradual release model that is built into every topic lesson. While teaching the same content, the amount and quality of language is geared toward each targeted level without compromising the curriculum, by gradually releasing the learner and accommodating each level through the use of pictures, single words, sentence frames, short sentences, paragraph frames, and so on. Instructional routines outlined in the Teacher’s Edition introduction offer explicit instruction on how to use and scaffold the Oxford Picture Dictionary for the Content Areas.
- B. All targeted levels are reached through the ‘Differentiation Note’ features throughout each topic lesson.
- C. Linguistic complexity is systematically addressed throughout the entire curriculum—in each unit and in every topic lesson. Examples from Unit 1 show the structure of all other units:

Dictionary

Unit 1, Topic 1, Page 4: Gradual release model illustrated in partner activity at the bottom of the Dictionary insert. Students are given full sentence, then sentence frame, and then asked to make their own sentence.

Teacher’s Edition

Pages vi-vii, Tx-Txi, Txv-Txxi—instructional routines
Unit 1, Topic 1, Page 2-3: ‘Differentiation Note’ features
Unit 1, Topic 1, Page T2-T3: ‘Differentiation Note’ features
Unit 1, Topic 1, Page T3: Gradual release model illustrated in ‘Post Reading’
Unit 1, Topic 6, Page T13: ‘Differentiation Note’ features
Unit 1, Topic 6, Page T13: Gradual release model illustrated in ‘Post Reading’

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

YES NO

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

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

- A. In these materials, each unit is centered around a theme focusing on general knowledge, social studies, science, or math. The vocabulary from each theme is taught through oral language, reading, and writing, providing ample opportunity to cover all types of vocabulary. The structure of each unit begins with an introduction to the vocabulary words in the sections ‘Build Background’ and ‘Present Content.’ The vocabulary is then taught in context using an exercise banner feature that appears in every Dictionary topic. Vocabulary is integrated throughout the lesson with partner and class discussions and conversations, writing, and reading activities.
- B. Language proficiency levels are addressed in each lesson while dealing with vocabulary.
- C. General, specific, and technical vocabulary is integrated throughout the entire curriculum—in each topic lesson, in every unit. ‘Academic Language Note,’ ‘Grammar Note,’ and ‘Content Support’ sections throughout the curriculum ensure that the students are using the vocabulary in the proper way and address any additional vocabulary needs outside the topic words.

The examples given for Unit 2 are indicative of the structure for each unit. The topic of Unit 2 is The U.S and the World. The social, instructional and technical vocabulary is centered around this topic and is systematically introduced and practiced using instructional routines and lesson plans.

Dictionary

- Unit 2, Topic 11, Page 24
- Unit 2, Topic 14, Page 30
- Unit 2, Topic 19, Page 40

Teacher’s Edition

- Pages vi-vii, Txv-Txxi - instructional routines
- Unit 2, Topic 11, Page 24: Build Background—introduces the vocabulary for lesson
- Unit 2, Topic 11, Page 25: Present Content—working with vocabulary through oral language

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Unit 2, Topic 11, Page T24: Talk About Directions—working with vocabulary through oral language

Unit 2, Topic 11, Page T25: Content Reading—working with vocabulary through reading and writing

Unit 2, Topic 14, Page 31: Grammar Note—addresses usage of vocabulary

Unit 2, Topic 14, Page T31: Academic Language Note—addresses additional high frequency vocabulary

Unit 2, Topic 17, Page 36: Content Support—addresses areas of possible confusion for vocabulary words

Unit 2, Topic 19, Pages 40-41: introduces vocabulary

Unit 2, Topic 19, Pages T40-T41: work with vocabulary through oral language, reading, and writing

Example of topic lessons that contain all three, general, specific, and technical vocabulary:

Unit 2, Topic 12, Page 26

Unit 2, Topic 14, Page 30

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IC. Language Control/Conventions (comprehensibility of language)

YES NO

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

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

- A. The structure of the curriculum allows for language control to be addressed in appropriate context through sections such as ‘Grammar Note.’ In addition, teachers have opportunities to monitor students’ language control through ‘Quick Check’ assessment ideas that help determine which students need more oral or written practice.
- B. The scaffolded instruction is appropriate for all targeted proficiency levels and covers social, instructional, and content-related language.
- C. Language structures are explicitly taught in a systematic fashion throughout the curriculum.

The following examples are indicative of the types of lessons that address language control throughout all units.

Teacher’s Edition

Pages vii, Txvi—instructional routines

Unit 1, Topic 8, Page T16: ‘Grammar Note’—Through using vocabulary words in the context of the topic The Country, students are introduced to prepositions and their use.

Unit 2, Topic 20, Page T42: ‘Grammar Note’—Through using vocabulary words in the context of the topic Europe, Russia, and the Independent Republics, students learn about prepositions and prepositional phrases.

Unit 2, Topic 21, Page 45: ‘Grammar Note’—Through using vocabulary words in the context of the topic Asia, Africa, and Australia, students learn about the suffix “-ism”.

Unit 7, Topic 46, Page T104: ‘Grammar Note’—Through using vocabulary words in the context of the topic Cells and Living Organisms, students learn about the verb “have.”

Unit 7, Topic 50, Page T112-T113: ‘Grammar Note’—Through using vocabulary words in the context of the topic Fruit, students learn about predicate adjectives and adjectives.

II. ENGLISH LANGUAGE PROFICIENCY (ELP) STANDARDS

IIA. Presence of WIDA English Language Proficiency Standards

YES NO

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

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

- A. The ELP standards are covered in depth throughout the curriculum. Units are broken up into content areas of General Knowledge (i.e. Social/Instructional), Social Studies, Science, and Math. Language Arts is covered in depth in each of these areas and the standards are appropriate to the 3rd-10th grade levels and context in which they are taught. The units address the following language/ content areas: Unit 1 General Knowledge (Social/ Instructional); Unit 2 - The U.S. and the World (Social Studies); Unit 3 - World History (Social Studies); Unit 4 - U.S. History (Social Studies); Unit 5 - U.S. Government (Social Studies); Unit 6 - The Human Body (Science); Unit 7 - Living Things (Science); Unit 8 - The Physical World (Science); Unit 9 - Earth and Space Science (Science); Unit 10 - Math and Technology (Math).

- B. Social, instructional, and content-area language is presented in every topic lesson as students listen, speak, read, and write about topics. The Content Support section, Grammar Note, and Academic Language Note sections bridge language and content.

Language-building activities include modeling, partnering, class discussions, and individual practice. The following topic lesson from Unit 1 is indicative of the structure of all topic lessons:

Dictionary

Unit 1, Topic 4 (The Family), Pages 8-9

Teacher's Edition

Unit 1, Topic 4, Page 8: Students are introduced to the vocabulary for the lesson

Unit 1, Topic 4, Page 9: Students use oral language to talk about the topic, using topic language.

Unit 1, Topic 4, Page T8-T9: Students use oral language, reading, and writing to explore the topic, using specific topic vocabulary and both social and academic language.

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IIB. Representation of Language Domains

YES NO

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

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

- A. All four language domains are addressed in these materials. The use of each language domain is often in tandem with another domain and is varied with modeling, whole group, small group, partnering, and individual practice. An exercise banner in each topic of the Dictionary addresses either listening/speaking or reading/writing, and a unit expansion after each unit explicitly addresses all four skills.
- B. Many of the activities targeting particular domains offer suggestions for working with students at different proficiency levels. Students listen, speak, read and write with purpose using engaging topic and grade-appropriate materials
- C. All four language domains are covered and systematically integrated into every topic lesson throughout the entire curriculum. The following examples are indicative of the structure of all topic lessons and units throughout the materials:

Dictionary

Unit 7, Topic 45, Page 102
Unit 7, Topic 47, Page 106

Teacher’s Edition

Pages vi-vii, Tx-Txi, Txv-Txvii—instructional routines
Unit 7, Topic 45, Page 102: Each topic lesson begins with a ‘Language Objectives’ section that highlights the language domains that are being used in the lesson.
Unit 7, Topic 45, Page 102: ‘Build Background’—Students write terms, read a sentence frame, and listen and speak with partners.
Unit 7, Topic 45, Page 102: ‘Present Content’—Students speak and listen using the content vocabulary.
Unit 7, Topic 45, Page 102-103: ‘Content Support’—Students speak using a sentence frame, read and speak to do a research report, and listen to the teacher’s lesson.
Unit 7, Topic 45, Page 103: Students listen as the teacher models topic terms using a chart and sentence frames.
Unit 7, Topic 45, Page T102: ‘Use Order Words’—Students listen to teacher’s questions and speak to answer. Students read and write for the activity in the exercise banner in the Dictionary.
Unit 7, Topic 45, Page T103: ‘Content Reading’—students listen and speak (ask and answer) questions in the ‘Assessment Quick Check for Language’ prior to reading content-related materials. Post-reading, students speak with partners and to the class prior to a writing activity.

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. Every lesson in the curriculum has differentiation of language that targets individual proficiency levels in a section called ‘Differentiation Note.’ Each ‘Differentiation Note’ has a colored circle(s) to let teachers know which level the differentiation is intended for; this curriculum breaks the levels into 3 categories: Green, or first circle (corresponds to WIDA’s entering and beginning levels), Orange, or second circle (corresponds to WIDA’s Developing and Expanding levels), and Yellow, or third circle (corresponds to WIDA’s Bridging level).
- B. Differentiation is linguistically appropriate as well as developmentally appropriate. It includes a range of methods and supports that might include providing lower level students with a word bank, having higher level students write an additional paragraph, partnering students to discuss materials, etc.
- C. Every lesson in the curriculum offers differentiation, and there are frequently multiple ‘Differentiation Notes’ in one lesson. Unit 8 serves as an example of the structure of all other units and lessons in the curriculum:

Teacher’s Edition

- Pages vi-vii, Tx-Txi, Txv-Txvii—instructional routines
- Unit 8, Topic 60, Page T134: ‘Differentiation Note’ (3 activities suggested)
- Unit 8, Topic 60, Page T135: ‘Differentiation Note’ (3 activities suggested)
- Unit 8, Topic 61, Page T136: ‘Differentiation Note’ (1 activity suggested)
- Unit 8, Topic 61, Page T137: ‘Differentiation Note’ (2 activities suggested)
- Unit 8, Topic 62, Page T138: ‘Differentiation Note’ (2 activities suggested)

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

YES NO

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

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

- A. In these materials, the curriculum systematically builds upon prior knowledge from previous lessons and students’ schema. Scaffolding is explicitly addressed in the section titled ‘Build Background,’ as well as in instructional routines and individual places in lessons.
- B. The scaffolded instruction utilizes a variety of supports to help students progress within a proficiency level or from one level to the next. Supports include, but are not limited to, pictures, graphic organizers, partnering, and sentence/paragraph frames.
- C. Scaffolding is present throughout each unit and in each topic lesson. The following examples from Unit 5 are indicative of the structure of each unit and its use of scaffolding:

Teacher’s Edition

Pages vi-vii, Tx-Txi, Txv-Txvii—instructional routines

Unit 5, Topic 38, Page 84: ‘Build Background’

Unit 5, Topic 38, Page 85: ‘Present the Content’—Lesson is scaffolding language through the use of graphic organizer and pictures.

Unit 5, Topic 38, Page T84: ‘Answer a Question’—Students are now building their language proficiency through oral language after becoming familiar with the terms.

Unit 5, Topic 38, Page T85: ‘Content Reading’—Students are now building their language proficiency through oral language, reading, and writing activities.

Unit 5, Topic 40, Page 88: ‘Build Background’

Unit 5, Topic 40, Page 89: ‘Present the Content’—Lesson is scaffolding language through the use of graphic organizer and pictures.

Unit 5, Topic 40, Page T89: ‘Content Reading’—Students are now building their language proficiency through oral language, reading, and writing activities.

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. In the materials, language goals are outlined at the beginning of each topic lesson in a section titled ‘Language Objectives.’ Language functions such as describing, classifying, matching, etc. and are integrated throughout the entire curriculum.
- B. Students interact with the language in a variety of social and academic contexts. The curriculum is rich in activities that focus on the content topic and engage students in all language domains. Some sections explicitly instruct students on what to do with the language, while others offer opportunities for students to use language in relation to the topic and theme being explored.
- C. Language functions are presented comprehensively in each topic lesson. The following examples are indicative of the structure of all topic lessons throughout the curriculum:

Dictionary Unit 6, Topic 44, Page 98
Unit 6, Expansion, Pages 100-101

Teacher’s Edition

Pages vi-vii, Tx-Txi, Txv-Txvii—instructional routines
Unit 6, Topic 44, Page 98: ‘Language Objectives’
Unit 6, Topic 44, Page 98: ‘Build Background’—partners talk about terms and report
Unit 6, Topic 44, Page 98-99: ‘Content Support’—students describe and write
Unit 6, Topic 44, Page T98: ‘Assessment Quick Check for Content’—students signal
Unit 6, Topic 44, Page T99: Students recall and recognize

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

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

- A. Higher order thinking opportunities are built into every topic lesson and are appropriate for all levels of language proficiency. Differentiation of these higher order thinking skills is built in through grouping, pictures, graphic organizers, etc. In addition, higher order thinking is a specific focus at the end of each unit in a lesson called ‘Unit Expansion.’
- B. Higher order thinking opportunities are systematically presented in the curriculum. Students are encouraged to go beyond the text, draw connections, and explain how/ why. The following examples show the structure of all topic lessons and units:
- Dictionary
Unit 6, Expansion, Page 101 (includes reading, writing, and discussion activity)
- Teacher’s Edition
Unit 6, Expansion, Page 101: ‘Content Support’—last bullet (students make connections beyond the text)
Unit 7, Topic 45, Page 102-103: ‘Content Support’—(students have opportunities to discuss/ research larger context of science)
Unit 7, Topic 45, Page T103: ‘Post Reading’ (students edit statements for accuracy and demonstrate knowledge of concept or content vocabulary in their corrections)

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IVB. Content Stem

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

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

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

- A. The Oxford Picture Dictionary for the Content Areas program covers WIDA example content topics and subtopics for grades 3-10 and covers additional grade appropriate topics that are often found in state and local standards. Standards-based content objectives are presented at the beginning of every topic lesson in the section ‘Content Objectives’ (i.e. ‘Students will be able to identify early U.S. presidents and politics’). Language goals are listed beneath those in the ‘Language Objectives’ section (i.e. ‘Students will be able to write a paragraph about Thomas Jefferson’).
- B. Example topics are connected to the overall topic being explored and offer opportunities for students to access language at their level. The content topics in this curriculum are covered in ways that build background knowledge, scaffold, and expand for students at each level of language proficiency.
- C. Example topics are systematically presented throughout the materials. The examples are indicative of the structure for all topic lessons and units in the curriculum:

Dictionary

- Unit 3, Topic 26, Page 56—Ancient Rome—WIDA example topic, grades 3-5: Ancient Civilizations
- Unit 5, Topic 84, Page 84—The Bill of Rights—WIDA example topic, grades 6-8: Bill of Rights
- Unit 7, Topic 51, Page 114—Simple Organisms and Invertebrates—WIDA example topic, grades 9-12: Simple Organisms

Teacher’s Edition

- Unit 3, Topic 23, Page 50: ‘Content Objectives’—clearly states the standards-based content learning objective.
- Unit 3, Topic 23, Page 50: ‘Build Background’—student’s background knowledge on standards-based content topic is built
- Unit 3, Topic 23, Pages 50-51: ‘Content Support’—Standards-based content topic is expanded and additional clarification is provided.
- Unit 3, Topic 23, Page 51: ‘Present the Content’—acquisition of standards-based content and language
- Unit 3, Topic 23, Pages T50-T51: acquisition of standards-based content and language

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- | YES | NO | Accessibility to Grade Level Content |
|-------------------------------------|--------------------------|--|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | D. Is linguistically and developmentally appropriate grade level content present in the materials? |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | E. Is grade level content accessible for the targeted levels of language proficiency? |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | F. Is the grade level content systematically presented throughout the materials? |

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

- A. These materials target grades 3-10 and include linguistically and developmentally appropriate content. The science, social studies, and math topics cover content that all students are typically expected to learn at some point in these grades and the activities and pictures used are appropriate (or adaptable) to ELL students in that grade range.
- B. Differentiation and building prior knowledge is incorporated into each topic lesson in the sections titled ‘Build Background’ and ‘Differentiation Note’ to ensure the content is accessible for all the targeted levels.
- C. Standards-based grade level content is systematically presented throughout the curriculum. The following examples are representative of the structure of other topic lessons and units:

Dictionary

- Topic 70, Pages 158-159: Exploring Math
- Topic 71, Pages 160-161: Geometry I
- Topic 72, Pages 162-163: Geometry II
- Topic 73, Pages 164-165: Measurement
- Topic 74, Pages 166-167: Number Patterns, Functions, and Relations
- Topic 75, Pages 168-169: Displaying and Comparing Data
- Topic 76, Pages 170-171: Calculators
- Topic 77, Pages 172-173: Computers
- Unit 10 Expansion, Pages 174-175—unit expansion using skill from the whole unit

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IVC. INSTRUCTIONAL SUPPORTS

YES NO **Sensory Support**

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

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

A. This curriculum is rich in sensory supports that reinforce the vocabulary, content, and text. The sensory supports, including full-page color illustrations of contextualized scenes in the Dictionary and illustrations for individual vocabulary words, are appropriate to the content and the targeted audience. Included in the array of sensory supports are picture cards for every topic lesson that relate to the content.

B. The Picture Dictionary is, by nature, a visual sensory support that reinforces vocabulary and concepts for every topic lesson.

C. Sensory supports are systematically presented throughout or as part of each of 77 topics. The following examples are indicative of the structure for all units and topic lessons:

Dictionary

Unit 1, Topic 6, Pages 12-13 (full page color illustration of a city plus 20 objects/places from the picture, identified and listed on the adjacent page)

Unit 4, Topic 36, Pages 78-79 (full page color illustration of a civil war scene plus 16 people and specific objects from the picture, identified and listed on the adjacent page)

Teacher's Edition

Pages vi-vii, Tx-Txi, Txv-Txvii - instructional routines

Page T-xxi: 'Using the Word and Picture Cards'

Unit 1, Topic 6, Pages 12-13: Picture inlays for vocabulary words and large picture for topic

Unit 1, Topic 6, Page 13: 'Present the Content'-uses picture cards

Unit 4, Topic 36, Pages 78-79: Picture inlay for vocabulary and large picture for topic

Unit 7, topic 48, Pages 108-109: 'Content support' and 'Present Content'- use of realia

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- | YES | NO | Graphic Support |
|-------------------------------------|--------------------------|---|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | D. Are graphic supports present and varied in the materials? |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | E. Are graphic supports relevant to concept attainment and presented in a manner that reinforces communicative goals for the targeted proficiency levels? |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | F. Are graphic supports systematically presented throughout the materials? |

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

- A. Wide varieties of graphic supports are presented throughout each unit. These include timelines, charts, graphic organizers, and others.
- B. The graphic supports reinforce the topics that are present and are appropriate for targeted grade levels and proficiency levels. At the end of every unit, students read, discuss, and create their own graphic organizers that help them comprehend the content.
- C. Graphic supports are systematically presented throughout the materials. The following examples illustrate the structure of all topic lessons and units:

Dictionary

Unit 4, Topic 36, Page 78-79—timelines

Unit 4, Expansion, Page 82-83—timelines

Teacher’s Edition

Unit 4, Topic 36, Page 78-79: ‘Content Support’—timelines

Unit 4, Topic 36, Page 79: ‘Present the Content’—graphic organizer

Unit 7, Topic 47, Page 107: ‘Present the Content’—graphic organizer

Unit 7, Topic 56, Page T125: ‘Post-reading’—chart

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YES NO **Interactive Support**

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

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

- A. A wide variety of interactive supports are used, including whole group activities, small group activities, pairs, websites, and iPack (interactive dictionary pages and topic-based chants).
- B. All supports are relevant to concept attainment. They appropriately target each of the listed proficiency levels and can be adapted to others in a number of cases.
- C. Interactive supports are systematically used throughout the curriculum. The examples below are indicative of the structure of all topic lessons:

Dictionary

Unit 1, Expansion, Pages 22-23
Unit 2, Topic 12, Page 26

Teacher's Edition

Pages vi-vii, Tx-Txi, Txv-Txvii—instructional routines
Unit 2, Topic 21, Page 45: 'Content Support'—website
Unit 8, Topic 60, Page 135: whole group and pairs
Unit 8, Topic 61, Page T136: 'Differentiation Note'—pairs
Unit 8, Topic 64, Page 144: 'Build Background'—interactive game using classroom objects
Unit 9, Topic 64, Page 145: 'Content Support'—whole group ordering game in which students demonstrate then observe
Unit 9, Expansion, Page T157: 'Think About It'—small group

Appendix

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

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

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

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

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

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

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