



# PRIME™

## Protocol for Review of Instructional Materials for ELLs

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### WIDA PRIME Correlation

Cambium  
LEARNING®  
Group

Voyager

## Introduction

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

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

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

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

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

## Organization

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

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

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

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

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

### I. Performance Definitions

(Criteria that shape the ELP Standards)

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

### II. English Language Proficiency Standards

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

### III. Levels of English Language Proficiency

(Entering, Beginning, Developing, Expanding, Bridging)

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

### IV. Strands of Model Performance Indicators

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

## Part 1: Information About Materials

Publication Title(s): Language! Focus on English Learning Book A (correlation shows structure for Books A-C)

Publisher: Cambium Learning Group/Voyager

Materials/ Program to be Reviewed: A comprehensive grade 3-12 literacy curriculum that incorporates elements of English-language development.

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

Intended Teacher Audiences: Classroom teachers, content specialists, and language teachers

Intended Student Audiences: English language learners, newcomer English language learners, and struggling/striving readers in grades 3-12

WIDA Framework(s) considered: Formative and Summative

Language domains addressed in material: Listening, speaking, reading, and writing

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

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

Most Recently Published Edition or Website: 2009; see website [www.cambiumlearning.com](http://www.cambiumlearning.com)

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

LANGUAGE! Focus on English Learning is a research-based curriculum for English language learners that provides differentiated instruction utilizing mastery based multisensory instruction. The blended approach includes a balance of text and technology that maximizes instructional time with teacher led explicit, systematic, scaffolded lessons. It provides instruction in conversational English, oral production with Academic English, decoding, encoding, fluency, comprehension, writing and speaking applications. The curriculum goes beyond teaching students just to read English; they learn to write and speak English. This correlation is for LANGUAGE! Focus on English Learning Book A, but the structure applies to Books A-C in the series.

## 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 for English language learners is systematically addressed throughout LANGUAGE! Focus on English Learning. Each lesson in the curriculum begins with explicit instruction for English language learners in a section titled ‘Focus on English Learning.’ Notes throughout these lessons instruct the teacher on what to expect and how to accommodate students of all language levels through supports and strategies. Each lesson in every unit is rich in multisensory activities and supports to reach all levels of language learners through language arts activities. Differentiation for ELLs is noted with a blue sun symbol and linguistic complexity is addressed where appropriate. This instructional step is called ‘Speaking and Listening to the English Language.’
- B. LANGUAGE! Focus on English Learning addresses linguistic complexity for all targeted proficiency levels throughout the text. Explicit differentiation is noted at the beginning of each unit in the ‘Focus on English Learning’ lesson with differentiation boxes titled: Beginner/Early Intermediate, Intermediate, and Early Advanced.
- C. Linguistic complexity is systematically addressed in every unit throughout the materials. Each lesson and unit builds on the previous through the level and throughout the series.
- The following examples from Unit 1 are indicative of the structure of all units and lessons:
- Pages F12-F13: Scope and Sequence by Unit - strands are given for each unit. The ‘Speaking Application Strand’ is based on English-language development standards and differentiated for three levels of language learners (Beginner/Early Intermediate, Intermediate, and Early Advanced)
- Pages F14-F17: Scope and Sequence by Lesson - speaking application goals are given for each unit and differentiated for three levels of language learners
- Unit 1, Lesson 1, Page 10A: ‘Concept Introduction’ 4th bullet - instructs teacher on the amount and quality of language that is expected of a beginner English language learner

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Unit 1, Lesson 1, Page 10B: 'Peer Interaction' - students are provided with a sentence frame as a support for the activity, addressing the linguistic complexity of all targeted levels

Unit 1, Lesson 1, Page 10B: 'Speaking Application' - differentiation boxes titled 'Beginner/Early Intermediate,' 'Intermediate,' and 'Early Advanced' provide the teacher with knowledge for the amount and quality of language that should be expected, as well as supports to provide for each language level for the specific activity

Unit 1, Lesson 1, Page 14: 'Focus on Academic Language' - differentiated instruction for English language learners that is specific to the lesson being taught and targeted language levels

Unit 1, Lesson 1, Page 18: 'Grammar and Usage' - lesson on nouns with appropriate language complexity for all targeted levels

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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. Vocabulary development is a key piece of LANGUAGE! Focus on English Learning. Vocabulary usage is in context and consists of words, phrases and expressions. Each unit in the curriculum is composed of lessons. Each lesson consists of 6 steps: phonemic awareness and phonics, word recognition and spelling, vocabulary and morphology, grammar and usage, listening and reading comprehension, and speaking and writing. While vocabulary is integrated throughout, step three focuses specifically on developing vocabulary as well as the ‘Focus on English Learning’ section at the beginning of every lesson. Students of LANGUAGE! interact with vocabulary in a variety of ways to engage and enforce words, phrases and expressions.
- B. Vocabulary usage is addressed for all the targeted levels of proficiency. Where appropriate, differentiation for linguistic complexity in relation to vocabulary is noted. Students are provided with a vocabulary reference tool called ‘Visual Vocabulary’ that uses pictures to help English language learners connect with vocabulary. Picture cards are also provided in the teacher resource kit to support word meaning in lessons for English language learners.
- C. General, specific and technical language is systematically presented through the materials. Students build and review vocabulary with every lesson, calling on prior lesson for knowledge.

The following examples are indicative of the structure of all lessons and units:

Pages F14-F17: Scope and Sequence by Lesson - highlights the vocabulary focus, base, or academic vocabulary for each lesson in each unit

Pages F18-F19: Scope and Sequence by Book - highlights vocabulary skills for each book in the series

Pages F31, 435, and T184: ‘Visual Vocab’ - visual images connected to vocabulary to reinforce word meaning

Pages F33: overview of picture cards

Unit 1, Lesson 2, Pages 26A-26B: ‘Academic Vocabulary Focus: study’ - students engage in activities to learn the word ‘study’; differentiation for language level is made on page 26B

Unit 1, Lesson 2, Pages 32-33: ‘Vocabulary and Morphology’ - step 3, specific focus on

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vocabulary

Unit 1, Lesson 3, Page 45: 'Activate and Build Knowledge' - vocabulary is introduced for the reading selections

Unit 2, Lesson 4, Page 180: 'Focus on Academic Language' - within a lesson on phonemic production, students use picture cards to build word meaning for words they are learning to pronounce

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**IC. Language Control/Conventions** (comprehensibility of language)

YES NO

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

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

- A. Opportunities to demonstrate language control are presented throughout the curriculum. Explicit instruction on how to use language is addressed throughout each lesson as well as in the specific sections of ‘Vocabulary and Morphology,’ ‘Grammar and Usage,’ ‘Speaking and Writing,’ and ‘Focus on Academic Language.’ Skills and knowledge are built upon throughout lessons and/or in later lessons or units.
- B. Students of all targeted levels of language proficiency are presented with opportunities to demonstrate language control in meaningful context. Differentiation and supports are built into each lesson for all targeted learners.
- C. Language control is systematically presented in the materials. Each lesson contains several language control opportunities and explicit instruction. Each unit is comprised of these lessons. The nature of the LANGUAGE! Focus on English Learning is that it progresses in difficulty, building on each lesson and unit, as student progress through.

The following examples show the structure of all lessons and units:

- Unit 1, Lesson 4, Pages 58-59: ‘Vocabulary and Morphology’ - lesson on singular and plural nouns
- Unit 1, Lesson 4, Page 60: ‘Focus on Academic Language’ - explicit instruction for English language learners on the ‘production of plural-marker -s /s/ or /z/’
- Unit 1, Lesson 4, Page 61: ‘Grammar and Usage’ - changing singular nouns to plural nouns by adding -s
- Unit 1, Lesson 4, Pages 63-64: ‘Speaking and Writing’ - students demonstrate language control in a writing activity on main ideas and supporting details

## 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 language of Language Arts is presented throughout the materials as well as social and instructional language. Language is presented in meaningful context and is appropriate for all targeted levels. Each unit begins with a ‘Unit Word List’ that highlights the language that is taught in the unit. This language is social and instructional, Language Arts, and also contains words from other content areas as well, such as science and social studies. This language is integrated throughout the six steps in each lesson and taught explicitly in various activities.
- B. Language is systematically integrated throughout the curriculum and explicitly taught.
- The following examples show the structure of all lessons and units:
- Unit 2, Page 137: ‘Unit Word List’ - essential and unit words (social and instructional as well as content area)
  - Unit 2, Lesson 1, Pages 144A-144B: ‘Focus on English Learning’ - students learn important language for the unit focus - ‘map’; differentiation for students working on different levels
  - Unit 2, Lesson 1, Pages 144-145: ‘Phonemic Awareness and Phonics’ - students engage in activities to build language arts knowledge
  - Unit 2, Lesson 1, Pages 148-149: ‘Word Recognition and Spelling’ - students engage in language arts activities to successfully read and spell, including essential words
  - Unit 2, Lesson 1, Page 149: ‘Vocabulary and Morphology’ - engaging activity to learn multiple meanings of the word ‘map’ and ‘stamp’
  - Unit 2, Lesson 1, Pages 149-150: ‘Grammar and Usage’ - review of nouns and verbs

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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 (listening, speaking, reading, and writing) are targeted throughout the materials. LANGUAGE! Focus on English Learning focuses on explicit, comprehensive literacy instruction and developing English-language development. Through the six steps in every lesson (1: phonemic awareness and phonics, 2: word recognition and spelling, 3: vocabulary and morphology, 4: grammar and usage, 5: listening and reading comprehension, and 6: speaking and writing) students build oral language and fluency. Step 5 contains three different levels of text based on the Lexile readability scale. The level of difficulty of text increases within the level A book as well as across the series of LANGUAGE!. All listening, speaking, reading, and writing activities are in context.
- B. Listening, speaking, reading, and writing are within the context of language proficiency levels. Language levels are addressed specifically at the beginning of each lesson in ‘Focus on English Learning,’ as well as throughout lessons with ‘Focus on Academic Language.’ All lessons are appropriate for the targeted language proficiency levels. The prescriptive nature of LANGUAGE! Focus on English Learning places students in the correct level book with a placement test. Data on the students needs determines the entry point that they start in (Everyday English, Book A, Book C or Book E). From this, student’s proficiency level needs are met from the beginning of their instruction.
- C. Listening, speaking, reading, and writing are systematically integrated throughout LANGUAGE!. Each lesson and unit is cohesive and systematic in its presentation. Lessons in build upon each other as well as throughout the series. The activities in each lesson are built around a theme for the unit. All activities connect to the reading selections and speaking and writing topics for each lesson.

The examples for unit 3 show the structure of all lessons and units:

Unit 3, Pages 260-261: ‘At a Glance for Teachers’ - shows the 6 steps for the unit with unit objectives for each step as well as unit concepts for each step

Unit 3, Lesson 1, Pages 268A-268B: ‘Focus on English Learning’ - students engage in listening, speaking, reading, and writing activities based on the unit theme, dig, to build knowledge for the unit

Unit 3, Lesson 1, Page 268B: ‘Speaking Application’ - differentiation boxes for students working on different language levels

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- Unit 3, Lesson 1, Pages 268-270: 'Step 1 Phonemic Awareness and Phonics' - students build sound-spelling correspondence using listening, speaking, reading, and writing activities
- Unit 3, Lesson 1, Page 271: 'Focus on Academic Language' - step 1 differentiation and explicit practice for English learners
- Unit 3, Lesson 1, Pages 272-273: 'Step 2 Word Recognition and Spelling' - students use listening, speaking, reading, and writing to build and spell unit words and high frequency words
- Unit 3, Lesson 1, Page 273: 'Step 3 Vocabulary and Morphology' - through listening, speaking, reading, and writing students learn multiple meanings of words
- Unit 3, Lesson 1, Page 274: 'Grammar and Usage' - students listen, speak and read to learn about nouns and verbs
- Unit 3, Lesson 1, Page 274-275: 'Step 5 Listening and Reading Comprehension' - students listen, speak and read interactive text and student text to develop decoding skills, fluency, accuracy and automaticity
- Unit 3, Lesson 1, Pages 275-276: 'Step 6 Speaking and Writing' - students create sentences with nouns and verbs

### 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. LANGUAGE! Focus on English Learning differentiates language levels using ‘Beginner/Early Intermediate,’ ‘Intermediate,’ and ‘Early Advanced;’ these levels correspond to WIDA proficiency levels 1 (entering), 2 (beginning), 3 (developing), and 4 (expanding). Each lesson begins with a ‘Focus on English Learning’ that differentiates the lesson for the targeted language levels. There is also a section titled ‘Focus on Academic Language’ that provides differentiated instruction and additional support and is appropriate for students of all the targeted proficiency levels. All lessons are appropriate for the targeted proficiency levels. Review and Acceleration are also built in throughout lessons for differentiation and indicated with a red star.
- B. The differentiation that is built into each lesson is developmentally and linguistically appropriate for the targeted proficiency levels. Teachers are provided with a unique tool, a ‘Contrastive Analyses: Student’s First Language with English,’ in each teacher’s edition to assist with understanding a student’s native language and better differentiate instruction based on their specific linguistic needs.
- C. Differentiation of language is systematically addressed throughout the materials. All of the lessons and units in the LANGUAGE! series build upon the previous and are scaffolded within the lessons and across the series. All lessons are appropriate for the targeted proficiency levels.

The following examples are indicative of all lessons and units:

Pages F14-F17: ‘Scope and Sequence by Lesson’ - shows overview of differentiation for English language learners for each lesson

Unit 3, Pages 264-265: ‘Lesson Planner’ - differentiated instruction is indicated with a red star (review and acceleration) or a blue sun (English learners)

Unit 3, Page 266: ‘Planning and Pacing Guides’ - shows lessons with differentiated instruction for the unit

Unit 3, Lesson 6, Pages 331A-331B: ‘Focus on English Learning’ - lesson on base vocabulary that scaffolds learning for the unit; differentiated for the targeted language levels (beginner/early intermediate, intermediate, and early advanced)

Unit 3, Lesson 6, Page 334: ‘Focus on Academic Language’ - phonemic production lesson for targeted English learners

Pages A27-A54: ‘Contrastive Analyses’ - contrast between the English languages and other languages to assist in differentiating based on a student’s native language and linguistic needs

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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. Scaffolding supports are explicitly presented throughout the materials to advance students within a proficiency level as well as from one level to the next. At the beginning of every lesson the ‘Focus on English Learning’ builds knowledge for the unit for English language learners.

Each LANGUAGE! lesson scaffolds within the lesson as well as builds upon prior lessons throughout the series. Scaffolding supports build prior knowledge and introduce new concepts before the lesson. Supports include, but are not limited to, concept introductions, modeling, and pair/shares.

- B. Scaffolding supports are explicitly presented throughout the materials to advance students within a proficiency level as well as from one level to the next. At the beginning of every lesson the ‘Focus on English Learning’ builds knowledge for the unit for English language learners.

Each LANGUAGE! lesson scaffolds within the lesson as well as builds upon prior lessons throughout the series. Scaffolding supports build prior knowledge and introduce new concepts before the lesson. Supports include, but are not limited to, concept introductions, modeling, and pair/shares.

- C. Scaffolding supports are systematically presented throughout the materials and series.

Examples show the structure of all lessons and units:

Unit 4, Lesson 1, Pages 400A-400B: ‘Focus on English Learning’ - introduction to unit, builds knowledge for English language learners, concept introduction, modeling and pair/share - base vocabulary and pronouns

Unit 4, Lesson 1, Pages 400-402: ‘Phonemic Awareness and Phonics’ - lesson is scaffolded with multi-sensory activities, modeling, practice, and review

Unit 4, Lesson 1, Page 403: ‘Focus on Academic Language’ - additional scaffolded support for English language learners for the phonemic awareness and phonics lesson

Unit 4, Lesson 1, Pages 405-406: ‘Vocabulary and Morphology’ - learn multiple meaning words that are used in the upcoming reading selection

Unit 4, Lesson 1, Pages 406-408: ‘Grammar and Usage’ - pronouns and plural subjects and verbs

Unit 4, Lesson 1, Page 409: ‘Listening and Reading Comprehension’ - text has many elements that were scaffolded - vocabulary, plural words, and words that use letter sounds that were studied

#### 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. As students learn the English language and literacy skills, they are explicitly directed on how to engage with language through language functions. LANGUAGE! contains a wide range of action verbs for engaging with language through a variety of activities that reach all targeted proficiency levels.
- B. All language functions are attached to an appropriate context. Each step in every lesson begins with a transition statement that identifies the focus. This focus is the basis for the instruction and activities and provides a goal for the lesson. All language functions used in the lesson are in the context of the focus.
- C. The progression of language development is supported by the comprehensive presentation of language functions throughout LANGUAGE! Focus on English Learning. Language functions are connected to all language domains to develop a balanced and full language curriculum. As students advanced in proficiency levels, language functions continue to meet the needs to the developing student.

The following examples show the structure for each lesson. Language functions cited are only examples of a small portion of the variety and amount:

Unit 4, Lesson 2, Page 414A: ‘Concept Introduction’ - students match sentences and repeat words

Unit 4, Lesson 2, Page 414B: students paraphrase

Unit 4, Lesson 2, Page 417: students identify a sound by raising a card

Unit 4, Lesson 2, Page 420: students identify singular verbs

Unit 4, Lesson 2, Page 421: students decide if a word is a singular noun, possessive noun, or present tense verb

Unit 4, Lesson 2, Pages 421-422: students classify nominative pronouns

Unit 4, Lesson 2, Page 422: ‘Listening and Reading Comprehension’ - students read with proper inflection

Unit 4, Lesson 2, Page 423: students provide facts or reasons to support topic sentence

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

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

- D. Higher order thinking opportunities are presented throughout LANGUAGE! Focus on English Learning. Opportunities to engage in higher order thinking are accessible to learners of all targeted proficiency levels. Higher order thinking is in context and integrated into lessons and units. Every unit has a ‘Challenge Text’ to expand vocabulary and critical thinking skills as well as opportunities built into lessons throughout the unit.
- E. Opportunities for engaging in higher order thinking are systematically addressed. Higher order thinking is presented in purposeful activities that relate to the unit or lesson focus. As students cognitive development expands, so do higher order thinking opportunities -throughout the curriculum and the series.
- The following examples illustrate the structure of lessons and units through the materials:
- Unit 5, Lesson 1, Page 534A: ‘Active Engagement’ - students relate by telling a real life story and incorporate a vocabulary word conversationally
  - Unit 5, Lesson 1, Page 539: ‘Vocabulary and Morphology’ - students use a graphic organizer to learn multiple meanings of words and develop rich word associations
  - Unit 5, Lesson 2, Page 551: ‘Summarize It’ - students summarize text
  - Unit 5, Pages 594-595: ‘Challenge Text’ - expand vocabulary, answer comprehension questions, and engage in critical thinking discussion
  - Unit 5, Page 596: ‘Writing Using the Challenge Text’ - students write a personal opinion piece based on the challenge text

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**IVB. Content Stem**

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

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

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

- A. LANGUAGE! Focus on English Learning extensively covers a wide range of English language arts and English-language development standards and topics that are found in local, state, and national standards. Focus on English learning, phonemic awareness and phonics, word recognition and spelling, vocabulary and morphology, grammar and usage, listening and reading comprehension, and speaking and writing are covered in every single lesson. Other content areas are integrated into the lessons through language arts and cover a wide range of topics as well.
- B. All topics covered are accessible to English language learners of the targeted levels. Lessons in LANGUAGE! are specifically designed to teach concepts of the English language and develop students that proficiently read, write, and speak fluently with articulation and accuracy.
- C. Topics are systematically presented throughout the materials. Data provided through placement tests determines an entry point that is appropriate for each student. Lessons and units increase in difficulty/level of concept as you progress across the series of LANGUAGE! Progress monitoring of standards through baseline, ongoing, and summative assessments ensure that students master concepts and drive instruction.

Examples gives show the structure of all units and lessons:

Pages F12-F17: ‘Focus on English Learning Scope and Sequence’ - scope and sequences show topics by unit and lesson for speaking and listening to the English language

Pages F18-F19: ‘Scope and Sequence by book’ - shows a brief overview of English language arts topics covered in each book of the series

Pages F35-F36 - Overview of progress monitoring and assessment

Unit 6, Pages 662-663: ‘Content Map’ - shows a brief overview of English language arts topics covered in unit 6

Unit 6, Lesson 6, Pages 741A-741B: ‘Focus on English Learning’ - English language learner lesson - build vocabulary, listening, speaking, reading and writing skills with differentiated instruction for language levels - business, money and profit integrated into lesson

Unit 6, Lesson 6, Pages 741-743: ‘Phonemic Awareness and Phonics’ - sound-spelling correspondence, substitution of sounds in words, phoneme manipulations, and identifying the number of sounds and letters in words

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Unit 6, Lesson 6, Page 744: 'Focus on Academic Language' - phonemic production lesson specific to English language learners  
Unit 6, Lesson 6, Pages 745-746: 'Word Recognition and Spelling' - use syllables to build multisyllable words, word recognition and automaticity  
Unit 6, Lesson 6, Pages 746-747: 'Vocabulary and Morphology' - identify and classify words  
Unit 6, Lesson 6, Page 747: 'Grammar and Usage' - prepositions  
Unit 6, Lesson 6, Pages 748-749: 'Listening and Reading Comprehension' - expository text, identifying facts, understanding vocabulary in context  
Unit 6, Lesson 6, Pages 750-751: 'Speaking and Writing' - students use a process to answer comprehension questions

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

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

- D. LANGUAGE! Focus on English Learning is explicit, integrated instruction that is linguistically and developmentally appropriate for all targeted grade levels. Instruction is integrated into context that is engaging. The ‘LANGUAGE! Reading Scale Placement Test’ provides data and indicates which entry point into the series is most appropriate for the student. Each unit has three levels of reading selections, all grade level appropriate, that are based on the Lexile readability scale. This ensures coverage for all learners based on their needs and not on their designated grade level.
- E. Grade level content is accessible for all targeted language proficiency levels. Through the placement test and differentiation that is built into each and every lesson, all content is designed to reach all students and instruct them so they can reach the next level.
- F. The presentation of content is systematic throughout the materials. Each lesson progresses readers through levels as well as through the series. Lessons and units build on each other to provide students with the skills they need to become fluent English speakers, readers, writers and listeners.

The following examples illustrate the structure of LANGUAGE!:

Pages F30-F31: overview of three levels of text

Pages F34-F35: overview of placement test

Unit 5, Pages 528-529: ‘Content Map’ - shows content for unit (appropriate for all targeted grade levels)

Pages T148-T161: ‘Unit 4 Text Selections’ - 3 levels of text (decodable, instructional, and challenge) with Lexile scores

#### 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. Instruction is supported throughout the materials with a large variety of sensory supports. These supports include, but are not limited to, pictures and photographs, manipulatives, physical activity, CDs, and illustrations that provide access to instruction and facilitate deeper understanding and retention of skills. Supports are carefully chosen to ensure reinforcement of content and activity.
- B. All sensory supports are relevant to concept attainment and reinforce communicative goals for all targeted proficiency levels. Supports included in this series scaffold instruction, provide multisensory experiences, and reinforce understanding of concepts for learners on all language levels.
- C. Sensory supports are present in every single lesson throughout the materials. When presented, it is in meaningful connection for concept attainment. Supports are integrated into the context of the lesson.

Examples show the structure of sensory supports throughout materials and series:

Pages F31, 435, and T184: ‘Visual Vocab’ - visual images connected to vocabulary to reinforce word meaning

Page F33 - overview of picture cards that are provided in the teacher resource kit to support word meaning in lessons for English language learners

Unit 4, Lesson 1, Page 400: ‘Move It and Mark It’ - students use manipulatives to develop phonemic awareness

Unit 4, Lesson 1, Pages 400-401: ‘Production/Replication’ - students use physical activity to practice phonemes

Unit 4, Lesson 1, Page 404: ‘Build It’ - students use letter cards and a pocket chart to build words

Unit 1, Lesson 1, Page 405: ‘Memorize it’ - students use ‘Essential Word Cards’ to practice words for automaticity

Unit 4, Lesson 2, Page 417: ‘How To’ - students use physical activity in phonemic production to ensure correct pronunciation of sounds

Unit 4, Lesson 3, Page 433: ‘Draw It: Idioms’ - illustrations are used to assist understanding of idioms; differentiation is provided through the use of picture sources

Unit 4, Lesson 3, ‘Special Instructional Support’ - oral presentation of reading selection

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

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

- D. A wide variety of graphic supports are used throughout the curriculum to assist with cognitive understanding. The use of charts and graphic organizers are purposeful and varied based on the content. Understanding is deepened and learning is scaffolded through the use of a variety of graphic supports.
- E. All graphic supports are relevant to concept attainment and reinforce communicative goals for all targeted proficiency levels. Supports allow learners of all language levels to develop understanding of content.
- F. Graphic supports are systematically presented throughout the materials and series and are integrated into lessons.

Examples of graphic supports show the structure throughout the materials:

- Unit 4, Lesson 1, Page 405: ‘Multiple Meaning Map’ - students use a word map/graphic organizer to develop and deepen understanding of vocabulary
- Unit 4, Lesson 1, Pages 406 and T126: ‘Grammar and Usage’ - students use a chart for classification of pronouns
- Unit 4, Lesson 2, Page 414: ‘Consonant Chart’ - students use a chart to reinforce sound production of letters
- Unit 4, Lesson 3, Pages 434 and T126: ‘Introduce Prepositions’ - Venn diagram
- Unit 4, Lesson 4, Pages 450-451: ‘Organize Information: Blueprint for Writing’ - students use a graphic organizer to organize information to write paragraphs

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YES NO **Interactive Support**

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

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

- G. Interactive supports are largely present and varied throughout the materials. Engagement strategies such as modeling, guiding, and grouping are used to help students access content. Teachers are provided with contrastive analyses for ten predominant languages so that they can assist students by understanding their native language and how they relate to the English language. The materials also have CDs that provide programs to assist with concept attainment.
- H. Interactive supports are relevant to concept attainments for all of the targeted language levels. The supports included in this series scaffold instruction, provide multisensory experiences, help students communicate and facilitate access to content for learners of all targeted proficiency levels.
- I. Interactive supports are systematically presented and varied throughout the materials and series.

Examples show the structure of sensory supports throughout materials and series:

Unit 4, Lesson 1, Page 402: ‘Special Instruction’ - Sortegories Interactive CD - computer program that provides additional support for lessons  
Unit 4, Lesson 2, Page 414A: ‘Active Engagement’ - modeling icon - modeling and whole group instruction  
Unit 4, Lesson 2, Page 414B: ‘Peer Interaction’ - pair/share icon - students work in pairs  
Unit 4, Lesson 3, Pages 437-438: ‘Model It,’ ‘Do It Together,’ and ‘Do It Independently’ - engagement strategies with icons - model, guide, pair/share, on their own  
Pages A27-A50: ‘Contrastive Analyses’

## 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.