



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): Inside

Publisher: National Geographic, Hampton-Brown, and Cengage

Materials/ Program to be Reviewed: SE, TE, Assessments, and Reading Library, Content Library, and Assessment Suite

Tools of Instruction included in this review: Student and Teacher's Editions with examples taken from the TE, Level C

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

Intended Student Audiences: Grades 4-8

WIDA Framework(s) considered: Summative and Formative

Language domains addressed in material: Listening, Speaking, Reading, and Writing
Social and Instructional Language, The Language of Language Arts, Science, Mathematics, and Social Studies

WIDA English Language Proficiency Standards addressed: Studies

WIDA language proficiency levels included: 1-5

Most Recently Published Edition or Website: 2009 www.ngsp.com/inside

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

Inside is a leveled core Reading/Language Arts program designed for ESL students in grades 6-8. The Table of Contents presents a robust variety of selections both on and below grade level readability. Levels A and B present foundational work in vocabulary, language, and writing as well as phonemic awareness, phonics, decoding, and spelling. In levels C-E, language development lessons support the use of more complex language functions and grammar. Reading, writing, and language instruction work together to move students to grade level performance. Inside includes complete standards coverage to promote achievement, compelling content to inspire and motivate, specialized strategies for language development, focused and connected instruction to accelerate growth, and explicit teaching with built-in assessment to ensure success-level performance.

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. Inside is a 6-level, core language arts program for grades 4-8 with daily and varied instruction in oral and written language. Each level contains 8-9 units, and each unit contains readings in multiple genres that students read using modeled, choral, and partner fluency practice. A thematic guiding question begins each unit and is used in writing and discussion activities throughout the unit readings. In each lesson, cooperative and interactive classroom exercises are a core instructional routine used to promote linguistic development. These exercises often use both written and spoken language. Throughout the TE, "Language Development" instructional boxes highlight auxiliary linguistic complexity activities like the 3-Step Interview (p. T35) or Give Commands (p. T54). Levels C-E Writing books teach the writing process and begin with the building blocks of writing to ensure that students have strong foundational writing skills. Around 16 writing projects are present in each Writing book for a full curriculum that spans short response exercises to well-developed, multiple format essays.

B. Inside uses numerous methods to address linguistic complexity for all targeted proficiency levels. The TE includes CD's that model fluent and expressive reading. Structured responses and language frames support academic language development (see example on p. T61). Practice and application of content is structured and guided using instructional scaffolds appropriate to proficiency level. Beginning, intermediate, and advanced differentiation strategies are located within the TE in Vocabulary, Reading Strategy, and Language & Grammar lessons (see example on p. T7).

C. A systematic plan for language development is found throughout Inside. Each lesson and unit includes speaking and writing practice. All examples in this correlation can be found in the Level C Teacher's Edition, Volume 1 but are representative of the types of exercises found in levels A-E. See pages Tvi-Tvii to view language and writing exercises found within Unit 1.

Examples of Speaking Exercises in Unit 1:

Discuss, p. T1d; Make a Self Portrait, p. T9; Act Out a Market Scene, p. 45; Give Directions, p. 57; Reflect on Your Reading, p. 61.

Examples of Written Exercises in Unit 1:

Connect Reading and Writing, p. T19; Write a Message, p. 41; Write About a Special Event, p. 59; Write About Someone You Know, p. T23.

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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. Students are immersed in listening, speaking, reading, and writing vocabulary practice using consistent teaching routines and learning experiences in each unit. Vocabulary teaching routines and strategies are described in depth on pages PD33-PD45. Words, phrases, and expressions are taught, modeled, practiced, and applied in context. Each unit begins with the lesson "Focus on Vocabulary" which teaches strategies like using context clues, word parts, or figurative language/expressions. Units are divided into 3 readings with key content vocabulary taught before each reading. Key terms are introduced with pronunciation, a picture, and a student-friendly definition. Within all readings (including the Reading Library and Content Connection Library) and lessons, challenging words, phrases, and expressions are either highlighted or set in bold type and defined on the page the word is used. Academic words like "explain," "compare," or "analyze" are used frequently in practice activities and defined and used in a sentence within the text or lessons for easy comprehension. After the reading, academic and key vocabulary are reviewed and practiced in writing, listening, and speaking lessons as students, for example, analyze the text, use cultural expressions, or learn to use a dictionary. In addition, the Practice Book contains lessons in word and phrase analysis as well as academic and content vocabulary.

B. Vocabulary usage is made accessible for all targeted levels of proficiency within Inside. Terms are presented with visual and contextual supports and practiced in cooperative activities. Differentiation strategies specific to vocabulary instruction are found in each unit within the TE for beginner, intermediate, and advanced students. In the Online Coach software, the glossary contains entries for idioms and other words readers find difficult.

C. Vocabulary instruction is structured the same throughout the readings and in each unit. See pp. Tvi and Tvii to view skills taught in 2 sample units. View the structure of vocabulary instruction within Unit 1 and in the Reading "Growing Together" in the following examples:
Focus on Vocabulary, pp. T4, T5: Each unit begins with focused vocabulary practice.
Multi-Level Strategies, p. T5: Differentiation for beginner, intermediate, and advanced learners.
Learn Key Vocabulary, p. T10: Key terms are presented before the reading along with visual and contextual support.
Vocabulary Routines, p. T10: Specific routines described on pp. PD33-PD45 are used in all key vocabulary lessons.
Connect Reading to Writing, p. 29: Review of terms, and students apply the new words in writing.
Academic Words, pp. T20, T21: Highlighted and defined within the lesson.
Connect Across the Curriculum, pp. 20-23: Vocabulary is practiced and applied in speaking and writing activities after the readings.

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IC. Language Control/Conventions (comprehensibility of language)

YES NO

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

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

A. Opportunities to practice and demonstrate language control are presented throughout the Inside program. Each unit includes an assortment of cooperative learning activities like discussions, conversations, cooperative practice, and peer review of projects. Background knowledge lessons incorporate language responses, picture prompts, and grammar instruction to encourage more elaborate academic discussions. Within the lessons, cooperative learning sections called Practice Together are found inside all domain instruction. To promote fluency and language development, reading is modeled by the teacher and an audio CD, and then practiced with choral and partner reading. Writing is thoroughly incorporated into the Inside curriculum within the Language and Reading books and specifically targeted in the Writing book and Workbook designed for each level. The Writing book uses the knowledge of text structure the students gained through the readings and applies it to writing assignments. Each level begins with the building blocks of writing, includes the writing process, and has a total of 15 to 16 large writing projects. In the Reading and Language book, a written research project extends knowledge of content after most reading selections. In addition, systematic assessments are found in each unit to track student language development.

B. Inside is a 6-level program with each level specifically targeting a base proficiency level. Students take an entrance test and are then placed in the level appropriate to their needs. Within the levels, instruction uses appropriate scaffolds and differentiation strategies to support students working above or below level. Some examples of language scaffolds found within Inside include response frames, student models, and graphic organizers.

C. Systematic demonstration of language control is presented in each level, unit, and lesson of the Inside program. See pages Tvi-Txxi to view language and writing exercises found in Units 1-8. View the following examples of language control exercises in Unit 2: Guiding Question "How Do We Depend on the Earth's Resources?" p. T62: View all language control activities related to exploring and answering the question within Unit 2.

Multi-level Strategies, Language Support, p. T68: Differentiation for beginning, intermediate, and advanced students.

Make and Play a Memory Game, p. T71: Students apply grammar and language instruction through expressing needs and wants in interactive play.

Practice Together, pp. T70, T73, T82: Cooperative practice.

Connect Across the Curriculum, pp. 82-85: After-reading lessons include multiple speaking and writing exercises for students to demonstrate language control.

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II. ENGLISH LANGUAGE PROFICIENCY (ELP) STANDARDS

IIA. Presence of WIDA English Language Proficiency Standards

YES NO

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

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

A. Inside is principally a Language Arts course that uses social and instructional language and the languages of Mathematics, Science, and Social Studies throughout the series. Each unit contains 3 mixed genre readings in conjunction with assorted poems, songs, and short informational passages. View a complete list of reading genres and topics, which include history and science articles, within Inside Level 3 on pages Txxii-Txxiii. The Language arts curriculum is thorough, teaching text structures, morphology, phonics, writing, grammar, vocabulary, and literary terms and analysis. In the Connect Across the Curriculum lessons at the end of each reading, a research project extends knowledge of content. In these research assignments, example projects can include researching China, volcanoes, constitutional rights, or current environmental issues. Within the TE, content area connections are explored with exercises like map reading (p. T16), act out a script (p. T34), or calculating distances (p. T52). Levels C-E include a Reading and Content Library that extend each unit with 3 leveled books and 1 content area book like "Earth, Sun, and Moon" and "The Anti-Slavery Movement." The libraries explore the unit theme and guiding question while encouraging independent reading and thinking. They include reading and vocabulary comprehension strategies and after-reading group discussion questions. View the Extended Reading routines in Unit 2 on pages T61e-f. The Practice Book, Writing book, Writer's Workout, and Assessment books provide further practice with the ELP standards.

B. The Inside program systematically integrates social and instructional language with the languages of the targeted content areas. Social and instructional language is used in the practice and application of all skills and standards taught within Inside. For example, before students read a science article about space, they practice using a reading strategy which then guides them through reading the text. Social language is addressed in frequent communication lessons like expressing needs/wants or interviewing (p. 69, 85). See representative examples of the integration of social and instructional language with the targeted content areas in Unit 2:

Build Background, p. T86: Students respond to images, discuss, connect content to prior knowledge, and create a chart for a class survey.

Research/Writing, p. T102: Students research water use, write a paragraph, and present.

Describe a Photo, p. T107: Students use an idea web to describe a photo relating to water, the unit theme.

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IIB. Representation of Language Domains

YES NO

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

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

A. Each unit in the Inside program is assembled around the language domains of listening, speaking, reading, and writing. A typical thematically linked unit includes 3 reading selections reflecting a diversity of genres and topics. Units begin with focus lessons on genre and vocabulary and introduce content through listening, speaking, reading, and writing activities. Preceding each reading, background knowledge is explored through picture prompts and cooperative learning exercises. Vocabulary and grammar are taught and practiced using all language domains. Readings have built-in comprehension questions that require written and oral response. The post-reading sections, Connect Reading and Writing and Connect Across the Curriculum, offer 5 pages of extensive lessons in language, grammar, writing, listening, and speaking instruction. All lessons are supported with further practice in the student Practice Book. In addition, students choose one leveled book and a content book from The Reading and Content Libraries per unit to develop independent reading with post-reading discussions. Levels C-E use a Writing book and Workbook which extensively teaches the writing process and includes small and large assignments.

B. Listening, speaking, reading, and writing instruction is age and proficiency level appropriate, and includes visual and textual scaffolds throughout each level. Scaffolds for domain instruction include response frames, graphic organizers, cooperative learning exercises, and writing models. Multi-level strategies are built into the TE and provide support for all domain instruction to suit a variety of proficiency levels.

C. Each unit contains systematic representation of the language domains. The unit and lesson structure explained in A is representative of all levels. See the Instructional Focus chart on pages T123g-h to view listening, speaking, reading, and writing activities within Unit 3. The TE also includes planning pages before each reading, which describe domain specific instruction; see example on page T129c.

The following examples represent the types of domain instruction found within Inside: Experience It, p. T124: Students listen and visualize while the teacher reads the text aloud. Engage in Conversation, p. T131: Students listen, read, and practice conversation. Multi-level strategies are included with the lesson: "Volcano!" pp. T136-T144: Readings include visual supports and reading comprehension questions requiring oral and written response. Connect Reading and Writing, p. T145: Students analyze text, review vocabulary, and write about the guiding question. Writing Lesson for Units 1-4, pp. TiiW-TxiW: View contents of the Writing book.

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III. LEVELS OF LANGUAGE PROFICIENCY

IIIA. Differentiation of Language (for ELP levels)

YES NO

- A. Do the materials differentiate between the language proficiency levels?
- B. Is differentiation of language proficiency developmentally and linguistically appropriate for the designated language levels?
- C. Is differentiation of language systematically addressed throughout the materials?

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

A. Inside is a 6-level, proficiency based Language Arts program (Newcomer and Levels A-E) that covers all the WIDA English Language Proficiency levels. The Newcomer level, Inside the USA, is designed to teach survival vocabulary and basic literacy to newly arrived and preliterate students. Levels A and B present foundational work in vocabulary, language, and writing as well as phonemic awareness, phonics, decoding, and spelling. In levels C-E, language development lessons support the use of more complex language functions and grammar. The levels overlap to make it possible to meet students at their language proficiency level and rapidly move them forward. A placement test ensures students are placed at the program level designed to match their proficiency level. Standards-based assessments for every unit, midterm, and level measure progress throughout the program and ensure students are mastering content. Within each level, instructional scaffolds make lessons accessible to students working above or below level. Within the TE, multi-level strategies in vocabulary, reading strategy, and language are present in each reading. In addition, levels C-E contain a Reading Library that offers 3 leveled books per unit for independent reading so that teachers can assign books based on student needs.

B. Differentiation of language is developmentally and linguistically appropriate for the targeted proficiency level in each level of Inside. Readings follow a lexile range appropriate to level that use only pre-taught vocabulary and high-frequency words. Vocabulary, language, and grammar are taught and applied in each reading and unit to provide daily opportunity to progress language development. In addition, differentiation strategies for students working below and above level and extra language development exercises are presented in each unit within the TE for teachers to use when needed.

C. As described in part A, a placement test ensures students are placed in the correct level and levels overlap to accelerate student progress through the levels. See representative examples of differentiation within the levels, units, and lessons:
Inside levels, pp. 8-9: Description of systematic differentiation that promotes accelerated standards coverage and language development.
Unit 3 Extended Reading, pp. T123e-f: Each unit contains 3 leveled independent reading books for students of varying proficiencies.
Multi-Level Strategies, pp. T131, T138, T150, T151: Differentiation within lessons.

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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. Each level in the Inside program provides scaffolding supports for students to advance within a proficiency level. To support this progression, the instructional routine uses models, structured practice, and independent practice to support and then gradually release the responsibility to the students. Inside incorporates an assortment of multisensory learning supports into each reading, speaking, listening, and writing lesson. Typical supports found in Inside include visuals and graphics, peer learning, hands-on learning, dramatic activities, reading strategies, comprehension checks, text structure instruction, audio for reading and language, and fluency routines that make content accessible to the targeted ELP level. Readings and lessons use visual supports like Illustrations, captions, labels, and graphic organizers to aid comprehension. The extensive vocabulary instruction is presented with a picture, pronunciation, and a student-friendly definition; and within a reading, challenging words, phrases, and expressions are highlighted within the text and defined on-page to keep students moving through the reading. In the TE, summaries are found for each reading along with multi-level differentiation strategies. In addition, the program provides transparencies to facilitate presentation of content, online interactive tools, workbooks for extra practice, and guided readers for each unit.

B. The scaffolding supports described in part A help students progress from one proficiency level to the next. Inside provides frequent and systematic assessments for teachers to monitor progress through levels. Students are first tested and placed into the appropriate level of Inside. Secondly, students are then taught using instructional strategies that scaffold development and teach standards. Through the units, quick checks and selection tests measure mastery of skills. Finally, mid-level and end-of-level tests show success moving through the leveled Inside program. Reading and language gains tests measure reading level and language proficiency advancement.

C. Scaffolding supports are presented systematically throughout the Inside program. The following representative examples of scaffolding supports are found in Unit 3:
Learn Key Vocabulary, p. T134: Presented with a picture, pronunciation, and a student-friendly definition.
Reading Strategy, pp. T135, T145: Each reading includes a strategy to guide and assess reading comprehension.
Before You Move On, pp. T139, T141, T143, T144: Frequent comprehension checks to monitor progress.
Visual Supports within "Volcano!" pp. T137-T146: Illustrations, photos, time lines, diagrams, maps, and graphic organizers like a mind map and a cause and effect chain are all found within this reading.

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. All materials in the Inside program include a range of language functions used within the program instructional language, and also taught directly in the academic vocabulary activities. Language functions found within the Inside program include but are not limited to: report, analyze, define, describe, discuss, explore, research, explain, locate, retell, compare, and create. These are found consistently throughout all levels in the instructional language within the lessons. Academic Vocabulary lessons often teach and apply language functions like create, define, or report to provide additional exposure to terms which transfer to other content areas. See the Instructional Focus pages before units 3 and 4 (pp. T195g, T195h, T247c, T247d) to view a list of Academic Vocabulary that contain language functions.

B. Language functions are used widely in the instructional language, practice exercises, and application of content within all books and workbooks in the Inside program. They are incorporated into the vocabulary instruction, within the Academic Words, to further support understanding of Academic Language. Within the TE, objectives using language functions are listed for every lesson. The TE is organized using language functions, with titles like Explore the Big Question, Connect, Teach/Model, and Practice.

C. The progression of language development is supported comprehensively by language functions throughout each level of Inside. See the representative examples of the range of language functions that are attached to a context and support language development within Unit 4:

Create a Character, p. T207: This communicative activity uses a range of language functions like create, visualize, describe.

Objectives, pp. T220, T222, T224: Objectives listed for each lesson accurately reflect the language functions and content found in the lessons.

Academic Vocabulary, pp. T224, T225: These cross-content area words include the language functions "locate" and "relate."

Literary Analysis, p. T245: Students "analyze" the structure of a poem, "discuss" the structure, and then "dramatize" the poem.

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- 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. Opportunities to engage in higher-order thinking are present for students of varying ELP levels in each reading, unit, and throughout the Inside program. Occasions to think critically, analyze, synthesize, problem solve, and answer open response inquiry questions are presented in each unit. Units can begin with a critical art-viewing activity (T0, T62, T196) in which students analyze and discuss an image related to the unit theme. A guiding question requiring critical thinking also introduces the unit, like "How can a powerful character inspire a range of reactions?" The inquiry is interpreted in diverse writing and speaking exercises after each reading. Comprehension questions within the readings, Reading Library books, and after-reading lessons utilize higher-order thinking instructional methods. After the readings, the lessons Critical Thinking and Literary Analysis guide students through reflective and analytical exercises. Within both the SE and TE, a range of higher-order thinking activities are included, from building background to community/school connections, that encourage students to connect content to their lives and environment. In addition, within the TE, supplementary critical thinking and viewing exercises are presented to give well-rounded opportunities for all targeted ELP levels.

E. Opportunities to engage in higher-order thinking are presented in each reading, unit, and level. The following representative examples can be found in Unit 4:

Extended Reading, pp. T195e, T195f: This chart outlines the instructional routines used with the Reading Library. Questions require students to synthesize the material, think critically, and analyze selections.

Critical Viewing, pp. T196, T213, T215, T235: Students study and analyze art and graphics found throughout the unit.

Guiding Question, p. T196: Each unit contains a thematic Guiding Question. It is an open inquiry to be interpreted in writing and speaking exercises throughout the unit.

Connect, p. T248, T265: Students connect content to self and community.

Critical Thinking and Literary Analysis, pp. T222, T223, T244, T245: After-reading analysis and reflection lessons.

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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 Inside program was designed around the California, Texas, and Florida state standards and includes similar topics covered in these states. Additionally, all of the WIDA ELP standards are covered within each level. The language arts dominated curriculum integrates Social Studies, Math, Science, and Art History topics throughout the units. Readings are mixed genre, reflecting a diversity of cultures, perspectives, and topics; and genres are then reflected in the speaking and writing lessons. Each reading-centered chapter contains vocabulary, grammar, morphology, language, genre instruction, fluency, and reading strategies as well as listening, speaking, reading, and writing lessons. The standards-based language arts curriculum exposes students to a range of content including plays, poems, and classic fictional works. Learners analyze each text, nonfiction or literature, and learn genre-specific terms and concepts. In addition, student assessments provide standard-aligned tests that introduce students to the types of questions found on state exams.

B. In each level, topics are made accessible to the targeted ELP levels by using compelling content, consistent instructional routines, instructional scaffolding, and multi-level differentiation strategies. Within each reading and writing unit, lessons are designed to make the content accessible with use of visuals, cooperative learning, and a range of other scaffolds. Lessons are then further supported with workbook practice. Teaching resources like transparencies and online interactive tools provide visual and interactive support in the classroom.

C. Topics are presented systematically throughout the materials. Each unit contains 3 major readings with lessons taught prior to and after the readings. The Writing book is organized into projects that correspond with the content in the Reading and Language book. See the following examples of topics presented within Inside, Level C:
Table of Contents, pp. Tvi-Txxi: Snapshot of all reading, listening, speaking, writing, and language topics covered.
Genres at a Glance, pp. Txxii-Txxiii: List of Readings and Genres within Units 1-4.
Extended Reading, p. T1c: Each unit includes an additional leveled Reading and Content Library.
Writing Lessons for Units 1-4, pp. TiiW-TxiW: View the expansive writing instruction in Units 1-4.

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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.

D. Inside content is linguistically and developmentally appropriate for grades 4-8. Content is appropriated into 6 levels, and each level has complete standard coverage in language and literacy. Reading genres represented within the Inside program can include fiction, graphic novels, poetry and lyrics, drama, and nonfiction articles with content connections to Science, Social Studies, Mathematics, Art, and Music. Reading comprehension strategies, fluency practice, and literary analysis are practiced before and after the reading. Vocabulary (academic and content oriented), morphology, and grammar is taught and practiced throughout each unit to promote content comprehension and linguistic development. Inside contains a full writing curriculum in each level that teaches the fundamentals (i.e., grammar and sentence structure) and the process of writing. Writing projects reflect the reading genres studied in the unit but also include research assignments and multimedia presentations. See the Extended Reading, Instructional Focus, and Resource Manager sections on pages T195c-T195j to view grade level content in a representative unit. In addition, the extended libraries list the grades and lexile range of texts on the Inside website www.ngsp.com/inside

E. Inside presents grade level content and makes it accessible for the targeted levels of language proficiency. Reading, listening, speaking, and writing tasks are supported with appropriate instructional scaffolds, visual supports, and multisensory practice activities to make content accessible to all targeted proficiency levels. In the TE, differentiated instruction is provided for vocabulary, reading strategy, and language lessons to promote accessibility for multiple levels of learners. In addition, teaching resources like transparencies and online interactive tools provide visual and interactive support in the classroom.

F. Grade level appropriate and standard-aligned content is presented in a structured systematic manner, which allows students to build progressive skills. See Contents at a Glance and Reading & Language Lessons for Units 1-4 on the pages prior to and on Tvi-Txxiii to substantiate the careful organization of content in the program. Planning pages are included before each reading, which organize instruction by lessons. See the Planning Pages in Unit 4 on pages T203c, T203d, T225c, T225d, T247c, and T247d.

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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. Inside is strongly supported with a range of visual, audio, and multisensory supports which establish background knowledge and theme, augment the readings, support understanding of lessons, and guide the practice and application of skills. Examples of visual supports used throughout Inside include illustrations, graphics, scientific diagrams, photographs, maps, time lines, and models. Critical viewing lessons analyze images using art education methodology which centers around viewing, describing, and discussing art. Video resources are available to build background and spark interest in the readings. For example, students witness the destruction of the hurricane they read about in "Fleeing Katrina." A main focus of the Inside program is to accelerate language acquisition; therefore, students experience daily opportunities to cooperatively practice and apply content with teachers and peers. In the instructional reading routine, teachers model fluency and use audio CD's that model fluency, expression, and intonation. End-of-reading lessons also represent multisensory activities like role-playing or comparing media accounts. See the Resource Manager on pages T195i and T195j to view the available resources for further multisensory instruction.

B. Sensory supports used within Inside are relevant to concept attainment and reinforce communicative goals for all targeted ELP levels. Readings are augmented with graphics and other content-specific visual supports (e.g., time lines) and audio to promote fluency and comprehension. Writing lessons utilize graphic organizers, student models, and peer revision/editing to assist the writing process. Listening and speaking exercises include response frames to support and model ideal classroom communication. In addition, differentiated instruction found within the TE often includes multisensory strategies.

C. Sensory supports are an essential instructional tool that are presented systematically within the Inside program. View the following representative examples of sensory supports within Inside:

Reading Instruction with Audio Support, pp. T195i: Teacher models dialogue, plays audio CD, and students then role-play the dialogue in pairs.

Visual Supports, pp. T151-T154: Photographs, graphic organizers, language frames in speech bubbles, and vocabulary terms all supported with visuals.

Multisensory, T249, T269, T270: Students role-play, perform a play, and analyze TV commercials in these hands-on and active lessons.

Writing Supports, T271, T9W, T22W, T59W, T64W: Models of writings and revisions, graphic organizers, and checklists are examples of some visual supports found in writing lessons.

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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. In every Inside level, unit, and reading, a range of graphic supports assist comprehension of content. Visual supports are found throughout Inside to explore unit theme, support readings, introduce vocabulary, and scaffold lesson content. The use of graphic supports like graphic organizers are used to help students demonstrate understanding, brainstorm, and organize ideas without necessarily generating complex language. These are mostly used in writing, speaking, and reading comprehension lessons. For example, students create content-specific graphic organizers like time lines to understand sequencing in a text. Other commonly used graphic supports include T-charts, sequence chains, Venn diagrams, tables, semantic maps, word webs, topic triangles, and main idea charts. They are used in almost every pre-writing activity in the Inside program and are an essential routine in vocabulary instruction. Use of graphic organizers are teacher modeled with support of transparency resources. In addition, charts and tables are also found in the instructional language to organize lessons and rubrics.

E. The graphic supports used with Inside are always relevant to concept attainment and reinforce communicative goals for the targeted proficiency levels. Graphic supports, like graphic organizers, provide multiple pathways to learning for English learners and aid comprehension for all students.

F. Graphic supports are presented systematically throughout the lessons, units, and levels. See the representative examples of the types and systematic presentation of graphic supports found within Inside:

Graphic supports used in the instructional language: pp. T119, T251, T247, T156W.

Graphic organizers in writing activities: pp. T246, T272, T145W, T167W.

Graphic supports in speaking activities: pp. T133, T182, T251.

Reading comprehension and vocabulary activities that use graphic supports: pp. PD39, T167, T197, T209, T219, T243.

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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. Inside uses varied interactive supports such as partner and group work, projects that involve research and multimedia, and interactive software. To encourage linguistic development, expose learners to a range of communication styles, and promote comprehension, students work in paired, small group, and whole group situations throughout Inside. For example, students discuss the guiding question, background information, videos, readings, and practice conversations using language starters. Students also work cooperatively in writing, multimedia, and research projects. Research projects follow each reading and vary in size and complexity. Examples of research projects include "Research A Time Period," p. T223, or "Research a Special Effects Technique," p. T246. Inside includes interactive websites and software for both students and teachers. Online resources available to all students and teachers give access to a variety of resources to support and extend the instruction in the Student Book. The Inside Teaching website gives teachers access to instructional resources and assessment tools. Additional interactive software (Inside Student eEdition, eAssessment, and Online Coach) is offered for the program. For example, Online Coach is designed to develop reading skills, practice pronunciation and fluency, and acquire academic vocabulary using the structured supports. Online Coach detects if the student is encountering difficulties with pronunciation and fluency and gives immediate feedback. Teachers and students can easily monitor progress and current fluency rate or goal. View an online demo at www.ngsp.com/inside.

H. The interactive supports found in all levels of Inside are relevant to concept attainment for all targeted proficiency levels. Cooperative learning interactive supports are explicitly used to scaffold lessons so that learners of all levels gain access to content. Research and multimedia projects are supported with appropriate instructional scaffolds and broken into steps for easy comprehension. Online Coach includes all manner of supports and interacts and assists with student progress.

I. Interactive supports are varied and systematically presented in each unit and throughout the Inside levels. View the following representative examples:

Research a Special Effects Techniques, T246: This project includes internet research, a presentation of the student's report, then the student answers peers' questions.

Describe an Event or Experience, P. T249: Students listen to an audio, and then role-play the conversation with partners.

Compare Literature, p. T268: Students cooperatively compare literature.

Online Coach, p. T255: Students build fluency with the interactive software.

Appendix

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

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

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

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

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

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

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