



PRIME™

Protocol for Review of Instructional Materials for ELLs

WIDA PRIME Correlation

STECK VAUGHN
Gateways



HOUGHTON MIFFLIN HARCOURT

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): Gateways

Publisher: Houghton Mifflin Harcourt/Steck-Vaughn

Materials/ Program to be Reviewed: Steck-Vaughn Gateways

Tools of Instruction included in this review: Gateways Teacher Editions: Levels 1A, 1B, 2, 3, and 4

Intended Teacher Audiences: Grades 4–12 Teachers of struggling readers and English language learners

Intended Student Audiences: Students in grades 4–12 who are struggling readers and English language learners

WIDA Framework(s) considered: Both

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

WIDA English Language Proficiency Standards addressed: All

WIDA language proficiency levels included: Entering, Beginning, Developing, Expanding, Bridging

Most Recently Published Edition or Website: Copyright 2009

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

Gateways is a research-based reading/language arts intervention program proven to be effective for students in grades 4–12, including English language learners. This intensive intervention program supports English language learners in gaining independence with every lesson by incorporating research-based practices that are proven to be effective in accelerating their academic achievement. These include: building decoding skills, developing sophisticated vocabulary-- both rich and relevant vocabulary as well as academic language, guiding comprehension and analysis of challenging texts, promoting reading fluency, engaging in academic dialogue, open-ended discussions, and discussing concepts relevant to instruction, and structured, purposeful guided and independent reading. In addition, Gateways Level 1A provides day-to-day structured support for English learners who are Newcomers. All levels provide differentiated and scaffolded lessons to ensure that the language of instruction is comprehensible to English learners, allows for multiple oral responses in a variety of contexts, and incorporates the essential academic language needed for achievement. Ongoing progress monitoring and summative tests ensure that teachers are accurately placing and promoting Gateways students for optimal success.

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. The Gateways program motivates students and accelerates achievement by recognizing the complex needs of struggling students and providing opportunities for these students to succeed in the school environment. The lessons are designed to provide clear and explicit instruction. They provide students with multiple examples using standardized instructional wording so students receive consistent support for mastering critical language structures. The lessons introduce the content and build upon that content to expand knowledge from a concrete base. The lesson structure is based on a seven-step process to help students become actively involved in the learning process. Step 1 Making Connections, Step 2 Developing Vocabulary, Step 3 Practicing Fluency, Step 4 Building Word Study Skills, Step 5 Reading for Understanding, Step 6 Applying the Conventions of English, and Step 7 Writing with Purpose help teachers present a carefully structured learning experience in which to apply language across the domains of speaking, reading, and writing. Each Step in the lesson provides key supports to address the linguistic complexity of the content in order to make it accessible and comprehensible. Steps 2, 4, 6, and 7 address the specifics of the language and include Structured Student Interactions to help accommodate the language complexity in all phases of the lesson. For a complete lesson, review pages 6 through 41 of Level 3 Unit 1 Teacher’s Guide. Each lesson step has English Language Learners and Literacy and Language Coach notes to further assist teachers in addressing language complexity. See also the explanation of the steps for Unit 1 on pages 2–4.
- B. Within each step of the lesson plan, the Instructional Routines provide very clear teacher script and modeling to explain the materials and present the lesson information in a well-constructed fashion to address all proficiency levels. Each section of the lessons provides instruction to accommodate language and concept development as well as the essential background needed for comprehending the concepts. See English Language Learners and Literacy and Language Coach notes for a lesson in the Level 3 Unit 1 Teacher’s Guide on pages 6, 8, 10, 12, 15, 20, 26, 32, 38.

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

- C. Each lesson in every unit for every level of the program follows the seven-step lesson plan that covers each topic with a complete instructional plan. This carefully constructed plan includes many opportunities to address language complexity as students talk, listen, read, and write about the content and understand and use language. The components of the program help provide consistent instruction and practice to assist students in developing key language and content skills.

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

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

YES NO

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

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

- A. In each lesson in the Gateways program, Step 2 Developing Vocabulary focuses on vocabulary to help students develop the ability to communicate both in speech and in writing. For each Chapter in the Unit, eight words have been selected. The chart in the Level 3 Unit 1 Teacher’s Guide on pages 2 and 3 shows how Lesson 1 introduces the Word Chat (10–11), Lesson 2 introduces four vocabulary words (49–51), Lesson 3 introduces the other four vocabulary words (90–93), Lessons 4 (129–130) and 5 (169–170) review the eight vocabulary words, Lesson 6 assesses the words (206–208), and Lesson 7 assesses all phases of learning. Within the other steps of the lesson, vocabulary work is included as students participate in a variety of activities using language.
- B. The Gateways program includes all levels of proficiency in the vocabulary development steps as well as in all the other steps. The program has individual work, partner work, and group work to allow all students to participate. This comprehensive lesson structure enables all levels of students to use the materials and develop skills along with knowledge of vocabulary. Step 4 in each lesson is a Building Word Study Skills lesson that focuses on the ability to break apart words into understandable chunks. Based on research, Word Study supports the quicker acquisition of vocabulary by ensuring that English language learners know how the words relate to one another and how the word parts consist of units of meaning that can be used to spell words and to understand their meanings. Step 4 is included in each lesson. See Lesson 1: 15–19, Lesson 2: 57–60, Lesson 3: 99–102, Lesson 4: 136–139, Lesson 5: 176–179, and Lesson 6: 214–217.
- C. Every seven-step lesson includes general, specific, and technical language in every chapter of the program. Step 2 introduces general language for the reading selection (see Level 3 Unit 1 Teacher’s Guide page 10 where the Word Chat is introduced and page 49 where the first four story words are presented). Step 4 presents specific language and some technical (academic) language (see pages 15–19, genre vocabulary on page 20, conventions terms on page 28–31). The carefully structured lesson plan guarantees that general, specific, and technical language is presented in content and context to accommodate a wide variety of learning needs. The information presented in parts A and B shows the systematic organization of the program.

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

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. In the Gateways program, the lesson structure is based on a seven-step process to help students become actively involved in all aspects of the learning process. The following steps show the consistency of organization that provides many opportunities for language control: Step 1 Making Connections (8–9), Step 2 Developing Vocabulary (10–11), Step 3 Practicing Fluency (12–14), Step 4 Building Word Study Skills (15–19), Step 5 Reading for Understanding (20–27), Step 6 Applying the Conventions of English (28–31), and Step 7 Writing with Purpose (32–37). These steps help teachers present a carefully structured learning experience for all phases of the listening, speaking, reading, and writing skills.
- B. Each chapter is based on a selection, and all the related language skills are incorporated into that instruction so that students practice and apply skills in a meaningful context. This context is then expanded to all phases of classroom instruction. The lessons include vocabulary, word study, reading, fluency, conventions, and writing. The Transparencies for each phase of instruction add concrete tools to help students see and learn as the instruction is presented. The lessons provide instruction that encourages collaborative activities and volunteering to help each individual learn and extend language development.
- C. The program has been created to present a complete structure in the language development areas so that every skill is presented, practiced, reviewed, and tested. Checking the developmental level is available in each step of the lesson. The Transition section at the end of each step helps to summarize the activities for that step and to provide a quick review of the important goals of the lessons by all participants. All of these methods can be found within a grade and across the grades so that students have every opportunity to learn effectively with the program.

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 Gateways program has a unit structure with chapters based on topics from the social studies or science curriculum. Each topic develops language and literacy in the context of the content-based themes. Every lesson contains a variety of listening, speaking, reading, and writing skills based on the content-oriented structure of the program to prepare students to function and develop language proficiency for use in the mainstream classroom. The topics include these forms of content reading: realistic fiction, historical fiction, poetry, autobiographies, biographies, speech, letter, and interview. See pages ii–iii in Level 3 Unit 1 and Unit 3 Teacher’s Guide for the social studies content information. See pages ii–iii in Level 3 Unit 2 and Unit 4 Teacher’s Guide for the science content information. Each unit includes some mathematics content based on distances, calculations, and time line dates.
- B. The seven-step lesson structure in all units in all levels allows for consistent and systematic integration of the listening, speaking, reading, and writing skills into the content selections. The lessons are based on social studies and science content related to national standards as described in part A. This content-oriented base helps to ensure that vocabulary and skills for content are included with a complete set of language arts skills to foster the development of listening, speaking, reading, and writing skills.

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

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. For each lesson in the chapter, a Lesson Overview page is provided. The Lesson Overview chart lists each of the seven steps of the lesson. By each step, the Instructional Objectives are listed followed by the standards goal for that step. (See Level 3, Unit 1, Chapter 1, Lesson 1, page 5) In each step of the lesson, the Instructional Objective is stated, and at the top of the page are the Gateways Standards and how the standards are included in the lesson. (See Lesson 1: Step 1 page 8, Step 2 page 10, Step 3 page 12, Step 4 page 15, Step 5 page 20, Step 6 page 28, Step 7 page 32) This systematic plan clearly shows how each step of a lesson addresses listening, speaking, reading, and writing skills with specific goals and standards clearly identified. Such information is provided on the Lesson Overview page for every lesson in each chapter in each unit and across all grade levels.
- B. In an effort to meet the needs of students with a wide range of language and learning abilities, instruction in the Gateways program addresses the needs of English language learners, struggling/developmental learners, and students who receive special education services. Throughout the levels, students receive intensive language instruction in both academic and survival English that expands vocabulary, comprehension, and fluency. The program uses a variety of methods, such as consistent approaches to multiple texts, graphic organizers, predictable routines, structured discussions, audio recordings, and visual support.
- C. The information in parts A and B explains the lesson organization and structure of the program. These features are found in every lesson in the chapters in the units of the Gateways program. Such features provide thorough, systematic instruction in the listening, speaking, reading, and writing language domains related to content areas that will assist a wide range of language learners.

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. The Gateways program is a comprehensive reading/language arts intensive intervention program specifically designed for struggling readers and English language learners in grades 4 to 12. The program includes appropriate instruction for all levels. The placement tests help to identify the proficiency level and to place students in an educational environment devoted to helping them succeed. The program uses the following approaches: direct and explicit instruction, use of predictable instructional routines, integration of skills, connections with other content areas, and emphasis on increasing student motivation and ownership of the work. The program includes clear protocols and structured discussions that continuously monitor each student’s understanding of the skills and strategies for success.
- B. Within the program, students are placed into a level of proficiency to help them receive intensive language instruction in both academic and survival English that expands vocabulary, comprehension, and fluency. The program was developed to assist in the placement of students at the correct level and then to instruct them with daily routines for effective teaching and learning to help students progress. The structure of the program has been woven into every lesson to help teachers accommodate the many and varied needs of their students.
- C. The program provides a complete instructional plan within each level and across the levels to introduce skills as stated in parts A and B. The carefully developed seven-step lesson structure permits students to progress and attain goals.

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

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. The direct and explicit instructional approach included in every lesson in the program allows teachers to present lessons that help students master the vocabulary and skills and extend their development so that they can progress to higher levels. The goal of the program is to accelerate reading achievement to prepare struggling readers and English learners to re-enter the basic programs. The lessons allow students to brainstorm and discuss, evaluate their original thoughts, and add new knowledge. The Teacher’s Guide provides Discussion Scaffolding that helps students participate at all levels. See Level 3 Unit 1 Teacher’s Guide pages 87–89, 100–101, 103–109, 112–113, and 116–121.
- B. As students develop, the instructional approach in the program allows them to extend their skill development within their level and to expand to other levels. In vocabulary instruction, Step 1 introduces the words. In Step 2 the words are explicitly taught, Step 5 uses the words in the student readings, and Step 7 uses the words in their writing project. Within the seven-step lesson, instructional activities help students at every level participate. Students share information and learn by doing with the appropriate direct and explicit instruction. The lessons provide scaffolding support as students practice skills from the simple to the complex levels.
- C. In the Gateways program, Lesson 7 of each chapter is a Skills Assessment and Reteach lesson. The instruction is monitored by the Assessment materials, which provide ways to assess students’ language development. The program offers multiple opportunities for students to progress through the instruction at varying levels of proficiency.

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. The Gateways program has been created to teach struggling readers and English language learners comprehensive language arts skills (reading, writing, listening, speaking, and viewing) in the context of content-area curriculum. As a major strand in the language arts, oral language support across all the language functions is intrinsic to Gateways instruction. Students learn to read independently; to evaluate a range of texts; to read for enjoyment as well as information; to make inferences about, interpret, and apply what they have read; and to communicate their developing knowledge in a variety of contexts. In the course of a lesson, students have opportunities to demonstrate their language proficiency in verbal and written interactions with the teacher, in dialogue with a partner or a small group, during discussions with the class, and in written language. The steps in a lesson provide Structured Student Interaction with Discussion Structure and Discussion Scaffolds to help students talk about the content by answering questions and interpreting content as well as expressing ideas and opinions. The lessons teach students strategies for comprehension to help develop comprehension skills and use explicit instruction in vocabulary and word study to develop reading, writing, and oral language skills. Writing skill development also includes work with spelling and conventions. The charts on pages 2–5 show the content of a typical lesson in a chapter in Level 3: Unit 1, Chapter 1, Lesson 1.
- B. The steps in a lesson address a wide range of communicative goals and contexts as students participate in activities in which they work with the teacher, with a partner, in a small group, or with the whole class to communicate about the lesson content for the unit. The unit structure is based on social studies and science content in a variety of genre. From poetry to biographies, students read about and become involved with the content related to the social studies or science topic. See pages ii–iii in Level 3, Unit 1 for social studies content and genre in the three chapters. See pages ii–iii in Level 3, Unit 2 for science content and genre in the three chapters. The content and genre expose students to many different topics to help them become familiar with all curriculum goals.

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

- C. Every chapter of every unit has seven lessons, each with the seven-step lesson plan. The first lesson in Level 3, Unit 1, Chapter 1 on pages 1–41 shows a typical lesson with direct instruction to help students master the content and language functions presented in a variety of activities. Parts A and B provide information explaining how each unit in a level helps students successfully develop language skills and use the interactive lesson features to help them master the skills.

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

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

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

D. The development of comprehension skills and strategies is an important component of the comprehension strand of the program. Students learn to how to use higher-order thinking skills such as making inferences, making predictions, summarizing, comparing and contrasting, and identifying cause and effect. These skills are an integral part of the instruction as students choose appropriate strategies for comprehending. The Gateways program preteaches strategies, provides guided and scaffolded practice, and applies strategy instruction to text selections. In Level 3 (Unit 1, Chapter 1, Lesson 1), Step 5 (pages 20–27) focuses on instruction and introduces the on-the-surface strategy in which readers look for information stated in the text (page 21). In Lesson 2 (pages 61–69), students use the under-the-surface strategy (page 62) in which readers use what they know to draw conclusions or interpret the text. This strategy is regularly implemented to help students use higher-order thinking skills.

E. Part D explains how the skills are systematically addressed in Step 5 of each lesson and throughout every lesson in each level. The chapter overview charts show the lesson content and list the reading skills and strategies while the lesson overview charts provide the skills objectives. Each chapter begins with chapter overview charts, and each lesson begins with a lesson overview chart. A survey of these documents (pages 2–4) shows the inclusion of higher-order thinking skills throughout the program.

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 Gateways program is based on content-area connections. All students including English language learners need to read, write, listen, speak, view, and work across disciplines. The use of science and social studies materials that contain mathematical data to interpret and read is integral to the structure of the program. In this way, all instruction is tied to content that is meaningful and builds language skills that translate to the regular classroom instruction. Every skill is coordinated with content found in national curriculum standards to make a meaningful learning experience. (See Level 3 Unit 1 Teacher’s Guide pages ii–iii for the content standards listing.)
- B. A consistent format with the seven-step instructional process was used in every lesson in every chapter in the program. This consistency allows teachers and students to become familiar with the presentation techniques as well as the learning expectations so that the teacher can provide careful instruction and the learner can master the skills. The modeling and grouping interchange in the lesson format helps all learners progress in skill and content development. (See a typical lesson in the Teacher’s Guide for Level 3 Unit 1, Chapter 1, Lesson 1, pages 1 to 41.)
- C. Parts A and B explain how content-area materials are the instructional base of the Gateways program. In each lesson, content topics are included and were selected based on the national curriculum standards. This structure helps students learn important listening, reading, writing, and speaking skills in content-related topics within the level and from level to level.

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

- | 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. In the Gateways program, each unit in a level begins with two pages that identify the content selections, genres, and national curriculum standards that are covered in that unit. A survey of the charts shows that appropriate grade level content is present in the materials. (See pages ii–iii of the Level 3 Unit 1 Teacher’s Guide.) Each lesson begins with a Daily Agenda to prepare students for the grade level content by helping them understand the objectives, daily tasks, and related skills. This feature makes the grade level content accessible to students at all levels of language proficiency. When students understand the lesson goals and expectations, they can take more responsibility for their learning. See pages 6 and 7 of Lesson 1 for a complete explanation of this effective instructional tool.
- E. The systematic and interactive structure of the program increases accessibility to the grade level content by students at all levels of language proficiency. The Instructional Routines (see an example for Lesson 1 Step 1 on page 8 of the Level 3 Unit 1 Teacher’s Guide) in the steps of the lesson help prepare students for the grade level content. Using the Discussion Structure and Discussion Scaffolds (see examples for Lesson 1 Step 1 on pages 8 and 9 of the Level 3 Unit 1 Teacher’s Guide) helps students learn and communicate about the content. This lesson format guides students at all levels of proficiency as they use the materials and access the content.
- F. The information and examples in Parts A to E explain how the lessons focus on appropriate content for each grade level. The systematic lesson format enables teachers to provide well-organized lessons that not only make the grade level content accessible to students at all levels of language proficiency but also help them succeed in mastering skills across all the domains of language arts. As part of this systematic structure, key standards-based skills are taught and reviewed in regular cycles throughout the program and across levels of the program. In addition, the interactive nature of the lessons contributes to learner success.

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. The Gateways program provides many different kinds of instructional supports. The program helps teachers meet the needs of students of all learning levels and styles through a variety of methods: consistent routines, graphic organizers, visual support, audio support, and modifications. All sensory tools are used as students participate in the routines for each step of the lesson. The routines involve all aspects of sensory supports—speaking, listening, hearing, and seeing. As students work with the Instructional Routines (pages 8, 10, 12, 15, 20, 26, 28, 32) and the Structured Student Interaction (pages 7, 8, 9, 14, 16, 17, 18, 21, 22, 23, 24, 25, 26, 27, 29, 30, 31, 33, 36, 39, 40, 41), they are able to participate in understanding the essential question that acts as the unifying theme. English language learners benefit when content acquisition and language learning goals are thematically integrated.
- B. The instructional activities in the Gateways program are based on research. The exercises and framework provide many opportunities for students to share information, ask questions, interpret information, and incorporate learning. All the learning activities actively involve students in the step-by-step routine that helps them acquire skills and concepts and then succeed in the learning process. See a typical word study activity on pages 15 through 19 of Level 3 Unit 1 Lesson 1. The teacher models and students participate in using the visuals to identify compound words. Next, students work together to determine meanings of compound words. They use an overhead transparency to discuss examples, work with a partner to complete the activity, and apply the skill on a workbook page as the teacher reads. Partners then work together to complete the activity. This interactive approach helps students master the skill.
- C. The Gateways program uses the instructional techniques described in parts A and B throughout every lesson in every chapter in every unit. The program focuses on many learning modalities to help students develop language proficiency and skills as they work in the content areas. Additionally, audio supports are included in Decodable Readers Audio CD and the Anthology Audio CD.

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

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

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

- D. Graphic supports to help students comprehend the vocabulary, concepts, and content of the program can be found throughout the lessons. Anthology pages include illustrations, photographs, and other graphics showing the science or social studies content to help students assimilate the content by combining the information in the text with that in the pictures. Each Overhead Transparency (see Transparency 6 in Level 3, Lesson 1, page 21) or Practice Book activity (see page 9 in Level 3, Lesson 1, page 29) uses graphics to help students understand the complex content of some topics. The graphs, charts, tables, and diagrams on these pages help structure the content into an easier-to-understand format. By using graphics, the content is provided in an alternative way that helps all learners comprehend the topic.
- E. Graphic supports in the Gateways program are an integral part of the instruction process. Each lesson begins with a graphic organizer: a Daily Agenda chart (see Level 3, Unit 1, Lesson 1, page 6). This graphic support helps students know immediately what the lesson structure is and what content will be covered in the lesson. It also allows students to return at the end of the lesson to record their progress. Each section of the lesson uses graphics to show students the information presented visually and organized in meaningful structures to help them master the content of the lesson. The graphic tools provided in each step of the lesson include photographs (page 8), Word Study graphic on Practice Book Page and Transparency (page 16), Vocabulary Activity on Practice Book Page and Transparency (page 21), and Comprehension Activity on Practice Book Page and Transparency (page 23). These are a few examples of the integrated use of graphics in all areas of instruction to help students master content.
- F. Every lesson in the chapters in each unit of the Gateways program incorporates the use of graphic supports as described in parts D and E. The program research has definitively stated that students with special learning needs require instruction and learning materials that meet their needs through consistent routines, graphic organizers, visual support, audio support, and special lesson modifications for the learners.

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

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. In the Gateways program, almost every part of each step in a lesson provides interactive learning experiences. See Level 3, Chapter 1, Lesson 1 pages 7, 8, 9, 14, 16, 17, 18, 21, 22, 23, 24, 25, 26, 27, 29, 30, 31, 33, 35, 36, 39, 40, 41. Each lesson begins with teacher instruction and questions that encourage students to participate. The teacher-student interchange explores and clarifies the lesson content. The Structured Student Interaction has students work with a partner to explore the topic, discuss the content, and explain the content to each other. Then partners share the information with the class. After more instruction with a teacher-scripted routine, students review the lesson section. Every part of each lesson promotes this method of active student involvement to incorporate interactive learning styles in all the instruction.
- H. The format of the lessons, which includes teacher-scripting and modeling, helps the teacher communicate with students at their level. In the Instructional Routine, the lessons address individual student needs by using oral discussion techniques and interaction. These exercises help the teacher work with students and tailor the instruction to meet student needs. Interactive support is further developed with the Structured Student Interaction on every page of every lesson in which students work with partners to clarify the content and discuss the main concepts.
- I. The lessons within the Gateways program, including the teacher materials, provide very flexible groupings to tailor instruction to meet a variety of student needs. Within the activities, instruction allows students to work in all types of groupings, from whole class to small groups to partners. These teacher-directed and coordinated lessons help students succeed in content, concept, and skill acquisition.

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.