



**PRIME**<sup>TM</sup>

Protocol for Review of  
Instructional Materials for ELLs

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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): English 3D

Publisher: Scholastic

Materials/ Program to be Reviewed: Issues Book, Language and Writing Portfolio, Teacher's Guide, and Teacher's Space and 3D in Action DVD's

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

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

Intended Student Audiences: Grades 6-9

WIDA Framework(s) considered: Summative and Formative

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

WIDA English Language Proficiency Standards addressed: Social and Instructional Language, The Language of Language Arts, Science, Mathematics, and Social Studies

WIDA language proficiency levels included: Levels 3-5

Most Recently Published Edition or Website: 2011, www.scholastic.com/english3d

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

Developed with Dr. Kate Kinsella, one of the nation's leading scholars on instruction and achievement of secondary English learners, English 3D is an advanced English language development program designed to ensure proficiency in the "language of school"—the academic vocabulary, speaking, listening, and writing vital to success in school and life. English 3D is ideal for all academic language learners in Grades 6-10, including long-term English language learners, advanced ELL/ELD students, and community dialect speakers. English 3D will ensure all students are on a path towards college and career readiness by:

- Teaching high-leverage, portable academic language, including vocabulary, syntax, and grammar.
- Improving speaking and listening skills through daily opportunities for accountable class discussions, peer collaboration, and group presentations.
- Developing academic writing skills in summarizing, justification, argument, and research.
- Engaging students with interesting nonfiction text that present real-world issues relevant to teens' lives.
- Making regular connections between coursework and the demands of college and the workplace.

## 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 English 3D materials build language proficiency through daily opportunities for written responses and academic discussions in pairs, small groups, and whole class formats. English 3D is organized into 12 issues chosen to peak adolescent interest and encourage opinion responses. After reading a small nonfiction article in the Issues book, students are guided through a consistent instructional routine focused on speaking and writing. Speaking activities, like partner and group interactions, are essential methods of practice in English 3D, as students discuss, describe, and debate such topical issues as cyberbullying or junk food at school. Each issue also includes multiple levels of writing tasks that scaffold writing fluency to ensure student success on the more advanced writing assignments in the issue’s final exercises. These writing tasks include paraphrasing and summarizing the articles and progress into creating essays and speeches using arguments and justifications. After every 2 issues, students plan, write, and present a 30-second speech and then build toward a longer 60-second speech. In addition, specific grammar and syntax instruction accompany the final writing tasks.

B. English 3D takes into account linguistic complexity for all targeted levels in each oral and written activity. Partner and group interactions are guided and modeled. Embedded response frames, a scaffold used in oral and written activities, guide student debates and discussions and provide support for complex language practice. Written lessons progress in complexity, giving opportunity to practice vocabulary, use graphic organizers, study student models, and become familiar with the final format.

C. Daily linguistic practice and instruction is systematically integrated into each lesson and within every issue. The following examples are found within the Language & Writing Portfolio Issue 1 "Video Games" and are representative of the types of oral and written activities found throughout each issue:

Oral Activities: Present Ideas: p. 26; Academic Discussion: p. 28; Discuss & Write Examples: pp. 30, 34; Ask & Answer Questions: pp. 31, 33; Discuss Examples: p. 32; Collaborate: p. 35; Mark & Discuss Elements: p. 36.

Written Activities: Brainstorming Ideas: pp. 26, 28; Words to Know: p. 27; Write a Claim: p. 28; Ten-Minute Paper: p. 29; Section Shrink: pp. 31, 33; Quote Quest: p. 35; Student Writing Model: p. 36; Organize Supporting Evidence: p. 37; Grammar: pp. 38, 39; Write a Justification: p. 40; Reflect & Revise: p. 41.

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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. English 3D builds student vocabularies by teaching, practicing, and applying both high-utility and topic-related academic words in context. Each nonfiction article begins the reading with a glossary in which topic-related words appear in boldface and high-utility words are highlighted. Students begin the lesson by discussing the topic-related vocabulary in collaborative groups. Together, the groups complete the Words to Know interactive chart. These activities activate prior knowledge of topic-related words, teach definitions, and prompt discussion of examples within context before reading the text. In the section Words to Go, students examine and receive guidance in using academic or high-utility words like "prevent," "resource," and "estimate." The student first examines the meaning, uses it in a sentence, and then discusses and writes example sentences with a partner. The high-utility words are taught in the same manner throughout the lessons and are the backbone of the responses framed within academic discussions and writing lessons. In addition, words, expressions, and phrases are examined to develop the student's ability to communicate in activities like Analyze Words and Paraphrasing Text. In these exercises, students reflect on everyday phrases and then replace the phrase with a more precise synonym. Students use these synonyms when making a claim, paraphrasing, and preparing for writing activities.

B. As students are taught topic-related and academic vocabulary, they are supported with prior knowledge exercises, multiple examples of appropriate usage, peer and whole group practice, and highly scaffolded written practice and application. In addition, the interactive whiteboard Vocabulary Builder tool on the Teacher's Space DVD provided with the Teacher's Guide breaks down the words into syllables and provides meanings and examples visually.

C. General, specific, and technical language usage is systematically presented throughout each issue in English 3D. The following examples are found within the Teacher's Guide Issue 2 "Junk Food" and are representative of the types of vocabulary instruction found within each issue.

Words to Know, p. 43: Found at the beginning of each issue, this activity explores prior knowledge, meaning, and context of topic-related words. Teachers guide students in pronunciation, discussion of word knowledge, and student examples.

Analyze Words, p. 44: Students analyze everyday phrases like "bad for you" and suggest precise or specific words to replace the phrase.

Build Word Knowledge, pp. 46, 48, 50: Teaches high-utility words that are used across the academic spectrum. Words are defined and examples are explored, discussed, and written using scaffolds like language frames.

Choose Language for Writing, p. 53: Teacher modeled exercise that assists students in choosing precise words for writing a justification.

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YES NO

A. Opportunities to demonstrate language control are presented throughout English 3D in a range of activities that include conversations, discussions, cooperative group presentations, and speeches. Every issue begins with a debate question that anchors student discussion and writing within the topic. Each skill is taught and applied using activities that encourage the development of language control over time, or for a specific lesson. English 3D materials utilize recursive routines throughout each issue that hinge upon the language control demonstration routines: interacting with partners and in groups, using language frames, and monitoring tasks. Using these three essential routines, teachers guide students through reading, vocabulary, speaking, listening, and writing lessons. End-of-issue lessons include increasingly complex academic writing and speaking assignments that include grammar and syntax instruction. The academic writing assignment is guided from beginning to end to ensure a successful outcome. Students organize evidence, practice precise language, use varied sentences, revise, and edit before completing the final written Justification, Summary, Response, or Argument. In issues 1 through 6, after every 2 issues, students plan, write, and present a 30-second speech. For issues 7 through 12 students present a longer 60-second speech.

B. Opportunities to demonstrate language control are appropriately scaffolded to target all levels of language proficiency. Use of complex language is modeled and guided by employing language frames in oral and written activities. Written assignments include pre-writing strategies like graphic organizers. In addition, the 3D in Action DVD is supplied with the Teacher's Guide and demonstrates correct teacher and student use of language frames in the classroom.

C. English 3D systematically presents opportunities to demonstrate language control within each lesson and throughout each issue. The following examples can be found in the Teacher's Guide in Issue 3 "Cyberbullying" and Issue 4 "Graffiti."

"Should Schools Step in When Cyberbullies Strike?," p. 60: A debate question anchors language demonstration activities throughout the issue.

Academic Discussion, pp. 62, 78: Students brainstorm, organize, and make a claim in collaborative groups.

Ten-Minute Paper, pp. 63, 79: Guided writing practice that utilizes response frames.

Academic Writing, pp. 70-75, 86-91: End-of-issue writing exercises include all steps of the writing process along with a writing model and peer and self-assessment.

30-Second Speech, pp. 92, 93: Students plan, write, and present a speech after every 2 issues.

## 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. Social and instructional language, the language of Language Arts, of Mathematics, of Science, and of Social Studies are ever-present in English 3D. Social and instructional language is used throughout the Language & Writing Portfolio, Issues book, and Teacher's Guide in the practice and application of all skills taught in English 3D. For example, students develop written compositions, present speeches, and gather information to prepare for a debate. Each issue, in the Issues book, contains up to 3 nonfiction articles, each presented with a content connection. Content connections associate issues to content areas like science, social studies, health, economics, fine arts, and technology. For example, for the issue "Girls and Sports," a science content connection presents information on the biology of a concussion and includes a diagram with statistics about high school athletes (Issues book, p. 33.) These connections expand student knowledge of the articles as well as provide data for students to use in discussion and writing activities. See the Table of Contents in the Issues book, pages 2-3, to view the content connections for each issue. Although math is not specifically named in the content connections, the language of Mathematics is represented in the economics connection in Issue 10 as well as throughout the issues in statistics, graphs, and data tables. Additionally, grammar, reading strategies, writing, and speaking/listening skills are practiced with each issue as students explore the language of Language Arts.

B. English 3D systematically integrates social and instructional language and the language of the targeted content area throughout the lessons and issues. As stated above, social and instructional language is used in the practice activities related to listening, speaking, reading, and writing. Most of the following examples are from Issue 6 "Animal Research." Issues book, Science Content Connection, p. 39: Students are asked to state an opinion based on the facts presented in the science centered article. Issues book, Academic Language Handbook, pp. 92-107: As students communicate content, this guide supplies helpful language frames that assist communication. Teacher's Guide, p. 121: Students use strategies to identify precise synonyms and find key ideas in text. Teacher's Guide, 30-Second Speech, pp. 126-127: Scientific evidence is used to create and present a persuasive speech.

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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. Every lesson in English 3D is built around the language domains of listening, speaking, reading, and writing. Students begin each issue by reading and listening to nonfiction articles filled with data displays, statistics, illustrations, and photographs. Information in the articles is then used in the listening, speaking, and writing lessons found in the Language & Writing Portfolio. The Language & Writing Portfolio begins with lessons in vocabulary instruction and academic discussion. Listening charts are used in discussions and interviews to record peer responses, promoting active listening habits. Lessons often intertwine the domains of speaking, listening, and writing to accomplish typical tasks like writing, presenting speeches, or preparing for debates. In the vocabulary instruction Words to Go, partners use verbal and written answers to demonstrate their understanding of terms. Writing activities range in complexity throughout the issue from brainstorming with a Venn diagram, completing opinion statements, and paraphrasing quotes to presenting a justification essay supported with facts using appropriate grammar and transitions. Units end with lessons like Writing a Justification or Summary, which target specific domain skills developed throughout the issue.

B. All domain instruction is presented within the targeted levels of proficiency in English 3D. Lessons are age and proficiency-level appropriate and contain appropriate visual and textual scaffolds to assist learners working above or below level. Response frames or sentence starters are found in most speaking and writing assignments. Student models accompany end-of-issue writing tasks. Specific differentiated instruction is also downloadable on the Teacher's Space DVD.

C. The language domains are systematically integrated into every issue in English 3D. See the Planning Guides on pages 26C, 42A, 60A, 76A, 94C, 110A, 128A, 144A, 162C, 178A, 196A, and 212A in the Teacher's Guide to view domain instruction in each lesson. The following examples of listening, speaking, reading, and writing activities are found in Issue 7 "The Environment" and are representative of every issue.

Issues book, Table of Contents, pp. 2-3: View the 12 issues, nonfiction readings, and content connections.

Issues book, Issue 7 "The Environment," pp. 40-45: Reading includes data files, photographs, illustrations, and tables to support understanding of reading content.

Teacher's Guide, Academic Discussion, p. 130: Partner and group collaborative work includes language frames and response boxes for active listening.

Teacher's Guide, Ten-Minute Paper, p. 131: Students listen, take notes, and compare ideas in preparation for writing and debate.

Teacher's Guide, Academic Writing, pp. 138-131: An end-of-unit, involved writing assignment uses ideas developed through the issue.

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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. English 3D is designed to re-engage long-term ELL students, grades 6-9, in academic studies and accelerate language development. All lessons are active, student centered, and meaningful to the learner. Issue content is significant to adolescent life, which lessens the cognitive load so that students feel at ease expressing opinions and participating in discussions. Recursive teaching routines are introduced to students in the Getting Started unit and remain the same in each issue thereafter to allow for consistency in instruction. Using these 12 instructional routines (see Teacher's Guide pp. T46-T74), teachers model, guide, and demonstrate academic language by using language frames that increase in complexity throughout the issues. Speaking, listening, and writing lessons are supported with multiple levels of assistance to make content accessible for all targeted proficiency levels. A blend of individual, partner, and whole-class cooperative learning is present in daily instruction. Nonfiction reading content is highly supported with visuals and is read aloud by the teacher as students follow in their text. Throughout the Teacher's Guide, differentiated instruction is embedded to adapt content to learners working above or below level. In addition, downloadable differentiation resources are included in the Teacher's Space DVD.

B. Differentiation is linguistically and developmentally appropriate for each targeted proficiency level and grade levels 6-9. As stated above, embedded into the recursive routines and content are a wide variety of learning supports like cooperative learning and language frames. Complex writing or speaking tasks are framed within multiple supports that assist language development. For example, when preparing for a speech, students practice intonation, pace, and nonverbal communication in front of a small group before presenting to the class.

C. Differentiation is systematically addressed throughout every lesson and issue in English 3D. The following examples of learning supports found in Issue 8 "Teens and Driving" are reflective of the entire program.

Teacher's Guide, Build Knowledge, p. 144: A multi-sensory approach to understanding nonfiction text that incorporates reading aloud, listening, discussing, writing, and presenting ideas.

Teacher's Guide, Words to Go, p. 148: High-utility words are introduced, given meaning, used in a sentence, and cooperatively discussed and applied.

Teacher's Guide, 60-Second Speech, pp. 160-161: Speeches are thoroughly guided, and fluency is practiced with partners before presentation.

Teacher's Space DVD: Within the Printables box, click on Resources to view the Differentiation Resources available.

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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. English 3D provides scaffolding supports for students to advance in proficiency levels. Scaffolding is designed into the curriculum and reinforced within the Teacher's Guide so that teachers can respond to learner needs in the classroom. Issues are introduced with a debate question like "Does the Media's Focus on Beauty Have an Ugly Side?" Debate questions connect students to the content and guide discussion and writing assignments. Activation of prior knowledge of vocabulary terms begins each issue to scaffold understanding of the subject. In listening and speaking exercises, language frames are used extensively. Academic discussion exercises include text boxes with helpful language to respond, paraphrase, contrast, compare, etc., all of which assist conversation. Language frames increase in sophistication as students progress through the issues. For example, a Language to Compare text box in Issue 1 uses the language frame "I agree with \_\_\_'s idea." Later, in Issue 7 the language frame is "My perspective on \_\_\_ is similar to \_\_\_'s." This gradual release model of scaffolding is evident in recurring lessons as well, such as the Ten-Minute Paper. More supports are used in the earlier issues and fewer in later issues, as the students are gradually released to write more independently and to advance within their level as well as from one proficiency level to another.

B. The English 3D curriculum uses consistent routines with scaffolds in each domain activity to assist learner progression through proficiency levels. As stated above, embedded scaffolding is widespread in the earlier issues and then gradually decreases as learners progress in aptitude.

C. Scaffolding supports are presented systematically throughout the issues and lessons. The following examples are found within Issue 9 "Self-Image" and are representative of all issues.

Issues book, Issue 9, pp. 52-61: Nonfiction readings include the following supports: debate question, data files, photographs, illustrations, and graphic aids.

Teacher's Guide, "Language to..." text boxes, pp. 164, 165, 171: Academic discussion scaffolds.

Teacher's Guide, Ten-Minute Paper, p. 164: Writing is a cooperative activity that is modeled and guided.

#### 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. English 3D includes a range of language functions which are designed into the curriculum, instruction, and assessments. Examples of language functions found in English 3D include discuss, analyze, respond, describe, restate, list, record, compare, rewrite, rate response, and collaborate. Language functions are found throughout each issue as students practice and apply English 3D content. See the planning guides located prior to each issue in the Teacher's Guide to view the extensive use of language functions within the objectives and curriculum.

B. Language functions are always incorporated into communicative and written activities within English 3D. They are used in the instructional language in each lesson and throughout every issue.

C. Language functions are presented comprehensively to support the progression of language development. The following examples can be found in the Teacher's Guide in Issue 9 "Self Image" and are representative of types of language functions used throughout every issue.

Planning Guide, pp. 162c, 162d: View language functions within objectives and curriculum.  
Analyze Words, p. 164: Discuss.  
Collaborate, p. 164: Restate and record ideas.  
Present Ideas, p. 165: Compare ideas.

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

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

D. Each of the 12 issues in English 3D is anchored by an inquiry that prepares students for the topics they will analyze, evaluate, and debate. For example, the Issue 10 question asks, "Does a Lower Minimum Wage for Teens Pay Off?" Students begin the issue by reading 3 nonfiction articles that offer different perspectives on the topic along with content connections as well as a data file with statistics for the students to use in debates, discussions, and written justification essays. Concluding the readings, the student is asked to Take a Stand and answer questions that require critical and judgmental thinking skills. In the Language & Writing Portfolio, students use higher-order thinking skills to analyze words, synthesize ideas, make judgments, compare and contrast, create opinions, and justify arguments for every issue. Throughout each lesson, students express opinions and then work to articulate and justify their opinion more thoroughly in expansive speaking and writing activities. Group and partner collaboration are folded into each lesson to stimulate the development of language and thinking skills. In addition, higher-order thinking lessons include appropriate scaffolds like language frames and graphic aids to target all proficiency levels.

E. Opportunities to engage in higher-order thinking are incorporated into each issue and throughout the lessons. The following examples are found within Issue 10 "Teens at Work" and are mirrored in all issues 1-12.

Issues book, "Does a Lower Minimum Wage for Teens Pay Off?," p. 62: Issue begins with an inquiry.

Issues book, Take a Stand, p. 67: Students are asked to relate to the topic and then express an opinion.

Language & Writing Portfolio, Academic Discussion, p. 180: In preparation for expressing an opinion, students brainstorm ideas, analyze words, use language frames to make a claim, and finally listen to and restate an opinion in a collaborative activity.

Language & Writing Portfolio, Quote Quest, p. 187: Students analyze text, synthesize ideas, and respond in a collaborative exercise.

Language & Writing Portfolio, Reflect, pp. 193, 195: Activity allows a final reflection on the major writing project and 60-second speech and guides self-improvement.

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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. English 3D content covers a range of subject matter topics that can be found in grade-appropriate state, local, and national academic standards. Each issue includes informational readings, vocabulary, grammar conventions, writing, listening, and speaking content that directly aligns to common core standards. Issues are extended with a content connection to science, social studies, health, economics, fine arts, or technology. In addition, easy to reference, domain specific objectives are listed in the planning guides prior to issue instruction within the Teacher's Guide. Visit the English 3D website, [scholastic.com/english3d](http://scholastic.com/english3d), to view alignment to the key points in the common core standards.

B. Each lesson includes appropriate supports and multi-sensory exercises to ensure all topics in the curriculum are accessible to students of the targeted English language proficiency. Instruction is further supported with additional teaching resources and a whiteboard technology suite included with the Teacher's Guide.

C. Content is presented systematically and follows consistent routines for instruction of content throughout the issues. Issues are topic oriented and broken up into four areas of instruction: Building Concepts & Language, Analyzing & Discussing Text, Academic Writing, and Presenting Ideas. View the following examples of topics presented in English 3D. Issues book, Table of Contents, pp. 2, 3: View informational articles and content connections presented within each issue.

Teacher's Guide, Planning Guide, pp. 162C, 163C: Scope and Sequence for the issue lists all listening, speaking, writing, grammar, and reading activities and includes lesson objectives.

Teacher's Guide, Issue 11 "Drug Testing," "Does Drug Testing Keep Schools Safe—Or Put Your Rights At Risk?," p. 196: Each issue is topic oriented with a central question to guide students through the language arts focused curriculum.

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- YES NO **Accessibility to Grade Level Content**
- D. Is linguistically and developmentally appropriate grade level content present in the materials?
- E. Is grade level content accessible for the targeted levels of language proficiency?
- F. Is the grade level content systematically presented throughout the materials?

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

D. English 3D content is linguistically and developmentally appropriate for grade levels 6-9. The program is designed to be used daily (45-60 minutes) during an English support class, advanced ELL/ELD class, English language arts block, or an elective period. English 3D's grade-appropriate curriculum is intended to accelerate language development in advanced and long-term ELL students through targeted vocabulary, writing, speaking, and listening instructional routines. Daily opportunities to speak, listen, and write using high-utility vocabulary in cooperative and individual activities accelerates language development. Informational readings are supported with varied graphics to extend student knowledge of topics. Concluding each issue, advanced speaking and writing lessons use cumulative skills taught throughout the issues to develop polished presentations and publications. View the planning guides that precede each issue in the Teacher's Guide to view content and objectives in each issue (example pages 162C, 178C, 196A).

E. Content is made accessible for the targeted levels of language proficiency through a variety of interactive and instructional scaffolds. Informational readings include a guiding question, a data file of statistics, photographs, illustrations, and graphic aids to support the reading material. English 3D has 3 types of assessments to monitor student development: the Daily Do Now, an end-of-unit embedded test, and performance-based writing and speaking assessments. Based on student responses in the Daily Do Now, teachers can reinforce vocabulary or concepts on a day-by-day basis. Performance-based tests use student, peer, and teacher rubrics to assess writings and speech delivery.

F. Topics and guiding content were chosen because of their relevance to students in grades 6-9. For example, issue titles include "Video Games," "Cyberbullying," "Teens & Driving," and "Social Media." Content is then guided with an inquiry intended to provoke response, such as "Should Parents Have a Say in How Their Teens Use Social Media?" These topics lead students into speaking/listening, reading, vocabulary, and writing lessons that are mirrored in each issue but build in complexity as skills progress throughout the program. See examples of content in English 3D:  
Issues book, Table of Contents, pp. 2, 3: View nonfiction articles and content connections presented within each issue.  
Issues book, Issue 12 "Social Media," pp. 82-91: Informational articles are supported with statistics, graphics, and multiple perspectives of the issue to develop knowledge of content.  
Teacher's Guide, Planning Guide, p. 212A: Content and objectives for Issue 12.  
Teacher's Guide, Assessment Examples, pp. 227, 229, 234, T76: Daily Do Now, Issue Test, and rubrics to assess a writing and speech demonstrate systematic assessment of progress.

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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. Sensory supports are pervasive and varied throughout English 3D. All issues are supported with a range of visual supports that introduce topics, enhance knowledge of the issues, and assist understanding of vocabulary, speaking, and writing activities. Visual supports used in English 3D include photographs, illustrations, diagrams, primary source documents, graphic organizers, charts, tables, and graphs. Many practice activities are multi-sensory, such as listening, recording, and restating opinions; discussing; using a graphic organizer; and writing about vocabulary. Included with the Teacher's Guide are the 3D in Action and Teacher Space DVD's. 3D in Action features the author Dr. Kate Kinsella modeling the essential instructional routines that include sensory rich activities like partner and group interactions, peer feedback, and academic discussions. The Teacher Space DVD uses whiteboard technology to enhance visual demonstration of topics.

B. The sensory supports used throughout English 3D are always relevant to concept attainment and reinforce the goal of developing academic language. Visual supports are used within the readings to introduce and develop knowledge of the subject matter. Language supports like language frames and discussion models guide academic interactions. Graphic organizers like charts, tables, and webs organize ideas to reinforce vocabulary, concept, and writing development for all targeted proficiency levels.

C. English 3D uses sensory supports in every reading and lesson in the series. See examples of sensory supports found in issues 10-12:  
Issues book, pp. 65, 67, 71, 72, 85: Examples of visual (i.e., bar and line graphs, photographs, and highlighted quotes) used within the readings.  
Issues book, Academic Language Handbook, pp. 93-107: Language tips presented using speech bubbles and text boxes are highly visual and easy to use.  
Teacher's Guide, Words to Go, pp. 184, 166: Multisensory vocabulary activities.  
Teacher's Guide, 60-Second Speech, pp. 228, 229: Instruction in using gesture to express feelings, text boxes with language support, and tables to organize ideas are visual supports.

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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. Social, academic, and instructional language are supported with graphics throughout every issue in English 3D. The most common graphic support used in English 3D is the graphic organizer. Graphic organizers like Venn diagrams, T-charts, and semantic maps are used to brainstorm prior knowledge and in pre-writing activities. Charts and tables are used in all domain instruction as students build word knowledge, classify information, take notes, or assess partner/self work. Teachers model usage of graphic organizers using the Teacher Space DVD interactive whiteboard technology. In addition, reading content includes a wide range of visuals to reinforce the issue content. Each page of nonfiction text contains at least one visual support applicable to the topic.

E. The graphic supports used throughout English 3D are consistently relevant to concept attainment and reinforce language development goals for the targeted proficiency levels. Graphic organizers are teacher modeled and used routinely for purposeful and repeated exposure at each level. Graphic supports used within the texts help students at every proficiency level to brainstorm, structure writing assignments, classify ideas, and problem solve.

F. Each issue is organized in the same manner and uses graphic supports and organizers in the same instructional and practice exercises. The following examples can be found within the Teacher's Guide in Issues 10-12:

Brainstorm Ideas, pp. 178, 196, 212: Pre-unit cooperative brainstorming exercise using a teacher modeled graphic organizer.

Words to Know, pp. 179, 197, 213: Students use a chart in the first vocabulary assignment to rate prior knowledge of the term, define it, and write an example sentence.

Academic Discussion, pp. 180, 198, 213: Students use graphic supports throughout each step of instruction.

Ten-Minute Paper, pp. 181, 199, 214: Students listen and restate peer opinions using a chart.

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YES NO **Interactive Support**

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

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

G. English 3D employs assorted interactive supports in every issue. Long-term and advanced ELL students consistently interact in pairs, small groups, and whole-class activities throughout the readings and lessons. Speeches and larger writing lessons involve more advanced peer interactions as students use rubrics to assess classmates' work. Consistent instructional routines, modeled in the 3D in Action DVD, in all domain instruction use interactive supports to sustain academic language development. Within 3D in Action, view the interactive methods teachers use in reading, writing, and academic discussion activities. Also included with the Teacher's Guide is the Teacher's Space DVD that includes interactive whiteboard tools. The whiteboard tool contains the graphic organizers used throughout the lessons so that the teacher can model and use them during class debates, presentations, and discussions. In addition, topics are chosen to interest students in grades 6-9 across all cultures. As students respond and give opinions, their expressions can reflect their diverse backgrounds and cultures.

H. All interactive supports described in part G are designed to support language development for all targeted proficiency levels. They are routinely used to scaffold lessons so that learners of varying proficiency levels can access meaning.

I. Interactive supports are systematically presented and varied throughout English 3D. See representative examples found in Issues 10-12:

Issues book, Take a Stand, pp. 67, 77, 87: Each issue includes this interactive activity that asks students to consider the content and state an opinion.

Teacher's Guide, Academic Discussion, pp. 180, 198, 214: Guided by the issue question, students interact at every stage as they prepare to share and discuss ideas.

Teacher's Guide, Reflect & Revise, pp. 193, 211, 227: Partners give positive and negative suggestions using a language model.

Teacher's Guide, Present & Rate Your Speech, pp. 195, 229: Students present speeches and, in turn, take notes while listening to classmates' speeches.

## 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.