



PRIME™

Protocol for Review of Instructional Materials for ELLs

WIDA PRIME Correlation

ACCESS
Building Literacy Through Learning®



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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): ACCESS English

Publisher: Houghton Mifflin Harcourt

Materials/ Program to be Reviewed: ACCESS English

Tools of Instruction included in this review: Student Book, Teacher's Edition, Assessment Book/Folder

Intended Teacher Audiences: Grades 5–12 teachers of ELLs

Intended Student Audiences: Grades 5–12 ELLs

WIDA Framework(s) considered: Formative, Summative

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

WIDA English Language Proficiency Standards addressed: 1 (Social and Instructional Language) and 2 (Language of Language Arts)

WIDA language proficiency levels included: 2–5

Most Recently Published Edition or Website: © 2005

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

ACCESS English provides a standards-based curriculum that helps ELLs build language and communications skills. Students have what they need to succeed: a focus on the the big ideas in English through high-interest lessons in literature, writing, reading, and grammar; supported and scaffolded instruction for different levels of language proficiency; building of oral language through engaging activities; step-by-step models and a highly visual design to make content more accessible; and support for adequate yearly progress, including preparation for high-stakes tests.

PUfh2: 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 ACCESS program was developed to build literacy for English language learners. Each lesson in ACCESS English has three parts: 1. Talk and Explore, 2. Look and Read, 3. Develop Language. Each part of the lesson is carefully constructed to promote learning. Talk and Explore sets a purpose, builds background, connects to students, introduces key concepts, teaches a critical skill, and uses a visual aid. Look and Read introduces the main idea of the lesson, presents standards-based content, teaches academic and important everyday words along with language notes, provides strong visual support, promotes oral language development, and helps teachers monitor comprehension. Develop Language teaches the skills for communicative proficiency and authentic language, uses academic language, contains graphic organizers to promote understanding, differentiates activities for beginning and intermediate/advanced learners, spotlights grammar, and engages students with interactive practice to build communicative skills. See ACCESS English Teacher’s Edition, pages 24–27 (Talk and Explore), pages 28–33 (Look and Read), and pages 34–35 (Develop Language). This instructional plan is representative of every lesson in the program.
- B. The lesson structure described in part A is further augmented by the Differentiating Instruction section on every set of pages in all parts of the lesson. This section of the lessons provides instruction to accommodate language and concept development as well as background. For ACCESS English see the Theme 1 Opener and Lesson 1 for Differentiating Instruction on pages 16, 18, 20, 22, 24, 26, 28, 30, 32, 34.
- C. The program was developed with a consistency of instruction so that the lesson features described in parts A and B are used in every lesson in each of the units of the program. All the components of the program help to provide consistent instruction and practice to assist students in developing key language skills.

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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. The development of academic vocabulary and everyday words is stressed in the program. Using the program’s Best Practices for English Language Learners (see ACCESS English Teacher’s Edition, pages T18 and T19), the following features develop the skills. Key Concepts establish academic vocabulary and the fundamental concept of the lesson. Talk and Share activities promote oral language development. Vocabulary support is given throughout the lesson. Language Notes teach aspects of the English language. Vocabulary development begins with the Theme Opener. See page 17 for Oral Language and pages 18, 19, 20, and 21 for Building Vocabulary and Talk and Share in the Student Book with related lesson information in the Teacher’s Edition. Each lesson contains Building Vocabulary, Talk and Share, and Oral Language. See pages 28–29, 30–31, and 32–33.
- B. ACCESS English includes academic vocabulary and everyday language. The Big Idea introduces the concepts and language to build understanding. See page 25 and the vocabulary terms for the key concepts on page 26. In each lesson, vocabulary, Language Notes, Talk and Share, and Oral Language sections continually reinforce the vocabulary development process.
- C. The information presented in parts A and B shows the systematic organization of the program that includes general, specific, and technical language. The program is organized into units that cover reading from reading process to paragraphs to autobiographies, textbooks, stories, and real-world writing. The lessons in the units build background to help students develop basic everyday language as well as academic language.

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IC. Language Control/Conventions (comprehensibility of language)

YES NO

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

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

- A. The unit structure of the ACCESS English program organizes the topics and concepts to help students learn and use everyday language and academic language to promote language development. The lesson features introduce, practice, and apply the related language. The interactive lesson structure encourages students to participate in a purposeful learning environment that guides them to master content and skills. See ACCESS English Teacher’s Edition, pages T14 and T15, for a summary of the features and tools included to help instruct and practice all aspects of language for a given context. Review the structure of a unit opener on pages 16 to 23 and a regular lesson on pages 24 to 35.
- B. ACCESS English is designed for English language learners and is structured to introduce, practice, and apply skills to help students acquire the skills. The activities include many ways to assist all levels of learners. See ACCESS English Teacher’s Edition, pages T8 to T13, to review the program features that form the core instruction in the program.
- C. Throughout ACCESS English, the skills have been structured in each skill strand to provide instruction for all levels as students progress. Each skill is introduced, practiced, reviewed, and tested to check students’ knowledge of the skill. The instruction is organized into lessons that focus on a theme so that oral language, reading, and writing development within the context of the theme are provided. The Differentiating Instruction section on each set of pages contains the tools needed to adjust instruction for students at various levels. See pages T22 to T25 of the ACCESS English Teacher’s Edition for charts showing the skill structure of 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 ACCESS program is comprised of a set of books that focus on the content areas. Content-specific books are available for English, Math, Science, American History, and World History. ACCESS English is divided into six major units. The units focus on areas of reading/language arts with all the related English language arts skills. The instructional content includes many related social studies topics to provide a practical introduction and an implementation of the learning process. Every unit and lesson begins with standards content to identify the standards being addressed in the lesson. See pages 16, 24, 36, 48, and 60 of the ACCESS English Teacher's Edition for a representative standards structure for a typical unit. The materials include the listening, speaking, reading, and writing skills based on the theme-oriented structure of the program to prepare students for mainstream learning. See ACCESS English Teacher's Edition, pages T26 to T29, to review the skills addressed and correlated to the National English Language Arts Standards and the TESOL Standards.
- B. As described in part A, the ACCESS English book and the other content books in the series are organized into units and lessons. Each lesson has three parts: 1. Talk and Explore, 2. Look and Read, and 3. Develop Language. This structure allows for a thorough, systematic approach to language development for literacy. The program teaches academic vocabulary and important everyday words with lesson features that promote key concept development as well as related vocabulary skills. See pages T8 to T13 for a complete breakdown of the lesson features that promote learning.

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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. The lesson features clearly identify the instruction and practice in the domains of listening, speaking, reading, and writing in ACCESS English. The unit structure groups the lessons to help students learn academic English in context and to allow for multiple exposures to vocabulary. The first section of each lesson (Talk and Explore) develops listening and speaking along with reading as it presents the Big Idea of the lesson. The next section (Look and Read) focuses on listening, speaking, and reading using visual aids and graphic organizers along with activities that develop context, content, and vocabulary. The third section (Develop Language) incorporates listening, speaking, reading, and writing as students tell and write about the topic. See the lesson description on pages T8 to T13 of the ACCESS English Teacher’s Edition for the lesson highlights.
- B. Language proficiency levels are integrated into each unit opener and lesson in the ACCESS English program. The Differentiating Instruction on each set of pages provides methods to accommodate students at various levels. See pages 16, 18, 20, 22, 24, 25, 28, 30, 34 for a representative unit opener and lesson. Additionally, the instructional notes in the accompanying Teacher’s Edition lessons include suggestions and tips to help address proficiency levels. The ACCESS Newcomers materials are specifically designed to assist beginning English language learners. See page T16 for a brief explanation of the ACCESS Newcomers program.
- C. The information contained in parts A and B explains the unit opener and lesson structures. These instructional features are found in every unit and lesson in ACCESS English. They are included to provide thorough, systematic instruction in the listening, speaking, reading, and writing language domains. The lessons also include instruction to 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 ACCESS program is a standards-based program developed for English language learners. See pages T6 and T7 of the ACCESS English Teacher’s Edition for a brief explanation of the program and its components. These are intended to address English language learners who enter the classroom with a variety of English language developmental needs. The program provides access for learners who differ in language and literacy proficiencies. Every set of pages contains specific activities to assist the learners’ levels. See a representative set of activities for one lesson on pages 24, 26, 28, 30, 32, and 34 of the ACCESS English Teacher’s Edition. Also review the program structure of Best Practices on pages T18 and T19.
- B. The Differentiating Instruction chart on page T17 of the ACCESS English Teacher’s Edition provides information about how to use these activities to identify, understand, and address the needs of students at all levels of language proficiency. The Lesson Pacing plan described on page T20 gives options for instruction to accommodate students at varying proficiency levels. The flexibility and adaptability of the program has been woven into every lesson to help teachers accommodate the many and varied needs of their students.
- C. As stated in parts A and B, the program provides a complete instructional plan across the levels to introduce skills within the unit opener and the lessons. This carefully developed structure permits students to progress and attain goals.

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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. As students start each unit, the instructional features that introduce and teach the concepts integrate activities for Hands On and Oral Language. See the sections on pages 16–17 of the ACCESS English Teacher’s Edition. These broad-based activities encourage a great deal of flexibility to motivate students to move from simple to complex exercises. Talk and Share, Activities, and Program Resources also help provide a wide variety of exercises to cross learning levels. In the regular lesson, all of the features can be found on pages 24 to 33 along with many instructional and discussion activities to promote growth.
- B. In addition to the lesson structure that encourages scaffolding between levels, the assessment information at the end of each lesson (see an example on page 33 of the ACCESS English Teacher’s Edition) gives concrete methods to define language development as well as content knowledge. See also page T7 for a description of the Assessment Book and the Assessment Folder. As described in part A, the lessons provide scaffolding support as students work at specific tasks and then move into related activities to guide instruction and practice from the very simple to more complex skill levels.
- C. In the ACCESS program, students are offered multiple opportunities to progress through the instruction at varying levels of proficiency. The instruction is monitored by the Assessment materials, which provide ways to assess students’ language development.

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 program has been structured to allow for a systematic instructional plan to assist students in acquiring language proficiency. The units are developed around real-world content skills, and each lesson is a part of an integrated plan to develop language skills related to academic language and everyday vocabulary. This carefully organized system provides a wide range of activities to help students develop language proficiency and apply verbal and written skills to content areas. See pages 16 to 35 of the ACCESS English Teacher’s Edition for a complete review of a typical unit opener and lesson plan.
- B. The structure of the program enables students to learn academic English in context, which offers multiple exposures to vocabulary. See the lesson plan on pages 24 to 35 of the ACCESS English Teacher’s Edition. As students participate in the Oral Language activities, Talk and Share projects, and Building Vocabulary exercises, they develop the skills and expand the learning process in the specific content areas. For the program, the content is an integral part in the various subject areas in the ACCESS program. (Content specific books are available for English, Math, Science, American History, and World History.)
- C. As stated in parts A and B, the program was developed with a unit structure for each content area. Within each content area, a scope and sequence (see pages T22–T25, ACCESS English Teacher’s Edition) shows the lesson structure and the related skills. This brief summary allows one to easily see the well-constructed plan for skills and strategies included in the materials. This complete set of skills is necessary to allow for opportunities for students to grow and expand in language development.

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

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

- D. Beginning in the Active Reading section (see pages 48 to 59 of the ACCESS English Teacher’s Edition), the higher-order thinking skills are presented in order to assist students to see that reading is a thinking process. The activity on page 49 in the Student Book is labeled to show the various higher-order thinking skills included. As students use the materials, they learn to draw conclusions, use compare and contrast skills, make inferences, identify cause-and-effect relationships, and make judgments. These skills are representative of the higher-order thinking skills included in the lessons. Page 50 shows various strategies for reading such as questioning, visualizing, predicting, and clarifying. Students move from basic literal questions to advanced comprehension levels to develop reading skills. The lessons include the skills of identifying the main idea (pages 81, 86, 87, 90, 108, 165), make judgments (page 55), compare and contrast (page 51, 57, 94, 96–97, 202, 318), make inferences (page 89, 206, 257), cause and effect (pages 95, 101, 139, 141, 166–167), and draw conclusions (page 50, 56, 83, 207).
- E. Higher-order thinking skills are contained throughout the program. The information given in part D explains the various methods of presentation that are an integral part of the skill development throughout the program. The skills are systematically addressed in the context of each lesson and across the lessons in the book. See the following representative examples for the higher-order thinking skill for comparing and contrasting in the ACCESS English Student Book on pages 49, 51, 57, 93, 94, 96–97, 102, 202, 318. By introducing and practicing in a variety of contexts across the level, the skill is thoroughly developed.

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IVB. Content Stem

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

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

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

- A. The ACCESS program contains books developed for each content area. Content-specific books are available for English, Math, Science, American History, and World History. The ACCESS English materials provide an instructional program to help students develop skills in language arts content for reading, writing, and grammar/conventions. These skills have been woven into materials on related content from literature to social studies. The correlation charts on pages T26 to T29 of the ACCESS English Teacher’s Edition show the skills addressed and correlated to the National English Language Arts Standards and the TESOL Standards.
- B. The lessons in the program are created to provide a wide variety of instructional techniques that assist all levels of proficiency. Within each lesson, the Differentiating Instruction activities are specifically tailored to address varying student learning levels. See the sections on the following pages for Lesson 1 in the ACCESS English Teacher’s Edition: 16, 18, 20, 22, 24, 26, 28, 30, 32, and 34. The many and varied activities address various modalities of learning and help to assure the mastery of the skills by learners of various levels.
- C. Parts A and B discuss the content depth of ACCESS English. In each lesson, content topics are included and were selected based on the content standards for the national English Language Arts standards. The literature and content topics included are also based on curriculum standards for the subject area. This careful structure guarantees that the varieties of topics are included and are systematically presented.

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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. Content standards were used to identify science, social studies, mathematics, and literature content for the ACCESS program. In the ACCESS English Student Book, each of the skills for listening, speaking, reading, and writing are presented in a context. The context can be an excerpt from a well-known piece of literature (The House on Mango Street by Sandra Cisneros, pages 74–77; Maniac Magee by Jerry Spinelli, pages 108–112) to historical nonfiction (One Last Time by Gary Soto, pages 267–269; Lessons of Dr. Martin Luther King, Jr. by César Chávez, pages 304–305). Each excerpt weaves meaningful content at an appropriate level to engage the learner.
- E. The information about each content skill is given in an easy-to-understand format on the Student Book pages to accommodate many levels of learning. See page 34 of ACCESS English for a typical explanation. The text gives a description of the skill and the chart quickly summarizes the topic so that students can easily remember the key steps. As they tell and write about it, they expand their knowledge of the reading process. Students of all levels can participate since the responses can be as varied as the skill levels. Working with a partner or with a group also helps to include and motivate students at all levels of proficiency.
- F. Parts A to E include examples and information in ACCESS English that allow for complete coverage for the content and the skills. The Differentiating Instruction strand of ACCESS English helps teachers provide a variety of activities to engage students in learning experiences so that they gain the tools they need to participate in all phases of classroom environment.

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. In order to make instruction inviting and comprehensible to students, a variety of instructional supports are used throughout the lessons. The lessons include illustrations, graphic organizers, diagrams, charts, real-world objects, models, and other visual aids to provide examples of concepts and vocabulary. All sensory tools are put into motion to help students become involved in the learning process. The hearing, seeing, feeling, touching, responding, and thinking are integrated into the lessons so that students can become involved in the learning process. See ACCESS English Teacher’s Edition pages 16 to 23 for a typical set of activities that involve a variety of sensory responses to incorporate all the learning styles.
- B. Any learning process that actively involves the learner in worthwhile exercises positively affects skill development. In ACCESS English, an assortment of instructional techniques is provided in each lesson that encourages students to hear, say, see, and touch while learning skills and concepts. Lesson questions, such as those on page 16 of the Student Book tied to the visual imagery on page 17 that combine with the Hands On journal writing, help students associate what they see with their own lives. See the Oral Language activity on page 17 that has students tell about things that have happened to them and how they were at a place with new beginnings. This weaves the unit theme into a real-world experience for the students.
- C. The methods and examples included in parts A and B are found throughout ACCESS English. The program incorporates a wide variety of learning modalities to help students develop language proficiency and skills for success. See the Teacher’s Edition for ACCESS English, pages 24–25, for Lesson 1 to survey the sensory tools included: role-playing, developing a chart, answering questions, interpreting a diagram. The many and varied activities are included on every page in the book to assist students in being actively involved in the learning process.

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

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

- D. ACCESS English uses an exceptional amount of graphic supports to help students comprehend the vocabulary, concepts, and content of the program. See pages 25 and 27 for graphics that visually present the steps in a process; pages 26–27, 38–39, and 40–41 for a wide variety of graphics to simplify a topic; or pages 18–21 for an assortment of photographs and illustrations that bring history alive. Throughout every lesson in the program, the visual techniques help students to grasp the concepts, become familiar with the topic, and incorporate the vocabulary into their world of learning. Additionally, the program has more materials for hands-on activities with the Student Activity Journal (see page 23), the Resource Library (see page 25), and the Overhead Transparencies (see page 27).

- E. The graphic supports in ACCESS English are fully integrated with the content. The graphics are well-constructed tools to help students gain meaning, extend or expand vocabulary, and interpret and use content. The words on each page provide content and the graphics record a visual representation to easily organize and structure new information. See a graphic for the three-part reading process divided into subtopics on page 25 of ACCESS English. The appealing graphic simplifies the multistep process and lists other aspects that can be related to the number pictures. Page 26 contains the Steps in the Reading Process in another graphic to help students remember the key elements of the process. As with all the graphics in ACCESS English, the instructional goal is fulfilled with extremely well-developed visuals. Throughout the materials, the graphic supports extend understanding and play a key role in vocabulary and content development.

- F. In ACCESS English, graphic supports are found on almost every page of every lesson. Learners of all levels of proficiency can use elements from the graphic to help them learn everyday language as well as academic vocabulary to comprehend the content. As students learn to make their own graphic organizers, they further incorporate the key concepts and vocabulary terms into their knowledge of the language.

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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. ACCESS English provides many different types of interactive supports in the lessons. The ACCESS English instructional plan includes many styles of learning from whole class to small groups to partners to individual activities. A variety of instructional strategies is found within the student book pages and in the accompanying Teacher’s Edition lessons. Interactive supports are a valuable part of the learning experience and are thoroughly incorporated into the lessons. See page 16 of the Teacher’s Edition where whole-class activities are given and the Differentiating Instruction Intermediate activity where students are working with a partner. The Hands On activity on page 17 of the Student Book has students working with a partner to share their journal as does the Talk and Share on student page 19. These representative activities show how a variety of interactive learning styles are used in the materials.
- H. As a lesson starts, whole class activities are included. For pages 24–25 of the first lesson, the main instruction is done with the group. The Role-Play activity on page 25 is done by a small group of three while the Work in Pairs activity is done with a partner. The variety of interactive learning experiences is included for all proficiency levels. See page 26 where the Differentiating Instruction for the Beginning level has students work with a partner and the Intermediate level where they work with their small group. The lessons contain a variety of ways to assist the learners with interactive methods at all levels.
- I. The ACCESS program has been developed to work with English language learners from varying backgrounds. In ACCESS English, the activities within the Student Book and the teacher materials provide very flexible groupings to work for a variety of group needs. Within the teaching environment, instruction allows for students to work in all types of groups to help individuals be successful in content, concept, and skill acquisition.

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- 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.