



PRIME™

Protocol for Review of Instructional Materials for ELLs

WIDA PRIME Correlation

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): Q: Skills for Success Reading and Writing 1 and Q: Skills for Success Listening and Speaking 1

Publisher: Oxford University Press

Materials/ Program to be Reviewed: Integrated skills program that focuses on student outcomes

Tools of Instruction included in this review: Teacher's Handbook and student book

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

Intended Student Audiences: 7-12th grade and higher education English language learners and newcomer English language learners

WIDA Framework(s) considered: Formative

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

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

WIDA language proficiency levels included: Level 1 and Level 2

Most Recently Published Edition or Website: 2011

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

Q: Skills for Success is a six-level, two strand series (Reading & Writing, Listening & Speaking) that focuses on student outcomes. An Essential Question at every unit opener provides a unique critical thinking framework that develops cognitive skills such as analyzing, synthesizing, and evaluating - as well as developing language and communication skills that are essential for academic success. Q Online Practice offers additional practice for every unit in the student book. Q develops the 21st century skills students need to successfully compete in today's world. Q can be used by middle and high school ESL teachers.

Part 2: PRIME Correlation Tool

I. PERFORMANCE DEFINITIONS

IA. Linguistic Complexity (the amount and quality of speech or writing)

YES NO

- A. Do the instructional materials take into account linguistic complexity for language learners?
- B. Do the instructional materials address linguistic complexity for all of the targeted proficiency levels?
- C. Is linguistic complexity systematically addressed, in multiple lessons, chapters, or units, in the materials?

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

- A. Linguistic complexity for language learners is a central focus in the Q: Skills for Success materials. Each level of Q is customized to a linguistic complexity level. The instructor selects the level that best suits the student's language level - Intro Level (low beginning), Level 1 (high beginning), Level 2 (low intermediate), Level 3 (intermediate), Level 4 (high intermediate), and Level 5 (advanced). Q: Skills for Success Level 1 for this correlation is focused for language learners on the high beginning level. The complexity of language and activities are specific to these learners. Each unit also differentiates for student's working above or below the specified language level.
- B. All targeted levels are reached through language and activities that are specific to the intended language learner.
- C. Linguistic complexity is systematically addressed throughout the materials. Language is scaffolded throughout each unit and throughout the materials. Learning outcomes are clearly defined and the lessons systematically build student's language skills to achieve them.

Examples from Unit 1 show the structure of all other units:

Q: Skills for Success Listening and Speaking 1

Unit 1, Page 2: 'Learning Outcome' - activities and language in this unit are scaffolded and systematic to help student's achieve the learning outcome by the end of the unit

Unit 1, Page 2: 'Activity B Answers' - explains expected response based on student's language level and also differentiates for other language levels

Unit 1, Page 3: 'Listening and Speaking 1' - activity supports targeted language level with sentence frames

Unit 1, Page 3: 'Critical Q: Expansion Activity' - systematic approach to building language by comparing new information with information the student already knows

Q: Skills for Success Reading and Writing 1

Unit 1, Page 2: 'Learning Outcome' - activities and language in this unit are scaffolded and systematic to help students achieve the learning outcome by the end of the unit

Unit 1, Page 2: 'Activity A Answers' - expectations of answers are specific to targeted level of language learners

Unit 1, Page 9: 'Writing' - level specific activity; students learn about capitalizing proper nouns

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. Q: Skills for Success teaches and engages languages learners with vocabulary within context. Vocabulary is represented in words, phrases and expressions. The ‘Scope and Sequence’ at the beginning of each book specifically addresses vocabulary and lays out how students will be interacting with vocabulary in each unit. Each unit begins with a list of language skills that provides explicit skills instruction in several areas, including vocabulary. Each unit contains vocabulary skills that focus on words learners need to know academically and professionally. These words are integrated throughout the unit, in various activities and used in context.
- B. Each Q: Skills for Success level is focused on a language proficiency level. The vocabulary in the materials is appropriate for the targeted levels of proficiency.
- C. General, specific, and technical vocabulary is scaffolded throughout the materials and systematic in its presentation.

The examples given for Unit 3 are indicative of the structure for each unit.

Q: Skills for Success Listening and Speaking 1

Teacher’s Handbook

Pages xiv-xix: ‘Scope and Sequence’- vocabulary column shows vocabulary interactions for each unit

Unit 3, Page 24: language skills list at beginning of unit - ‘Vocabulary’ - explicit instruction on ‘guessing words in context’

Unit 3, Page 25: ‘Listening,’ ‘Vocabulary’- students read, match, work with partners, and answer questions to learn and connect with vocabulary (see Student Book, page 47)

Unit 3, Page 26: ‘Multilevel Option’- differentiation of vocabulary lesson to assist students working on a higher or lower level

Unit 3, Page 29: ‘Vocabulary Skill: Words in context’- students work with vocabulary in context (see Student Book, page 53)

Q: Skills for Success Reading and Writing 1

Teacher’s Handbook

Pages xiv-xix: ‘Scope and Sequence’- vocabulary column shows vocabulary interactions for each unit

Unit 3, Page 23: language skills list at beginning of unit - ‘Vocabulary’ - explicit instruction on ‘word roots’

Unit 3, Page 25: ‘Reading,’ ‘Vocabulary’- Students read, match, work with partners, and answer questions to learn and connect with vocabulary (see Student Book, page 45)

Unit 3, Page 28: ‘Vocabulary Skill: Words roots’- students work with word roots to develop comprehension of vocabulary (see Student Book, page 54)

IC. Language Control/Conventions (comprehensibility of language)

YES NO

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

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

- A. Opportunities to demonstrate language control are presented in appropriate context throughout the materials. Each unit explicitly teaches language control in the ‘Grammar’ section, as well as throughout the unit in context and related to the unit’s ‘Learning Outcome.’ Students demonstrate language control through various activities in addition to the ‘unit assignment.’ The ‘Scope and Sequence’ specifically addresses language control for each unit in the ‘Grammar’ section. Each unit begins with a list of language skills that provides explicit skills instruction in several areas, including ‘Grammar’ which covers language control.
- B. This instruction is appropriate for all targeted proficiency levels.
- C. Language structures are explicitly taught in a systematic fashion throughout each unit.

The following examples are indicative of the types of lessons that address language control throughout all units.

Q: Skills for Success Listening and Speaking 1

Teacher’s Handbook

Pages xiv-xix: ‘Scope and Sequence’- grammar column shows language control lessons for each unit
Unit 2, Page 13: language skills list at beginning of unit - ‘Grammar’ - explicit instruction on ‘simple past’

Unit 2, Page 16: ‘Listening,’ ‘Vocabulary’- work on pronunciation

Unit 2, Page 18: ‘Skill Note’- lesson on making the right word choice

Unit 2, Pages 18-19: ‘Grammar: Simple past’- lesson on simple past (see Student Book, pages 34-35)

Unit 2, Page 19: ‘Skill Note’- irregular past tense

Unit 2, Page 19: ‘Pronunciation: Simple past -ed’- activities involving listening and speaking, simple past -ed words

Unit 2, Page 23: ‘Unit Assignment Rubric’- assess use of ‘simple past tense correctly’

Q: Skills for Success Reading and Writing 1

Teacher’s Handbook

Pages xiv-xix: ‘Scope and Sequence’- grammar column shows language control lessons for each unit
Unit 2, Page 13: language skills list at beginning of unit - ‘Grammar’ - explicit instruction on ‘verbs + infinitives’

Unit 2, Pages 18-19: ‘Writing Skill: Writing complete sentences’- lesson on writing complete sentences - containing a noun and verb

Unit 2, Page 19: ‘Grammar: Verbs + infinitives’- lesson on verbs (see Student Book, 37-38)

Unit 2, Page 22: ‘Unit Assignment Rubric’- assess use of language control in writing assignment

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. In addition to social and instructional language, Q: Skills for Success addresses other WIDA standards, including the language of Language Arts, the language of Social Studies, and the language of Mathematics. Each unit covers one or more of the standards through the language arts skills of reading, writing, listening, and speaking in a variety of activities. ELP standards are covered in depth throughout the materials.
- B. Social, instructional and content-area language is systematically integrated into every unit and used in context.

The structure of each unit is indicated through the following examples:

Q: Skills for Success Listening and Speaking 1

Teacher's Handbook

Unit 3, Pages 24-34: 'Learning Outcome'- Students are expected to give a presentation on a Social Studies standard (customs in a culture). As students work through the unit with listening, speaking, reading, and writing activities (Language Arts) they focus on vocabulary, grammar, and pronunciation (Language Arts and Social and Instructional language) in the context of other cultures.

Unit 3, Page 25-28: 'Listening' - Students listen to selections related to the topic and engage in vocabulary, main idea, details, and note taking activities. (Language Arts and Social Studies)

Unit 3, Pages 29-32: 'Speaking'- Students focus on speaking skills while engaging in lessons on grammar and pronunciation involving the topic of culture. (Language Arts, Social and Instructional, and Social Studies)

Unit 3, Pages 32-34: 'Unit Assignment'- Students give a presentation using what they learning in the unit. (Language Arts, Social and Instructional, and Social Studies)

Q: Skills for Success Reading and Writing 1

Teacher's Handbook

Unit 3, Pages 23-32: 'Learning Outcome'- Students are expected to explain a how a place that changed because of immigrations or culture through a writing piece (Social Studies and Language Arts). As students work through the unit with listening, speaking, reading, and writing activities (Language Arts) they focus on vocabulary and grammar (Language Arts and Social and Instructional language) in the context of the 'Learning Outcome'.

Unit 3, Page 25-28: 'Reading'- Students read selections related to the topic and engage in vocabulary, main idea, details, and reflection activities. (Language Arts and Social Studies)

Unit 3, Pages 29-32: 'Writing'- Students focus on writing skills while engaging in lessons on grammar and involving the topic of culture. (Language Arts and Social Studies)

IIB. Representation of Language Domains

YES NO

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

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

- A. All four language domains are addressed in the materials. In Q: Skills for success Listening and Speaking 1 the focus is on listening and speaking, but students are engaged in all four domains. In Q: Skills for Reading and Writing 1 the focus is on reading and writing, but students are engaged in all four domains. Each unit has domain specific language skills that are listed in the scope and sequence. Domain specific language skills are listed at the beginning of every unit as well. Language domains are often used in tandem with another and instruction is explicit. Instruction is delivered around a unit theme in the form of a thought-provoking question. This question provides the inquiry to achieve the learning outcomes for the unit through obtaining vocabulary to answer the question and ample opportunities to listen, speak, read and write about the question.
- B. Language proficiency levels are addressed in regards to the language domains for each lesson. Q: Skills for success Listening and Speaking 1 and Q: Skills for Reading and Writing 1 are specifically designed for a target language level to teach listening, speaking, reading, and writing skills to language learners.
- C. Listening, speaking, reading and writing are explicitly instructed and systematically integrated into every lesson.

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

Q: Skills for Success Listening and Speaking 1

Teacher's Handbook

Pages xiv-xix: 'Scope and Sequence'- listening and speaking columns show domain specific language skills for each unit

Unit 5, Pages 46-56: 'What is the best kind of vacation?'

Learning outcome: Give a presentation describing a tour to a popular travel destination

In this unit students participate in various listening and speaking activities to predict content, listen for main ideas, listen for details, take notes, participate in group discussions, use structure signals in presentations, ask questions, and express reasons to achieve the learning outcome.

Q: Skills for Success Reading and Writing 1

Teacher's Handbook

Pages xiv-xix: 'Scope and Sequence'- reading and writing columns show domain specific language skills for each unit

Unit 5, Pages 43-53: 'Why is vacation important?'

Learning outcome: Write a paragraph explaining how much vacation time you need

In this unit students participate in various reading and writing activities to preview text, read for main ideas, read for details, read and recognize different text types, interpret information and statistics, compare information, plan before writing, revise, edit, and rewrite to achieve the learning outcome.

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. Differentiation of language proficiency levels is not only built into the units of the materials, but it is also built into the series. The six levels of Q: Skills for Success (Intro-Level 5) are customized to a linguistic complexity level. Each unit also differentiates for student's working above or below the specified language level in a section titled 'Multilevel Option' as well as other places.
- B. Differentiation of language proficiency is developmentally and linguistically appropriate for the targeted language levels.
- C. Q: Skills for Success is systematic in the approach to differentiation of language and addresses differentiation throughout all materials.

Examples from Unit 7 show the structure of all other units:

Q: Skills for Success Listening and Speaking 1

Teacher's Handbook

Unit 7, Page 69: 'Activity B Answers'- explains expected response based on student's language level and also differentiates for other language levels

Unit 7, Page 69: 'Multilevel Option'- differentiation for students of other language levels

Unit 7, Page 72: 'Multilevel Option'- differentiation for students of other language levels

Q: Skills for Success Reading and Writing 1

Teacher's Handbook

Unit 7, Page 68: 'Critical Q: Expansion Activity'- differentiation for students of other language levels

Unit 7, Page 68: 'Multilevel Option'- differentiation for students of other language levels

IIIB. Scaffolding Language Development (from ELP level to ELP level)

YES NO

- A. Do the materials provide scaffolding supports for students to advance within a proficiency level?
- B. Do the materials provide scaffolding supports for students to progress from one proficiency level to the next?
- C. Are scaffolding supports presented systematically throughout the materials?

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

- A. Scaffolding is explicitly addressed throughout each unit in reoccurring sections titled ‘Preview...’ and ‘Background Note,’ as well as individual places in lessons. The curriculum systematically builds upon previous units as well as explicitly scaffolding within a lesson to advance students within a proficiency level and from one level to the next.
- B. Scaffolding is explicitly addressed throughout each unit in reoccurring sections titled ‘Preview...’ as well as individual places in lessons. The curriculum systematically builds upon previous units as well as explicitly scaffolding within a lesson to advance students within a proficiency level and from one level to the next.
- C. Scaffolding supports are systematic in their use throughout the curriculum.

The following examples from Unit 4 are indicative of the structure of each unit and its use of scaffolding:

Q: Skills for Success Listening and Speaking 1

Teacher’s Handbook

Unit 4, Page35: ‘Preview the Unit’- scaffolding activities for the topic of the unit

Unit 4, Page 37: ‘Preview Listening 1’- building background for the listening selection

Unit 4, Page 37: ‘Listening 1 Background Note’- building background for the listening selection

Unit 4, Page 40: ‘Speaking’- students learn about using because and so correctly and engage in an activity for practice

Unit 4, Page 41: ‘Expansion Activity’- students build upon their knowledge of because and so in an expansion activity

Unit 4, Pages 42-45: ‘Unit Assignment: Have a group discussion’- students are assessed on correctly using because and so in their end of unit assignment

Q: Skills for Success Reading and Writing 1

Teacher’s Handbook

Unit 4, Page33: ‘Preview the Unit’- scaffolding activities for the topic of the unit

Unit 4, Page 35: ‘Preview Reading 1’- building background for the reading selection

Unit 4, Page 37: ‘Reading 1 Background Note’- building background for the reading selection

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 Scope and Sequence Q: Skills for Success clearly outlines a wide range of language functions used in the materials in each unit. Language functions are found throughout each unit, explicitly instructing students on what to do with the language in each activity. Language functions include, but are not limited to, identifying, expressing, applying, recalling, understanding, relating, and reflecting.
- B. Each unit begins with a unit question and learning outcome. Students are richly engaged in a variety of activities that utilize language functions in context of achieving the learning outcome and answering the unit question.
- C. The presentation of language functions in each unit is comprehensive and supports the progression of language development for all targeted levels.

Examples from Unit 9 show the structure of all other units:

Q: Skills for Success Listening and Speaking 1

Teacher's Handbook

Pages xiv-xix: ‘Scope and Sequence’- lists the vast array of language functions used throughout the units

Unit 9, Page 88: ‘Learning Outcome’- deliver a presentation providing instructions

Unit 9, Page 88: ‘Preview the Unit, A’- #4 - students describe a photo

Unit 9, Page 91: ‘Listening Skill: Listening for different opinions’- #2 - students repeat example expressions

Q: Skills for Success Reading and Writing 1

Teacher's Handbook

Pages xiv-xix: ‘Scope and Sequence’- lists the vast array of language functions used throughout the units

Unit 9, Page 87: ‘Learning Outcome’- describe events

Unit 9, Page 87: ‘Preview the Unit, B’- #2 - students list differences

Unit 9, Page 92: ‘Skill Note’- students recall definitions

Unit 9, Page 95: ‘Plan’- students complete a timeline

YES NO **Higher Order Thinking**

- D. Are opportunities to engage in higher order thinking present for students of various levels of English language proficiency?
- E. Are opportunities for engaging in higher order thinking systematically addressed in the materials?

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

- D. Higher order thinking is built into every unit of Q: Skills for Success. Each unit begins with a question that provides a critical thinking framework for the unit. ‘Critical Q: Expansion Activity’ included in every unit, facilitates higher order thinking opportunities in the context of the unit topic. In the teacher’s handbook sections titled ‘Critical Thinking Tip’ offer suggestions for expanding higher order thought and discussion. Throughout the student book sections titled ‘Critical Thinking Tips’ are strategically placed with activities to promote higher order thinking.
- E. Higher order thinking opportunities are systematically presented in the curriculum.

The examples from Unit 10 show the structure of all units:

Q: Skills for Success Listening and Speaking 1

Teacher’s Handbook

Unit 10, Page 98: ‘Unit Question’- provides the critical thinking framework for the unit

Unit 10, Page 98: ‘Preview the Unit, B’- students discuss the unit question

Unit 10, Page 105: ‘Critical Thinking Tip’

Unit 10, Page 105: ‘Critical Q: Expansion Activity’- organizing ideas from a presentation

Student Book

Unit 10, Page 179: ‘Unit Question’- provides the critical thinking framework for the unit and discussion

Unit 10, Page 187: ‘What Do You Think?’- higher order group discussion questions

Unit 10, Page 194: ‘Tip Critical Thinking’

Q: Skills for Success Reading and Writing 1

Teacher’s Handbook

Unit 10, Page 98: ‘Unit Question’- provides the critical thinking framework for the unit

Unit 10, Page 98: ‘Preview the Unit, B’- students participate in an activity based on the unit question

Unit 10, Page 106: ‘Critical Thinking Tip’

Unit 10, Page 106: ‘Critical Q: Expansion Activity’- developing ideas

Student Book

Unit 10, Page 183: ‘Unit Question’- provides the critical thinking framework for the unit and discussion

Unit 10, Page 188: ‘What Do You Think?’- higher order group discussion questions

Unit 10, Page 201: ‘Tip Critical Thinking’

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. Q: Skills for Success covers WIDA example topics and subtopics as well as other appropriate topics that are found in state and local standards. In addition to social and instructional topics, other example topics include Language Arts, Social Studies, and Mathematics. Each unit includes several language arts topics including, but not limited to, note taking, convention & mechanics, multimedia, and research. Several units focus on WIDA social studies example topics as well as these topics being integrated into units.
- B. Example topics and other standards-based topics are accessible to all English language learners of the targeted language proficiency levels.
- C. The presentation of example topics is systematic throughout the materials.

The structure of each unit is indicated through the following examples from Unit 8:

Q: Skills for Success Listening and Speaking 1

Teacher's Handbook

Unit 8, Page 78: ‘Unit Question’- ‘When is honesty important?’ - WIDA example topics ‘Points of view’ and ‘Social & cultural traditions & values’ (Social and Instructional language, grades 9-12), ‘Character development’ (Social and Instructional language, grades 6-8)

Unit 8, Page 78: ‘Learning Outcome’- conduct a survey - WIDA example topic ‘Survey Research’ (The language of Social Studies, grade 9-12), ‘Social Interaction’ (Social and Instructional language, grades 6-8)

Unit 8, Page 82: ‘What Do You Think?’- students discuss questions on cheating, lies, and stealing - WIDA example topics ‘Behaviors of individuals,’ ‘Individual responsibilities,’ and ‘Social issues’ (The language of Social Studies, grade 9-12), ‘Civic rights and responsibilities’ (The language of Social Studies, grade 6-8)

Unit 8, Page 82: ‘Vocabulary Skill: Percentages and fractions’ - WIDA example topics ‘Fractions’ and ‘Percent’ (The language of Mathematics, grades 6-8)

Unit 8, Page 83: ‘Grammar: Conjunctions and and but’- using a comma with and or but - WIDA example topic ‘Convention & Mechanics’ (The language of Language Arts, grades 9-12)

Q: Skills for Success Reading and Writing 1

Teacher's Handbook

Unit 8, Page 76: ‘Unit Question’- ‘Is it ever OK to lie?’ - WIDA example topics ‘Social & cultural traditions & values’ (Social and Instructional language, grades 9-12) and ‘Social issues’ (The language of Social Studies, grades 9-12), ‘Character development’ (Social and Instructional language, grades 6-8)

Unit 8, Page 76: 'Learning Outcome: B'- students take notes as they discuss the unit question

- WIDA example topic 'Note taking' (The language of Language Arts, grades 9-12)

Unit 8, Page 78: 'Learning Outcome'- students write a paragraph that explains their opinion-

WIDA example topic 'Author's perspective/Point of View' (The language of Language Arts, grades 9-12)

Unit 8, Page 81: 'Vocabulary Skill: Collocations'- students learn how to do an internet

search- WIDA example topic 'Research' (The language of Language Arts, grades 9-12),

'Multimedia'(The language of Language Arts, grades 6-8)

Unit 8, Page 83: 'Unit Assignment: Write an opinion paragraph'- using notes they took at the

beginning of the unit, students write a paragraph - WIDA example topic 'Note taking'

(The language of Language Arts)

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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.

- A. The content covered in Q: Skills for Success is linguistically and developmentally appropriate for the intended grade levels. Topics follow WIDA, state, and local expectations. All content, including graphics and activities, are appropriate and targeted for the intended audience.
- B. The materials are focused on language proficiency levels and content is accessible to the targeted grade levels.
- C. Grade appropriate content is systematically presented throughout the curriculum.

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

Q: Skills for Success Listening and Speaking 1

Teacher's Handbook

Pages xiv-xix: 'Scope and Sequence' - lists the grade appropriate topics and content for each unit
Unit 4, Page 35: 'Unit Question' - 'What makes a happy ending?'

Unit 4, Page 35: 'Learning Outcome' - 'Participate in a group discussion about bad situations with happy endings'

Unit 4, Page 38: 'Listening Skill' - using information questions to understand a story

Unit 4, Page 38: 'Vocabulary' - vocabulary words: attitude, appreciate, get hurt, secret, expert, remember, accident, completely - in context

Unit 4, Page 40: 'Vocabulary Skill' - using a dictionary

Unit 4, Page 40: 'Grammar' - using because and so

Q: Skills for Success Reading and Writing 1

Teacher's Handbook

Pages xiv-xix: 'Scope and Sequence' - lists the grade appropriate topics and content for each unit
Unit 4, Page 33: 'Unit Question' - 'What are the benefits of positive thinking?'

Unit 4, Page 33: 'Learning Outcome' - 'Write about a time when you or someone you know changed a situation with positive thinking.'

Unit 4, Page 34: 'Reading 1' - students read a selection on the power of positive thinking

Unit 4, Page 36: 'Reading Skill' - making inferences

Unit 4, Page 37: 'Vocabulary' - vocabulary words: war, wise, run away, farm, wild, government, nation, send - in context

Unit 4, Page 38: 'Vocabulary Skill' - phrasal verbs

Unit 4, Page 39: 'Grammar' - simple past

Unit 4, Page 40: 'Unit Assignment' - write a story about positive thinking

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. Q: Skills for Success is rich in sensory supports that reinforce understanding of the materials. Supports are varied and include, but are not limited to, color illustrations and photographs, physical activities, and audio cds.
- B. The sensory supports are relevant to and reinforce concept attainment for all targeted levels of language proficiency.
- C. Sensory supports are systematically presented throughout each unit and in appropriate lessons.

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

Q: Skills for Success Listening and Speaking 1

Teacher's Handbook

Unit 5, Page 46: 'B'- students engage in a physical activity to build knowledge for the unit
Unit 5, Pages 47-50: 'Listening': each unit contains two listening selections from an audio cd

Student Book

Unit 6, Page 113: colorful illustrations reinforce concept attainment

Q: Skills for Success Reading and Writing 1

Teacher's Handbook

Unit 5, Page 44: 'The Q Classroom'- audio cd to assist discussion

Student Book

Unit 6, Pages 100-102: photographs reinforces unit question, learning outcome, and discussion

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. Throughout the materials a wide variety of graphic supports are used to reinforce understanding. These integrated supports include graphic organizers, charts, tables, etc.
- E. The graphic supports are relevant to and reinforce concept attainment for all targeted levels of language proficiency.
- F. Graphic supports are systematically presented throughout each unit and in appropriate lessons.

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

Q: Skills for Success Listening and Speaking 1

Student Book

Unit 5, Page 93: t-chart

Unit 9, Page 175: graphic organizer

Q: Skills for Success Reading and Writing 1

Student Book

Unit 5, Page 86: table

Unit 5, Page 87: bar graph

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. Q: Skills for Success provides a great variety of interactive supports throughout the materials. Partnering, small group, cooperative groups, and whole group strategies are integrated into lessons to achieve greatest student learning. Each unit also includes Q Online Practice for additional practice through an online workbook. This support is clearly marked in the teacher and student books next to the related activity.
- H. The interactive supports are relevant to and reinforce concept attainment for all targeted levels of language proficiency.
- I. Interactive supports are systematically presented through each unit and in appropriate lessons.

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

Q: Skills for Success Listening and Speaking 1

Teacher's Handbook

Page xiii: describes Q Online Practice

Unit 6, Page 57: 'Preview the Unit: A'- lesson building background for the unit through whole group, small group, and pairs

Unit 6, Page 59: 'Listen for Details'- web+ symbol noting that additional practice for listening comprehension is available through Q Online Practice

Student Book

Unit 5, Page 93: 'Vocabulary Skill'- web+ symbol noting that additional practice is available through Q Online Practice

Q: Skills for Success Reading and Writing 1

Teacher's Handbook

Unit 2, Page 16: 'What Do You Think? - cooperative learning grouping

Student Book

Unit 7, Page 135: 'B'-partner work

Appendix

I. Performance Definitions – the criteria (linguistic complexity, vocabulary usage, and language control) that shape each of the six levels of English language proficiency that frame the English language proficiency standards.

- IA. Linguistic Complexity** – the amount and quality of speech or writing for a given situation
- IB. Vocabulary Usage** – the specificity of words (from general to technical) or phrases for a given context
- IC. Language Control/Conventions** – the comprehensibility and understandability of the communication for a given context

II. English Language Proficiency Standards – the language expectations of English language learners at the end of their English language acquisition journey across the language domains, the four main subdivisions of language.

IIA. Five WIDA ELP Standards:

1. English language learners **communicate** for **Social** and **Instructional** purposes within the school setting.
2. English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.
3. English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Mathematics**.
4. English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Science**.
5. English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Social Studies**.

IIB. Domains:

- **Listening** – process, understand, interpret, and evaluate spoken language in a variety of situations
- **Speaking** – engage in oral communication in a variety of situations for a variety of audiences
- **Reading** – process, understand, interpret, and evaluate written language, symbols and text with understanding and fluency
- **Writing** – engage in written communication in a variety of situations for a variety of audiences

III. Levels of English Language Proficiency - The five language proficiency levels (1-Entering, 2-Beginning, 3-Developing, 4-Expanding, 5- Bridging) outline the progression of language development in the acquisition of English. The organization of the standards into strands of Model Performance Indicators (MPIs) illustrates the continuum of language development.

IIIA. Differentiation – providing instruction in a variety of ways to meet the educational needs of students at different proficiency levels

IIIB. Scaffolding – building on already acquired skills and knowledge from level to level of language proficiency based on increased linguistic complexity, vocabulary usage, and language control through the use of supports.

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

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

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

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

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

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