



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): Everyday English Plus

Publisher: Cambium Learning Group, Voyager

Materials/ Program to be Reviewed: English language program for newcomers that builds oral language and content knowledge.

Tools of Instruction included in this review: Teacher's Edition (volumes 1 & 2)

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

Intended Student Audiences: Grades 6-12 newcomer English language learners

WIDA Framework(s) considered: Formative and Summative

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, the language of Mathematics, the language of Science, and the language of Social Studies

WIDA language proficiency levels included: Levels 1 and 2

Most Recently Published Edition or Website: 2012 www.voyagerlearning.com

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

Everyday English Plus is a comprehensive English Language Development program for newcomers to English in grades 6-12. Everyday English Plus leads newcomers to academic success by building academic vocabulary and content knowledge on the foundation of explicit oral language instruction. The nine scenarios (School, Home, Neighborhood, Grocery Store, The Mall, My Day, My Trip, My Community, My Life) are relevant to adolescents and provide rich content to help students be successful in all of their classes. Students have their own textbook and interactive text for writing and practice. Teacher Editions include explicit and targeted lessons as well as assessment guide.

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 focus in Everyday English Plus. The materials are designed for newcomer and beginner English language learners to build proficiency through explicit language and content instruction. There are nine units and each unit contains ten lessons. Lessons 1-5 focus on building sound, letter, and word recognition; vocabulary; and grammatical understanding through oral language. Lessons 6-10 focus on literacy in the context of content areas. The linguistic complexity of Everyday English Plus is catered to the targeted audience. Teachers are provided explicit guidance in each lesson to ensure accurate content is being delivered in the appropriate way for the learner’s language level.
- B. Everyday English Plus addresses linguistic complexity for all targeted proficiency levels throughout the materials. Differentiation is provided with each unit as well as within lessons at appropriate places.
- C. Linguistic complexity is systematically addressed throughout Everyday English Plus. The gradual-release model used and scaffolding and differentiation provided ensures that the linguistic complexity is appropriate for the developing needs of the targeted language levels.
- The following examples from Unit 5 are indicative of the structure of all units and lessons:
- Pages F20-21: Unit Scope and Sequence - linguistic complexity is illustrated through unit focus and topics which are appropriate for newcomer and beginning language learners
 - Unit 5, Introduction, Pages 464-465: As learners listen to oral presentation, language is supported with pictures and single words
 - Unit 5, Lesson 5, Page 518: ‘Practice Prepositions of Place’ - after reviewing prepositions of place, the class plays a game of ‘I Spy’. The teacher is instructed to use two or more prepositions (based on learner’s proficiency by unit 5) for appropriate linguistic complexity
 - Unit 5, Differentiation, Page 573: ‘Vocabulary Development’ - through differentiation, the linguistic complexity is adjusted. Higher students role-play using phrases such as, “Let’s buy some DVDs at the entertainment store.” Lower students are provided a simple sentence frame: Let’s _____. I wasn’t to_____.

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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. Everyday English Plus explicitly teaches vocabulary that is represented as words, phrases and expressions in context. The program utilizes a five step process for English language development. Step 2, Everyday Words, presents words from basic English vocabulary and, later in the curriculum, words and phrases such as conjunctions, articles, and adverbial phrases. Step 3, Vocabulary Development, learners interact and use core vocabulary from unit themes as well as from content areas. Words, phrases, and expressions are in context and supported with text and pictures in addition to teacher direction. Vocabulary is also covered and reviewed throughout each lesson.
- B. Vocabulary in Everyday English Plus is appropriate for all targeted language proficiency levels. Newcomer and beginning English language learners learn basics such as numbers, colors, and fundamental words which they are already familiar with in their native languages and expand as the program progresses.
- C. General, specific, and technical language is systematically addressed throughout Everyday English Plus. As learners progress through the curriculum, vocabulary expands to meet their needs. All vocabulary is in context. Vocabulary is scaffolded throughout lessons and units.

The following examples from Unit 7 are indicative of the structure of all units and lessons:

- Unit 7, Lesson 1, Pages 690-691: ‘Comparatives’ - introduction step reviews basic vocabulary - big, small, tall, short, old
- Unit 7, Lesson 1, Page 691: ‘Everyday Scene: Traveling’ - introduces vocabulary used in the unit - luggage, airplane, airport
- Unit 7, Lesson 1, Page 693: ‘Step 2 Everyday Words’ - learn and practice ‘more than’ and ‘less than’
- Unit 7, Lesson 1, Pages 694-696: ‘Step 3 Vocabulary Development’ - work with vocabulary related to travel

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IC. Language Control/Conventions (comprehensibility of language)

YES NO

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

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

- A. Opportunities to demonstrate language control are integrated throughout Everyday English Plus. Step 4, How English Works, provides explicit instruction on how English words and sentences are formed. Grammar, syntax, and morphology are presented in context within the units theme. English learners engage with language through various activities to practice and review. Opportunities to demonstrate language control are also present throughout lessons and units.
- B. Everyday English Plus is catered to newcomer and beginner English language learners. Opportunities to demonstrate language control correspond to these levels of language proficiency.
- C. Language control opportunities are systematically presented throughout each lesson and every unit. Lessons are scaffolded with a gradual-release model so that introductions, practice, and review help ensure understanding and build language.

The following examples from Unit 9 are indicative of the structure of all units and lessons:

- Unit 9, Lesson 7, Pages 1025-1026: ‘Step 2 Everyday Words’ - students learn and use ‘can’ and ‘could’ to ask for permission in everyday conversation
- Unit 9, Lesson 7, Pages 1028-1029: ‘Step 4 How English Works’ - review and practice of ‘can’ and ‘could’ with introduction of negative form of ‘can’

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, the language of math, the language of science, and the language of social studies are present in Everyday English Plus. Each lesson contains mini-lessons designed to build language learners’ academic language and content knowledge. These lessons are appropriate for the targeted grade levels and proficiency levels.

B. Everyday English Plus systematically integrates social and instructional language and content language throughout the curriculum. All language is in context and relevant to the unit’s theme. Language is explicitly taught and scaffolded through a gradual-release model and practice and reviews. Learners are first introduced to content language that they would already be familiar with in their native language, such as numbers and shapes. Later in the curriculum, language is expanded to include grade appropriate content area language needed to communicate, as well as content area instruction.

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

- Pages F20-21: Unit Scope and Sequence - content area focus is listed for each unit
- Unit 1, Lesson 1, Pages 9-10: ‘Step 2 Everyday Words’ - students learn and practice numbers 1-10
- Unit 3, Lesson 4, Page 281: ‘Step 2 Everyday Words’ - students practice weather
- Unit 3 Lesson 4, Page 288: Student text for weather with thermometers
- Unit 8, Lesson 9, Pages 914-918: students use real-life text to learn about the scientific method and the language of science

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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. English language learners engage in listening, speaking, reading and writing activities throughout Everyday English Plus. Opportunities to engage in each language domain are present throughout each unit and in each lesson. In each unit, lessons 1-5 begin with ‘Introduction to Oral Fluency,’ which focuses on conversation to build oral proficiency (speaking). Lessons 6-10 begin with ‘Introduction to Literacy,’ which focuses on listening and reading informational and literary text. Step 1 of each lesson is ‘Sound and Letter Recognition’ where learners are exposed to sounds of English through listening, speaking, reading, and writing activities. Step 2 of each lesson, ‘Everyday Words,’ presents vocabulary for everyday dialog through various listening, speaking, reading, and writing activities. Step 3 of each lesson is ‘Vocabulary Development,’ which engages learners with core and content vocabulary through all language domains. Step 4, ‘How English Works,’ teaches grammar, syntax, and morphology while engaging learners in dialog and discussion. Student text for each lesson provides reading opportunities and interactive text provides practice sheets that include writing.
- B. Language domains are presented within the context of language proficiency levels. Each lesson targets newcomer and beginning English language learners.
- C. Listening, speaking, reading and writing are systematically integrated throughout Everyday English Plus. Placement of language domains is appropriate to context and language goal.

The following examples from Unit 4 are indicative of the structure of all units and lessons:

- Unit 4, Lesson 1, Pages 352-353: ‘Introduction: Oral Fluency’ - students respond to questions, point to objects, repeat questions, and read a sentence
- Unit 4, Lesson 1, Pages 353-354: ‘Step 1 Sound and Letter Recognition’ - students practice identifying, differentiating, and producing the /z/ sound by reading words, repeating, making sound, and write words
- Unit 4, Lesson 1, Pages 355-357: ‘Step 2 Everyday Words’ - students say names of body parts, write words, read sentences, listen to teacher’s speech and repeat
- Unit 4, Lesson 1, Pages 357-358: ‘Step 3 Vocabulary Development’ - students are introduced to and practice vocabulary by listening to teacher, repeat words, read student text, and describe items
- Unit 4, Lesson 1, Pages 358-361: ‘Step 4 How English Works’ - students listen to dialog read, answer questions and repeat words, choral read, and complete sentences
- Unit 4, Lesson 7, Pages 421-422: ‘Introduction to Literacy’ - students listen to and read real-life text and practice talking about qualities

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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. Everyday English Plus is designed for newcomer and beginner English language learners. A differentiation section is included with every unit that provides reinforcement and extension activities based on students needs and performance. Differentiation is provided for three different performance levels (1-3) based on assessment criteria. Differentiation is also within lessons at various points where appropriate.
- B. Differentiation is developmentally and linguistically appropriate for the designated language levels.
- C. Differentiation of language is systematically addressed throughout Everyday English Plus. The following examples are indicative of the structure of all units and lessons:
- Unit 1, Lesson 3, Page 39: hand symbol - differentiation provided - adding adjectives for students that are ready
 - Unit 4, Differentiation, Pages 459-461: differentiation section for unit 4 provides reinforcement and extension according to three performance levels

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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. Scaffolding supports provided throughout Everyday English Plus help language learners advance within a proficiency level. The ‘Introduction to Literacy’ section begins lessons by having learners listen to and read texts. As learners make progress in their language development, they gradually read more of the texts on their own with the assistance of the teacher.
- B. Scaffolding supports provided throughout Everyday English Plus help language learners advance from one level to the next. Every step follows a gradual-release instructional model. Skills are modeled for learners; then practiced with learners; then monitored as learners practice. Throughout the entire curriculum instruction is scaffolded within each step.
- C. Scaffolding supports are systematically presented throughout the entire curriculum. Supports are appropriate to language level and content.

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

- Unit 7, Lesson 7, Pages 764-767: ‘Introduction to Literacy’ - background knowledge is built, vocabulary is addressed, students then read first paragraph on own with support, check comprehension and then move on to the next paragraph, then reread text to use comparative structures
- Unit 9, Lesson 5, Pages 999-1003: ‘Step 4 How English Works’ - lesson is scaffolded by reviewing the future tense, learning to form negatives and interrogatives, practicing lesson, introducing dialog, reading dialog (teacher read), practicing dialog, revisiting dialog, then practicing with a partner.

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. Everyday English Plus contains a range of language functions for newcomer and beginning proficiency levels. Action verbs direct the student on how to engage with the language and include, but are not limited to, repeat, greet, point to, recognize, and comprehend. A wide range of language functions are used throughout all lessons and units.
- B. All language functions are attached to an appropriate context. Each step in every lesson begins with a transition statement that identifies the focus. This focus is the basis for the instruction and activities and provides a goal for the lesson. Language functions used in the lesson are in the context of the focus.
- C. Language functions throughout Everyday English Plus are presented systematically and comprehensively to support the progression of language development across lessons and units.

The following examples show the structure for each lesson. Language functions cited are only examples of a small portion of the variety and amount:

- Unit 1, Lesson 1, Page 6: ‘Greetings’ - students repeat
- Unit 1, Lesson 9, Page 105: students point to numbers as they are read
- Unit 2, Lesson 7, Page 197: ‘Practice Adjectives’ - students write sentences to describe people
- Unit 3, Lesson 2, Page 258: ‘Practice Feelings’ - students follow commands
- Unit 4, Lesson 1, Page 361: students identify direct and indirect objects

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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. Higher order thinking opportunities are present throughout Everyday English Plus. Opportunities to engage in higher order thinking are accessible for the targeted proficiency levels, are in context, and integrated into lessons and units. The differentiation section at the end of each unit also provides additional opportunities to expand lessons and provide critical thinking.

E. Opportunities for engaging in higher order thinking are systematically addressed. Higher order thinking is presented in purposeful activities that relate to the unit or lesson focus. As students cognitive development expands, so do higher order thinking opportunities.

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

- Unit 3, Lesson 4, Page 287: ‘My Library’ - students extend learning by drawing and labeling a map of their own library
- Unit 3, Lesson 8, Page 318: students use graphic organizer for comprehension of graphic novel
- Unit 3, Differentiation, Pages 345-347: extension activities for unit - students write a continuation of dialog and act it out for the class

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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. Everyday English Plus covers a wide range of local, state, and national standards. The materials are designed to build English language proficiency through explicit language and content instruction. Lessons 1-5 focus on building sound, letter, and word recognition; vocabulary; and grammatical understanding through oral language. Lessons 6-10 focus on literacy in the context of content areas. A transition statement at the beginning of each lesson describes the focus. The topics and skills covered in each unit and lesson are common to local, state, and national standards for content areas and English language.
- B. Example topics are accessible to the targeted language proficiency levels and grade levels.
- C. Topics are systematically presented throughout Everyday English Plus. Each lesson and unit builds knowledge for the next so learners progress in their language ability and knowledge of the English language as they progress through the curriculum.

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

- Pages F20-21: Unit Scope and Sequence - themes, topics and skills are summarized through scope and sequence
- Unit 1, Lesson 3, Page 33: ‘Introduction: Oral Fluency’ - students learn and practice everyday greetings
- Unit 1, Lesson 3, Page 35: ‘Sound and Letter Recognition’ - students practice identifying, differentiating, and producing the /n/ sound
- Unit 1, Lesson 8, Page 97: ‘How English Works’ - students learn correct adjective placement in sentences
- Unit 3, Lesson 7, Page 312: ‘Vocabulary Development’ - students work with vocabulary related to science
- Unit 7, Lesson 4, Page 732: ‘How English Works’ - students learn how to form superlative structures, read and expository text, and participate in the reading

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- | YES | NO | Accessibility to Grade Level Content |
|-------------------------------------|--------------------------|--|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | D. Is linguistically and developmentally appropriate grade level content present in the materials? |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | E. Is grade level content accessible for the targeted levels of language proficiency? |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | F. Is the grade level content systematically presented throughout the materials? |

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

D. Everyday English Plus is composed of linguistically and developmentally appropriate grade level content for grades 6-12. The content is specific to building English grammar, vocabulary, and language proficiency at all targeted grade and language levels as well as academic vocabulary and content knowledge. Explicit instruction is developmentally and linguistically appropriate.

E. Grade level content is accessible for newcomer and beginner English language learners.

F. Everyday English Plus is systematic in the presentation of grade level content. Each unit is built around a theme connected to everyday life, which incorporates content focused lesson with academic language. Oral language proficiency is increased as learners progress through the developing curriculum.

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

- Pages F20-21: Unit Scope and Sequence -themes, topics and skills are summarized in scope and sequence

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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. Throughout Everyday English Plus, instruction is supported with a large variety of sensory supports. These supports include, but are not limited to, pictures and photographs, manipulatives, physical activity, and illustrations that provide access to instruction and facilitate deeper understanding and retention of skills. Total physical response activities are even labeled within lessons with an icon. Supports are carefully chosen to ensure reinforcement of content and activity.
- B. All sensory supports are relevant to concept attainment and reinforce communicative goals for newcomer and beginner English language learners. Supports included in Everyday English Plus scaffold instruction, provide multisensory experiences, and reinforce understanding of concepts.
- C. Sensory supports are systematically presented in every single lesson throughout the curriculum and within the context of the lesson.

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

- Unit 5, Introduction, Pages 462-465: full color illustrations to introduce the unit topic
- Unit 5, Lesson 1, Page 477: ‘Everyday English Student Text’ - full color illustrations and pictures to support content and instruction
- Unit 5, Lesson 2, Page 483: students use quarters and pencils to practice vocabulary and oral language
- Unit 5, Lesson 3, Page 496: Total Physical Response icon (hand) - move to enforce vocabulary

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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.

A. A wide variety of graphic supports are used throughout Everyday English Plus to assist with cognitive understanding. The use of charts and graphic organizers are purposeful and varied based on the content. Understanding is deepened and learning is scaffolded through the use of a variety of graphic supports.

B. All graphic supports are relevant to concept attainment and reinforce communicative goal for newcomer and beginner English language learners. Supports develop understanding of content.

C. Graphic supports are systematically presented throughout the materials and series and are integrated into lessons.

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

- Unit 3, Lesson 8, Pages 318 and 325: ‘Question Words’ - students use a graphic organizer to practice question words and organize information from a graphic novel
- Unit 5, Lesson 10, Page 564: ‘Practice Prepositions’ - students work on their own and with the class to create a pictogram to practice prepositions
- Unit 8, Lesson 1, Pages 822-823 and 829: ‘Practice Community Vocabulary’ - students use a concept map to practice unit vocabulary

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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. Interactive supports are present and varied throughout Everyday English Plus. Each step follows a gradual-release instructional model to help learners access content. A skill is first modeled, then practiced with learners, then monitored class practice, then grouping or individual practice. These gradual-release steps are indicated with icons throughout the curriculum.
- H. Interactive supports are relevant to concept attainments for newcomer and beginner language learners. The supports included scaffold instruction, provide multisensory experiences, help students communicate and facilitate access to content for learners.
- I. Interactive supports are systematically presented and varied throughout the curriculum.
- The following examples are indicative of the structure of all units and lessons:
- Page F13: ‘Instructional Support’ - program overview including gradual-release icons
 - Unit 5, Lesson 1, Pages 466-468: students learn to make and respond to requests using the gradual-release model

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.