



PRIMETM

Protocol for Review of
Instructional Materials for ELLs

WIDA PRIME Correlation

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

Introduction

The Protocol for Review of Instructional Materials for ELLs (PRIME) has been developed by World-Class Instructional Design and Assessment (WIDA) to assist educators and publishers in examining the representation of key elements of the WIDA English language proficiency standards in their materials.

The intent of this review is for users to identify the ways in which elements of the *WIDA English Language Proficiency Standards, 2007 Edition, PreKindergarten through Grade 12* are represented in instructional materials. These materials vary from core or supplemental texts to DVDs to software programs; however, it is assumed that they all seek to provide teachers with standards-based references to use with English language learners in diverse settings across the United States.

The **Protocol for Review of Instructional Materials for ELLs (PRIME)** is **not** an evaluative tool aimed to judge the effectiveness of published materials using the WIDA English Language Proficiency (ELP) Standards. The goal of the Protocol for Review of Instructional Materials for ELLs (PRIME) is twofold:

- to assist educators in making informed decisions in selecting instructional materials for programs serving English language learners and
- to aid publishers and correlators in developing materials and communicating how their materials address key elements of the WIDA English Language Proficiency Standards

Organization

The Protocol for Review of Instructional Materials for ELLs (PRIME) is organized into two parts that together are intended to provide information about instructional materials in each of 14 criteria. **Part 1** contains information about the materials that are to be reviewed. **Part 2** is the protocol used for the review of instructional materials and includes space for page number examples and responses to the questions. An Appendix at the end of the document provides definitions of the categories included in the PRIME correlation.

Please note that the questions contained in this form are identical to those in the completed correlations on our website.

Directions for completing the Protocol for Review of Instructional Materials for ELLs (PRIME) inventory:

- STEP 1:** Complete information about materials being reviewed.
- STEP 2:** Respond to the “Yes/No” questions about the presence of the criteria in the materials.
- STEP 3:** Provide justification to support your “Yes” responses. (Note: If additional explanation for “No” answers is relevant to readers’ understanding of the materials, this may also be included.)

Organization of the WIDA English Language Proficiency Standards In Relation to the Protocol for Review of Instructional Materials for ELLs

The 14 PRIME criteria are in **BOLD** below.

I. Performance Definitions

(Criteria that shape the ELP Standards)

- IA. **Linguistic Complexity**
- IB. **Vocabulary Usage**
- IC. **Language Control/Conventions**

II. English Language Proficiency Standards

- IIA. **Presence of WIDA ELP Standards**
- IIB. **Representation of Language Domains (Listening, Speaking, Reading, Writing)**

III. Levels of English Language Proficiency

(Entering, Beginning, Developing, Expanding, Bridging)

- IIIA. **Differentiation of Language**
- IIIB. **Scaffolding Language Development**

IV. Strands of Model Performance Indicators

- IVA. *Language Functions*
 - **Attached to Context**
 - **Higher Order Thinking**
- IVB. *Content Stem*
 - **Coverage and Specificity of Example Topics**
 - **Accessibility to Grade Level Content**
- IVC. *Instructional Supports*
 - **Sensory Support**
 - **Graphic Support**
 - **Interactive Support**

Part 1: Information About Materials

Publication Title(s): Prentice Hall Literature Common Core Edition, copyright 2012

Publisher: Pearson

Materials/ Program to be Reviewed: Prentice Hall Literature (examples in this correlation from Grade 7)

Tools of Instruction included in this review: Student Edition, Teacher's Edition, Notebooks, Assessments, Reading Guides, Technology Suite; References drawn

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

Intended Student Audiences: Grades 6–12

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, Science, Social Studies, and Math

WIDA language proficiency levels included: Levels 1–5 (Entering, Beginning, Developing, Expanding, and Bridging)

Most Recently Published Edition or Website: copyright 2012; www.pearsonschool.com

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

Prentice Hall Literature Common Core Edition is a multilevel program specially designed to help students master rigorous academic standards in Grades 6–12. The unique organization of the program allows skills and concepts to be taught to mastery through an innovative approach of grouping content thematically, by skill focus and genre. Highly engaging visuals and contemporary lesson designs have been carefully crafted into the program to ensure students will be easily engaged and stay highly motivated as they experience outstanding literature, poetry, and contemporary media. The leveled selections, the PHLitOnline Student Center and Teacher Center, the Big Question (Essential Question) format, the engaging design, and Reality Central all create a program to help students succeed.

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. Prentice Hall Literature is a program for Grades 6–12 designed to meet the needs of all learners. The flexibility of the instructional materials allows students of all proficiency levels, from Entering through Bridging, to develop skills for all aspects of the language arts concepts. Differentiated Instruction for students is noted throughout the Teacher's Edition. Teachers are guided to accelerate language development through exercises that teach vocabulary, grammar, linguistics, pronunciation, and spelling in a consistently recognizable manner. Each unit begins with a Big Question (Essential Question) that is used as a guide for discussion, writing exercises, and exploration of background knowledge and themes. This approach scaffolds student's learning as they progress through the unit and guides their understanding of the content. All lessons have a variety of listening, speaking, reading, and writing activities that vary in complexity and cumulate with Writing, Vocabulary, and Communications Workshops. These final activities use all the skills introduced in the unit.

B. Prentice Hall Literature addresses linguistic complexity for all targeted levels. Lessons are heavily supported by visual vocabulary and instruction. Differentiated Instruction is built into each lesson. End of unit projects give students options for a differentiated demonstration of concepts according to learners' abilities. The Lesson Pacing Guide and the Guide to Selected Leveled Resources provide teachers with materials for students that truly address student needs and learning styles.

C. Linguistic complexity is systematically addressed throughout the entire PHLiterature program. Every unit of the program contains similar types of lessons. See examples found in the Grade 7 Teacher's Edition, Unit 1:

- The Big Question pp. 1–4: Introduces theme and lessons. Literary Analysis Workshop pp. 4–21 to understand selection genre and Before You Read pp. 22–24 with charts for Text Complexity pp. 22–23 followed by Papa's Parrot pp. 25–31 and mk pp. 32–45
- Integrated Language Skills (Grammar, Writing, Speaking and Listening) pp. 46–47
- Differentiated Instruction pp. 25, 27, 33, 37, 39; Vocabulary Development pp. 24, 26, 28, 32, 34, 38, 40, 42 scaffolds for the different proficiency levels
- Time and Resource Manager p. 22a, Guide to Selected Leveled Readers p. 22b, Visual Guide to Featured Selection Resources pp. 22c–22d

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

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. Prentice Hall Literature includes a complete instructional program with practice to help achieve vocabulary development for academic success. Before each reading selection, vocabulary is introduced in the Student Edition with a dictionary style entry for each word including a definition and a context sentence. Academic Words that appear across all content areas are introduced and practiced as the Big Question (Essential Question) is presented. Word Study is included in prereading vocabulary lessons with instruction in skills and strategies to help students decode unfamiliar words to derive meaning. Words and phrases are color coded and defined throughout the readings. Phrases and expressions are taught with vocabulary and practiced in activities included in the Teacher's Edition lessons.

B. Vocabulary usage is addressed for all the targeted levels of proficiency. All levels of language learners are provided with abundant support (including audio), and practice opportunities are available throughout the lessons in student texts, notebooks, and online tools. Specific and technical vocabulary is introduced in context with content area materials. Differentiated Instruction is found throughout the Teacher's Edition for teachers to use as needed in the classroom.

C. General, specific, and technical language is systematically presented throughout the program. See the complete listing and explanation for Building Academic Vocabulary with general academic vocabulary and domain-specific academic vocabulary in the Grade 7 Teacher's Edition on pages CC58 to CC66. Page CC67 provides information about increasing word knowledge and building speaking vocabulary. Vocabulary instruction and practice is found before each reading selection. Lesson sequence follows a systematic pattern before and after each reading. The instructional information on pages 2c and 2d explain vocabulary development and methods to improve vocabulary learning of all general, specific, and technical vocabulary words. See the examples given for Grade 7, Unit 1, which are indicative of the structure for the reading selections:

- Learning Big Question Vocabulary with Acquire and Use Academic Vocabulary and Gather Vocabulary Knowledge: Student Edition p. 3 with Teacher's Edition lesson information
- Selection Vocabulary: Student Edition p. 24 with Teacher's Edition information and Vocabulary Development activities
- After You Read: Context Clues and Vocabulary p. 31
- Making Connections: Big Question domain-specific words and Vocabulary p. 32
- After You Read: Context Clues and Vocabulary p. 45

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

IC. Language Control/Conventions (comprehensibility of language)

YES NO

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

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

A. In Prentice Hall Literature, students use everyday and academic language as they participate in and complete the activities in the lessons. Learners have numerous opportunities to demonstrate and practice language control. Each skill is introduced, taught, and practiced in a wide variety of activities to encourage language control and development. Each unit focuses on the Big Question (Essential Question) which ties the content and the academic language. Students are introduced to key concepts, characteristics of literature, and literary terms in the Literary Analysis Workshops, which are then shown in the models and applied and practiced in the lesson activities. This carefully developed learning approach provides a convenient structure to assist all learners as they use the program. Support tools are also provided with the Reader's Notebook, Leveled Vocabulary and Reading Warm-ups, Leveled Selection Tests, and Graphic Organizers. Instruction is also modified and adapted to learner need in PHLitOnline.

B. The methods used in all the oral and writing activities include many ways to assist all levels of learners and are used at every grade in the series. Differentiated Instruction is built into lessons to provide strategies to customize the presentation to students with a variety of learning levels. Opportunities to demonstrate language control are present throughout each unit and level. The lesson pages throughout the program give students interactive ways to respond when speaking, writing, or sharing information with the class, in a small group, or with a partner. Teaching suggestions added questions and activities to enhance the learning. These range in difficulty from short response oral and writing activities to engaged content discussions and opportunities for thoughtful reflection. Each unit culminates with a Workshop for a final opportunity to demonstrate language control using writing, vocabulary, and speaking and listening. Language control is monitored, and assessments are found in all units and in the Assessment materials.

C. In each carefully structured unit and lesson, opportunities to demonstrate language control are presented in the PHLiterature series. For examples of language control activities in a typical unit see Grade 7, Unit 1 Student Edition pages and Teacher's Edition pages:

- Exploring the Big Question—Collaboration: One-on-One Discussion, Connecting to the Literature p. 2
- Acquire and Use Academic Vocabulary, Gather Vocabulary Knowledge p. 3
- Leveled Texts, Reading Skill, Literary Analysis pp. 22–23
- Writing About the Big Question, Vocabulary pp. 24, 32

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 Prentice Hall Literature program is primarily a Language Arts curriculum that uses social and instructional language and the language of Mathematics, Science, and Social Studies systematically throughout all grades. For a brief overview of the structure, see the Building Academic Vocabulary on Grade 7 Teacher's Edition pages CC58 to CC67. The general academic language (words that are not specific to any single curriculum) and domain-specific academic language (words related to Social Studies CC63, Mathematics CC64, Science CC64–CC65, Art CC65, Technology CC66) Prereading lessons introduce background knowledge and academic vocabulary that extend student knowledge of content area language. Social and instructional language is used in the practice and application of all skill and content area standards taught by the program. See pages CC120 to CC123 for an Overview of Resources to support all aspects of social, instructional, and curriculumn academic language development.

B. Systematic academic skill development through the teaching of Common Core State Standards is clearly identified within each unit and level of the series. For each unit and selection, prereading and postreading lessons are structured in the same manner and include practice exercises using social and instructional language related to listening, speaking, reading, and writing. The following examples found in Grade 7, Unit 1 show how a social studies related reading is integrated with Social Instructional Language:

- Making Connections p. 32 Writing About the Big Question, Vocabulary, Word Study, Vocabulary Development
- Daily Bellringer, Background, Multidraft Reading, Differentiated Instruction p. 33
- Selection pp. 34–35 Activating Prior Knowledge, Concept Connector, Individual Activity, About the Selection, Vocabulary Development, Context Clues, Critical Viewing, Reading Check, Professional Development, PHLitOnline (sections are representative of the activities for the entire selection)

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

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. Each lesson in the Prentice Hall Literature series is built around the language domains of listening, speaking, reading, and writing. For a unit, the Integrated Language Skills (Grade 7) on pages 46–47, 68–69, 126–127, and 150–151 and the Writing Workshop on pages 92–97 target and expand specific domain skills developed throughout the unit. A typical unit includes lessons that are thematically linked to a Big Question (Essential Question) with a robust Literary Analysis Workshop to enable students to perform in-depth exploration of genres and standards. Preceding each reading, vocabulary and word study are taught and practiced using listening, speaking, and writing activities. These activities can include using the PHLitOnline materials. Readings have built-in comprehension questions to guide written and discussion responses, and as a means of practicing writing vocabulary with subject content areas. The After You Read section asks students to practice the skills they have learned. The Integrated Language Skills pages work with grammar skills and present projects that use writing, listening, speaking, and research skills. All lessons are supported with further practice in the Reader's Notebook, Teaching Resources for each unit with Assessment materials, and online resources.

B. Listening, speaking, reading, and writing are presented and practiced in all levels of proficiency in the program. Domain instruction is always age and proficiency level appropriate, making use of visual and textual scaffolds throughout each unit. The Time and Resource Manager shows the Lesson Pacing Guide and the Guide to Selected Leveled Resources on Grade 7 Teacher's Edition pages 22a and 22b. The charts show how effectively the program materials are selected to enable all students at all levels of language proficiency to receive instruction and work with materials that are specially designed to meet their instructional needs. Pages 22c and 22d show a Visual Guide to Featured Selection Resources and the resources are labeled to identify the group for each resource. Differentiated Instruction on Teacher's Edition pages 25, 27, 33, 37, and 39 provide strategies in customizing all domain instruction for a variety of proficiency levels.

C. Each unit and lesson contains systematic representation of the language domains as explained in sections A and B for all grades. See the Grade 7 Skills Navigator Overview and Unit charts on Teacher's Edition pages CC90–CC103 for a comprehensive listing of Selections, Reading Skill/Strategy, Literary Analysis, Word Study, Writing, Conventions, Extension Activity, and Assessment that cover all aspects of the language arts domains of listening, speaking, reading, and writing.

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

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. Prentice Hall Literature is a comprehensive literacy program that teaches the new standards and helps all levels of students become better readers, better writers, and better thinkers to prepare them for functioning in the school environment and beyond. At each grade, the units begin with a Literary Analysis Workshop to provide opportunities for students to read and reread deliberately and slowly to gain an understanding of the meanings of individual words, the order in which sentences unfold, and the development of ideas over the course of the text. Extensive modeling and independent practice prepares students to read broadly and widely to build their knowledge and experience to become independent, strong readers. See Grade 7 Teacher's Edition pages 2a and 2b for the Overview and Pacing Plan. The Monitoring Progress section on page 2b explains how to use diagnostic procedures to place students at the correct level of proficiency. The Classroom Management section addresses the use of leveled texts to accommodate all learners. The basic lesson information also provides methods to differentiate instruction: Teaching Resources (p. 4), Differentiated Instruction (pp. 5, 11, 13, 15).

B. Differentiation is linguistically and developmentally appropriate for each targeted proficiency level. Within Prentice Hall Literature are a wide variety of learning supports. See Grade 7 Teacher's Edition page CC107 for the components available in the Teacher's Edition, Reader's Notebook, Leveled Vocabulary and Reading Warm-ups, Leveled Selection Tests, and Graphic Organizers. All of these tools, along with the information on page CC109, show how to personalize instruction with the PHLitOnline program. These components provide a wealth of materials and instructional information to differentiate for the language proficiency levels.

C. The program was developed to provide unprecedented opportunities for differentiated instruction. As explained in parts A and B, a wide variety of materials and instruction are available. The carefully structured program guarantees these systematic methods to be found in each and every lesson at each and every grade level.

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

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

YES NO

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

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

A. The Prentice Hall Literature program provides scaffolding supports for students to advance within each proficiency level. The program design helps students work with all aspects of language. The Literary Analysis Workshop at the beginning of each unit helps set the stage of mastering academic language related to the topic as well as a variety of interactive working relationships from groups to partners to individuals. Involving all students in the topic explanations helps the scaffolding and supports the skill development to help students advance within a proficiency level. See the following Grade 7 lesson activities:

- Text Complexity Rubric (pp. 22–23) provides leveled text information and reader and task suggestions
- Vocabulary Development (pp. 24, 26) references support for all levels to develop vocabulary
- Multidraft Reading (p. 25) marks natural pauses in selections to assist struggling readers and deepens understanding for all
- Differentiated Instruction (pp. 25, 27) has specific suggestions for support of various proficiency levels and features easy to use support material.

B. With the assistance of the scaffolding described above in A, transferrable skills are developed throughout each unit to assist students as they advance from one proficiency level to the next. Assessment resources monitor student progress and evaluate student progression throughout each unit and level. The Time and Resource Manager shows the Lesson Pacing Guide and the Guide to Selected Leveled Resources on Grade 7 Teacher's Edition pages 22a and 22b. The charts show how effectively the program materials are selected to enable all students at all levels of language proficiency to receive instruction and work with materials that are specially designed to meet their instructional needs. Pages 22c and 22d show a Visual Guide to Featured Selection Resources and the resources are labeled to identify the group for each resource.

C. The Prentice Hall Literature program systematically builds upon prior knowledge and explicitly scaffolds within each lesson as a means of progressing student proficiency from one level to the next. The unit structure allows the skills to be presented, practiced, and applied within the unit and then extended across the units and levels to be sure that every skill is presented and accessed by every level of proficiency.

IV. STRANDS OF MODEL PERFORMANCE INDICATORS

IVA. Language Functions

YES NO **Context**

- A. Do the materials include a range of language functions?
- B. Do the language functions attach to a context (i.e. are they incorporated into a communicative goal or activity)?
- C. Are language functions presented comprehensively to support the progression of language development?

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

A. The Prentice Hall Literature program provides practice using a range of language functions. Language functions include retelling, defining, describing, identifying, sequencing, explaining, discussing, evaluating, comparing, analyzing, and responding. These functions are used in the instructional and Academic language and are found throughout all levels. Grade 7 page CC67 teaches an 8-step routine to Increase Your Word Knowledge and a 5-step routine for Building Speaking Vocabulary. Each of the following pages CC70–CC75 presents instructional strategies that help students use and understand language in context: Strategy 1: Multidraft Reading, Strategy 2: Close Read the Text, Strategy 3: Ask Questions. A review of the Skills Navigator Overview on pages CC90–CC91 followed by the Unit Skills Navigators on pages CC92–CC103 gives a total picture of the wide assortment of word study, speaking and listening, and conventions activities used in the context of the reading selections.

B. Language functions are attached to practice activities, and all activities are connected to expanding understanding using the Big Question (Essential Question) with its overarching big idea for each unit and its carefully structured connections to the selections, the lessons, the skills, and the content. The How to Use This Program on pages CC104 to CC109 provides a quick overview of the many ways to incorporate language functions.

C. The progression of language development is supported by a carefully structured and systematically organized format that allows students to learn all aspects of language functions as they interact with the lesson materials. As skills progress through the units, language functions are used to support the communicative needs of the developing learners. Examples from Grade 7, Unit 1 show the materials to provide support for the integrated use of language functions:

- Vocabulary and Reading Warm-ups p. 1: A and B Warm-ups for various levels
- Selection Support p. 1: A list of the practice materials available to assist instruction, practice, and application of unit skills
- PHLitOnline p. 1: Discuss in pairs or small groups
- Time and Resource Manager p. 22a: Lesson Pacing Guide
- Guide to Selected Leveled Resources p. 22b: Identify instruction and materials for various tiers of instruction
- Visual Guide to Featured Selection Resources pp. 22c–22d: Materials for instruction

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

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

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

D. The Prentice Hall Literature program has a unique organization that allows skills and concepts to be taught to mastery through an innovative approach of grouping content thematically, by skill focus, and genre. Higher order thinking opportunities are present for all levels in each unit and across the program. Every unit begins with the higher order thinking style Big Question (Essential Question) (Grade 7 Teacher's Edition pp. 2–3) that provides a reading and investigative focus for the entire unit. The Literary Analysis Workshop (pp. 4–21) provides an overview of the unit genre and includes models and practice opportunities with reading comprehension questions. Interpreting and understanding the genre is annotated and higher order thinking skill questions are included throughout this section. The unit selections (Papa's Parrot pp. 26–31 and mk pp. 34–47) involve complex judgmental skills using analysis, evaluation, and synthesis. The Before You Read section (pp. 22–23) presents the comprehension skills and applies them throughout the unit and later units. See pages 49, 129 for Point of View and Author's Purpose skill introduction along with the Teacher's Edition annotations that Model the Skill. The Student Edition pages include annotations to delve into the selection for both comprehension and vocabulary skill development. Each selection contains a Critical Thinking section (Papa's Parrot p. 30 and mk p. 44). This process is repeated for each set of leveled selections in each unit.

E. Opportunities to engage in higher order thinking are systematically addressed in Prentice Hall Literature. As stated in D above, skills and strategies are included in each lesson and unit. The Skills at a Glance Charts for each unit also list the skills worked on throughout the unit and across grade levels with teaching suggestions. See Skills at a Glance Grade 7 Teacher's Edition pages CC29, CC33, CC37, CC41, CC45, and CC49. See representative presentation examples in Grade 7 Unit 2:

- Before You Read: Make Predictions pp. 217, 249: Critical Thinking questions link content in unit readings.
- Before You Read: Make Inferences pp. 309, 337: Critical Thinking questions link content in unit readings.
- Critical Viewing pp. 221, 222, 232, 238, 255, 264, 265, 268, 271, 292, 312, 322, 325, 327, 331, 341, 346, 350, 356, 373, 375, 376, 378, 381, 382
- Critical Thinking pp. 224, 237, 241, 244, 254, 255, 256, 268, 269, 273, 274, 276, 291, 294, 295, 298, 300, 314, 318, 324, 326, 328, 329, 332, 342, 347, 348, 350, 353, 356, 358, 373, 377, 382

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

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. Prentice Hall Literature is a standards-aligned curriculum covering a wide range of subject matter topics found in state, local, and national academic content standards. The language arts dominated curriculum has been organized around a theme. The selections are chosen based on the theme that covers content areas. See Grade 7 Teacher's Edition page CC53 for the Functional Text and Literature in Context—Reading in the Content Areas. The selections integrate social studies, math, science, and art history content. Special content area features are clearly labeled throughout the units. See the following Grade 7 pages for integrated content examples: Science 29, 89; Social Studies (atlas, public document) 74, 75. Each lesson contains vocabulary, morphology, grammar usage and mechanics, listening, speaking, reading, and writing lessons as the content is presented.

B. The program has built-in differentiated and scaffolded instruction and is further supported by a variety of teaching resources and technology for comprehensive instructional reinforcement. For a representative example, see page 72 for content reading, Reading for Information, with Differentiated Instruction. Page 73 contains content help with annotations for Atlas skill reading, vocabulary work, and Differentiated Instruction. Page 74 has annotations and Content-Area Vocabulary Development: Social Studies teaching information. Page 75 teaches about features on Public Documents and provides Differentiated Instruction. Every set of selections also has the Guide to Selected Leveled Resources (page 48b) where alternate lesson instruction and additional materials are provided to help all learners succeed.

C. Example topics are systematically presented throughout the units in the PHLiterature series. See the Table of Contents in the introductory pages (CC26 to CC49) to view the structure of the units and variety of content found in each level. The Unit Skills Navigators found on Teacher's Edition pages CC92–CC103 lists all vocabulary, word study, grammar, and writing structures and modes in each level. See the integrated content references listed on page CC53 for the Functional Text and Literature in Context—Reading in the Content Areas.

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

- | 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. The content in the Prentice Hall Literature program is linguistically and developmentally appropriate for the targeted grade levels. The program's content is standards-aligned and includes grade level appropriate topics. The program's structure provides a well-designed instructional plan so that students begin with a Literary Analysis Workshop to learn about the genre, to practice the newly introduced reading skills with special selections and carefully created teaching annotations, and to develop vocabulary skills and the necessary background for academic and domain-specific content words. The high interest leveled selections are supported with appropriate scaffolds, graphics, and practice activities that stimulate learning and develop transferable skills. Linguistic supports are incorporated into each lesson along with opportunities to practice language control. In addition, the Integrated Language Skills for each set of leveled readers, the Vocabulary Workshop, and the Communications Workshop use and apply the skills taught in the unit to further enhance learning.

E. In the Prentice Hall Literature program, grade level content is accessible to all targeted levels of language proficiency. Leveled support for differentiated instruction is built into each lesson, making content accessible to all proficiency levels. See the Table of Contents in the introductory pages for Unit 1 (Grade 7 Teacher's Edition CC26 to CC29) to view the structure of a unit and the variety of content. The Unit 1 Skills Navigator found on Teacher's Edition pages CC92–CC93 lists the selection content for the unit along with the vocabulary, word study, grammar, and writing content to be explored. The interactive teaching suggestions throughout the unit, the Differentiated Instruction, Guide to Selected Leveled Resources (page 22b), and the visual guide pages 22c–22d provide methods to assist all targeted levels of language proficiency.

F. The information and examples presented in parts A to E explain the organizational structure of the units and features of the lesson. The information shows how the lessons focus on content that has been carefully selected for each level of the program. The lesson plan structure provides a well-organized lesson that helps students succeed in mastering the skills. A review of the information listed below provides detailed information to confirm how systematically the content is integrated into the program.

- Table of Contents Teacher's Edition pp. CC26 to CC49
- Functional Text and Literature in Context—Reading in the Content Areas Teacher's Edition p. CC53
- Unit Skills Navigators Teacher's Edition pp. CC92–CC103

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

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 the Prentice Hall Literature program, highly engaging visuals and contemporary lesson designs have been carefully crafted to ensure students will be easily engaged and stay highly motivated as they experience outstanding literature, poetry, and contemporary media. The instructional program helps meet the needs of students of all learning levels and styles through a variety of methods that involve all aspects of sensory supports—speaking, listening, hearing, and seeing. Sensory supports are present and varied throughout the program. See Grade 7 Teacher's Edition pages CC110 to CC119 for a quick overview of the sensory supports included in the program: dynamic visuals with captions and explanatory annotations on pages CC110 to CC115, graphic organizers to help structure content for understanding on pages CC116–CC117, to working with writing, listening, speaking, and research on pages CC118–CC119. The units are strongly supported with a range of dynamic sensory supports that introduce the unit themes, enhance the readings, and assist understanding of lessons.

B. All sensory supports are presented in such a manner that reinforces communication goals and are relevant to concept attainment for the targeted levels. Vocabulary and concept development are supported throughout the levels with illustrations, photographs, annotations, and graphic organizers. Practice activities are visually and auditorily supported in a fashion that provides a deeper understanding of instruction and background knowledge. In addition, multisensory online materials provide the option of differentiated instruction allowing students to apply what they have learned in each unit at their level.

C. Sensory supports are presented systematically throughout the program. The program focuses on many learning modalities to help students develop language proficiency and skills. Each unit opener page (see Grade 7 Unit 1, page 1) shows the Hear It!, See It!, Do It! PHLitOnline program with a fully interactive Student Edition, videos, music, games, audio, and writing tools to provide unlimited sensory supports for all levels of learners.

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

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. Graphic supports to help students comprehend the vocabulary, concepts, and content of the program can be found throughout every level. In every level, graphics support lesson content with a variety of graphic material appropriate to the proficiency level. Visual supports are used in all domain instruction. By paging through a lesson or reviewing Grade 7 Teacher's Edition pages CC116 to CC123, one can easily see the integrated use of graphic supports. Examples include the use of images to explore unit theme, understand vocabulary, and ascertain complex ideas presented in the readings and graphic supports such as semantic maps, Venn diagrams, and T-charts. These are found throughout the entire series as a useful tool for students to understand concepts and to organize ideas. Graphic organizers are modeled by teachers and systematically used in many exercises. Writing Workshops demonstrate the writing process with graphic organizers to draft concepts for writing (pp. 94–95) and a sample of student writing by modeling processes.

E. Graphic supports are used in the program to provide a well-recognized method of instruction to present information in a workable fashion to help all learners succeed. The graphic supports are relevant to concept attainment and reinforce communicative goals for the targeted proficiency level. Graphic organizers are teacher-modeled and practiced through multiple use. To identify the closely constructed use of graphic supports for all levels, see page CC67 for graphic supports to develop word knowledge, pages CC70 to CC75 for the use of graphics in the three strategies for comprehending complex text, and CC76 to CC81 for graphics to help in comprehension of text and writing. This structure is integrated into the Student Edition and Teacher's Edition to use graphics to promote content understanding.

F. Examples of graphic supports presented above in D and E can be found throughout the entire program. In addition, support materials such as the Reader's Notebook and PHLitOnline that accompany each level offer structured graphic support for all lessons. The Visual Guide to Featured Selection Resources on pages 22c and 22d (found preceding each leveled selection pair in the program at all levels) includes resources with a wide variety of graphic supports. See pages CC120 to CC123 for a complete listing. The materials shown are available for every lesson in every level and include: Vocabulary Warm-ups A and B, Writing About the Big Question, Reading, Literary Analysis, Vocabulary Builder, Enrichment, Grammar, Writing, Extend Your Learning, Reading Graphic Organizer A and B, Literary Analysis Organizer A and B, Literature and Informational Text, Writing and Speaking and Listening, Language, Performance Tasks, Selection Test A and B, Open-Book Test.

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

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 that are varied throughout the series are used in every lesson of every unit. To promote comprehension and expose students to a variety of communication styles, students work individually or in paired, small group, and whole group situations to practice and apply skills and strategies as they read the selections. All phases of a lesson include teacher modeling to interact with students and help students learn the concept. As students begin the unit (see Grade 7 Teacher's Edition page 2), the lesson introduces the concept and has a Collaboration exercise where students work individually and in pairs. The Literary Analysis Workshop has students work individually and as a class with teacher modeling to develop an understanding of the genre and related skills. As they begin the selection on page 26, students work in groups with the Anticipation Guide, complete an Individual Activity, and other class and individual exercises. Larger cooperative projects are integrated into the units, such as Writing, Vocabulary, and Communications Workshops.

H. The program's main goal of each and every page is to help students read and learn. The interactive supports found in all levels of the Prentice Hall Literature program are relevant to concept attainment for all targeted proficiency levels. Interactive supports described in part A are explicitly used to scaffold lessons so that learners of all levels use visual support, audio support, and verbal support to gain access to understanding the lesson content and concepts.

I. Throughout the Prentice Hall Literature program, interactive supports are systematically included and varied. The information in parts G and H identify the inclusion of interactive methods in the instruction. Because the program developed was carefully structured, these interactive features can be found in every lesson in a unit and from unit to unit as well as across the grade levels. The program was built with the unique organization that allows skills and concepts to be taught to mastery through an innovative approach of grouping content thematically, by skill focus, and genre.

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.

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

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.