

PRIME™

Protocol for Review of Instructional Materials for ELLs

WIDA PRIME Correlation
Form for Educators

DynEd® 

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Introduction

The Protocol for Review of Instructional Materials for ELLs (PRIME) has been developed by World-Class Instructional Design and Assessment (WIDA) to assist 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): New Dynamic English

Publisher: DynEd International

Materials/ Program to be Reviewed: _____

Tools of Instruction included in this review: New Dynamic English software program and Teacher's Guide

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

Intended Student Audiences: English language learners and newcomer English language learners ages 15 years old - adult education

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, Mathematics, Science, and Social Studies

WIDA language proficiency levels included: Levels 1-5

Most Recently Published Edition or Website: www.dyned.com

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

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. New Dynamic English is a multimedia program that addresses linguistic complexity for entering, beginning, developing, expanding, and bridging language learners. The program is comprised of eight modules and each module contains five units. The units and modules of New Dynamic English develop in an effective sequence, taking into account the progressing needs of the language learner. Modules 1 and 2 cater to entering and beginning learners. Modules 3 and 4 cater to beginning and developing learners. Modules 5 and 6 cater to developing and expanding learners. Modules 7 and 8 cater to expanding and bridging language learners. The linguistic complexity of each module is specific to the language levels. The courseware also features “The Shuffler” that adjusts the depth and/or difficulty of lessons accordingly based on answered questions and completed activities.

B. Linguistic complexity is addressed for all targeted proficiency levels. Through a placement test, students are placed in the appropriate level of New Dynamic English. The placement test and mastery tests ensure that each language learners needs are met. “The Shuffler” also provides individualization for each learner based on their performance throughout the program.

C. New Dynamic English systematically addresses linguistic complexity throughout the program. Learners are led through the program to build language through themes and situations common for everyday communication in social and academic settings. Language has been carefully sequenced and units develop sequentially.

See demo or complete product for examples of linguistic complexity and format.

Examples provided are indicative of the structure of the entire program:

Teacher’s Guide New Dynamic English Introduction, Pages 8-15, Scope and Sequence - words, sentences and phrases directly from lessons are shown in scope and sequence. These illustrate the linguistic complexity for each unit

Teacher’s Guide New Dynamic English Module 1, Page 8 and Pages 11-14, Unit 1 Main Learning Points and Scripts - main learning points and scripts for each unit provide examples of linguistic complexity

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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. New Dynamic English teaches and engages language learners with vocabulary within context. Vocabulary is represented in words, phrases and sentences. Each topical unit is built around listening comprehension based on short presentations in context, followed by exercises that focus on grammar, oral fluency development, reading and writing. Vocabulary is related to topic as well as everyday language and is integrated into every aspect of each lesson. Learners practice and review everyday and content area vocabulary in activities and exercises. Each level contains a unit explicit to vocabulary, titled matrix vocabulary, which contains vocabulary practice and a game. Learners also have a chance to speak the new vocabulary and phrases they have learned and record their voice for replay listening and compare to the native speaker. All vocabulary is used in context and carried throughout other units.

B. The vocabulary in the program is appropriate for all targeted levels of proficiency. New Dynamic English is a progressive program where each targeted language level is provided vocabulary instruction in context and customized to the learner’s needs. As learners progress through the units and modules, the level of linguistic complexity increases. “The Shuffler” also caters the program to each learner to ensure instruction matches the level of proficiency of the user.

C. General, specific, and technical vocabulary is scaffolded throughout the materials and systematic in its presentation. Vocabulary is introduced, explicitly taught, practiced and reviewed throughout each lesson and unit.

See demo or complete product for examples of vocabulary for each unit.

Examples provided are indicative of the structure of the entire program:

Teacher’s Guide New Dynamic English Introduction, Pages 8-15, Scope and Sequence - examples of some key language and vocabulary provided in Main Learning Points

Teacher’s Guide New Dynamic English NDE 1, Module 1, Page 20, Unit 2 Learning Points- examples of key language and vocabulary for unit

Teacher’s Guide New Dynamic English NDE 2, Module 3 Summary, Page 50 - summary of verbs in each lesson for module 3

New Dynamic English, Module 2, Matrix Vocabulary, Vocabulary Practice:

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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 presented in appropriate context throughout the materials. Each unit in every module explicitly teaches grammar in the context of everyday topics and is outlined in the ‘Learning Points’ chart in the teacher’s guide. Learners demonstrate language control through various grammar focused exercises throughout New Dynamic English, which allow them to practice key structures and language rules. Additional exercises are also provided in the teacher’s guide for each unit for grammar and language control practice.

B. Opportunities to demonstrate language control are appropriate for all levels of proficiency for each module.

C. Grammar and language structure are presented systematically throughout the program. As learners progress through the units and modules, the level of difficulty increases.

See demo or complete product for examples of language control and grammar.

Examples provided are indicative of the structure of the entire program:

Teacher’s Guide New Dynamic English Introduction, Pages 8-15, Scope and Sequence - examples of language structure provided in Main Learning Points

Teacher’s Guide New Dynamic English Module NDE 2, Page 3 - examples of language structure provided in Main Learning Points

Teacher’s Guide New Dynamic English Module NDE 2, Page 43 - practice exercise with language structure

Teacher’s Guide New Dynamic English Module NDE 4, Page 8 - learning point for unit illustrate explicit language structure

New Dynamic English, Module 3, Our World, Focus Exercise

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, as well as the other WIDA standards of language arts, mathematics, social studies, and science is present in New Dynamic English. Each unit is built around topics and main learning points related to language. The topics include, but are not limited to, names & places, numbers & time, energy sources, biography, and locations. Students are actively engaged in learning the language of these topics through listening, reading, writing, and speaking activities.

B. New Dynamic English systematically integrates social and instructional language, the language of Language Arts, Mathematics, Social Studies, and Science into each learner interaction. The program is interactive and engaging, building language through experiences and exposures to everyday and content based language lessons.

See demo or complete product for examples of WIDA ELPS.

Examples provided are indicative of the structure of the entire program:

Teacher’s Guide New Dynamic English Introduction, Pages 8-15, Scope and Sequence - includes topics and Main Learning Points for each unit

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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. Language learners engage in listening, speaking, reading, and writing activities throughout New Dynamic English as they build their language proficiency. Language domains are integrated throughout the multimedia program to engage learners to interact with language. Each unit provides extensive listening experiences. The control bar that is provided at the bottom of the screen allows learners to listen to each sentence as many times as they need when pressing the repeat button. Each module contains explicit listening focuses that are provided in the teacher’s guide. Speaking opportunities are explicitly addressed in the Video Interactions units of each module as well as speech recognition activities built into other units throughout each module. Speaking is utilized with the use of a microphone and recording feature built into New Dynamic English. Learners have the opportunity to listen to their own voice with the playback feature. Reading opportunities are presented in each lesson with opportunities to read English by utilizing the text button on the control bar. The Teacher’s Guide also provides extensive listening, speaking, reading and writing opportunities in ‘Classroom Assignment’ activities provided with each unit. Printable student exercises are provided for each unit to provide reading and writing practice. Each lesson in each unit provides listening, speaking, reading and writing.

B. The targeted language domains are presented within the context of language proficiency levels. “The Shuffler” provides individualization of content for each level of language proficiency.

C. Listening, speaking, reading, and writing are systematically integrated throughout New Dynamic English.

See demo or complete product for examples of language domains.

Examples provided are indicative of the structure of the entire program:

Teacher’s Guide New Dynamic English Module NDE, Pages 40-41, Focused Listening- explicit listening tasks for each unit in the module, also includes student follow-up activities that involve reading, writing, and speaking exercises

Teacher’s Guide New Dynamic English Module NDE 3, Pages 9-10 - examples of listening, speaking, reading and writing activities provided through ‘Classroom Assignment’

Teacher’s Guide New Dynamic English Module NDE 3, Pages 14-19 - examples of listening, speaking, reading and writing activities provided through practice exercises

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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. New Dynamic English targets five language proficiency levels through 4 levels of instruction. The program contains 8 modules with 5 units of explicit language instruction per module. Modules 1 and 2 cater to entering and beginning learners. Modules 3 and 4 cater to beginning and developing learners. Modules 5 and 6 cater to developing and expanding learners. Modules 7 and 8 cater to expanding and bridging language learners. The language content is catered to the learner based on a placement test and mastery tests. “The Shuffler” adjusts the depth and difficulty of lessons accordingly as learners answer questions and complete activities.

B. The differentiation of language proficiency is developmentally and linguistically appropriate for all targeted levels.

C. Differentiation of language is systematically addressed throughout New Dynamic English. Units and modules build upon previous units and modules in a spiral formation, helping students progress to the next level.

See demo or complete product for examples of differentiation for language proficiency levels and format.

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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 New Dynamic English help language learners advance within a proficiency level as well as progress from one level to the next. The spiral structure of the program provides scaffolding as language learners progress through the content. The units contained in each module are scaffolded within the unit as well as building knowledge for the next unit and module. Each module contains a ‘Review Exercise’ unit as well as having review built into all other unit. Practice exercises provide review and build learned language and skills. There is also an option for learners to go back for continued practice and understanding using the repeat and rewind buttons on the control bar. The opportunity to review earlier lessons is also always available.

B. Scaffolding supports provided throughout New Dynamic English help language learners advance within a proficiency level as well as progress from one level to the next. The spiral structure of the program provides scaffolding as language learners progress through the content. The units contained in each module are scaffolded within the unit as well as building knowledge for the next unit and module. Each module contains a ‘Review Exercise’ unit as well as having review built into all other unit. Practice exercises provide review and build learned language and skills. There is also an option for learners to go back for continued practice and understanding using the repeat and rewind buttons on the control bar. The opportunity to review earlier lessons is also always available.

C. Scaffolding supports are presented systematically throughout New Dynamic English. Each lesson provides language learners with the information they need to be successful for the next, as they master language and progress through language proficiency levels.

See demo or complete product for examples of scaffolding and format.

Examples provided are indicative of the structure of the entire program:

Teacher’s Guide New Dynamic English Introduction, Pages 8-15, Scope and Sequence - illustrates the progression of information and how lessons build upon previous units

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. New Dynamic English contains a range of language functions for all targeted language proficiency levels. The Instructor’s Guide for each module contains comments and main learning points for each unit, lesson scripts, and additional exercises. Language functions are contained in the comments section of the scope and sequence, in the exercise pages, as well as in goals and objectives listed for each module. Language functions direct the student on how to engage with the language and include, but are not limited to, express, describe, talk about, compare, predict, and summarize. A wide range of language functions are used throughout all modules.

B. All language functions present in New Dynamic English are attached to a context and activity. Each unit is built around topics and a communicative focus. These are the basis for all lessons and activities within the unit.

C. Language functions throughout New Dynamic English are presented systematically and comprehensively and support the progression of language development in each level and across levels.

See demo or complete product for examples of language functions.

Examples provided are indicative of the structure of the entire program:

Teacher’s Guide New Dynamic English Introduction, Pages 8-15, Scope and Sequence - comment section of scope and sequence contain language functions for the unit

Teacher’s Guide New Dynamic English Module NDE 4, Page 7 - goals and objectives for Module 7: Unit 1, Life choices are listed and include predicting, explaining, contrasting, and expressing.

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- YES NO **Higher Order Thinking**
- D. Are opportunities to engage in higher order thinking present for students of various levels of English language proficiency?
- E. Are opportunities for engaging in higher order thinking systematically addressed in the materials?

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

Opportunities for higher order thinking are present for learners of all targeted levels of language proficiency through extension and teaching activities provided in the Teacher’s Guide for each module. These activities, such as speculating, predicting and contrasting, allow learners to practice learned language, stimulate further thinking, and extend learning. The goals and objectives for each module illustrate higher order thinking opportunities, as well.

E. Higher order thinking opportunities are systematically addressed throughout New Dynamic English. Language learners at every level are provided opportunities to extend their learning through these activities.

Examples provided are indicative of the structure of the entire program:

Teacher’s Guide New Dynamic English Module NDE 4, Page 7 - goals and objectives for Module 7: Unit 1, Life choices are listed and include speculating consequences of a series of events and contrast and predict outcomes of an event

Teacher’s Guide New Dynamic English Module NDE 4, Pages 9-10, Classroom Language and Extension Activities - students summarize lesson and use a summary chart, explain connection in a series of events, and justify reasons

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IVB. Content Stem

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

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

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

A. The topics in New Dynamic English cover a wide range of topics that are found in state and local standards. The focus of the program is to teach the English language through listening, speaking, reading and writing activities in the context of topics from the social and instructional, language arts, mathematics, science, and social studies content areas. The topics, skills, and explicit grammar and vocabulary covered are common to local and state standards.

B. Example topics are accessible to learners of all targeted language proficiency levels.

C. Example topics are systematically presented throughout New Dynamic English. Each lesson builds knowledge for the next so learners progress through language levels while building vocabulary, grammar, and comprehension skills.

See demo or complete product for examples of topics covered in New Dynamic English.

Examples provided are indicative of the structure of the entire program:

Teacher’s Guide New Dynamic English Introduction, Pages 8-15, Scope and Sequence- topics (units), main learning points and comments are listed for each unit illustrating the wide range of instruction that meet state and local standards

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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.

A. New Dynamic English is composed of linguistically and developmentally appropriate grade level content for all of the targeted ages, high school and adult learning. The content is specific to building English grammar, vocabulary, and language proficiency at all targeted age and language levels. Explicit instruction in these areas allows learners of all targeted age and ability levels to master appropriate concepts, as well as review and practice in the context of social and instructional language. Graphics, situations, and interface of the program are specific to the targeted age range.

B. Grade level content is accessible for all targeted proficiency levels. New Dynamic English is user friendly for the targeted age levels.

C. New Dynamic English presents content systematically. Lessons build knowledge for subsequent lessons and review is provided throughout units and modules.

See demo or complete product for examples of age appropriate content.

Examples provided are indicative of the structure of the entire program:

Teacher’s Guide New Dynamic English Introduction, Pages 8-15, Scope and Sequence- topics (units), main learning points and comments are listed for each unit

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IVC. INSTRUCTIONAL SUPPORTS

YES NO **Sensory Support**

- A. Are sensory supports, which may include visual supports, present and varied in the materials?
- B. Are sensory supports relevant to concept attainment and presented in a manner that reinforces communicative goals for the targeted levels of proficiency?
- C. Are sensory supports systematically presented throughout the materials?

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

A. Sensory supports are present and varied in New Dynamic English. Each unit contains full color pictures and illustrations that support the content of the lesson. Animation and audio are used to engage learners and support content throughout each lesson as well.

B. The sensory supports in English for Success are relevant to concept attainment and reinforce communicative goals for all targeted proficiency levels. Supports included in this program scaffold instruction, provide multisensory experiences, and reinforce understanding of concepts for learners on all targeted language levels.

C. Sensory supports are systematically presented throughout New Dynamic English. Pictures and illustrations, animation, and audio are in connection to concept attainment and integrated into the context of the lesson.

See demo or complete product for examples of pictures, illustrations, animation and audio sensory supports.

Examples provided are indicative of the structure of the entire program:

New Dynamic English, Module 4, Planning Ahead, Presentations & Questions, Departures:

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- | | | |
|--------------------------|-------------------------------------|---|
| YES | NO | Graphic Support |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | D. Are graphic supports present and varied in the materials? |
| <input type="checkbox"/> | <input checked="" 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 type="checkbox"/> | <input checked="" type="checkbox"/> | F. Are graphic supports systematically presented throughout the materials? |

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

D-F. New Dynamic English is a student-centered multi-media English language course. It provides teacher managed language instruction through engaging exercises. The nature of the program does not lend itself to graphic supports, though some graphic supports are present through included exercises. Learners practice language through the use of charts in unit exercises. See Teacher’s Guide New Dynamic English Module NDE 4, Page 9, Classroom Language and Extension Activities - students summarize lesson and use a summary chart

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YES NO **Interactive Support**

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

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

G. The nature of New Dynamic English, a software program, in itself is an interactive support. The activities in each unit provide an interactive support to practice and reinforce concepts. The ‘Control Bar’ provides translation into the learner’s native language with the translation icon button. Classroom support is encouraged in the teacher’s guide by providing extension activities that involve pairing and grouping students.

H. Interactive supports are relevant to concept attainments for all of the targeted language proficiency levels. The supports included in this program scaffold instruction, provide multisensory experiences, and facilitate access to content for learners of all targeted proficiency levels.

I. Interactive supports are systematically presented throughout New Dynamic English.

See demo or complete product for examples of format, games, and the control bar.

Examples provided are indicative of the structure of the entire program:

Teacher’s Guide New Dynamic English Module NDE 2, Page 35 - team, pair, and whole class activities to support module learning goals

Module NDE 4, Page 37, Language Extension - spatial arrangement game, whole class played in teams

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.