



# PRIME™

Protocol for Review of  
Instructional Materials for ELLs

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WIDA PRIME Correlation

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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): Pearson Algebra 1, Geometry, Algebra 2 Common Core Editions

Publisher: Pearson Education Inc.

Materials/ Program to be Reviewed: Algebra 1, Geometry, Algebra 2

Tools of Instruction included in this review: Teacher Editions

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

Intended Student Audiences: Grades 9-12

WIDA Framework(s) considered: Formative and Summative

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

WIDA English Language Proficiency Standards addressed: Social and Instructional Language, The Language of Language Arts, Science, Mathematics, and Social Studies

WIDA language proficiency levels included: 2-5

Most Recently Published Edition or Website: copyright 2012

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

Pearson Algebra 1, Geometry, and Algebra 2 Common Core Editions incorporate a blend of print and digital components to tap into the power of mathematics and mathematical reasoning.

The program is not just "aligned" to the Common Core State Standards, it was written specifically for the Common Core State Standards. The program fully addresses the Common Core Content Standards and infuses the Standards for Mathematical Practice throughout every lesson.

Teaching suggestions and activities within the Teacher's Edition promote language development and comprehension for English Language Learners. The Multilingual Handbook in the online Student and Teacher Resources includes a visual glossary in ten different languages. The wealth and flexibility of resources also enables teachers to easily adapt to the changing needs of the classroom.

## 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. Pearson Algebra 1, Geometry, and Algebra 2 Common Core Editions takes into account linguistic complexity for language learners in each lesson. Throughout each phase of the lesson, students are presented with opportunities to interact and write. Chapters open with Big Ideas and Essential Questions that facilitate discussion and encourage interactive learning. Lessons begin with a Solve It! feature that taps into prior knowledge and presents a problem situation that relates to the key concepts in the lesson. Students work individually and in groups to make sense of the problem, build mathematical models to represent the problem, find a solution, and construct viable arguments to justify their conclusions. In addition, problems and questions that require speaking and writing are abundant through the practice, assessment, and remediation/extension phases of the lessons. Writing problems can require short and extensive responses. An example practice phase question that involves writing is "How can drawing a diagram help you solve the problem?"

B. The blending of text, online learning, and additional resources creates an interactive curriculum that supports learning math and promotes language acquisition for all targeted proficiency levels. In addition, the program presents information with embedded scaffolds that assist all levels of learners. For example, the texts are organized to promote visual learning, giving visual cues to help clarify, organize, and analyze information in each lesson. Further, each lesson includes differentiation activities for students working below, on, and above level to support a range of learners. Focused language lessons are located in the Teacher's Edition for ELL support.

C. As stated in part A, opportunities to address linguistic complexity are found throughout each lesson. All examples in this correlation will be found in the Algebra 1 Teacher's Edition Volumes 1 and 2 but represent the types of activities that are found throughout the program.

View the following examples of written and spoken discourse in a representative lesson: My Math Video, Big Ideas, and Essential Questions, pp. 2, 3, 78, 79. These pre-chapter features encourage group discussion, cooperative learning, and writing.

Solve It!, pp. 4, 10, 16: Students interact with the pre-lesson concept collaboratively to find the solution to the problem and justify their conclusions.

Lesson Check, p. 7: Questions 3-7 require written explanations.

Open-Ended, p. 9: Students describe a real-world situation that the concept may model.

ELL Support, p. 44A: Language activities using chapter vocabulary and concepts.

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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. Vocabulary usage is presented in words, phrases, and expressions in context throughout the program. The text was designed with ELL students in mind. For example, the first page of each chapter lists vocabulary terms in English and Spanish along with the page numbers where they are first introduced. In the back of the text, the Visual Glossary (see pages T434-T444) defines vocabulary words in English and Spanish, includes the page number where they are used, and provides examples of how the term applies in context along with visual supports. At the beginning of each lesson, vocabulary terms are listed for the lesson. As lesson concepts are explained, terms and phrases are highlighted and used in context. Conceptual understanding of vocabulary is assessed in the lesson assessment Do You Understand? and in the cumulative chapter assessment Vocabulary Builder. Additional vocabulary practice is provided in PowerAlgebra.com and within the remediation resources in the Lesson Resources pages after each lesson in the TE.

B. All targeted levels of proficiency are assisted in understanding mathematical vocabulary through the use of English/Spanish definitions, visual cues and glossaries, examples, and words used in context. Within the TE, ELL support features focus on language building activities that include vocabulary from the lesson. Vocabulary building exercises in the Lesson Resources pages are available for students working below level (see examples on pages 44A, 52A, 58A, 66A).

C. General, specific, and technical language are systematically presented throughout Pearson Algebra 1, Geometry, and Algebra 2 Common Core Editions. View the following representative examples of how the program introduces, presents, practices, and assesses vocabulary concepts:

Looking Ahead Vocabulary, pp. 1, 77: Pre-chapter prior knowledge activity to prepare students for chapter concepts and terms.

Vocabulary, pp. 2, 4, 10, 16: Vocabulary is listed in English and Spanish at the beginning of each chapter, and lesson vocabulary is listed before each lesson. A visual icon tells students that definitions can be found in the online program.

Essential Understanding, pp. 4, 10, 16, 23: Vocabulary words are highlighted and used in context. All highlighted words can be found in the visual glossary that provides definitions and visual examples.

Do you Understand?, pp. 7, 13, 20, 26: Lesson vocabulary assessments require students to focus on the word conceptually.

Chapter Review and Test, pp. 68-72, 74: Reviews and assesses within context.

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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 built into each lesson of the program in activities that promote discussion, cooperative and interactive learning, and writing. Whole class and group prior knowledge activities front load each chapter and lesson. For example, in the feature My Math Video, students view a video and, through a facilitated class discussion, make connections to lesson concepts. Problems presented in the practice phase of the lesson require short and extended written responses. Each practice problem ends with a Got It? feature in which the students are often asked to justify their conclusions. Assessments found following each lesson and chapter include critical thinking questions, open-ended responses, and extended explanations or justifications.

B. Occasions to demonstrate language control correspond to all targeted levels of language proficiency in each text. Students are provided with background information, examples, visual cues, and guidance whenever they enter into class discussions and cooperative learning activities. After each lesson in the Teacher's Edition, additional resources for students working below, on, and above level are provided as well as focused language exercises for ELL students.

C. Demonstration of language control is systematically integrated into each chapter and lesson in the program. See the following representative examples located in Chapter 2: My Math Video, Big Ideas, and Essential Questions, p. 79: Pre-chapter prior knowledge activities give opportunities to practice and demonstrate language control. Solve It!, pp. 81, 88, 94, 102: In a small group setting, students find a solution to the problem and justify their conclusions. Open-Ended, Writing, Think About a Plan, Error Analysis, Reasoning, pp. 105, 107, 108, 113, 114, 120: Examples of the types of problems found throughout every chapter that require a written response and encourage language development. ELL Support, pp. 87A, 93A, 100A, 121A: This feature is found after every lesson and often includes activities that support language development.

## 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 and the language of mathematics are the dominant WIDA Standards presented in the program. The content of the textbooks cover the Common Core State Standards for Mathematical Content - High School Standards and the Standards for Mathematical Practice from the Common Core State Standards. Activities that link math to everyday and real-world scenarios provide strong support for use in social language (see Problem 4, p. 396). Instructional language and academic words like explain, analyze, and compare are used throughout the curriculum. Within the problem solving activities and language control support exercises, there are clear connections to the language of language arts, science, and social studies. Social studies content examples includes history, government, and geography (see pages 43, 86, 142, 175, 266). Math problems include science content like biology, anatomy, or physics (see examples on pages 84, 113, 133, 169, 470, 471). The language of language arts can be found in problems (see example on page 86) as well as throughout the ELL Support exercises found at the end of each lesson (see examples on pages 150A, 199A, 206A, 220A). In addition, the languages of art and music are used in problems presented throughout the program (see examples on pages 126, 143, 376, 532, 761).

B. Social and instructional language is integrated into the language of mathematics throughout the texts. Content that links the math lesson to real-world scenarios and activities that require cooperative learning encourage the use of social language. These types of activities are best exemplified in the pre-chapter features My Math Video, Big Ideas, and Essential Questions (examples, pages 79, 163, 233). Instructional language is threaded into all phases of the lessons as students practice vocabulary, analyze graphs, check answers, or explain their reasoning. Blue instructional boxes provide a visual pathway to assist students. Blue boxes labeled Think, Plan, and Think-Write model thinking, remind students of similar problems, and help students to recognize the structure of a mathematical solution. Sequence boxes labeled Know, Need, Plan guide students in making a plan to find a solution (examples, pages 103, 104, 116-118). Additional instructional support and concept practice is found in the online program, review sections, and within the Differentiated Remediation sections after each lesson (examples, pages 121A, 121B).

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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. Listening, speaking, reading, and writing are all targeted in the program. Activities that encourage listening and speaking skills are embedded into each chapter through interactive media, teacher-facilitated discussion, and cooperative learning. At the beginning of each lesson, students read an explanation section that teaches the key concept. Vocabulary words are highlighted and defined in the visual glossary. All texts in the program, Algebra 1, Geometry, and Algebra 2, are built on a foundation of problem solving and visual learning. Narrative problems in which key math concepts are embedded include content connections to social studies, science, art, music, and other real-world scenarios like interior design questions. Through reading, understanding, solving, and often justifying their solution, students develop the skills to master lesson and chapter objectives. Writing is prescribed throughout the problems and assessments and require a short or an extended response. Question types that call for an extended response include open-response, reasoning, explanation, and compare/contrast.

B. Instructional scaffolds that include visual cues, interactive learning, and lesson remediation and extension activities ensure that all proficiency levels gain access to content. During the instructional phases of the lesson, the text utilizes visual and textual cues to assist understanding. While reading, technical vocabulary words are used in context, highlighted, and can be located in a visual glossary that provides examples and translation in Spanish. In addition, the Differentiated Remediation pages located after each lesson offer additional practice for all proficiency levels. The ELL language control activities located within these pages assist students in writing and speaking lesson vocabulary and concepts (see examples on pages 170A, 177A, and 183A).

C. The program follows a systematic design that presents the language domains in every lesson and chapter. Please see the following representative examples in Chapter 3:

Listening/Speaking:  
My Math Video & Big Ideas, p. 163: Students view a video about music and sound waves. They discuss concepts relating to their experiences with music and connect the video's content to the key concepts in the chapter. An extension exercise asks students to research frequencies that can be heard by various animals and describe their findings.

Reading:  
Reading is integrated into all of the lessons. The first page of each lesson includes Solve It! and Essential Understanding features that introduce and explain the lesson content. Narrative word problems are found throughout the lesson. See examples throughout lesson 3-1 on pages 164-170B.

Writing:  
View example written response problems on pages 167, 169, 170, 177, and 183.

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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. Pearson Algebra 1, Geometry, and Algebra 2 Common Core texts are comprehensive on-level programs that differentiate the materials for the targeted levels of learners. All phases of the lessons include leveled support to allow teachers to adapt to student needs in the classroom. Within the lessons, the TE provides support for differentiating the content on the page. Every set of practice exercises has a Challenge section that extends concepts for advanced students. Assessments aligned to the Common Core Standards are located in the beginning of the chapter, to check student readiness, as well as at the end of each lesson and chapter. The assessments include a data driven assessment process to help teachers make decisions about additional instruction or assignments for remediation and extension. For example, see the pages titled "Lesson Resources: Differentiated Instruction" that end each lesson. They consist of leveled digital and print resources that assess, remediate, and enrich. See the representative examples of the Assess and Remediate lesson quizzes and the assessment process on pages 136A, 143A, and 150A. In addition, other resources are available, including a comprehensive online program at InterActMath.com that provides students with step-by-step instruction for problems similar to their homework.

B. Each text is developmentally and linguistically appropriate for the targeted proficiency level. It is a comprehensive on-level program that uses a range of instructional scaffolds and methods of differentiating content within each chapter. Interactive learning, guided instruction, visual supports, multiple opportunities to assess understanding, and teacher/student resources to remediate or extend each lesson support all levels of proficiency.

C. As stated in parts A and B, differentiation is systematic within the Pearson Algebra 1, Geometry and Algebra 2 Common Core Edition texts. Please view the following representative examples in Unit 4:  
Examples of Intervention Support, pp. 231, 245A, 251A: Beginning and end-of-lesson opportunities to remediate students.  
Examples of Enrichment Support, pp. 245, 251, 251B: Challenge questions and extension resources are available in each lesson.  
Examples of ELL Support, pp. 232, 239A, 245A: Includes hands-on activities, modeling, language practice, and definitions of terms in English and Spanish.  
Assessments, pp. 231, 239A, 245A: Pre-chapter and lesson assessments gauge if students have the prerequisite skills to begin work in the chapter, or if after the lessons they need remediation or extension assignments.  
Lesson Resources, pp. 239A, 239B, 245A, 245B: These end-of-lesson pages include support activities and resources for differentiation.

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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. The blended print and digital curriculum includes a range of scaffolding to assist student advancement within a proficiency level. The texts are visually engaging and include visual modeling and supportive graphics to connect to prior knowledge, create real-life problems, and make abstract ideas understandable. In the practice phase of the lesson, instruction is guided with a visually supported sequence of blue instructional boxes that clarify student thinking, organize and analyze information, encourage critical thinking, and model a pathway to a solution. These instructional boxes become less structured as students progress through the program and gain independence. To assist understanding of technical vocabulary, terms are highlighted, presented in context, and defined in English and Spanish. The visual glossary provides the Spanish translation as well as examples and visual models. Supportive interactive learning is found throughout the texts and within the digital programs and resources. For example, students create models with partners, discuss The Math Video, or interface with PowerAlgebra.com and InterActMath.com. In addition, the TE provides a range of instructional scaffolding, including markers on when to provide teacher feedback, review, or facilitate discussion.

B. The scaffolding supports described in part A help support progression from one proficiency level to the next. Comprehension of lesson content is checked frequently in features like Got It? and Do You Understand? to give teachers multiple opportunities to confirm comprehension or intervene. For example, in Lesson Check on page 210 it states "If students have difficulty with Exercise 2, then remind them to isolate the absolute value expression first." End-of-lesson assessments are judged and then supported with extended resources for remediation or extension to reinforce ongoing advancement.

C. Scaffolding supports are presented systematically throughout the lessons and chapters. View the following representative examples of supports mostly found within Chapter 4:

Examples of Visual Learning Supports:

Visual Modeling, pp. 238, 240; Visual Instruction, pp. 242, 247; Graphic Organizers, pp. 245A, 245B, 267A; Visual Glossary, pp. T434-T444

Examples of Interactive Supports:

Prior Knowledge Activities, pp. 231-233; Cooperative Learning, pp. 233, 245A, 281A; Digital Resources, p. 232; Solve It!, pp. 262, 268

Examples of Supports found in the TE:

ELL Support, pp. 239A, 245A; Intervention Strategies, pp. 231, 245A, 245B; Modeling, pp. 228, 262

#### 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. A range of language functions are utilized throughout the instructional language in each text. They are found within every phase of the lessons. Language functions, or academic vocabulary, that can be utilized across content areas are located in every lesson and include terms like "identify," "describe," "define," "relate," "explain," "evaluate," "predict," "justify," "sequence," "compare," "label," and "reason." Language functions more specific to mathematics like "solve," "model," "graph," "rate," "model," "estimate," "plot," and "calculate" permeate the instructional language.

B. Language functions are always attached to an activity that promotes comprehension of key concepts. Students may be defining a vocabulary word, evaluating a graph, or plotting a graph but in all cases the usage of language functions is in context.

C. Language functions are presented comprehensively and support the progression of language development. View the following examples that represent the comprehensive usage of language functions:

Explain, pp. 297, 318, 326; Reason, pp. 319, 325; Identify, p. 279; Describe, pp. 278, 279, 327; Compare, pp. 319, 327, 333; Sequence, p. 334; Predict, pp. 340, 341; Justify, pp. 345, 352; Label, p. 236; Rate, pp. 299, 353; Solve, pp. 310, 368; Model, pp. 313, 320, 367; Graph, p. 328; Estimate, pp. 342, 353; Plot, p. 351; Calculate, p. 344

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- | YES                                 | NO                       | <b>Higher Order Thinking</b>  |
|-------------------------------------|--------------------------|---|
| <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. Opportunities to engage in higher order thinking are present for various levels of English language proficiency. A formative assessment after each lesson includes compare/contrast, error analysis, and reasoning questions that focus student attention on structure and meaning of content rather than solution. In the compare and contrast exercises, students present arguments to explain similarities and differences. For the error analysis exercises, students analyze and critique the solution presented to a problem. Reasoning exercises, found not only in the Lesson Check but throughout the program, specifically call for students to formulate arguments to justify their solutions. After the lesson, check, practice, and problem solving questions are comprised of three levels: practice, application, and challenge problems. These problems have color-coded titles. The problems with red headings support mathematical practices and provide students more opportunities to practice problems with an open-ended response or reasoning. These include challenge problems which supply additional rigor for advanced students. The problems with blue headings are application problems and encourage students to solve real-world problems. End-of-chapter performance tasks make connections between lessons to synthesize concepts and apply reasoning skills (see example on page 352). Additionally, the digital components of the program stimulate critical thinking as students explore, think, plan, read, write, problem solve, and experience the world of math. When the technology is integrated into the program, it provides an opportunity for students to investigate math concepts with multiple senses. These different approaches make higher order learning accessible to all learners.

E. Opportunities to engage in higher order thinking are addressed in each lesson and chapter. View the representative examples found in Chapter 5:  
Lesson Check, pp. 297, 304, 311, 318: In the Do You Understand? feature of Lesson Check, questions labeled reasoning, compare/contrast, error analysis, open-ended, etc. support higher order thinking skills.  
Problems with Red Headings, pp. 299, 305, 313, 319: After Lesson Check, problems with red labels offer additional opportunities to practice thinking skills. Blue labels are problems connecting mathematical concepts to real-world concepts that encourage students to gain deeper connections to mathematical concepts.  
Digital Components, pp. 292, 293, 301, 308: Visual icons cue students and teachers to use digital resources to deepen lesson meaning and encourage mathematical thinking.

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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. Pearson Algebra 1, Geometry, and Algebra 2 Common Core Editions provide comprehensive coverage of the Common Core State Standards for Mathematics; therefore, the topics in all texts are closely aligned to these standards. The new program fully addresses the Common Core Content Standards and infuses the Standards for Mathematical Practice throughout every lesson. The emphasis on the Standards for Mathematical Practice assists college and career readiness by helping students make sense of content and develop thinking and reasoning habits. The Big Ideas that provide the structure in the chapters are closely aligned to the Conceptual Categories and Domains found in the Common Core State Standards. A list of the Big Ideas in the Algebra 1 TE and their relationship to the Common Core Standards is found on pages T22 and T23. Each text offers students many opportunities to solve real-life problems for science and engineering. These problems are highlighted with a green stem icon and remind students that the problem they are working on have a tie-in to science, engineering, or technology. Digital features and Concept Bytes help students use tools appropriately, an important skill in the Common Core State Standards. A clear listing of the High School Standards for Common Core Standards for Mathematical Content is found in the beginning pages of the Teacher's Edition with page number references to text locations in which they are taught (see example on pages T40-T45 in Algebra 1).

B. Topics are made accessible to the targeted language proficiencies through visual learning, cooperative learning, guided instruction, frequent assessments, and resources for remediation and extension in each lesson. Prior to each chapter, students are assessed to check readiness for chapter content. Prior knowledge activities and Math Background begin each chapter to introduce and practice the topic. Use of media in My Math Video encourages connections to new content. Digital and print resources are available for each lesson to assist and extend comprehension of mathematical concepts.

C. Topics and content are organized systematically throughout the program. Please see the following representative examples:

Table of Contents, pp. T50-T61: View the topics covered in Algebra 1. Common Core connections are listed on pages T50, T52, T54, T56, T58, and T60.

Content Standards, pp. 362, 364, 367, 372: Standards taught in chapters and lessons are frequently listed and highlighted with the red C symbol. The Teacher's Edition provides further listing and explanation and remediation assistance.

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- YES NO **Accessibility to Grade Level Content**
- D. Is linguistically and developmentally appropriate grade level content present in the materials?
- E. Is grade level content accessible for the targeted levels of language proficiency?
- F. Is the grade level content systematically presented throughout the materials?

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

D. The Pearson Algebra 1, Geometry and Algebra 2 Common Core Editions are linguistically and developmentally appropriate for high school learners. As explained in part A above, program content is aligned to the Common Core State Standards for High School Mathematics. Pre-chapter activities extend content with interesting videos of real-world connections. For example, My Math Video content includes panda growth patterns, life-sized board games, girl skateboarders, teen bands, and a dance performance that exemplifies parallel lines. Practice problems can include cross-content connections to science, technology, engineering, art, music, social studies, astronomy, and more. Mathematical content is related to real-life problems as well, like problems an interior designer might have in redesigning a small kitchen space. These extensions create diverse opportunities for students to gain a deeper understanding of Common Core content and to connect it to real-life scenarios.

E. Grade-level content is made accessible for the targeted levels of proficiency through structured differentiation and instructional supports in every lesson. The program is presented on-level, but includes a range of resources for learners working below or above level. Please review pages T18 and T19 for a description of scaffolding and differentiation found within the texts.

F. Grade level content is systematically presented throughout the materials. See the following representative examples:

Table of Contents, pp.T50-T61: View the content in Algebra 1.

Math Background, pp. 293A, 293B: Each chapter begins with these Math Background pages designed to help students understand the Big Ideas and foundational concepts.

My Math Video, pp. 293, 363: Content is related to real-world situations to help students connect abstract ideas to life experiences.

Stem Problems, pp. 390, 391, 411: The green icon indicates a problem with science, engineering, and technology content.

Connections to content areas, pp. 334, 341, 368, 376, 398: Problems include a range of content-area connections like nutrition, history, and school culture.

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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. Pearson Algebra 1, Geometry, and Algebra 2 Common Core Edition texts are strongly supported with a range of visual and multisensory supports that establish background knowledge, reinforce the understanding of lessons, and guide the practice and application of skills. Examples of visual supports used throughout the texts include illustrations, graphics, diagrams, modeling, and student "avatars" that support instruction in the digital and print programs. A range of multisensory resources are available in print and online. Video resources are used to build background and spark interest for mathematical content. For example, students view a video about growth in panda bears and then discuss the concept of multiple equations that describe the same variables. Throughout the text, visual icons indicate where lessons are connected with interactive online resources at PowerAlgebra.com or PowerGeometry.com. These can include vocabulary instruction, modeling of problems similar to student homework, and interactive activities, including graphing and reviews. See examples on pages 362 and 363 in the Algebra 1 text.

B. Sensory supports used within the program are used to deepen concept attainment, assist in problem solving, and reinforce communicative goals for the targeted proficiencies. Visual and interactive learning are foundational principles in the texts, making the program supportive for all levels of learners. They are integrated into all phases of the lesson to connect prior knowledge to new concepts and help students to decipher problems, develop plans and models to answer problems, and use the appropriate tools to solve problems. In addition, the ELL Support feature uses manipulatives, role-play, and other multisensory activities to support communicative goals and concept attainment.

C. Sensory supports are essential instructional tools that are presented systematically within the Inside program. View the following representative examples of sensory supports in Chapter 6:  
Examples of Visual Supports, pp. 362-365, 371, 372, 378, 380, 387, 389, T434-T444: Student avatars, Think/Plan/Know visual instructional boxes, Vocabulary terms listed/highlighted and defined in English and Spanish in the Visual Glossary, Diagrams, Models, Visual Icons that indicate online resources.  
Examples of Multisensory Supports, pp. 362-365, 392A: Students watch a video and discuss the mathematical connection. Students work cooperatively in the lesson opener Solve It! ELL students use role-playing to act out problems, online resources include audio/visual/interactive supports.  
Writing Supports, p. 384A: Teacher's model and use graphic organizers in the ELL Support feature, which are also used throughout the vocabulary practice resources.

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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. In every text, chapter, and lesson a range of graphic supports assist comprehension of content. Graphic supports are found throughout the texts to explore chapter concepts, support and guide instruction, organize information, model problems, define vocabulary, and scaffold lesson content. Instruction and practice is guided with visual sequences that help students assess what they know, what they need, how to think about, and how to plan for a solution. In the Geometry text, graphics support spatial understanding with 3D modeling or rendering, maps, or instructional graphics superimposed on descriptive photographs. Use of graphic organizers like Venn diagrams, graphs, webs, charts, tree diagrams, and tables are found in problems, ELL support activities, and remediation/extension resources. When solving a problem, students often use a graphic strategy like drawing a diagram, making a chart, or creating a model. Graphic organizers are teacher modeled and often example models are included for support.

E. Visual supports are used to directly reinforce the activity in which they are presented, assisting comprehension for all learners. The supports mentioned in part D help provide pathways to making abstract mathematical concepts and difficult information within problems easier to use and understand. The ELL Support feature and activities for remediation include practice with graphic organizers using vocabulary and mathematical concepts.

F. Graphic supports are presented systematically throughout the lessons, units, and levels. See the representative examples of the types and systematic presentation of graphic supports found within the Pearson Edition Algebra 1 Common Core :  
Examples of Graphic Supports in problem solving: Venn Diagrams, pp. 214-217, 219; Tree Diagrams, p. 784; Draw a Diagram, pp. 82, 219; Charts and Tables, pp. 120, 317, 320; Graphs, pp. 311, 315, 317, 333  
Use Graphic Organizers in ELL Support activities: 9A, 87A, 136A, 177A, 183A, 251A, 267A, 314A

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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 program uses varied interactive supports such as partner and group activities, projects that involve research and manipulatives, and online resources. Each chapter begins with whole class and small group math background and prior knowledge exercises. Students watch a My Math Video designed to engage students in math concepts that are relevant to their lives. A teacher-facilitated discussion following the video helps students make direct connections to chapter content. Extensions are included in the TE which often include group research or information gathering projects to further extend the content of the videos. The first phase of every lesson begins with the section in the TE called Interactive Learning that features the visually supported activity Solve It! The Solve It! activity presents a problem situation related to the math concepts in the lesson. Students work individually or collaboratively to construct understanding of the problem, to build models that represent the problem, and to construct feasible arguments to justify their conclusions. The program also includes a range of online resources linked to all the lessons within the text. Online resources include student-produced videos demonstrating applications of chapter concepts, vocabulary definitions in English and Spanish, the pre-lesson feature Solve It!, dynamic interactive activities like graphing, step-by-step problem solving with instant replay, avenues in which teachers can assign homework, and review/practice for the mid-chapter quiz and chapter test.

H. All interactive supports are used to reinforce student comprehension of chapter and lesson content. All levels of learners benefit from the extra engagement that results in interactive learning. Additional ELL support activities located after each lesson encourage interactive communication activities that practice new language with graphic organizers, manipulatives, and peer language practice.

I. Interactive supports are varied and are presented in each chapter and lesson in the texts. View the following representative examples:

My Math Video, Big Ideas, and Essential Questions, pp. 362, 363: Pre-chapter features encourage group discussion, cooperative learning, and writing.

Extend, pp.163, 293: Research projects found in conjunction with My Math Video

Solve It!, pp. 364, 378, 387: The Interactive Learning phase of the lesson in which students interact with the pre-lesson concept collaboratively.

ELL Support, pp. 369A, 377A, 384A, 392A, 399A: Support activities promote interactive and multisensory learning to engage ELL learners.

PowerAlgebra.com, pp. 362, 363: Online resources are interactive.

## 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.