



PRIME™

Protocol for Review of Instructional Materials for ELLs

WIDA PRIME Correlation



Introduction

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

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

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

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

WIDA welcomes the opportunity to work with both publishers and educators. WIDA realizes that it has a unique perspective on the conceptualization of language proficiency standards and how it envisions their use. It is our hope that by using this inventory, publishers will gain a keener understanding of some of the facets involved in the language development of English language learners as they pertain to their products.

Organization

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

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

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

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

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

I. Performance Definitions

(Criteria that shape the ELP Standards)

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

II. English Language Proficiency Standards

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

III. Levels of English Language Proficiency

(Entering, Beginning, Developing, Expanding, Bridging)

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

IV. Strands of Model Performance Indicators

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

Part 1: Information About Materials

Publication Title(s): Milestones

Publisher: Heinle Cengage Learning

Materials/ Program to be Reviewed: Milestones Introductory, A, B, and C - with examples drawn from Level A

Tools of Instruction included in this review: Student and Teacher Editions

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

Intended Student Audiences: Grades 9-12

WIDA Framework(s) considered: Summative and Formative

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: 2009; www.elt.heinle.com

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

Milestones is a comprehensive instructional program designed to provide intervention for English Language Learners and struggling readers. Using a unique embedded assessment plan along with a balanced blend of literature and content Readings, Milestones ensures that students are mastering skills and standards before being introduced to new skills and standards. This consistent, research-based approach supports student language acquisition and content knowledge crucial for academic success. The goal of the Milestones program is to increase student performance by two grade levels per year so students can enter basic programs at their grade level. Visit www.elt.heinle.com or www.cengage.com for more information.

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. Milestones is a proficiency based, multilevel program for English language learners. The Milestones series is a four level program that covers all of the WIDA proficiency levels: Milestones Introductory (Entering), Milestones A (Beginning), Milestones B (Developing), and Milestones C (Expanding and Bridging). The Milestones program has a vast amount of oral and written discourse embedded into the curriculum and grammatical structures are taught in each chapter. Units are organized around a theme and contain literary and content area readings in each chapter for organizational cohesion. Background and prior knowledge exercises guide learners through the chapters creating a backdrop for understanding content and vocabulary. Within the units, linguistic complexity ranges from comprehension exercises requiring phrases or chunks of language to end of unit lessons using a variety of sentence lengths and extended oral and written discourse. Higher level learners use more specific language including persuasive techniques, text structures specific to purpose, and literary features including onomatopoeia, hyperbole, and metaphor.
- B. Milestones addresses linguistic complexity for all proficiency levels throughout the series. Multi-level questioning strategies and partner/group work ensure access for all learners. Explicit ‘Differentiated Instruction’ is noted on every other page of the TE by means of scaffolding and extension exercises to help students working above or below the task, based on proficiency level. End of unit writing lessons include a student model as an example of appropriate writing and structure (Milestones A pp. 123, 185, 253). ‘Milestones Handbook’ found at the end of each level provides additional reference materials and include sections about revising/editing, the research process, and technology in presentations.
- C. Linguistic complexity is systematically addressed in lessons, chapters, and units throughout Milestones. All chapters have a variety of listening, speaking, and writing activities that vary in complexity and culminate into larger ‘Workshops’ which use the skills introduced in the unit.

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The following examples from Milestones A, Unit 1 are indicative of the structure of all chapters and units:

- 'Differentiated Instruction' pp. 2, 4, 6, 8, 10, 12: Located on most even pages of TE.
- 'Explore the Theme' p. 3: Brainstorming and prior knowledge partner exercise using a chart to organize ideas.
- 'Use Prior Knowledge' p. 5: Discussion activity about communicating with people of a different language includes reference to gesturing.
- 'Vocabulary from the Reading' p. 6: Practice in matching vocabulary to pictures and writing one sentence using vocabulary word.
- 'Reading Fluency' TE p. 9: Suggests choral reading for paragraphs 1 and 2.
- 'Reading Check' pp. 9, 11, 13, 19, 35, 37: Comprehension questions requiring short response.
- 'After Reading 1' pp. 14-15: Uses charts to scaffold understanding, discussion, matching, and writing sentences exercises.
- 'Connect Readings 1 and 2' p. 21: Activities relate readings to unit theme through partner work, discussion and a multi-sentence written literary response.
- 'Listening and Speaking Workshop', 'Media Workshop' and 'Writing Workshop' pp. 56-59: Workshops apply all skills taught in unit and extend their application to these larger projects.
- 'Projects' p. 61: Student chooses one or more of the leveled projects to further explore the unit theme.

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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 a vital component of the Milestones program. Vocabulary is taught using Marzano’s six-step approach to teaching new vocabulary to English learners. General, specific and technical vocabulary is taught as words, phrases, and expressions in context. Before each reading, vocabulary from the reading and academic vocabulary is pre-taught, taught, practiced and applied using a variety of interactive and written exercises. Words and phrases are highlighted and defined throughout the readings with teacher instruction to pre-teach highlighted words in context. After the reading, vocabulary is used throughout the comprehension questions. At the end of the chapter, a lesson called ‘Vocabulary Development’ teaches strategies students can use to determine the meaning of unknown words such as root words, affixes, and multiple-meaning words. Vocabulary is also integrated into the assessments found at the end of each chapter, unit, and level. See these representative pages found in the first chapter in Milestones A: 6, 7, 14, 15, 21, 23, 29.
- B. Vocabulary usage is addressed for all the targeted levels of proficiency. Each lesson introduces reading vocabulary and academic vocabulary such as indicate, chronological, and analyze which are found across content areas. Vocabulary is supported in all levels of the series with colorful illustrations and photos. Teachers are guided using Marzano’s research based structure to scaffold vocabulary development. See ‘Staff Development Book: Vocabulary’ found in the introductory pages Txxx-Txxxi of the TE for the vocabulary instructional routine.
- C. General, specific and technical language usage is systematically presented in the Milestones series.

The following examples found in Milestones A, Chapter 1 are indicative of the structure of all chapters and units:

- ‘Vocabulary from the Reading’ pp. 6, 16: Vocabulary learned, practiced and used independently.
- ‘Academic Vocabulary’ pp. 7, 14: Words like visualize are taught in context and practiced.
- ‘Checkpoint’ pp. 7, 8, 14, 15, 16, 23: Assessment tool to check comprehension.

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- 'Preteach the Vocabulary' TE pp. 8, 10: Highlighted vocabulary words are described.
- 'Vocabulary Development' p. 23: Suffixes taught and practiced.
- 'Differentiated Instruction' TE pp. 6, 16: Scaffolding and extension activities specific to vocabulary instruction.
- 'Assessment Practice' p. 29: Vocabulary comprehension is included in assessment.

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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 throughout the Milestones series. Each skill is introduced, taught and modeled, practiced and applied in a wide variety of activities. The activities encourage language development and range from conversational introductions to cooperative group presentations. Within the listening and speaking activities are ‘Phrases for Conversation’, which are sentence starters that help ELL learners with technical language and allow them to state their response aloud after listening to a peer or teacher (See example in Milestones A p. 48). Grammar is taught and practiced in each chapter; the lessons build upon what students have previously learned. Students apply the grammar in the listening, speaking, and writing activities in the units. To view the development of language control in domains such as listening/speaking and writing in each level, view the ‘Scope and Sequence’ found on pages Txviii-Txx in the TE.
- B. Students are pretested and placed in the Milestones level and proficiency level where they can gain new literacy skills and succeed. In all levels, students have the opportunity to practice, apply and extend skills in a variety of oral and written activities. ‘Differentiation Instruction’ is built into lessons and offers instruction to scaffold or extend lessons to help learners working above or below the task, based on proficiency level. Teacher modeling and varying the amount of time given for response are examples of the guidance used throughout the TE to further scaffold language control. Specific ‘Reading Fluency’ lessons suggest instructional strategies such as echo and choral reading.
- C. Opportunities to demonstrate language control are systematically presented in the chapters, units and levels. The following examples found in Milestones A, Unit 1 are indicative of the types of lessons that address language control throughout all units in the series:
- ‘Explore the Theme’ p. 3: Partner brainstorming activity connected to theme.
 - ‘Use Prior Knowledge: Tell About Your Experience’ p. 5: Discussion activity.
 - ‘Reading Check’ pp. 9, 11, 13, 19, 35, 37: Comprehension questions requiring short response.
 - ‘Reading Fluency’ TE pp. 3, 5, 9, 13, 18: Echo, repeated, choral, and CD assisted fluency exercises.

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- 'Reading Comprehension Questions: Think and Discuss' p. 15: Multi-leveled questions.
- 'Connect Readings 1 and 2' pp. 21, 47: Exercises in partner work, discussion and a multi-sentence written literary response.
- 'Phrases for Conversation' pp. 22, 48: Who, what, where, and why sentence starters related to the interview activity in 'Listening and Speaking'.
- 'Grammar' p. 50: Simple Present Tense.
- 'Writing Assignment' pp. 26, 52: Write a paragraph uses grammar taught.
- 'Writing on Demand' pp. 29, 55: Timed assessment practice.
- 'Listening and Speaking Workshop', 'Media Workshop' and 'Writing Workshop' pp. 56-59: Workshops apply all skills taught including grammar structures, and require individual, partner or group presentation of projects.
- 'Projects' p. 61: Promotes further demonstration of language control in these leveled tasks.

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. All WIDA English Language Proficiency Standards (Social and Instructional language, the language of Language Arts, Mathematics, Science, Social Studies) are present throughout the Milestones series. The two readings in each chapter are balanced between literary readings and content area informational text. Informational readings are related to science, math, and social studies such as ‘Circles and Circumference’ p. 82 or ‘The Civil War: Background to the Conflict’ p. 229 in level A. Further notations in the TE connect lessons to subject areas when appropriate (See Milestones A TE pp. 83, 95, 103 ‘Science Connection’). Academic vocabulary is taught at the beginning of each chapter and appears across all content areas. Language arts genres include but are not limited to poetry, plays, short stories, biographies, historical fiction, and novels. Practice and application of skills taught in Milestones require all manners of social instructional language including information gathering and research, use of reading strategies, and personal opinion responses. Personal communication and professional life activities are also addressed in writing activities like writing a business letter or identifying false media advertisements.

B. The Milestone series systematically integrates Social and Instructional Language with the language of Language Arts, Math, Science and Social Studies. Each content area reading is clearly labeled. The genres of the informational and literary texts are taught in the pre-reading lesson ‘Text Genre’; see example pages 8, 16, and 44 in level A. The pre-reading and post-reading lessons are structured the same in literary or content related readings and include practice exercises using social and instructional language related to writing, reading, speaking, and listening.

The following examples found in Milestones A, Unit 1, Chapter 1, Reading 2 show how the Social Studies content area reading is integrated with Social Instructional Language:

Before Reading 2:

- ‘About the Reading’ and ‘Build Background’ pp. 16-17: Introduce and connect student to reading through discussion.
- ‘Vocabulary From the Reading,’ ‘Reading Strategy,’ ‘Text Genre,’ ‘Meet the Author’ and ‘Reading Focus Questions’ pp. 16-17: Lessons found prior to each reading.

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Reading 2:

- 'Home in Ancient Greece' pp. 18-20: Content is labeled as Social Studies. 'Reading Check' comprehension questions ask students to recall facts and compare and contrast. A 'Reading Strategy' text box is found throughout the reading.

After Reading 2:

- 'Think and discuss Reading comprehension questions: Think and discuss' and 'Connect Readings 1 and 2' p. 21: Partner comprehension exercise using analytic thinking.

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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 integrated into each chapter of the Milestones series. Chapters are organized around two readings and a reading strategy is taught and practiced throughout each reading. Listening and speaking are taught as interdependent processes in partner, small group, and whole class discussions and cooperative exercises. Usage of the Milestones audio program, teacher modeled fluency, and choral reading is encouraged in the TE. Writing exercises are found on most pages in skill practice and comprehension questioning or in larger lessons like ‘Writing Assignment’ which conclude each chapter. The section ‘Apply and Extend’ ends all units with cumulative skill workshops like ‘Listening and Speaking’, ‘Media’ and ‘Writing’ as well as extension lessons like ‘Projects’ and ‘Independent Reading’. See the Scope and Sequence located in the TE on pages Txviii-Txx to view Milestones instruction of the language domains in every level.
- B. The Milestones series has many opportunities for students to practice their skills using listening, speaking, reading, and writing activities appropriate to their level of proficiency. Differentiated instruction is built into all lessons, giving the teacher multiple levels of creative activities that will engage a variety of students.
- C. Each chapter and unit contains systematic representation of the language domains. The following examples found in Milestones A, Unit 2 are indicative of the structure of all chapters and units:
- ‘Explore the Theme’ p. 67: Small group listening/speaking activity.
 - ‘Use Prior Knowledge’ p. 69: Partner discussion.
 - ‘Use Vocabulary Independently’ p. 70: Write sentences using vocabulary words.
 - ‘Reading 1: The Strongest One’ p. 73: Reading of a play.
 - ‘Reading Fluency’ TE pp. 73-77: CD assisted reading.
 - ‘Reading Comprehension Questions: Think and Discuss’ p. 79: Whole class discussion.
 - ‘Literary Element: Dialogue’ p. 79: Write and act out a dialogue with a partner.
 - ‘Writing Assignment: Creative Writing’ p. 90: End of chapter writing assignment.
 - ‘Writing on Demand: A Scene from a Play’ p. 93: End of Chapter assessment.
 - ‘Listening and Speaking Workshop’ p. 120: Present a “How-To” presentation.
 - ‘Writing Workshop’ p. 122: Write a persuasive letter.

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. Milestones is a standards-based series that covers all of the WIDA proficiency levels: Milestones Introductory (Entering), Milestones A (Beginning), Milestones B (Developing), and Milestones C (Expanding and Bridging). Milestones Introductory teaches entering or pre-literacy newcomer levels survival language as well as academic skills and vocabulary needed to navigate through the school environment. Milestones A-C levels develop the academic skills and content knowledge needed for standardized tests and academic success. Highly structured embedded assessments make certain that students are mastering skills and standards before they are taught new information. Multi-level questioning strategies ensure access to content for all learners. In addition, point-of-use differentiated instructions to either scaffold or extend lessons are embedded throughout the TE.
- B. Differentiation of language proficiency is linguistically and developmentally appropriate for each designated language level. The series gradually scaffolds from the Intro level survival/general vocabulary and familiar situations to level C’s technical vocabulary and extended discourse. Within Milestones an array of supports are incorporated including teacher modeling, discussions, and partner presentations. Linguistic support is provided in ‘Language Transfer and Interference’ text boxes throughout the TE, to help teachers with native language transfer of sounds. A ‘Language Transfer and Interference’ section of the ‘Staff Development Handbook’ found on pages Txliv-Tliii of each TE offers grammatical and phonetic comparisons of six common first languages for further teacher support.
- C. Milestones is a carefully structured program that provides a complete instructional plan across proficiency levels. Differentiation is systematically addressed in the skills taught in the chapters, across the units, and through the differentiated levels.

See Milestones A for examples that are reflective of the entire series:

- ‘Differentiated Instruction’ TE pp. 2, 4, 6, 8, 10, 12
- ‘Language Transfer and Interference’ TE pp. 23, 27, 37, 51, 89, 91
- ‘Phrases for Conversation’ p. 22, 48
- ‘Choral Reading’ TE p. 23, 39, 44

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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 Milestones series provides scaffolding support for students to advance within a proficiency level. Units and chapters begin with connecting the student to the theme, background, and prior knowledge of subject. The supports found within the chapters and units include cooperative and partner learning, visuals and graphics, teacher modeling, drama strategies, reading strategies, comprehension checks, reading focus questions, and hands on learning. Student models are included in each writing assignment and workshop to model appropriate text and structure. Scaffolding is built into the curriculum and explicitly represented in the TE as extra exercises so that the teacher can respond to the flow of the lesson and scaffold when the need arises. Types of scaffolding activities include using graphic organizers to organize ideas, pantomiming key words, brainstorming, or use of models and examples. In the blue text box found on most odd pages of the TE, cultural, content, multisensory, and linguistic connection lessons can be used by the teacher as needed. ‘Milestones Handbook’ found at the end of each level provides reference sections like revising/editing, the research process, and technology in presentations to further assist student academic success.
- B. With the scaffolding support described in A, skills build through the chapters and units to help students advance from one proficiency level to the next. Embedded assessments like ‘Checkpoint’, ‘Reading Check’, ‘Progress Check’, ‘Assessment Practice’, and ‘Writing on Demand’ are found within the chapters to monitor progress and gauge learning to adjust instruction as necessary. Summative and End-of-Book assessments provide end-of-chapter, end-of-unit, mid-book, and end-of-book evaluation of skill mastery at crucial intervals in each level to ensure progression from one level to the next.
- C. Scaffolding supports are presented systematically throughout the materials and series.
- Examples found in Milestones A, Unit 2 show the structure of all chapters and units:
- ‘Differentiated Instruction: Scaffolding’ pp. 66, 68, 70, 72: Found on most even pages.
 - ‘Explore the Theme’ p. 67: Thematic units introduce chapters.
 - ‘Build Background’ and ‘Use Prior Knowledge’ p. 69: Scaffolds comprehension of readings.
 - ‘Use Vocabulary Independently’ p. 70: Cooperative writing exercise.
 - ‘Reading Strategy’ p. 71 and ‘Reading Focus Questions’ p. 72: Guides reading.
 - ‘Reading Comprehension Questions: Think and Discuss’ p. 79: Whole class discussion.
 - ‘Literary Element: Dialogue’ p. 79: Write and act out a dialogue with a partner.
 - ‘Listening and Speaking: Discover What You Have in Common with a Classmate’ p. 86: Cooperative discovery and discussion activity.
 - ‘Writing Assignment’ p. 90: Student model of writing activity.

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. Activities in Milestones use a range of language functions as students practice and demonstrate new skills. For example, as students learn reading strategies or respond to comprehension questions they retell, discuss, define, explain, identify, or sequence. Academic vocabulary is taught in each chapter giving opportunity for students to use and apply subject area language which include language functions such as analyze, deduce, define, and contrast. See the Scope and Sequence found on pp. Txviii-Txx in the TE to view the progression of academic words throughout the units.
- B. The language functions are attached to the skill and practice activities, and all activities are incorporated into the readings, chapters, and thematic units. The student may be comparing two readings or creating a graphic organizer for a writing assignment, but in all cases language functions are attached to a context.
- C. Skills progress comprehensively through the chapters and support language development in all units and levels. Language functions support the needs of the developing student and are integrated throughout as the language used in practicing and teaching skills. As stated in A, the academic words taught in all chapters support language development in all content areas.

See examples of language functions used in practice activities found in Milestones A, Unit 2, Chapter 1, Reading 1:

- ‘Academic Vocabulary’ pp. 71, 78: Words taught- revise, confirm, perspective, and reflect.
- ‘Reading Strategy’ pp. 71, 73, 75, 77: Make predictions.
- ‘Reading Check’ pp. 73, 75, 77: Compare/contrast, recall, understand, and paraphrase.
- ‘Explore the Theme’ p. 73: Explore and discuss theme.
- ‘Use Prior Knowledge’ p. 75: Explain and discuss the proverbs with a partner.
- ‘Use Vocabulary Independently’ p. 76: Identify antonym.
- ‘Reading Comprehension Questions’ p. 79: Recall, identify, retell, recognize, understand perspective, reflect, and revisit.

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

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

D. Opportunities to engage in higher order thinking are present for all ELP levels in each unit and across the Milestones levels. The ‘Chapter Focus Question’ leads the student into the readings with an evaluative focus. ‘Reading Comprehension Questions: Think and Discuss’ involve complex judgmental skills involving analysis, evaluation, speculation, and reflection. Chapters end with the partner activity ‘Connect the Readings 1 and 2’ in which students compare and evaluate both readings and answer the chapter focus questions such as “How do families teach us about ourselves?” End of unit exercises like ‘Projects,’ ‘Writing Workshop’ and ‘Listening and Speaking Workshop’ require research, analysis, evaluation, and creativity while applying taught skills to the format. In the ‘Listening and Speaking Workshop,’ which is often a cooperative project, students ask for feedback and evaluate their own and other’s presentations. ‘Projects’ provide creative multi-level and multi-sensory activities to explore unit theme. Also found at the end of each unit, ‘Media Workshop’ analyzes varying media in context to unit theme to answer questions such as “Do television programs show realistic or unrealistic families?” (Milestones A p. 57)

E. Opportunities for engaging in higher order thinking are systematically addressed in the Milestones series. As stated in D, skills and strategies are included in each chapter and unit.

Examples found in Milestones A, Unit 2 include:

- ‘Reading Comprehension Questions: Think and Discuss’ pp. 85, 105, 111
- ‘Listening and Speaking’ pp. 86, 112
- ‘Connect Readings 1 and 2’ pp. 85, 111
- ‘Listening and Speaking Workshop’ and “Writing Workshop’ pp. 120-124
- ‘Media Workshop’ p. 121
- ‘Projects’ p. 125

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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. California, Texas, Florida and WIDA standards were used to develop the wide range of topics found in the Milestones program. The curriculum is a balance of literature and content area readings and each chapter contains lessons in vocabulary, grammar, listening, speaking, reading, and writing activities. Informational readings are related to science, health, math, and social studies such as ‘Circles and Circumference’ p. 82 or ‘The Civil War: Background to the Conflict’ p. 229 in level A. Further notations in the TE connect lessons to subject areas when appropriate (See Milestones A TE pp. 83, 95, 103 ‘Science Connection’). Objectives are listed on the first page of each chapter. ‘Progress Check’ found at the end of each chapter lists skills and standards introduced in the chapter and the TE offers re-teaching suggestions (See Milestones A pp. 28, 54, 92, 118, 154). ‘Milestones to Achievement’ are standard aligned assessments, found at the end of each unit, that introduce students to question types found on state exams (See Milestones A pp. 63, 127, 189, 257, 325, 389). In addition, specific test strategies are taught to help students succeed in classroom and state exams. See elt.heinle.com for a list of Milestones correlations to national, state, and WIDA standards grades 6-12.
- B. All topics covered in the Milestones series are accessible to English language learners of the targeted levels of English language proficiency. Units are thematic and chapter topics are introduced through background and prior knowledge activities. Vocabulary is pre-taught and strategies used to comprehend content are embedded into the readings. Graphics or illustrations are found in all lessons and readings to aid comprehension on all levels.
- C. Example topics are systematically presented throughout the Milestones series. The content found in each level was carefully structured according to state and national standards. See the Table of Contents in the introductory pages to view the structure of the units and variety of content found in each level.

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

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

- D. The goal of the Milestones series is to increase student performance by two grade levels per year by providing access to standard based content and strongly supported language development. Linguistically and developmentally appropriate content address state expectations for the targeted grade levels and include WIDA example topics and standards. Engaging unit themes and ‘Chapter Focus Questions’ guide students through content, tie reading genres together, and call for critical thinking. Varied and interesting readings are supported by level appropriate graphics and listening, speaking, and writing activities. See the Scope and Sequence located in the TE on pages Txviii-Txx to view Milestones content in each level.
- E. Grade level content is accessible to all targeted levels of language proficiency in the Milestones series. Differentiated instruction is built into each lesson, making content accessible to each language proficiency level helping them to climb through the levels of Milestones and eventually into mainstream coursework.
- F. In each level, content was selected based on subject area grade level standards. Content is systematically presented and clearly marked to indicate the related academic field in the Table of Contents and before each reading. See Milestones A Table of Contents on pp. vii-xii to examine the carefully structured program.

See examples of grade level content found in Milestones A:

Unit 4:

- Literature Genres: Historical Fiction, Fable
- Language Arts: Writing- a personal narrative p. 220, persuasive editorial p. 246, research report p. 252. Grammar- future tense p. 218, some and any p. 244
- Science/Health: “The Kids Guide to Working Out Conflicts” pp. 212-214
- Social Studies: “The Civil War: Background to the Conflict” pp. 229-233

Unit 5:

- Math: “Using Math to Survive in the Wild” pp. 280-282
- Science: “The Fiercest Storms on Earth” pp. 297-301

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. All units are strongly supported with a range of dynamic visual supports including graphics, illustrations, paintings, and photographs enhancing understanding of content. Readings consist of varied genres and include graphic novels, magazine and newspaper articles, and heavily visual informational text. Visual literacy is explicitly taught on the beginning page of the unit when students interpret and critically view the unit graphic. ‘Interpret the image’ is found throughout the TE and asks students to discuss images in the readings (Milestones A, TE, pp. 268-275, 281, 297). Math, social studies, and science readings contain supports like diagrams, maps, historical photographs/paintings, models, sequence illustrations, satellite images, and photos of artifacts. Specific activities found at the end of the unit are multi-sensory like ‘Listening and Speaking Workshop’, ‘Media Workshop’, and ‘Projects’. In ‘Media Workshop’ students critically explore media like television, newspapers, magazines, online news, blogs, movies, and radio to complete exercises like ‘Compare an Online News Story to a Blog’ (Milestones A p. 251). ‘Projects’ give students a choice of sensory-rich, creative activities to explore the theme. See Milestones A, p. 323 to view the choices for Unit 5 “Survival” which consists of interviewing a survivor, creating a public service announcement, and making a personal survival backpack.
- B. All sensory supports are relevant to concept attainment and are presented in a manner that reinforces communication goals for the targeted level. Practice activities are visually supported in a fashion that supports understanding of instruction and background knowledge of subject. Vocabulary is supported throughout the levels with illustrations that often use speech bubbles (Milestones A pp. 196, 345) for context and photographs. Academic vocabulary is taught using an explanation, sample sentence, and a visual cue (Milestones A pp. 227, 265, 295, 359). Scaffolding and extension lessons found in ‘Differentiated Instruction’ use multi-sensory supports like modeling or drawing (Level A, TE, pp. 140, 146, 182). Further connections and strategies found in the TE suggest additional audio and visual supports for all levels (Milestones A, TE, pp. 165, 179, 195).
- C. Sensory supports described and referenced in A and B are carefully integrated into every chapter, unit, and level in the Milestones series. Further sensory connection and extensions are found on every page of the TE.

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See representative examples of varied sensory supports found in Milestones A, Unit 5:

- 'Explore the Theme' and 'Interpret the Image' pp. 260-261: Background knowledge activities using images on the referenced pages.
- 'Practice Vocabulary' p. 294: Match photographs/illustrations to vocabulary words.
- 'Academic Vocabulary' pp. 265, 276, 295: Uses a visual cue to describe words.
- "The Fiercest Storms on Earth" pp. 297-301: Science reading contains satellite images, diagrams, and photographs.
- 'Reading Fluency' TE p. 267: Audio CD's are included in the program of all readings to support fluency and provide sensory support.

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- | YES | NO | Graphic Support |
|-------------------------------------|--------------------------|---|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | D. Are graphic supports present and varied in the materials? |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | E. Are graphic supports relevant to concept attainment and presented in a manner that reinforces communicative goals for the targeted proficiency levels? |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | F. Are graphic supports systematically presented throughout the materials? |

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

- D. In every level of Milestones, varied graphic supports are used for students to organize ideas and understand concepts. Graphic supports such as tables, graphs, and timelines are used throughout the readings and lessons to convey information. T-charts are used for brainstorming and to organize responses in partner/group exercises like ‘Exploring the Theme’ or ‘Connect Readings 1 and 2’. Pre-reading lessons like “Use Prior Knowledge’, ‘Reading Strategies’ and ‘Academic Vocabulary’ consistently use graphic organizers like venn diagrams, sequence of events charts, and semantic maps. In addition, graphic organizers are used in pre-writing lessons throughout the series or noted as an extension in ‘Writing Strategies’ in the TE.
- E. All graphic supports are relevant to concept attainment and reinforce communicative goals for the targeted proficiency levels. The use of graphic supports in Milestones is imperative in the communication of content and skill practice. All supports help to scaffold learners of all proficiency levels.
- F. Graphic supports are systematically presented throughout the program. See examples of the abundance and varied use of graphic supports in Level A, Unit 5 & 6:
- ‘Explore the Theme’ p. 329: Brainstorming chart
 - ‘Use Prior Knowledge’ pp. 263, 293, 331, 357: T-chart, semantic map, idea web
 - ‘Reading Strategy’ pp. 265, 276, 302, 333, 359: Chronological order chart, Main idea/detail diagram
 - ‘Staying Safe During a Hurricane’ and ‘Staying Safe During a Storm’ p. 301: Reading content uses graphic supports to organize important information.
 - ‘Connect readings 1 and 2’ p. 309, 347: T-chart
 - ‘Grammar’ pp. 286, 287, 312, 313: Organizes content using graphic supports.
 - ‘Writing Strategies’ TE p. 289, 385: Sense chart, story map

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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. Every chapter in the Milestones series uses interactive supports that are varied and relevant to concept attainment. Opportunities to discuss background and prior knowledge begin each unit and chapter. Partner, small and whole group practice activities and discussions are interactive tools used in every unit that help students grasp content and communicate meaningfully. ‘Listening and Speaking Workshop’ and ‘Projects’ are often cooperative assignments and presentations. Students use the internet and assorted media to research and evaluate topics in ‘Projects’ and ‘Media Workshop’. In addition, the TE provides ‘Cultural Connection’ lessons that incorporate the student’s diverse backgrounds and cultures into the curriculum, and often encourages grouping of students with a common language.
- H. The interactive supports found in all levels of the Milestones series 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 gain access to meaning in multiple modalities.
- I. Interactive supports are systematically presented and varied throughout the Milestones series.

The following examples found in Level A, Unit 6 show the structure of interactive supports throughout the units in the series:

- ‘Theme Activity’ p. 329: Partner brainstorming exercise.
- ‘Cultural Connection’ p. 331: Compare and contrast current school with school in their native countries.
- ‘Reading Comprehension Questions: Think and Discuss’ pp. 341, 373: Discuss questions.
- ‘Listening and Speaking Workshop’ p. 383: Informational group research project and presentation.
- ‘Media Workshop’ p. 383: Make a list of advertisements seen in real life and discuss with a partner.
- ‘Projects’ p. 387: Individual, partner, and group choices

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.