

PRIME V2™

Protocol for Review of
Instructional Materials for ELLs V2

WIDA PRIME V2 INVENTORY





Introduction to PRIME

WIDA developed PRIME as a tool to assist publishers and educators in analyzing their materials for the presence of key components of the WIDA Standards Framework. PRIME stands for Protocol for Review of Instructional Materials for ELLs.

The PRIME correlation process identifies how the components of the 2012 Amplification of the English Language Development Standards, Kindergarten through Grade 12, and the Spanish Language Development (SLD) Standards, Kindergarten through Grade 12 are represented in instructional materials. These materials may include core and supplemental texts, websites and software (e.g., apps, computer programs), and other ancillary materials. PRIME is not an evaluative tool that judges the effectiveness of published materials.

Those who complete WIDA PRIME Correlator Trainings receive PRIME Correlator Certification. This may be renewed annually. Contact WCEPS for pricing details at store@wceps.org or 877-272-5593.

New in This Edition

PRIME has been expanded to include

- Correlation to the WIDA Standards Framework
- Connections to English and Spanish Language Development Standards
- Relevance for both U.S. domestic and international audiences

Primary Purposes

- To assist educators in making informed decisions about selecting instructional materials for language education programs
- To inform publishers and correlators on the various components of the WIDA Standards Framework and of their applicability to the development of instructional materials

Primary Audience

- Publishers and correlators responsible for ensuring their instructional materials address language development as defined by the WIDA English and Spanish Language Development Standards
- District administrators, instructional coaches, and teacher educators responsible for selecting instructional materials inclusive of or targeted to language learners

At WIDA, we have a unique perspective on how to conceptualize and use language development standards. We welcome the opportunity to work with both publishers and educators. We hope that in using this inventory, publishers and educators will gain a keener insight into the facets involved in the language development of language learners, both in the U.S. and internationally, as they pertain to products.

Overview of the PRIME Process

PRIME has two parts. In Part 1, you complete an inventory of the materials being reviewed, including information about the publisher, the materials' intended purpose, and the intended audience.

In Part 2, you answer a series of yes/no questions about the presence of the criteria in the materials. You also provide justification to support your "yes" responses. If additional explanations for "No" answers are relevant to readers' understanding of the materials, you may also include that in your justification. Part 2 is divided into four steps which correspond to each of the four elements being inventoried; see the following table.

PRIME at a Glance

Standards Framework Elements Included in the PRIME Inventory
1. Asset-based Philosophy
A. Representation of Student Assets and Contributions
2. Academic Language
A. Discourse Dimension
B. Sentence Dimension
C. Word/Phrase Dimension
3. Performance Definitions
A. Representations of Levels of Language Proficiency
B. Representations of Language Domains
4. Strands of Model Performance Indicators and the Standards Matrices
A. Connection to State Content Standards and WIDA Language Development Standards
B. Cognitive Challenge for All Learners at All Levels of Language Proficiency
C. Supports for Various Levels of Language Proficiency
D. Accessibility to Grade Level Content
E. Strands of Model Performance Indicators

PRIME Part 1: Provide Information about Materials

Provide information about each title being correlated.

Publication Title(s): Lexia® English Language Development™

Publisher: Lexia® English Language Development™

Materials/Program to be Reviewed: Scope and Sequence, Lexia® English Language Development™ Product Reviewers Guide, Lexia® English Language Development™ Online Program, Lexia® English Language Development™ Offline Lessons

Tools of Instruction included in this review: Scope and Sequence, Lexia® English Language Development™ Product Reviewers Guide, Lexia® English Language Development™ Online Program, Lexia® English Language Development™ Offline Lessons

Intended Teacher Audiences: Grades K-6 Teachers

Intended Student Audiences: Emergent Bilinguals (English Language Learners) in grades K-6

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

Check which set of standards will be used in this correlation:

- WIDA Spanish Language Development Standards
- WIDA English Language Development Standards

WIDA Language Development Standards addressed: (e.g. Language of Mathematics). Social and Instructional Language, Language of Language Arts, Language of Math, Language of Science, Language of Social Studies

WIDA Language Proficiency Levels included: Levels 1-5 (Entering, Emerging, Developing, Expanding, and Bridging)

Most Recently Published Edition or Website: ©2020 Lexia Learning

In the space below explain the focus or intended use of the materials: Lexia® English Language Development™ is a blended-solution product that delivers online instruction and practice in grammar, speaking, and listening aimed at increasing K-6 students' academic English language proficiency. Lexia® English Language Development™ is designed to help emergent bilingual students in grades K-6 acquire higher language proficiency levels of English. The program blends two key elements of English language learning: academic achievement and language proficiency. Students work independently to learn grammar that is systematically introduced in interactive online lessons, first repeating new forms embedded in academic language frames and then independently using the forms they learned to ask and answer questions in increasingly rigorous tasks that include listening to informational and literary texts and answering comprehension questions about what they have heard.

PRIME Part 2: Correlate Your Materials

1. Asset-Based Philosophy

A. Representation of Student Assets and Contributions

The WIDA Standards Framework is grounded in an asset-based view of students and the resources and experiences they bring to the classroom, which is the basis for WIDA’s Can Do Philosophy.

- 1) **Are the student assets and contributions considered in the materials?** Yes No

- 2) **Are the student assets and contributions systematically considered throughout the materials?** Yes No

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

- 1) Student assets and contributions are considered in the materials. Lexia® English Language Development™ is a program designed for emerging bilingual students and uses both online and offline lessons to engage students in language learning. The online program consists of many ethnically and culturally diverse characters to guide students through the listening and speaking lessons. The offline lessons offer students opportunities for students to speak and collaborate with peers about what they’ve listened to and learned in the lesson. See an example below from a Level 1 Social Studies lesson:

COLLABORATE

Fourth Listen—for Partner Talk: Explain that you’ll read the conversation one final time so that students can talk with a partner about what they heard. Encourage students to practice using language frames when they begin. Read with appropriate, consistent pacing. Then pair students for conversation.

Use these questions as conversation prompts, with language from the language frames in boldface. Write and display them for partners to use when they talk. Ask each pair to choose one paragraph at a time. One student can ask the question and the other can answer. Then they can switch roles. *Note:* They can first talk about the “I” in the passage being Juan, a boy. Then, they can picture a girl. They can also try asking about the actions using “you” and “I.”

- 🗣️ What is he doing?
- 🗣️ What is she doing?
- 🗣️ What am I doing? What are you doing?

After you’ve finished the Fourth Listen for the first section of the passage, go back to the First Listen for the next section of the passage. Continue for each section of the passage.

- 2) Student assets and contributions are systematically considered throughout the materials. In addition to the types of characters and activities mentioned above, the program overview discusses an asset-based model as one of the features of the program:

FEATURES	BENEFITS
Asset model	Supports educational equity by focusing on what emergent bilinguals <i>can</i> do (vs. what they can't) for better engagement and language proficiency
Cultural responsiveness	Honors learners' diversity of backgrounds, heritage languages, and cultures Encourages intrinsic motivation by offering choice, allowing students to see their progress, and celebrating their achievements as emergent bilinguals

The program also outlines the choice students have through the variety of activities the students can select as they move through the program.

Ethnically and culturally diverse characters encourage students every step of the way

At each of the 19 levels, students engage in interactive academic conversations with four fellow emergent bilingual characters. Here's an example:

- 1 Background information is presented in an engaging format.
- 2 The student has an opportunity to practice first.
- 3 The student participates in a game-like exercise.
- 4 The student engages in a speaking exercise with purposeful repetition.
- 5 The student demonstrates what's been learned.

2. Academic Language

WIDA believes that developing language entails much more than learning words. WIDA organizes academic language into three dimensions: discourse, sentence, and word/phrase dimensions situated in sociocultural contexts. Instructional material developers are encouraged to think of how the design of the materials can reflect academic language as multi-dimensional.

A. Discourse Dimension (e.g., amount, structure, density, organization, cohesion, variety of speech/written text)

- 1) Do the materials address language features at the discourse dimension in a consistent manner for all identified proficiency levels? Yes No

2) Are the language features at the discourse dimension addressed systematically throughout the materials?

Yes No

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

1) The materials address language features at the discourse dimension in a consistent manner for all identified proficiency levels. At the lower proficiency levels, the online program mainly consists of language features at the word and sentence levels, however there are longer passages the students need to listen to as well. The offline lessons contain more discourse language that students will need to listen to, such as this passage from Level 1, Science:

LISTENING PASSAGE

Plants need the sun. The sun helps plants grow. The sun is yellow. 🗣️

Plants need water. Water helps plants grow. Water is blue. 🗣️

Plants need soil. Soil helps plants grow. Soil is brown. 🗣️

As the proficiency levels increase, the amount of discourse does as well. By the time the students are at a Level 16 (the Lexia® English Language Development™ equivalent of a WIDA Level 5), the students are listening to multi-paragraph passages like this one, from the Biography content area:

LISTENING PASSAGE

Let's talk more about Ruby Hirose. I admire and respect Ruby because she never gave up on life. Despite facing many challenges, she graduated from college and became a successful scientist. She was resilient. Resilient means she was strong enough to recover from her hardships and make a good life for herself. 🗣️

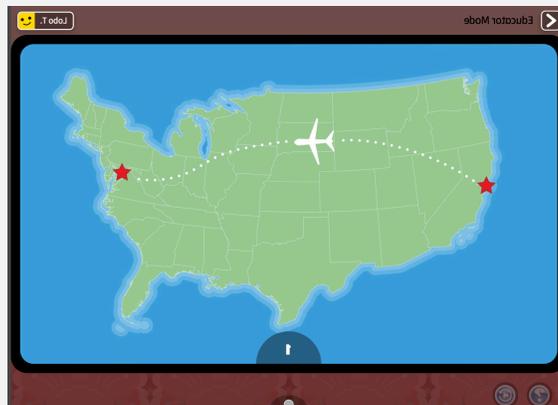
Ruby's parents were Japanese immigrants who moved to America after their business in Japan failed. Rather than looking for jobs, they purchased land. They hoped to make a living by farming, but the land they bought was not good for growing plants. Despite their best efforts, the family became quite poor. In addition, Ruby faced another challenge. There were not many Japanese-American children like her at school. Sometimes she felt all alone. 🗣️

Rather than giving up, Ruby went on to college, and in 1932, earned a Doctorate degree. During this time, her sister and mother became ill and died. Other family members were sent to internment camps. These were places the US government put Japanese people to keep them separate during World War II. Ruby remained free and worked as a doctor, studying biology. Her discoveries helped create vaccines that prevent illness. Despite her hardships, Ruby never gave up her dreams. 🗣️

2) Language features at the discourse dimension are systematically addressed throughout

the materials. As stated above, there is significantly less discourse at the lower proficiency levels, but as the levels increase, the discourse amount increases as well. An example can be found in an online lesson from Level 11 (the Lexia® English Language Development™ equivalent of a WIDA Level 3). This is a Social Studies lesson where the students listen to a story the character Mei tells about her brother's trip to Washington D.C., while viewing the following pictures:

1. My brother Chen just came back from a school trip. He traveled to Washington DC, the capitol of the United States. He was gone five days and I missed him!



2. There are many museums in Washington D.C. They are free and most can be found in a park called The National Mall.



3. The Lincoln Memorial is on one end of the Mall. It honors President Lincoln because

he helped to end slavery. In 1863 he declared all people free in the United States.



4. The Capitol building is on the other end of the mall. This is where government leaders meet to create laws and make decisions.



5. In between the two ends are museums of all kinds. Natural History, Air and Space, American Indian, African American, and many more!



6. I asked Chen, "What happened when you went to the Air and Space Museum?" He said, "I got to fly to the moon when I went to the Air and Space Museum!"



7. I think he was kidding. What do you think?



This online lesson can be followed up with an offline lesson that extends the discourse through collaborative conversations where students walk around the room, find a partner, and have a conversation about what happens/happened when they do/did something at school, with friends, or with family. This lesson also has the option to be extended into a writing exercise, as seen here:

Extend

Reflective Writing

1. Tell students: Let's write to a friend about what happens on a trip with family. We need to *explain* about the trip.
2. As you write, invite students to form the questions together and then answer the questions about their home country. Prompt with the language frames to let students speak up about what to write. It's all right if not all language frames are used. Keep the writing natural. Use the email model below.

Hi, Ellie,

What happens when you take a trip with your family? **Sometimes** you may stay in a hotel **when** you go on a trip. Other times you may stay in a tent. **What happens when** you go on other trips with your family?

Your friend,
Brittney

B. Sentence Dimension (e.g., types, variety of grammatical structures, formulaic and idiomatic expressions; conventions)

- | | | |
|--|-------------------|----|
| 1) Do the materials address language features at the sentence dimension for all of the identified proficiency levels? | <u>Yes</u> | No |
| 2) Are the language features at the sentence dimension appropriate for the identified proficiency levels? | <u>Yes</u> | No |
| 3) Are the language features at the sentence dimension addressed systematically throughout the materials? | <u>Yes</u> | No |

Justification: Provide examples from materials as evidence to support each "yes" response for this section. Provide descriptions, not just page numbers.

1) The materials address the language features at the sentence dimension for all identified proficiency levels. Lexia® English Language Development™ is primarily a listening and speaking program that is grammar-based using language frames. Every online lesson follows the same format, which includes grammar-based games and conversation “units” where the students are required to listen and repeat question and answer frames and repeat what they hear chorally and in “See and Speak” closed and open scaffold tasks. See an example here from a Level 1 offline lesson, and an accompanying example from the online lesson:

Encounter 1

Grammar Focus: determiners a/an with nouns	
Samples: What is it? Question: What is it? With grammar: What is it?	
Sample 1: It is a pencil. Sample 2: It is an umbrella. Answer: It is a/an ____ . With grammar: It is a/an ____ (NOUN).	
Content Words	
DETERMINER	NOUN
a	pencil
an	umbrella

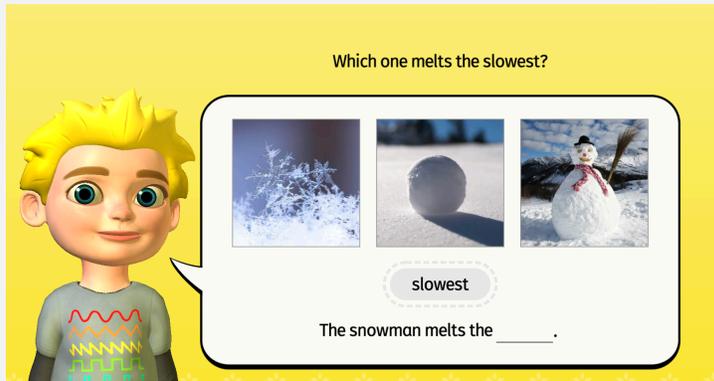


an

It is __ apple.

2) The sentence dimension language features are appropriate for the identified proficiency levels. Lexia® English Language Development™ uses 19 levels, that correspond to WIDA’s proficiency levels 1-5. As the students progress through the program, the cognitive and linguistic demands increase. The Level 1 example, seen above is appropriate for an Entering level student. Lexia® English Language Development™ Level 11, which is the WIDA ELP equivalent of a Developing (Level 3) student, contains items at an increased

complexity level, as seen in the example below, which uses comparatives in the context of Science:



The online program also outlines for teachers the subskill and skill example that will be used in the lesson. See an example here, from Lexia® English Language Development™ Level 16:

 <p>Nadia</p>	Sub Skill prepositions	Skill Example despite
	1 Conversation	
	2 Grammar	
	3 Conversation	
4 Media		
5 Open Conversation		
6 Presentation of Knowledge		
 Encounter 1		
 Encounter 2		
 Encounter 3		

3) The features at the sentence dimension are present systematically throughout the materials. Each level of Lexia® English Language Development™ is divided into four activities and each activity has a number of lessons. In the Lexia® English Language Development™ Scope and Sequence, each activity of every level contains a grammar skill, grammar subskill, and grammar exemplar. See an example below from WIDA Level Bridging:

WIDA						
LANGUAGE PROFICIENCY BAND	Grade Span	Program Levels	Speaking Language Purpose	Grammar Skills	Grammar Subskills	Listening Skills
	Bridging	K-2	Levels 9-10	Informing Justifying Comparing Explaining	Verbs Conjunctions Adverbs Prepositions	Present continuous Adverbs of frequency Subordinating and coordinating conjunctions Modal verbs Conjunctive adverbs Prepositions of time Subordinating conjunctions and passive voice Present perfect
3-6		Levels 16-18	Explaining Summarizing Evaluating Justifying Analyzing Comparing Identifying	Adverbs Conjunctions Prepositions Nouns Verbs	Adverbs of stance Subordinating conjunctions Adverbs of degree Prepositions Complex gerunds Present perfect simple Multi-word prepositions Appositive phrases Comparative adverbs	Drawing conclusions Identifying supporting details Inferencing Sequencing Comparing and contrasting Identifying the main idea

C. Word/Phrase Dimension (multiple meanings of words, general, specific, and technical language¹)

1) Do the materials address language features at the word/phrase dimension in a consistent manner for all identified proficiency levels? Yes No

2) Are words, expressions, and phrases represented in Yes No

context?

3) Is the general, specific, and technical language appropriate for the targeted proficiency levels? **Yes** No

4) Is the general, specific, and technical² language systematically presented throughout the materials? **Yes** No

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

1) The materials address the language features of the word/phrase dimension in a consistent manner for all the identified proficiency levels. The program’s heavy emphasis on grammar and vocabulary is evident throughout the materials at each proficiency level. At the beginning levels of the program, the online lessons focus on listening to and speaking simple phrases or words. An example can be seen below from Level 1, in a unit about prepositions:



on the carpet

At the higher proficiency levels, the words and phrases become more specific and technical to the content area being addressed. An example is seen below, from Level 16,

²General language refers to words or expressions not typically associated with a specific content areas (e.g., describe a book).

Specific language refers to words or expressions used across multiple academic content areas in school (chart, total, individual).

Technical language refers to the most precise words or expressions associated with topics within academic content areas in school and is reflective of age and developmental milestones.

Social Studies, where students are listening to a passage about Westward Expansion:

LISTENING PASSAGE

Intro: Did you know my state--Colorado--was important during Westward Expansion in the 1800s? Gold was discovered here, just like in California! Traveling across the country was difficult at that time. Let's hear about it from a girl named Frances Peabody, who wrote a journal about the experience. She moved to Denver with her family when she was only 5 years old! 🗨️

The journey took six weeks and two wagons. We put furniture in one wagon and rode in the other. Although we used blankets and carpets to make it comfortable, the ride was still rough. The wagon bounced around a lot because the road was terrible. As we traveled along, we worried that the wooden wheels would break. My mother liked to sit in her rocking chair when we stopped at night. I guess it helped her relax after bouncing in the wagon all day. 🗨️

Although we packed food for the long journey, I can tell you that it wasn't great. Most of the time, we ate hard bread with meat that had been preserved before the trip began. As we crossed rivers, we collected water to drink. Sometimes the adults drank tea or coffee, but there was no milk to go with it. After each meal, there were dried apples for dessert. They tasted fine, but I missed my mother's cakes and pies. 🗨️

Although we didn't have many ways to entertain ourselves, I wasn't bored. My brother and I picked flowers in the evenings, or played a game of tag. During the day, I sat beside my mother in the wagon and listened to stories about her childhood. As the landscape changed, I was amazed. I had never seen such tall mountains and wide rivers! The whole experience was like a grand adventure. Before I knew it, we were at our new home in Denver. 🗨️

- 2) Words, phrases, and expressions are represented in context throughout the materials. As stated earlier, all lessons connect to a content area and specific topic. Words, phrases, and expressions are introduced in this context throughout the program. The offline listening lessons let teachers know that the “first listen” is for words and phrases and explains that they are to enunciate each word and “read each phrase with intonation, pausing between words that hang together so that students actively listen to each language unit.”
- 3) The general, specific and technical vocabulary are appropriate for the targeted proficiency levels. At the lower proficiency level targeted units, the vocabulary is general and basic, like the example below from Level 1 where students are discussing the days of the week and the basic activities they will do, like cooking and painting:

LISTENING PASSAGE

There are seven days in the week. Monday. Tuesday. Wednesday. Thursday. Friday. Saturday. Sunday.

First, I am starting school. And then, I am starting swim class. ?

First, I am cooking. And then, I am painting. ?

First, I am going to the zoo. And then, I am going to the fair. ?

The higher proficiency levels introduce vocabulary and phrases that are more specific and technical, such as this example from Level 16, Social Studies:



- 4) The general, specific, and technical language is systematically presented throughout the materials. As stated above, the lower proficiency levels focus most on the general language of the content area. It is when the students enter the higher proficiency levels that they begin to engage with more specific and technical language as it relates to whatever the grammar focus of the lesson is.

3. Performance Definitions

The WIDA Performance Definitions define the WIDA levels of language proficiency in terms of the three dimensions of academic language described above (discourse,

sentence, word/phrase) and across six levels of language development.

A. Representation of Levels of Language Proficiency

- 1) Do the materials differentiate between the WIDA language proficiency levels? **Yes** No
- 2) Is differentiation of language proficiency developmentally and linguistically appropriate for the designated language levels? **Yes** No
- 3) Is differentiation of language systematically addressed throughout the materials? **Yes** No

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

1) The materials differentiate between the WIDA language proficiency levels. Lexia® English Language Development™ is comprised of 19 levels, and these levels correspond to WIDA’s levels of language proficiency. The table below illustrates how the Lexia® English Language Development™ levels correspond to WIDA’s ELP levels:

Table 1: Alignment of Lexia® English Language Development™ Bands of Instruction to WIDA Proficiency Levels and Grades

Lexia® English Levels & Target Grades	WIDA Proficiency Levels				
	Entering	Emerging	Developing	Expanding	Bridging
L1-3 (K-1)	K-1				
L4-6 (G1-2)		G1-2			
L7-9 (G2-3)		G2-3			
L10 (G2-3)			G2-3		
L11-12 (G4-5)			G4-5		
L13-15 (G4-5)				G4-5	
L16-18 (G4-5)					G4-5
L19 (G5-6)					G5-6

¹³ Students can enter Lexia® English at Levels 1, 4, 10, 13, and 16.

¹⁴ Band 4 comprises three levels, Level 10, which presents linguistic content grounded in grades 2-3 subject matter and Levels 11-12, which are grounded in grades 4-5 subject matter.

- 2) Differentiation of language proficiency is developmentally and linguistically appropriate for the designated language levels. The program is designed for emerging bilinguals in grades K-6 and as evidenced in the chart above, each level targets a particular grade level band. The content standards associated with these levels support the appropriateness of the material.
- 3) Differentiation of language is systematically represented throughout the materials. Repetition is heavily embedded into the online program, creating opportunities for reinforcement of learning and practice with language. The offline speaking lessons create opportunities for teachers to differentiate based on student performance during the lesson. There are multiple opportunities for students to practice with the language frames being introduced and also to collaborate with their peers by having conversations using the frames. There are also “Extend” sections in the Speaking offline lessons which allow for students to extend their knowledge, usually through a writing activity. See an example below from Level 7, Math:

EXTEND

Reflective Writing

1. Tell students: Let's write a journal entry about which tools my grandfather and I used to measure a garden and why. We need to *evaluate information*.
2. As you write, invite students to form the questions together and then answer the questions about their home country. Prompt with the language frames to let students speak up about what to write. It's all right if not all language frames are used. Keep the writing natural. Use the journal model below.

	We want to have a small garden growing this spring. Which tool do we have to use to measure the garden? We have to use a yardstick to measure the garden. We have to measure the garden to do our job .

B. Representation of Language Domains

WIDA defines language through expressive (speaking and writing) and receptive (reading and listening) domains situated in various sociocultural contexts.

- | | | |
|---|-------------------|------------------|
| 1) Are the language domains (listening, speaking, reading, and writing) targeted in the materials? | Yes | <u>No</u> |
| 2) Are the targeted language domains presented within the context of language proficiency levels? | <u>Yes</u> | No |
| 3) Are the targeted language domains systematically integrated throughout the materials? | <u>Yes</u> | No |

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

- 1) The program targets listening and speaking in the materials. While there are some opportunities for close reading and writing, the stated purpose of the materials is that it is primarily a listening and speaking program.
- 2) The targeted language domains of listening and speaking are presented within the context of language proficiency levels. Each proficiency level of the Lexia® English Language Development™ program (1-19) contains online and offline Listening and Speaking lessons. Within these levels are four sections (called “Activities”) of instruction per level, each focusing on a different subject area and linguistic content. Each Activity has a number of lessons. All of these lessons encompass both Listening and Speaking. An example of the educator overview for each lesson is seen here, from Level 16:



Esther

Sub Skill	Skill Example
adverbs of stance	actually

1	Media
2	Conversation
3	Grammar
4	Conversation
5	Open Conversation
6	Presentation of Knowledge

	Encounter 1
	Encounter 2
	Encounter 3

3) The targeted language domains of Listening and Speaking are systematically integrated throughout the materials. As mentioned above, each proficiency level of the program contains online and offline Listening and Speaking lessons. In the offline lessons, the Lexia® English Language Development™ Proficiency Level and domain are listed at the top right-hand corner of each lesson. Within each lesson are multiple opportunities to practice with the targeted domain. An example from Speaking, Level 11, can be seen here:

SPEAKING PRACTICE — LEVEL 11

Explaining with Mei using Conjunctions

SOCIAL STUDIES

OBJECTIVES

Language Purpose: Through conversation, students will explain information to each other related to everyday topics.

Grammar Statement: Ask and answer questions using conjunctions and either a present or past tense verb phrase.

PRACTICE

- Group students into pairs. Pair students who have a similar language level.
- On the board, write examples of what happens when students decide to take action either at school or in their communities.
- Ask students to use the language frames with a partner to explain information.
- Student 1 uses the language frame question to ask Student 2 a question; Student 2 responds using the language frame answer.
- Student 2 then uses the language frame question to ask Student 1 a question; Student 1 responds using the language frame answer.
- Continue practicing, while monitoring for accurate usage. Encourage using all forms of the question.

Support: Encourage students to give each other time to think. If a student is stuck, their partner can offer a small hint, for example giving the first word of the sentence. *Note: It is important to empower students by letting them work through the process on their own at first.*

MODEL

Directions: Follow these steps with Encounters 1, 2, and 3, adjusting the language frame for each.

- Write the language frame on the board. Write the content words below or to the side for reference. For steps 2 through 5, start with the question language frame, and have students practice asking the question. Then move to the answer language frame.
- Say a completed language frame. Use the content words to fill in the blanks.
- Ask students to say it together with you.
- Repeat the language frames once more.
- Have the students say the language frames on their own. If needed, have students repeat another two or three times until they feel comfortable.

}

COLLABORATE

Routine: **Mix and Match**

1. Invite students to walk around the room to find a partner. When pairs are formed, ask them to have a conversation about what happens/happened when they do/did something at school, with friends or with family.
2. Then, use a signal to indicate that students should switch partners. For example, turn the lights on and off, ring a bell, or play a note of music. Again, students should walk around the room to find a partner. Have the new pair talk about something else that happens/happened at school, with friends or with family.
3. Have students continue walking and talking until each student has met with three or four partners.

4. The Strands of Model Performance Indicators and the Standards Matrices

The Strands of Model Performance Indicators (MPIs) provide sample representations of how language is processed or produced within particular disciplines and learning contexts. WIDA has five language development standards representing language in the following areas: Social and Instructional Language, The Language of Language Arts, The Language of Mathematics, The Language of Science, The Language of Social Studies as well as complementary strands including The Language of Music and Performing Arts, The Language of Humanities, The Language of Visual Arts.

The Standards Matrices are organized by standard, grade level, and domain (Listening, Speaking, Reading, and Writing). The standards matrices make an explicit connection to state academic content standards and include an example for language use. Each MPI includes a uniform cognitive function (adopted from Bloom’s taxonomy) which represents how educators can maintain the cognitive demand of an activity while differentiating for language. Each MPI provides examples of what students can reasonably be expected to do with language using various supports.

A. Connection to State Content Standards and WIDA Language Development Standards

- | | | |
|--|------------|----|
| 1) Do the materials connect the WIDA language development standards to the state academic content standards? | <u>Yes</u> | No |
| 2) Are the academic content standards systematically represented throughout the materials? | <u>Yes</u> | No |
| 3) Are social and instructional language and one or more of the remaining WIDA Standards present in the materials? | <u>Yes</u> | No |

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

- 1) The materials connect the WIDA language development standards to the state academic content standards. The Scope and Sequence clearly outline which academic content standards each lesson is connected to, as well as the language standard the lesson

addresses. Lexia® English Language Development™ uses standards from multiple states as well as National standards. Some examples include the Next Generation Science Standards (NGSS), Common Core State Standards (CCSS), Mathematics Florida Standards (MAFS), Texas Essential Knowledge and Skills (TEKS) and College, Career, and Civic Life Framework for Social Studies State Standards (C3).

- 2) The academic content standards are systematically represented throughout the materials. As mentioned above, each lesson of every activity of every level breaks down which content standard is represented throughout the materials. The Lexia® English Language Development™ program is comprised of four activities which correspond to a content area. Activity 1 is Science, Activity 2 is Social Studies, Activity 3 is Math and Activity 4 is ELA/Biography/General Topics. See an example below from the scope and sequence from Activity 1, Level 1:

Content Standard	SS.K-LS1-1	NGSS.K-LS1-1	NGSS.K-LS1-1
------------------	------------	--------------	--------------

- 3) Social and Instructional language and the language of math, science, social studies, and ELA are present in the materials. As stated above, each activity of the Lexia® English Language Development™ program focuses on a particular subject area and linguistic content. Within each activity are content and language goals. The offline materials incorporate language goals into a particular content topic. An example can be seen below, from Level 7, Science, about contrasting and making predictions:

OBJECTIVES

Comprehension Skill: Students will contrast while listening to a passage.

Comprehension Strategy: Students will make predictions as they listen.

LISTENING PASSAGE

I'm going to make popsicles for my family. I pour the juice into three different containers. I want to find out which one will freeze the fastest. I use a small mug, a glass, and a big bowl. Then I put the containers into the freezer. ❓

Now I have to wait for them to freeze. I think that the juice in the mug will freeze the fastest. The mug is the smallest. It has less liquid in it, so it should freeze the fastest.

I go back to check on the popsicles after a few hours. The juice in the small mug is frozen, but the others are not. I was right! The smallest one freezes the fastest. ❓

The next day, I take the frozen popsicles out of the freezer. I want to share them with my family, but my family doesn't have time to eat them. The containers are sitting in the kitchen. I watch them melt. Guess what happens to the smallest one? The smallest one melts the fastest! ❓

The online lessons also incorporate these same language goals into the content area, as seen below with the same Science lesson about making predictions and contrasting:

← Educator Mode Lobo T. 😊



When
Which
With
What

_____ one melts the fastest? ✓

B. Cognitive Challenge for All Learners at All Levels of Language Proficiency

- 1) Do materials present an opportunity for language learners to engage in various cognitive functions (higher order thinking skills from Bloom’s taxonomy) regardless of their language level? **Yes** No
- 2) Are opportunities for engaging in higher order thinking systematically addressed in the materials? **Yes** No

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

- 1) The materials present an opportunity for language learners to engage in various cognitive functions and higher order thinking skills. The Scope and Sequence outlines this in every activity of each level. Lexia® English Language Development™ embeds cognitive and language functions in every Activity and level of the program. These functions are identified under the heading “Language Purpose,” including explaining, comparing, justifying, and summarizing to name a few. See an example below from Level 11, Social Studies where students are explaining and asking and answering questions:

LEXIA ENGLISH LANGUAGE DEVELOPMENT Lexia Lessons®

SPEAKING PRACTICE — LEVEL 11
Explaining with MeI using Conjunctions
SOCIAL STUDIES

OBJECTIVES

Language Purpose: Through conversation, students will explain information to each other related to everyday topics.

Grammar Statement: Ask and answer questions using conjunctions and a present or past tense verb phrase.

Plan Ahead: Review the language frames to plan for other content words to use for each encounter (beyond the examples provided). Decide whether to use the board, chart paper, or projection for the language frames and writing.

LANGUAGE FRAMES

Encounter 1

Even at Level 1, the students are engaging in cognitive functions. In this example from Level 1 Math, students will be comparing and contrasting and making predictions through listening and repetition:

OBJECTIVES

Comprehension Skill: Students will compare and contrast while listening to a passage.

Comprehension Strategy: Students will make predictions as they listen.

MODEL & PRACTICE

Directions: Look at the above passage. The question icons indicate places to pause. You will read each section aloud four times, and have students listen for a different purpose each time. Rather than reading the whole passage at once, be sure to read each section separately, completing all four Listen activities before moving on to the next section.

First Listen—for Words and Phrases: Tell students that you're going to read aloud part of a story. Read aloud slowly. Enunciate each word, and read each phrase with intonation, pausing between words that hang together so that students actively listen to each language unit. Track the text as you read to connect the spoken and written words. If using a projector, you can highlight one sentence at a time. If on chart paper, point to each word.

Second Listen—for Understanding: Have students listen again to understand the meaning. Read aloud using a natural pace this time. Pause slightly between sentences to give students a chance to absorb.

Third Listen—to Apply Skills and Strategies: Tell students that for this third listen, they're going to participate and focus on comparing and contrasting. Read the section aloud for the third time and help students compare and contrast what they hear. Ask the questions in the question set below to guide students in predicting, the listening comprehension strategy they're practicing. Invite students to offer ideas about what they've heard. *Note:* Fill in the gaps if students aren't grasping the meaning and need more support. But first, give them a chance to respond before you provide additional scaffolding. After you've completed this activity for the current section, continue on to do its Fourth Listen.

- 2) Opportunities for engaging in higher order thinking skills are systematically addressed throughout the materials. As stated above, each activity of every Level contains a specific language function that the students will engage with in a lesson. In addition to the offline examples above, the online lessons show teachers what specific skill the activity will have students using. In the example below, the students will be making inferences:

Isko





Encounter 1



Encounter 2



Encounter 3

Sub Skill	Skill Example	Listening Skills
irregular verbs	become, go after	Inferencing

1 Conversation

2 Listening

3 Conversation

4 Open Conversation

5 Presentation of Knowledge

C. Supports for Various Levels of Language Proficiency

- | | | |
|---|------------|----|
| 1) Do the materials provide scaffolding supports for students to advance within a proficiency level? | <u>Yes</u> | No |
| 2) Do the materials provide scaffolding supports for students to progress from one proficiency level to the next? | <u>Yes</u> | No |
| 3) Are scaffolding supports presented systematically throughout the materials? | <u>Yes</u> | No |

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

- 1) The materials provide scaffolding supports for students to advance within a proficiency

level. Embedded in the online and offline program is a great deal of repetition and practice for students to master the content and progress to the next level. Each listening offline lesson incorporates multiple chances for students to listen to a passage, with each listen targeting a different outcome, leading to the students applying skills and strategies. See an example below from Level 1, Math:

LISTENING PASSAGE

Ana took some paper. She got a pencil. She drew a square. 🗣️

Ana drew a face. She gave the square a smile. It looked happy. 🗣️

Ana drew a circle. She added a face. The square had a friend. 🗣️

- 🗣️ *I'm going to start by understanding who this story is about before I can get what happens. Who is in this story? (Ana) In the beginning, I heard that Ana gathered supplies. What does she get? (paper and a pencil) I'm going to think to myself about what I use paper and pencil for. I can predict that Ana is either going to write something or draw something. What did Ana do? (She drew a square.)*
- 🗣️ *Now, I'm going to compare what Ana did first to what she does next. What did Ana do? (She drew a face.) I'm thinking that she drew a square first. I can predict that she will draw more. What did Ana do next? (She drew a smile on the square.) I see more detail about what Ana did. What feeling did the drawing show? (happy) I can compare this part of the story to the first part. At first, she just drew a square. Now, she added a happy face to the square.*
- 🗣️ *What did Ana do next? (She drew a circle.) Can you help me compare what she drew before to what she drew now? I notice that both drawings are shapes. How are they different? (One drawing is a square, and one is a circle.) What can you predict Ana will add to the circle? (She added a face.) In the very last line, I can see why Ana made these two drawings. How do the square face and circle face go together? (They are friends.)*

MODEL & PRACTICE

Directions: Look at the above passage. The question icons indicate places to pause. You will read each section aloud four times, and have students listen for a different purpose each time. Rather than reading the whole passage at once, be sure to read each section separately, completing all four Listen activities before moving on to the next section.

First Listen—for Words and Phrases: Tell students that you're going to read aloud part of a story. Read aloud slowly. Enunciate each word, and read each phrase with intonation, pausing between words that hang together so that students actively listen to each language unit. Track the text as you read to connect the spoken and written words. If using a projector, you can highlight one sentence at a time. If on chart paper, point to each word.

Second Listen—for Understanding: Have students listen again to understand the meaning. Read aloud using a natural pace this time. Pause slightly between sentences to give students a chance to absorb.

Third Listen—to Apply Skills and Strategies: Tell students that for this third listen, they're going to participate and focus on comparing and contrasting. Read the section aloud for the third time and help students compare and contrast what they hear. Ask the questions in the question set below to guide students in predicting, the listening comprehension strategy they're practicing. Invite students to offer ideas about what they've heard. *Note:* Fill in the gaps if students aren't grasping the meaning and need more support. But first, give them a chance to respond before you provide additional scaffolding. After you've completed this activity for the current section, continue on to do its Fourth Listen.

Fourth Listen—for Partner Talk: Explain that you'll read the conversation one final time so that students can talk with a partner about what they heard. Encourage students to practice using language frames when they begin. Read with appropriate, consistent pacing. Then pair students for conversation.

Use these questions as conversation prompts, with language from the LFs in boldface. Write and display them for partners to use when they talk. Ask each pair to choose one paragraph at a time. One student can ask the question and the other can answer. Then they can switch roles.

 Think about the first drawing. **What is it?**

 Think about what Ana adds to the first drawing. **What do you see?** Then Ana draws something else. **What is this?**

 Think about what Ana adds to her second drawing. **What is it?** Think about how the drawings go together. Picture them. **What do you see?**

After you've finished the Fourth Listen for the first section of the passage, go back to the First Listen for the next section of the passage. Continue for each section of the passage.

- 2) The materials provide scaffolding supports for students to progress from one proficiency level to the next. The Product Reviewer's Guide specifically highlights scaffolded instruction as one of the features of the program. In describing this feature, the guide states that the program "Provides support and instruction for struggling students." The guide further states that the program "Allows learners who demonstrate mastery to quickly move on to more advanced levels for continued engagement."
- 3) Scaffolding supports are presented systematically throughout the materials. The students' online progress is monitored (using MyLexia) and will flag students who are struggling and need additional support in a small group setting. Conversely, as stated above, the program also allows students who are ready for more advanced levels of language to move on quickly. These features are found throughout all levels of the Lexia® English Language Development™ program. The online program uses six types of "Units" which gradually allow students to show what they can do, with open scaffolding task types, especially in the Open Conversation (OC) units:

Units 🔒 This field is locked

Unit L07.A03.E01.U01_Media	PUBLISHED ...
Unit L07.A03.E01.U02_ConvoA	PUBLISHED ...
Unit L07.A03.E01.U03_GameG	PUBLISHED ...
Unit L07.A03.E01.U04_ConvoB	PUBLISHED ...
Unit L07.A03.E01.U05_OC	PUBLISHED ...
Unit L07.A03.E01.U06_PK	PUBLISHED ...

Additionally, the online content scaffolds for students when they are struggling. The program moves them into “Branched Instruction” where they receive explicit instruction, explanations, and additional exercises related to what they struggled with in the main part of the lesson. It then scaffolds the questions and answers before returning the students back to the main lesson. Students who are not struggling move forward in the program automatically instead of receiving branched instruction.

D. Accessibility to Grade Level Content

- | | |
|---|----------------------|
| 1) Is linguistically and developmentally appropriate grade-level content present in the materials? | <u>Yes</u> No |
| 2) Is grade-level content accessible for the targeted levels of language proficiency? | <u>Yes</u> No |
| 3) Is the grade-level content systematically presented throughout the materials? | <u>Yes</u> No |

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

1) Linguistically and developmentally appropriate grade-level content is present in the materials. The program is comprised of nineteen levels for grades K-6 students. See the chart below for an overview of the grade levels and how they connect to the proficiency levels:

Table 1: Alignment of Lexia® English Language Development™ Bands of Instruction to WIDA Proficiency Levels and Grades

Lexia® English Levels & Target Grades	WIDA Proficiency Levels				
	Entering	Emerging	Developing	Expanding	Bridging
L1-3 (K-1)	K-1				
L4-6 (G1-2)		G1-2			
L7-9 (G2-3)		G2-3			
L10 (G2-3)			G2-3		
L11-12 (G4-5)			G4-5		
L13-15 (G4-5)				G4-5	
L16-18 (G4-5)					G4-5
L19 (G5-6)					G5-6

Students can enter Lexia® English at Levels 1, 4, 10, 13, and 16.
 Band 4 comprises three levels, Level 10, which presents linguistic content grounded in grades 2-3 subject matter and Levels 11-12, which are grounded in grades 4-5 subject matter.

2) Grade level content is accessible for the targeted levels of language proficiency. The Scope and Sequence outlines, for each activity of every Level, both the Language and Content standard(s) the lessons connect to. See an example below from Lexia® English Language Development™ Level 7, Grades 2-3, Science, (WIDA Level 2, Emerging):

Language Standard	WIDA ELP Standard 1, WIDA ELP Standard 4 ELP.2-3.1, 2-3.2, 2-3.3, 2-3.8, 2-3.9, 2-3.10 CAELD PI.2.5, PI.3.5, PII.3.5 TELPS 1.A, 1.E, 1.F, 2.C, 2.E, 2.F, 2.H, 2.I, 3.B, 3.C, 3.D [FL] ELD.K12.ELL.SI.1, ELD.K12.ELL.SC.1	WIDA ELP Standard 1, WIDA ELP Standard 4 ELP.2-3.1, 2-3.2, 2-3.3, 2-3.8, 2-3.9, 2-3.10 CAELD PI.2.5, PI.3.5, PII.3.5 TELPS 1.A, 1.E, 1.F, 2.C, 2.E, 2.F, 2.H, 2.I, 3.B, 3.C, 3.D [FL] ELD.K12.ELL.SI.1, ELD.K12.ELL.SC.1	WIDA ELP Standard 1, WIDA ELP Standard 4 ELP.2-3.1, 2-3.2, 2-3.3, 2-3.8, 2-3.9, 2-3.10 CAELD PI.2.5, PI.3.5, PII.3.5 TELPS 1.A, 1.E, 1.F, 2.C, 2.E, 2.F, 2.H, 2.I, 3.B, 3.C, 3.D [FL] ELD.K12.ELL.SI.1, ELD.K12.ELL.SC.1
Content Standard	FL [SC.2.P.9.1, SC.2.P.8.4, SC.3.P.9.1] NGSS [2-PS1-1] TEKS.Science.2.5.A, TEKS.Science.2.5.B, TEKS.Science.2.5.C	FL [SC.2.P.9.1, SC.2.P.8.4, SC.3.P.9.1] NGSS [2-PS1-1] TEKS.Science.2.5.A, TEKS.Science.2.5.B, TEKS.Science.2.5.C	FL [SC.2.P.9.1, SC.2.P.8.4, SC.3.P.9.1] NGSS [2-PS1-1] TEKS.Science.2.5.A, TEKS.Science.2.5.B, TEKS.Science.2.5.C

The accompanying online science lesson, related to states of matter, is clear that it is appropriate and accessible for the grade level 2-3 it is targeted to:



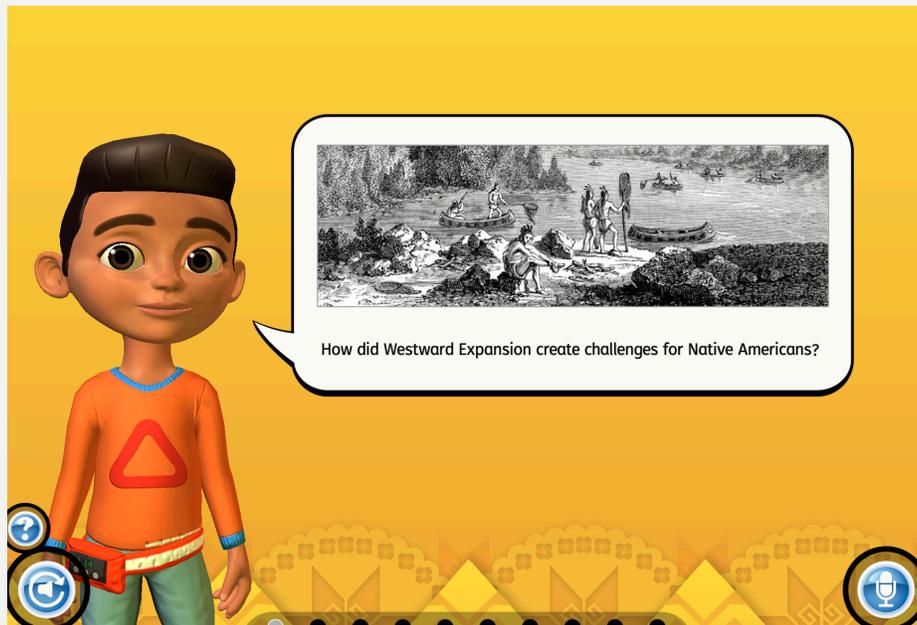
3) Grade level content is systematically presented throughout the materials. As mentioned above, the Scope and Sequence guide outlines clearly at each Level, the content and language standards that are addressed. This guide, along with the Lexia® English Language Development™ Bands of Instruction alignment to the WIDA Proficiency Levels and Grades document above, illustrate the program’s systemic presentation of grade level content.

E. Strands of Model Performance Indicators

- | | | |
|---|------------|----|
| 1) Do materials include a range of language functions? | <u>Yes</u> | No |
| 2) Are the language functions incorporated into a communicative goal or activity? | <u>Yes</u> | No |
| 3) Do the language functions support the progression of language development? | <u>Yes</u> | No |

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

- 1) The materials include a range of language functions within each Lesson. Both the offline and online lessons provide opportunities for students to practice a variety of language functions, like repeating, identifying, and comparing. At all levels of the online program is a “See and Speak” feature, where the students repeat what the online character is saying. This reinforces the language and helps scaffold instruction. An example can be seen here from Level 16, where the students are repeating the sentence they both hear and can read on the screen regarding Westward Expansion:



Students also have opportunities in the offline lessons, to engage in a range of language functions. See below examples from Level 1, Math, where students are identifying and asking and answering questions:

OBJECTIVES

Language Purpose: Through conversation, students will identify everyday objects.

Grammar Statement: Ask and answer using determiners (*a/an/one/the*) with nouns.

LANGUAGE FRAMES

Encounter 1

Grammar Focus: determiners *a/an* with nouns

Samples: What is it?

Question: **What is it?**

With grammar: **What is it?**

Sample 1: It is a pencil.

Sample 2: It is an umbrella.

Answer: It is **a/an** ____ .

With grammar: It is **a/an** ____ (NOUN).

Content Words

DETERMINER	NOUN
<i>a</i>	<i>pencil</i>
<i>an</i>	<i>umbrella</i>

Encounter 2

Grammar Focus: determiner *one* with nouns

Samples: What is this?

Question: **What is this?**

With grammar: **What is this?**

Sample 1: This is one square.

Sample 2: This is one basket.

Answer: This is **one** ____ .

With grammar: This is **one** ____ (NOUN).

Content Words

NOUN
<i>square</i>
<i>basket</i>

Encounter 3

Grammar Focus: determine *the* with nouns

Samples: What do you see?

Question: **What do you see?**

With grammar: **What do you see?**

Sample 1: I see the car.

Sample 2: I see the bike.

Answer: I see **the** ____ .

With grammar: I see **the** ____ (NOUN).

Content Words

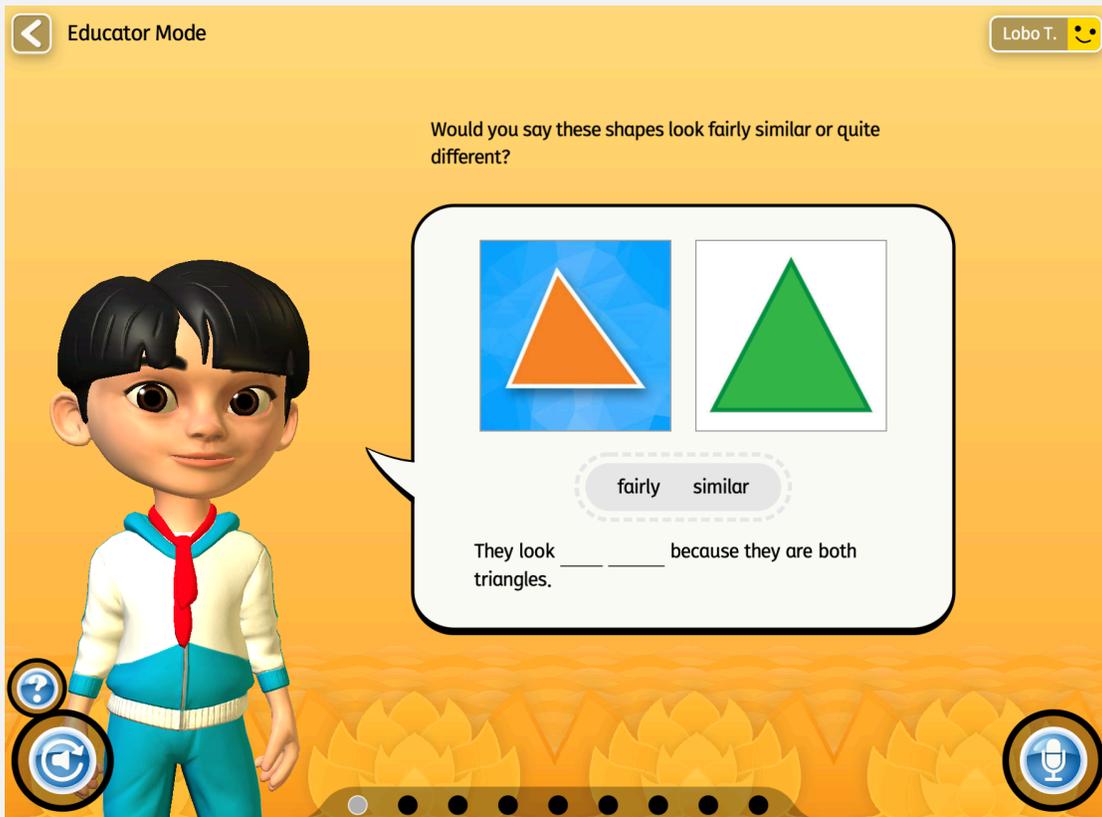
NOUN
<i>car</i>
<i>bike</i>

- 2) The language functions are incorporated into a communicative goal and/or activity throughout each lesson. The examples above demonstrate how the language functions are incorporated in the lessons through activities that are age and grade level appropriate. Additionally, the Scope and Sequence for Lexia® English Language Development™ has a

space for “Listening Skill” which outlines a language function for the activity at each proficiency level. See an example below from Level 2 (WIDA Level 1, Entering), Science, where students will be summarizing:

	Farah (Science)
Language Purpose	Explaining
Grammar Skill	Verbs
Listening Skill	Summarizing
Offline Lesson Title	Explaining with Farah using Verbs

3) The language functions support the progression of language development. There is a heavy emphasis on repetition throughout the program, but as students progress to the higher proficiency levels, they also engage in higher order language functions like making inferences and drawing conclusions. An example can be seen below, from Level 16, Math, (WIDA Level 5, Bridging) where the students are evaluating and drawing conclusions about shapes using adverbs of degree:



The corresponding offline lesson continues to support the progression of this language function as well:

Encounter 3

Grammar Focus: adverbs (fairly similar, quite different)

Sample 1: Would you say these materials seem fairly similar or quite different?

Sample 2: Would you say these sizes look fairly similar or quite different?

Question: **Would you say these ___ ___ fairly similar or quite different?**

With grammar: **Would you say these ___ (NOUN) ___ (VERB) fairly similar or quite different?**

Sample 1: These materials seem fairly similar because they are both cotton.

Sample 2: These fruits look quite different because they are different colors.

Answer: **These ___ ___ similar because they are both/different ___.**

With grammar: **These ___ (NOUN) ___ (VERB) fairly similar because they are both/different ___ (NOUN).**

Content Words

NOUN	VERB	NOUN
<i>materials</i>	<i>seem</i>	<i>cotton</i>
<i>fruits</i>	<i>look</i>	<i>colors</i>