



PRIMETM

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): A+RISE® Standards2Strategy™

Publisher: Pearson

Materials/ Program to be Reviewed: A+RISE® Standards2Strategy™: WIDA, TX, FL, CA, and CCSS K-12 editions

Tools of Instruction included in this review: A+RISE® Standards2Strategy™ is an online Internet teacher resource

Intended Teacher Audiences: Mainstream, ESL/Bilingual, Content Area/Literacy Specialists, and PD Providers

Intended Student Audiences: K-12 ELLs, Newcomers, Struggling Readers, and Standard English Learners

WIDA Framework(s) considered: Formative

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

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

WIDA language proficiency levels included: Levels 1-5

Most Recently Published Edition or Website: www.arisek12.com; Take a Tour: www.arisek12.com/index.php/site/tour

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

The A+RISE Standards2Strategy® online teacher resource distills 30 years of research into effective instructional strategies in a matter of minutes. Aligned to WIDA, CA, TX, and FL English Language Proficiency Standards across all content areas and curricula, A+RISE helps teachers differentiate instruction, reinforce best practices, and provide alternative learning strategies, while supporting the implementation of all instructional frameworks and models. With 3 simple steps, any teacher can use the A+RISE S2S to instantly identify standards-aligned instructional strategies integrated with content that will help English language learners and all students acquire academic language and content knowledge.

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. Linguistic complexity of the A+RISE Standards2Strategy™ (S2S) online resource is systematically integrated and accounted for according to the targeted proficiency levels. Teachers use the Search ELP Standards button on the home page. This will automatically direct teachers to address linguistic complexity by selecting #1, Browse the Standards by: subject, grade, domain, and proficiency level. Evidence of linguistic complexity (oral or written) is located on #2 and #3, View the Standards and Aligned Resources. The aligned resources, or strategies, are designed to address the amount of discourse expected of students based on each level of language proficiency.
- B. The teacher has the opportunity to select a proficiency level located in #1, Browse the Standards. By simply clicking the level, the teacher will quickly have the appropriate strategies to support the ELL students at that level. For example:
- Level 1: Use single words (N06- I Say, You Say is a strategy to support sound, letter, and word recognition).
- Level 2: Use phrases or short sentences (N20- Sentence Box strategy addresses the use of simple sentence patterns).
- Level 3: Use series of related sentences (F02- Circle of Friends strategy enables the ELL to use sentence structures in a series of sentences).
- Level 4: Use moderate discourse (W05- Process Writing strategy targets descriptive paragraphs).
- Level 5: Use complex discourse (W09- Revising Techniques helps students combine sentences).
- C. Linguistic complexity in the A+RISE S2S is presented and systematically organized throughout the aligned resources. The teacher selects the Strategy Card Index to browse through an array of instructional strategies. Each A+RISE strategy was carefully designed to address linguistic complexity. It is recommended that the teacher first use the Search the ELP Standards feature and identify the level of proficiency; this will enable the teacher to use the correct aligned strategy for that particular level of language proficiency.

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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. A+RISE S2S provides numerous strategies for vocabulary usage. The teacher selects the Browse Strategy Cards button located on the Home Page. This automatically takes the teacher to the Card Index where usage of vocabulary is presented as words, phrases, and expressions in context and based on the content areas: ELA, math, science, and social studies. The vocabulary strategies can be found under several card categories: phonics, vocabulary, newcomers, and cognates. The teacher selects the vocabulary strategy and can also use the content area buttons (6-12th) on the right side to view the application for each content area.
- B. Vocabulary usage and its appropriateness to the levels of language proficiency can easily be accessed using the Browse the Standards feature. The teacher selects the second tab labeled: Search Standards. Teachers can easily select by clicking on #1 Browse the ELP Standards by: subject, grade, domain, and proficiency level. Evidence of vocabulary usage is located on #2 and #3, View the Standards and Aligned Resources. The aligned resources or strategies are designed to address vocabulary usage based on each level of language proficiency. For example:
- Level 1: Most common vocabulary (P03, K-5 Puzzle Cards reflect sound, letter, and word recognition).
- Level 2: High frequency vocabulary (N02, 6-8 Greetings! strategy enables ELLs to use high frequency and initial vocabulary).
- Level 3: General and some specific vocabulary (V10, K-5 KIM strategy allows students to segment general vocabulary into 3 sections).
- Level 4: Specialized and some technical vocabulary (V18, 9-12 Word Jar strategy addresses more specialized vocabulary as presented within the content areas).
- Level 5: Specialized and technical vocabulary (V12, 9-12 Fishbone for Mathematics presents 2 and 3D figures to distinguish between volume and area).
- C. General, specific, and technical vocabulary usage is presented throughout the A+RISE S2S. Teacher selects the Browse Strategy Cards button on the home page. Evidence of each is presented in the following examples:
- General Language: A03 Academic Vocabulary under the Knowledge category lists: define, label, show, name, list, etc.
- Specific Language: CG03 Blast from the Past cognate strategy addresses words such as conservation, equation, conclusion, and international.
- Technical Language: V04, 9-12 Content Vocabulary Quadrant strategy for Science identifies: symbiosis, commensalism, and mutualism.

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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. Various opportunities to demonstrate comprehensibility of communication through language control is integrated throughout the A+RISE S2S. Language structures such as rules and syntax are found in several A+RISE strategies. Use the Browse Strategy button located on the home page. This will direct the classroom teacher to the Strategy Card Index. Variations of language control are integrated within the procedures of each strategy card.
- B. Evidence of language control based on various proficiency levels is located in the View #1 Search the ELP Standards: select subject, grade, domain, and proficiency level.
- Level 1: Memorized Language (N02 Greetings! strategy facilitates oral discourse using simple language structures).
- Level 2: Language with errors where meaning is obscured (F08 Partner Fluency Check allows students to monitor and determine if rate and intonation obscures meaning).
- Level 3: Language with errors but meaning is retained (F02 Circle of Friends: Standard English encourages ELLs to increase sentence lengths using connecting words, use indefinite pronouns and contractions).
- Level 4: Language with minimal errors (W02 Language Experience Approach instructs the teacher to remind students of the differences between formal and informal language).
- Level 5: Language comparable to English peers (F12 Circle of Friends: Discuss and Reflect facilitates oral communication with a focus on grammatical and semantic choice).
- C. There are multiple opportunities to demonstrate language control throughout the A+RISE S2S. These instances are integrated throughout the instructional strategy cards. Select the Strategy Card Index and view the card categories. Language control and its application can be found in the following card categories: Cognates, Comprehension, Fluency, Newcomers, Phonics, and Writing.

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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 five WIDA English Proficiency Standards are presented in the A+RISE S2S WIDA version. Evidence of the WIDA standards are located in the Search the WIDA ELP Standards button located on the Home page. This will take the teacher directly to the Browse the WIDA Standards feature on View #1. The teacher has the option of selecting social and instructional language, the language of Language Arts, Mathematics, Science, and/or Social Studies.
- B. Evidence of the WIDA English Proficiency Standards is located on the Browse the Standards feature. The drop-down windows allows the teacher to select one of the five standards or has the option of viewing the entire WIDA standards on #2, View the Standards. In addition to the browse and view options, A+RISE S2S provides the aligned resources to support each WIDA Standard. The 6-12 Edition provides content-specific examples to support the strategy card and the WIDA standard. The K-5 Edition allows the teacher to select the strategy card aligned to the WIDA standard and provides differentiated techniques called DI Spins.

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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. All four language domains are represented in the A+RISE S2S. In the Browse WIDA Standards feature, the teacher will find drop-down windows on View #1, Browse WIDA ELP Standards. This enables the teacher to select the Standard, grade level, and one of the language domains: listening, speaking, reading, or writing.
- B. After the teacher selects one of the domains, listening, speaking, reading, or writing, the teacher has the option of selecting one of the language proficiency levels: 1-5. This feature facilitates easy access to the aligned instructional strategies targeting the selected domain and language proficiency level. The following are examples of each domain and an aligned instructional strategy based on a language proficiency level:
- Listening: Language of Mathematics, 6-8th, Listening for Level 1: V03 Puzzle Cards strategy
- Speaking: Language of Science, 9-12th, Speaking for Level 3: C09 Carousel strategy
- Reading: Language of Language Arts, K-2nd, Reading for Level 4: P02 Letter Patterns strategy
- Writing: Language of Social Studies, 3-5th, Writing for Level 5: W05 Process Writing strategy
- C. A+RISE S2S offers aligned and appropriate strategies targeting each of the domains: listening, speaking, reading, and writing. After the teacher selects the domain, an aligned strategy may have listening and writing integrated in the procedures. Or, a strategy may have speaking and reading. Some strategies have all 4 domains integrated. For example: Radio Readers, F04 in K-5, enables the teacher to apply all 4 domains as the strategy is implemented.

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III. LEVELS OF LANGUAGE PROFICIENCY

IIIA. Differentiation of Language (for ELP levels)

YES NO

- A. Do the materials differentiate between the language proficiency levels?
- B. Is differentiation of language proficiency developmentally and linguistically appropriate for the designated language levels?
- C. Is differentiation of language systematically addressed throughout the materials?

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

- A. Language proficiency levels are systematically matched to differentiation of language throughout the A+RISE S2S materials. The teacher uses the Browse the ELP standards feature, and, after selecting the subject, grade, domain, the teacher can select the proficiency level. These drop-down windows or ‘filtering system’ enables the teacher to easily locate the right strategy based on the language proficiency level. All 5 proficiency levels are represented and supported by providing teachers aligned and appropriate instructional strategies.
- B. Evidence of developmentally and linguistically appropriate strategies for specific designated language proficiency levels are easily accessed in the Browse the Standards option. The teacher selects the subject, grade, domain, and level. The grade designates the developmental appropriateness of the strategies for grades: K-2, 3-5, 6-8, or 9-12. Once the teacher selects the grade level, he/she has the option of viewing the language domain and proficiency level. This integrated system guides the teacher in selecting and implementing language-based strategies that are developmentally and linguistically appropriate.
- C. Differentiation of language is integrated and organized throughout the A+RISE S2S program. The teacher selects the Browse the Standards feature. Once the teacher selects the subject, grade, domain, and proficiency level, the teacher can browse an array of aligned strategies. Evidence of differentiation of language is presented in the proficiency levels: 1-5. In addition, K-5 teachers have access to differentiation instructional techniques called SPINS. These SPINS provide teachers 2-3 different ways to apply the strategy in case students need additional support in attainment of language and content.

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

YES NO

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

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

- A. Scaffolding supports for students to advance within a proficiency level are presented throughout the A+RISE S2S program. The intent of the step-by-step procedures is for the classroom teacher to implement the strategy and simultaneously use scaffolding techniques to help all students move to the next level of language proficiency. The scaffolding integrated approaches provide linguistic supports and allow independent learning within whole group, peer, and collaborative settings.
- B. Evidence of providing scaffolding supports for students to progress from one proficiency level to the next is illustrated in View the Standards. The following is an example of how scaffolding is present within and across the levels of language proficiency for Level 2 Speaking:
- N01 My Space (simple question stems using “wh” words).
 - N02 Greetings! (simple greetings to acquire routine language).
 - N03 Informal Conversations (use of simple sentence patterns).
 - N04 Routine Language Strategy (use of commands for routine language).
 - N05 Job Interview Rehearsals (students begin to use more sentence structures as they begin to speak within social settings).
- C. Scaffolding supports are systematic and relevant to the students’ language proficiency levels. Evidence of the scaffolding supports are featured in the Search the Standards option. After the teacher selects the subject, grade, and domain, the teacher has the opportunity to select the level of proficiency. The strategies aligned to that particular level are appropriate based on the targeted level. This allows the teacher to use appropriate scaffolding strategies and therefore, to be able to differentiate instruction.

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. Language functions are varied and integrated within the A+RISE S2S program. All the instructional strategies were explicitly designed to provide teachers the HOW in the use of language functions for their ELLs. Language functions such as discuss, create, think about, transfer, etc. are some examples of the action verbs found throughout the materials and are directly tied to language functions.
- B. Language functions are presented in context and are integrated within the procedures for the teachers. Evidence of language functions can be found in the Card Index. Once the teacher browses the Card Index and selects a strategy card, he/she has access to the procedures. The procedures are designed to support the teacher in implementing an array of language functions. For example:
- C06 Carousel strategy located in Comprehension:
Procedures include: Students read the text, summarize, conclude, take notes, write, and present.
- C. Language Functions presented in the A+RISE S2S program support the progression of language development. Evidence of language progression through the use of language functions is located in the Browse the Standards feature. After the teacher selects the subject, grade, and domain, the teacher can access the proficiency level. The progression of language development is outlined within the 5 levels of language proficiency. For example:
- Language of Mathematics, grades 3-5, reading, Level 1 (Entering): The teacher has numerous aligned resources/strategies to select from. The language functions are integrated into the procedures and explicitly guide the teacher in using language functions and action verbs to direct the learners to engage with the content for that particular language proficiency level. In this instance Level 1 students use the Partners strategy to discuss concepts with a peer using initial vocabulary and simple phrases.

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- | | | |
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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. A+RISE S2S was designed specifically to provide multiple opportunities to engage ELLs, at all proficiency levels, in higher order thinking activities. The teacher can access the Browse the Standards feature and after selecting the subject, grade, and domain, the proficiency level is presented. Each of the 5 proficiency levels provides the teacher with several strategy options to engage ELLs in higher order thinking.

E. Higher order thinking is presented and organized throughout the A+RISE S2S materials. Evidence of this organization is found in the Assessment component. The 6 levels of cognition are organized from Knowledge, Comprehension, Application, Analysis, Synthesis, to Evaluation. Over seventy-two activities are found in this section. In addition, many strategies offer higher order thinking processes. For example: C02 in Comprehension, the ORID strategy for 6-12th is at a high level of cognition, but provides visual and linguistic supports so all ELLs have opportunities to engage in higher order thinking.

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IVB. Content Stem

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

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

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

- A. A+RISE S2S is an integrated system that helps the teacher search the ELP standards and quickly locate the appropriate instructional strategies. A+RISE S2S offers over 100 strategies and covers a wide range of subject-matter topics found in state and local academic standards. The WIDA, FL, TX, and CA K-12 A+RISE S2S materials are aligned to the state-specific English Language Proficiency Standards. Each of these S2S state editions provide the Search the Standards feature to help teachers browse the ELP standards, and they also provides strategies aligned to those standards.
- B. Evidence of the example topics, based on levels of language proficiency for ELLs, is located in the Browse the Standards option. The teacher can easily select the standard, grade, domain, and proficiency level. This unique filtering system helps the teacher locate the appropriate strategy based on the level of proficiency. Once the teacher selects the level, A+RISE S2S presents the teacher with an array of strategies. In the 6-12th version, the teacher has access to the core strategy and content specific examples for ELA, math, science, and social studies. These content-based examples reflect the many courses or units of study based on the state standards.
- C. Course-related topics are systematically presented throughout the A+RISE S2S strategies and support the content areas. Evidence of integrating content specific topics is found in the Card Index. For example: C04 Omit, Keep, Summarize strategy in the comprehension component offers the following content specific applications:
- ELA: Summarization of text reflecting a Limited Warranty for technical text
Mathematics: Summarization as applied to solving word problems for equations in Algebra
Science: Summarization of a paragraph for Aquatic Science
Social Studies: Summarization of a paragraph based on the Civil Rights Movement in American History

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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. Grade level content is linguistically and developmentally appropriate throughout the A+RISE S2S instructional strategies. The primary purpose is to provide ELLs access to on-grade level subject material while supporting their language development through listening, speaking, reading, and writing.
- E. Evidence of grade level content accessibility, based on levels of language proficiency, is located on the Browse the Standards feature. The teacher identifies the subject, grade, domain, and proficiency level. This enables the teacher to select targeted instructional strategies and differentiate instruction based on the students’ proficiency level: 1-5.
- F. Evidence of grade level content organization and accessibility is located on the Browse the Standards feature. After the teacher selects the subject, grade, domain, and proficiency level, A+RISE S2S allows the teacher to view the aligned instructional strategies. For K-5 teachers, grade level content is presented through illustrations found in the core procedures. In grades 6-12, grade level content is presented next to the strategy procedures. The content area teacher has easy access to his/ her content area strategy application by selecting one of the options: math, science, ELA, or social studies.

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IVC. INSTRUCTIONAL SUPPORTS

YES NO **Sensory Support**

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

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

- A. A+RISE S2S offers numerous instructional strategies and purposefully integrates sensory/visual supports. These supports are varied, reinforce concepts, and are systematic. Teachers can browse the strategies in the Card Index and find card categories for comprehension, cognates, vocabulary, phonemic/phonetic awareness, fluency, writing, and newcomer strategies. An array of sensory supports, such as linguistic and nonlinguistic representations, are embedded within the strategy procedures, illustrations, differentiated instructional techniques, and content-specific examples.
- B. Evidence of sensory supports relevant to concept attainment for the levels of language proficiency is located in the Browse Standards feature located on the home page. Once the teacher selects Browse the Standards, this automatically directs the teacher to select subject, grade domain, and proficiency level. This unique filtering system assists the teacher in locating the appropriate strategies based on the ELLs’ proficiency level (1-5) and targets sensory and visual supports such as V11 KIM, CG10 Revolving Circles, and V13 Vocabulary Prediction Chart strategies. Concept attainment is based on accessing grade level content. A+RISE S2S integrates ELA, mathematics, science, and social studies examples for grades 6-12th.
- C. Sensory supports integrated into the A+RISE S2S strategies are systematically presented throughout the materials. Evidence of this systemic approach is located in the Card Index. The instructional categories are organized to include comprehension, cognates, newcomers, phonemic and phonetic awareness, vocabulary, comprehension, fluency, and writing. All the instructional strategies were designed to provide classroom teachers with multitude techniques that are supported by illustrations, graphs, and digital content to reach all ELLs.

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- | | | |
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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. There are numerous graphic supports in the A+RISE S2S. The graphic supports are varied and represented as advance organizers, note-taking strategies, and graphic organizers. Many of these strategies include illustrations to help the teacher understand the application and nature of graphic supports to help ELLs access grade level content and academic language.

E. The graphic supports located in A+RISE S2S are highly relevant to concept attainment and targets the various levels of language proficiency. Evidence of the graphic supports, based on levels of language proficiency, is found in the Browse Standards feature. After the teacher selects the subject, grade, and domain, the teacher has access to the levels of language proficiency. This quickly refers the teacher to various instructional strategies with appropriate graphic supports. For example:

Language of Language Arts, K-2, Listening, Level 1: P03 Puzzle Cards
Language of Mathematics, 3-5, Speaking, Level 2: V03 Word Quadrant
Language of Science, 6-8, Writing, Level 3: C08 Venn Diagram and T-Chart
Language of Social Studies, 9-12, Reading, Level 4: V11 KIM
Social and Instructional Language, 3-5, Listening, Level 5: C02 Fishbone

F. Graphic supports are systematically presented throughout the A+RISE S2S instructional strategies. An array of graphic supports is located in the Card Index under the card categories such as vocabulary, cognates, newcomers, comprehension, fluency, phonemic and phonetic awareness, and writing. The intent is to help teachers use graphic supports throughout the literacy development processes. For grades 6-12th, the strategies presented provide graphic supports in the content areas: math, science, social studies, and ELA. Examples of graphic supports include C05 Fishbone, CG04 Identifying Similarities and Differences, V03 Puzzle Cards, and W11-12 Graphic Organizers.

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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. Interactive supports are key attributes to the A+RISE S2S materials. All the instructional strategies provide many opportunities for students to interact with each other and the classroom teacher. The degree of collaboration allows all ELLs, depending on their level of language proficiency, to be included in collaborative experiences to help them attain language and content knowledge. It is the intent of A+RISE to provide equitable access to on-grade level curriculum through interactive supports.
- H. Evidence of interactive supports relevant to concept attainment for targeted levels of language proficiency is provided in the Search the Standards feature. After the teacher selects the subject, grade, and domain, the teacher has access to the levels of language proficiency. This quickly refers the teacher to various instructional strategies to engage students in collaborative activities based on their proficiency level. For example: F02 Circle of Friends is a highly interactive strategy where all students get to participate in producing academic language and also serves a reading aloud opportunity. Finally, each strategy in grades the 6-12th edition of A+RISE provides math, science, social studies, and ELA examples to support language and content attainment.
- I. Interactive supports are varied and systematically presented in the A+RISE S2S materials. Evidence of the degree of interaction is found throughout the instructional strategies. The teacher uses the Browse the Strategy Cards option. The card index provides a residence of the many interactive strategies. They are systematically categorized by component: comprehension, cognates, fluency, vocabulary, phonemic and phonetic awareness, newcomers, and writing.

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.

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.