



PRIME V2TM

Protocol for Review of
Instructional Materials for ELLs V2

WIDA PRIME V2 CORRELATION



PRIME V2™

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

| |
|--|
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PRIME Part 1: Provide Information about Materials

Provide information about each title being correlated.

Publication Title(s): English 3D

Publisher: Houghton Mifflin Harcourt

Materials/Program to be Reviewed: English 3D

Tools of Instruction included in this review: Teaching Guide/Digital eBook for Course B & C, Teaching Resources, Teacher Tools

Intended Teacher Audiences: Teachers of ELD and ELLs, Grades 4–12

Intended Student Audiences: Grades 4–12 ELD and ELLs

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

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

WIDA Spanish Language Development Standards

WIDA English Language Proficiency Standards

WIDA Language Development Standards addressed: (e.g. Language of Mathematics), Social and Instructional Language Standard 1, Language of Language Arts Standard 2, Language of Science Standard 4, Language of Social Studies Standard 5

WIDA Language Proficiency Levels included:

The materials do not specifically reference WIDA Language Proficiency Levels.

Most Recently Published Edition or Website: © 2017

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

The English 3D language program offers effectively tiered materials that help students of diverse proficiencies develop language skills. Throughout the digital program multiple core texts challenge students to interact with contemporary ideas and real-world issues. Each unit scaffolds and progresses students through targeted reading and writing skills using activities, group discussions and formal writing assessments. The program connects students of varying proficiency levels through collaborative and carefully differentiated tasks.

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) Multiple opportunities emerge across each issue for student assets to be connected to texts or lessons. Students are routinely asked to integrate their own knowledge and ideas into class activities. During Activate Prior Knowledge, students recall ideas to answer questions or to brainstorm. This exercise helps connect assets to broad questions related to an issue’s overall theme. The process also bridges discussions between students with varying language proficiencies. Student contributions are also incorporated into family letters, class polls, and discussions involving personal opinions. (Example: Course B: Vol. 1, Issue 3, Lesson 1, p. 54)

BRAINSTORM IDEAS

Activate Prior Knowledge

- Model how to brainstorm and record ideas.
I know that sculpture is one type of art. I’ll put T for type of art beside sculpture. I’ll also put P for places to see art beside the noun gallery, and Q for a quality of art beside the adjective beautiful.
- Cue students to add two or three ideas and then label each (T) for type of art, (Q) for quality of art, or (P) for a place to see art.
- Have partners compare ideas and add a strong one.

BRIDGING

Provide Spelling Guidance

Review your list to identify words you aren’t sure how to spell. Partners, help each other using these frames: If you need assistance, raise your pen to call me over:

(Additional examples: Course B: Vol. 1, Issue 5, Lesson 1, p. 110; Course C, Issue 2, Lesson 1, p. 50)

- 2) Student contributions are systematically addressed at the beginning of each issue. Prior to the start of the issue, activities extract personal opinions and ideas that relate to upcoming texts. Students partake in customizable class polls that generate classroom discourse. The Class Poll tool is available at any point during any lesson. Teachers can create unique questions that build upon previous discussions or lead into the current lesson’s objective. (Example: Class Poll)

How many people text during school?

👍 Agree

👎 Disagree



40%



60%

Students also fill out short surveys that preview topics for each issue. The surveys evoke personal emotions and opinions from students that directly relates to texts. (Example: Introduction to English 3D, Survey Questions, Course B: Vol. 1, pp. 4–5)

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) English 3D provides unique considerations for students of different proficiency levels for the discourse dimension. These scaffolding supports offer multiple ways to adapt the focus of longer passages, centering primarily on fluency and comprehension. Before and after readings, alternate questions or pointed instructions help to set a new focus dependent upon language levels. Students at each proficiency level are able to read longer passages and analyze broad ideas such as sequence, author’s purpose, and overall clarity. Expanding students, for example, investigate the meaning of particular words as they relate to reading goals. Bridging students, however, answer discussion prompts that connect the text back to previewing strategies. The scaffold supports enable students to read the same story but elicit varying perspectives and responses to complex texts. (Example: Course B: Vol. 2, Issue 4, Lesson 10, p. 97)

BUILD FLUENCY

Read Text 3

- Set a focus for reading.
As we read this text, think about the lessons you can learn from Nicole Edgington’s story.
- Routine 2: Building Fluency (p. 170)** Use **Oral Cloze** to read Text 3 (Issues, pp. 52–55).
Be prepared to share something that surprised you. Also prepare to state the key idea.
- Prompt partners to share their initial reactions:

I didn’t expect to learn _____.

- Routine 8: Clarify Meaning (p. 182)** Provide a brief meaning and example for unknown and arduous (Issues pp. 52, 55).

EXPANDING

Quickly Teach High-Value Words

After reading the text, teach relevant vocabulary with **Routine 8: Quick Teach Words**. Echo-read the last paragraph on page 53 that begins “Her parents contacted . . .” Please repeat, condolences. Condolences is a plural noun that is a synonym for messages of sympathy. Copy the word, part of speech, and meaning. Continue this process with these words as needed: full force, ringleaders, vicious, paranoid.

BRIDGING

Provide a Rationale for Previewing

When serious scholars or professionals have a challenging text to read, they don’t just dive into the first page and read as far as they can. They preview the text to get a sense of the overall focus, organization, and level of reading difficulty. They also want to build a mental outline. Knowing the general topic and what the author will address in each section makes it easier to navigate and remember the content.

Close Reading

BUILD FLUENCY

Read the text “The Girl Who Got Even: A True Cyberbullying Story” (Issues, pp. 52–55).

IDENTIFY KEY IDEAS & DETAILS

Take turns asking and answering questions with a partner. Then write brief notes.

| Discussion Frames | Text Notes |
|---|--|
| Q: What is the author’s main point? A: The author’s main point is _____. | Nicole Edgington turned her experience as a _____ into a force for change |
| Q: What are the relevant supporting details in this text? A: (One/another) relevant supporting detail in this text is _____. A: Perhaps the most relevant supporting detail in this text is _____. | Nicole was _____ by students who accused her of getting them into _____ her social life was ruined because she could no longer use _____ she became the _____ for a _____ to end cyberbullying |

RESPOND WITH EVIDENCE

Use the frame and evidence from the text to construct a formal written response.

- What steps did Nicole take to deal with the cyberbullying she experienced?
 First, Nicole _____
 and _____
 Then she started _____
 as the _____

Use the frame to interpret words in the text.

- Use context clues to determine the meaning of the word *barrage* on page 53.
 The word *barrage* means _____

One context clue that helped me determine the meaning is that “the barrage” is another term for _____

_____ in the previous sentence.

(Additional example: Course B: Vol. 1, Issue 6, Lesson 9, p. 153)

- 2) The discourse dimension is consistently addressed through differentiations for diverse language learners. Across all genre types (informational, humor, biographical, etc.), reading scaffolds are provided. The support response frames can be prominently displayed atop each lesson plan. Teachers can directly enter student responses that then appear onscreen or on classroom projections. Response frames are an effective example as to the tools available to address the discourse dimension. These tools allow students of varying proficiencies an opportunity to interact while displaying text comprehension. Editable prompts are available throughout the English 3D program for nearly every activity. (Example: Course C: Issue 5, Lesson 3, p. 154)

Issue 5 : Lesson 5.3

OVERVIEW LESSON Teacher Tools Launch Display HOME

Apply Academic Words in Writing See Less

BUILD FLUENCY

Identify the Text Focus

- [Routine 2: Building Fluency \(p. T56\)](#) Echo-read the text and preview text features to predict the focus.
- Display the frame:

After previewing the opinion article, I predict that it will focus on _____. (pros/cons of online courses)

Prompt partners (A/B) to share, switch roles, and report the class.

- Use [Oral Cloze](#) to read Text 1 (Issues, pp. 71–73).
- Prepare to state what the text is primarily about.
- [Routine 7: Quick Teach Words \(p. T66\)](#) Provide a brief meaning and example for proponents and critics (Issues 71).

Traditional classes don't require as much self-control as online classes because participation can be less _____.

After previewing the opinion article, I predict that it will focus on _____. (pros/cons of online courses)

Analyzing & Discussing Text

ACADEMIC VOCABULARY

Words to Go

BUILD WORD KNOWLEDGE

Complete the meanings and examples for these high-utility academic words.

| Words to Go | Meanings | Examples |
|--|--|---|
| accommodate ac+com+mo+date verb | to have enough space _____ for a particular _____ of people or things | We are having our _____ (family reunion) in a _____ (banquet hall) to _____ the large number of attendees. |

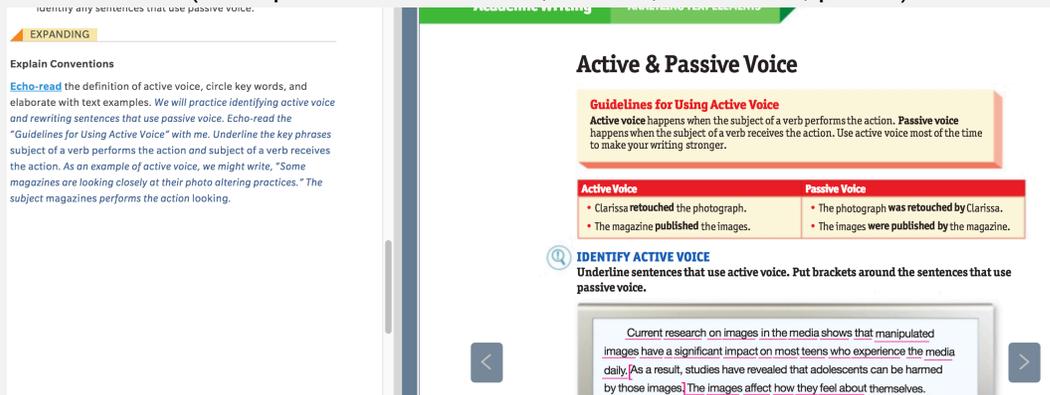
Some program texts include narrated audio files. These alternatives are intended for students who may require assistance with longer readings. This support tool helps the teacher work with students on the core text while giving aid to those ELLs with lower levels of proficiency. (Example: Teacher Resources, Course B: Vol. 1, Lesson 6–7, “Bridge to Terabithia”)

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?** Yes No
- 2) **Are the language features at the sentence dimension appropriate for the identified proficiency levels?** Yes No
- 3) **Are the language features at the sentence 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) Sentence dimension language features are consistently addressed through alternative modifications for different proficiency levels. As students progress toward each formal writing assessment at the end of each issue, specific writing and grammatical skills are highlighted using activities and selected texts. Complex writing conventions or grammatical skills are broken down, providing scaffolding for each proficiency level. In the example below, students practice altering sentences to produce active and passive voice. Expanding students, for example, are challenged to find additional examples within the student texts. (Example: Course B: Vol. 2, Issue 5, Lesson 12, p. 132)



In another example, students learn to use correct transition words in writing. Transitions are analyzed grammatically, as to where they fit into paragraphs and sentences, and categorically, to determine correct meaning. The materials provide multiple activities and adjustments to meet the needs of students of different language levels. Students progress through identifying general transitions to placing them in unique sentences. Bridging students, for instance, focus more on identifying introductory elements of a text to gain background knowledge on transitions. (Example: Course B: Vol. 2, Issue 2, Lesson 11, p. 49)

EXPANDING

Guide Analysis of Examples

Place your reading guide card under the first sentence in the chart. Echo-read it with me. This is the first detail sentence following the topic sentence in the formal summary. Draw a box around the transition. Circle the citation verb. Notice the verb explains is written in the general present tense and ends in -s.

BRIDGING

Provide Additional Practice

To practice citing an author and using appropriate transitions, you're going to write a formal summary of your partner's justification paragraph from Issue 1. First, give your paragraph a clever title your partner can reference. I'll help you write the topic sentence and first detail sentence:

IDENTIFY TRANSITIONS

Review the transitions that writers use to add information and connect ideas. Then complete each sentence below with an appropriate transition.

1. _____ Alliger points out that rats are sweeter than other rodents.
2. _____ explains that rats are social creatures, who like contact with others.
3. _____ Alliger clarifies that rats undergo hormonal and neurological changes when they live alone.

PLAN KEY IDEAS & DETAILS

State the text information to write a topic sentence.

- In the article titled (title) _____
(author's full name) _____
(citation verb: discusses, explores, examines) _____
(topic) _____

- 2) All language features of the sentence dimension are appropriate for the intended proficiency levels. Most issues begin with brainstorming and previewing activities that integrate informal communications into meaningful information. During Exchange Ideas, students use phrases and responses appropriate to their individual proficiency levels. Audio tools, such as podcasts and narrated texts, also provide appropriate language features at the sentence level. (Example: Course B: Vol. 2, Issue 6, Lesson 1, p. 136)



- 3) Language features of the sentence dimension are addressed in every issue as students prepare to write formal assessments. Students practice multiple writing and grammatical skills through various differentiated exercises. These prewriting lessons offer both small and

IDENTIFY VERB PHRASES

Circle the verbs and verb phrases in the chart that you plan to use in your argument. Then complete each sentence with a verb or verb phrase to express an opinion.

1. After reviewing the evidence, I _____ more Americans should participate in local politics.
2. Despite the evidence presented, I _____ mandatory voting would lessen the power of special interests.
3. For these reasons, I _____ that civic engagement will improve with compulsory voting.

WRITE OPINIONS

Write sentences that express the opinion in parentheses. Include details from texts.

1. (agree) After analyzing the research on citizenship and voting, I _____

drastic changes to the lesson for specific audiences. Furthermore, each activity is broken up into cognitive steps: identify examples, use in context, and create original examples. In this manner, teachers choose what cognitive step on which students should either start or spend additional time. Each cognitive step then gives opportunities for added differentiation through scaffolding. The English 3D program targets the sentence dimension across all materials. (Example: Course C: Issue 7, Lesson 15, p. 242) (Additional example: Course C: Issue 5, Lesson 15, p. 176)

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 context?** Yes No
- 3) **Is the general, specific, and technical language appropriate for the targeted proficiency levels?** Yes No
- 4) **Is the general, specific, and technical 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) English 3D effectively presents chances to interact with the word/phrase dimension. Proficiency levels are considered, not only in differentiation supports, but also in the manner in which all students learn new vocabulary and ideas. Students assess their personal knowledge of specific words as new terms are introduced in lessons. As students rate their word knowledge for each term, this process provides data for teachers to plan support. Within the Build Word Knowledge scaffolding frames, teachers provide students with practice determining meaning and displaying vocabulary comprehension. Specific cells can be answered or left blank depending on proficiency level. (Example: Course B: Vol. 1, Issue 2, Lesson 2, p. 31)

| | | ① Don't Know | ② Recognize | ③ Familiar | ④ Know |
|---|----------------------|--|-------------|------------|--------|
| Words to Know | Meanings | Examples | | | |
| 1 appealing <i>adjective</i> ① ② ③ ④ | likeable or _____ | I find talking on the phone more appealing than _____ because talking is more personal. ----- One food that is very appealing to me is _____ because _____ | | | |

- 2) The English 3D program contains activities and supports that help students comprehend words in context. Discussion frames assist students in communicating effectively using terms and phrases that relate to the text. Each frame provides context clues that help students ask and answers questions. (Example: Course C: Issue 5, Lesson 6, p. 161)

1



IDENTIFY KEY IDEAS & DETAILS

Take turns asking and answering questions with a partner. Then write brief notes.

| Discussion Frames | TextNotes |
|--|--|
| <p>Q: What does this section focus on?</p> <p>A: This section focuses on _____.</p> | <ul style="list-style-type: none"> • growth of online _____ courses |
| <p>Q: What are the significant details in this section?</p> <p>A: (One/An additional) significant detail in this section is _____.</p> <p>A: Perhaps the most significant detail in this section is _____.</p> | <ul style="list-style-type: none"> • number of online courses growing, but little _____ to show effectiveness for _____ courses • _____ courses criticized for artificially boosting graduation rates • _____ is a problem among students in online courses |

During Take a Stand, students learn to integrate text evidence from quotations. Using specific passages from the text, students develop explanatory sentences around context clues. (Example: Course C: Issue 3, Lesson 13, p. 106)

- 3) English 3D effectively utilizes specific, academic, and technical language types that are accessible to students of all proficiency levels. At the start of each issue, students brainstorm using domain-specific ideas. These activities typically involve students discussing the meaning of various terms and forming opinions using technical language found in the student texts. (Example: Course B: Vol. 1, Issue 4, Lesson 4, p. 85)

city to **outlaw** _____ plastic bags in 2007.



IDENTIFY PRECISE WORDS

Review Section 1 and your *Portfolio* (pp. 78–85) to identify words for your argument.

| Domain-Specific Topic Words | High-Utility Academic Words |
|--|---|
| <ul style="list-style-type: none"> • landfills • nonrenewable resources • decompose | <ul style="list-style-type: none"> • account for • overwhelming • outright |

Activities to decode new words or figurative language consistently support students in every lesson. When students read literature or poetry, for example, lessons focus on understanding the unique style or language authors create. Many prompts assist students to understand unknown words and phrases in the text. (Example: Course C: Issue 5, Lesson 11, p. 169)

- 4) Specific, technical, and academic language are regularly addressed across English 3D materials. Activities that provide practice with various language types include Paraphrase Ideas, Analyze Text, Build Word Knowledge, Identify Precise Words, Summarize, and Brainstorm Ideas. Additional print resources, such as vocabulary logs, allow for added support to individuals along multiple proficiency levels. These activities and print scaffolds are available during all lessons.

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 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 English 3D curriculum supports the needs of English learners at three proficiency levels: Emerging, Expanding, and Bridging. Activities, exercises, and assessments are adjusted to target students at each level. The considerations for diverse proficiency levels are evident in both the exercises and the supports. See the example below from Course B: Vol. 2, Issue 2, Lesson 3, p. 33.

EXPANDING

Facilitate Restating and Affirming Claims

At school and work, you will sometimes not fully understand someone. One successful strategy is to politely restate what you think the person said: "If I understand you correctly, your point of view is that . . ." This shows you were interested but possibly missed a point. The other person will then affirm your understanding by saying, "Yes, that's correct" or help you out by saying, "No, not quite. What I meant was . . ." This is more productive than continuing without understanding. Let's practice. Partner A, make your claim. Partner B, restate.

BRIDGING

Facilitate Restating and Affirming Claims

When a teacher, classmate, or coworker shares information, you can restate what the person said and receive feedback to be completely sure you understood correctly. Continuing an assignment without truly understanding their expectations can lead to problems. When you restate, try to repeat what they said exactly, without changing any words as we do when we paraphrase. Partner A, practice restating my displayed response. Partner B, provide feedback. Then switch roles.

PRESENT IDEAS

Listen attentively and take notes. Then indicate if you agree (+) or disagree (-).

| Classmate's Name | Idea | +/- |
|------------------|------|-----|
| | | |
| | | |

Prompt Should scientists be able to use animals for research? Write a ten-minute response that states and supports your claim.

ELABORATE IN WRITING

Work with the teacher to write a ten-minute response in academic register.

From my perspective, scientists should be able to use animals for research due to the important cause that animals serve. For example, animals are often used in _____ to find out if a treatment for cancer is _____ for humans. As a result, their deaths contribute to _____

Work with a partner to write a ten-minute response in academic register.

(Additional example: Course B: Vol. 1, Issue 6, Lesson 8, p. 150)

- 2) The modifications provided for each lesson are developmentally and linguistically appropriate for the intended proficiency levels. The instructions for each activity effectively convey the goal and prompting students might require. As noted in the example below, the language used for expanding students offers little explanation or elaboration, only providing a secondary task for the reading. Bridging students, on the other hand, get more modeling and narration as to the main goal of the activity. The differentiations are adjusted to accommodate multiple proficiency levels throughout the English 3D program. (Example: Course B: Vol. 2, Issue 3, Lesson 10, p. 72)

Read the Student Writing Model

- Tell students that you will analyze a summary and response of Text 1 from Issue 2 to understand the elements. Have students review their Text Notes (pp. 61, 63, and 65).
- Display and read aloud the student model using [Oral Cloze](#) and [Partner Cloze](#).

EXPANDING

Guide Reading About the Writing Type

Use [Oral Cloze](#) to read the academic writing type description twice. *Now that we've read the description twice with Oral Cloze, let's echo-read and circle key words and phrases. Place your reading guide card under the first sentence. Circle the phrase objective overview.*

BRIDGING

Discuss the Writing Type

As we echo-read each sentence of the academic writing type description, we'll circle key words and phrases. The phrase objective overview of the topic is critical. In a reading journal, we often include our feelings and relevant experiences, but in the summary section of a summary and response, we must be objective and leave out these personal connections. Later in the summary and response, you will include your personal feelings about the topic.

3) Differentiations are available across all issues and lessons throughout the English 3D program. Multiple adaptations for each proficiency level are available based on each individual student. These lesson modifications cover complex literacy skills ranging from vocabulary to video critiques. Each support differentiation is unique to the lesson and/or text that the support connects. Lessons engage up to four unique differentiations across all lessons and issues. (Example: Differentiated Support for Course B: Vol. 1, Issue 2)

| Analyzing & Discussing Text | | | |
|-----------------------------|--|---|--|
| | LESSON 8 | LESSON 9 | LESSON 10 |
| EXPANDING | <p>BUILD KNOWLEDGE Provide Background Knowledge Michelle Obama is the First Lady, a title used to address the wife of the president of the United States. The First Lady typically works on an issue she wants to improve in her country. Mrs. Obama is a highly educated lawyer who practiced in Chicago, where she grew up in a rather poor neighborhood. She is very concerned about improving the health of the nation's children, especially youths from communities with fewer resources.</p> | <p>BUILD FLUENCY Label Text Features Place a sticky note next to the blue text and label it "title." The title is the name of an article or speech. Please repeat, title. Underneath the title, we see by Michelle Obama. She is the author of the speech. Place another sticky note next to her name and write author. Say it with me, author. Continue the process of labeling the photographs, captions, and quotations.</p> | <p>MARK & DISCUSS ELEMENTS Guide Rereading and Marking Our first task is to number the four elements of a topic sentence. Let's echo-read the topic sentence together. Point to the uppercase letter A in the writing type description to review the four elements. We first need to identify the text type. Point to the words that name the text type in the student model. Elicit a response. Write 1 above the words magazine article. Continue for the other three elements.</p> |
| | <p>LISTEN & TAKE NOTES Establish Content Targets Place your guide card under part IA of the outline. Echo-read with me. Listen carefully for what Obama's Let's Move program tries to increase or have more of and what it tries to improve or make better. Above the word increasing, write having more. Above improving, write making better. I'll help you with the first blank. Listen carefully for a type of activity. Write activity on the right side of the blank as I have.</p> | <p>RESPOND WITH EVIDENCE Construct a Precise Word Bank Guide students to complete question 3. Let's review the final paragraph on Issues page 22 with Oral Cloze. Notice that Obama often starts her sentences with and, so, and because. How does this affect the tone of her speech? We need precise adjectives to describe how it makes the speech feel to us. On a sticky note, write two headings: More and Less. I'll start our list with more conversational and less formal. Partners, brainstorm other ways to say these words.</p> | <p>TAKE NOTES Analyze Conventions Place your reading guide card under the first guideline to credit the author at the top of page 47. In the topic sentence, we need to state the author's full name. Echo-read the topic sentence in the student model on page 46 with me. The author's full name is Oscar Gomez. Put an arrow by his full name. Write his full name in the top row of the chart on page 46. Continue the process with the remaining guidelines.</p> |

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 | No |
| 2) Are the targeted language domains presented within the context of language proficiency levels? | Yes | No |
| 3) Are the targeted language domains systematically integrated 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) English 3D offers opportunities to address each language domain across multiple activities and assessments. During read aloud sessions, partner discussions, and podcasts, students practice active listening. Students regularly perform close reads of selected texts to gather information, answer questions, and improve fluency. Speaking and writing are addressed informally across discussions and short-answer written responses. These two domains also serve as the focus for most formal assessments. Students write essays and perform speeches at the end of each issue to demonstrate an understanding of information and skills throughout the unit.
- 2) Proficiency considerations are available within all four language domains throughout the program. Support frames offer effective scaffolding for writing and speaking activities through context clues and progressive examples. Writing exercises and discussions include all proficiency levels by adding or omitting certain information. Differentiations provide assistance for listening and reading by using narrations and alternative audio sources. This engages students who may struggle with fluency, enabling participation in discussion without engaging in complex texts. (Example: Course B: Vol. 2, Issue 6, Lesson 9, p. 152)

The screenshot shows a lesson page with two main sections. The left section is titled "BRIDGING" and "Provide Evaluation Criteria". It contains text about focus students' discussion of how the reading differs from the written poem. The right section is titled "LISTEN & TAKE NOTES" and contains instructions: "Listen closely to the performance again and mark the elements." followed by two numbered steps: "1. Put slashes between words to show where the author pauses." and "2. Circle words and phrases that the author emphasizes." Below these instructions is a text passage with red annotations: slashes between words and circles around specific words and phrases.

- 3) All language domains are regularly included throughout all materials. Every issue includes multiple core texts, differentiated activities, print resources, and formal assessments that cover all language domains. The example below demonstrates how all language domains are addressed during one lesson. English 3D incorporates effective and adaptable materials that ensure that all language domains are accessible to diverse language proficiencies. (Example: Course B: Vol. 1, Issue 4, Lesson 16)



PRESENT YOUR SPEECH

Present your speech to the small group. Make sure to use adequate volume.



LISTEN & TAKE NOTES

Listen attentively and take notes.

Then indicate if you agree (+) or disagree (-).

Language to AFFIRM & CLARIFY

I heard you say _____. However, _____.
What do you mean by _____?

| Classmate's Name | Idea | +/- |
|------------------|------|-----|
| | | |
| | | |

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 language development standards to the state academic content standards? | Yes | No |
| 2) Are the academic content standards systematically represented throughout the materials? | Yes | No |
| 3) Are social and instructional language and one or more of the remaining WIDA Standards present 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) While all lessons provide concise learning objectives at the beginning of each lesson or unit, English 3D does not connect state standards to any language development framework. Lesson objectives closely parallel various state standards; however, there is no direct connection to any established standards.
- 2) Academic content standards are not connected to learning materials within the English 3D program. Although learning objectives are consistently stated at the beginning of each lesson, no actual state standards are present in the materials.
- 3) Social and instructional language and one or more of the remaining WIDA Standards are not present in the materials.

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) English 3D materials incorporate many opportunities for higher-order thinking for language learners. Activities range from simple knowledge recall to complex construction of new ideas. Students utilize all cognitive functions regardless of their respective language level. While students interact with the same language

function, different tasks and goals provide differentiation. In the lesson below, for example, students construct responses to a text, analyze word choice, and identify alternative vocabulary. Expanding students, however, discuss changing domain-specific words that might carry more information than simple meaning. The materials allow for students to effectively interact with varying levels of higher-order thinking, while still allowing for multiple proficiency levels to address similar content. (Example: Course B: Vol. 2, Issue 4, Lesson 8, p. 93) (Additional example: Course B: Vol. 1, Issue 3, Lesson 6, pp. 64–65)

- 2) Opportunities for higher-order thinking are offered systematically across all learning materials. Each exercise, activity, or discussion focuses on one or two specific language functions. The teacher’s guide contains educational routines for all aspects of a given lesson. Further, every routine provides additional Implementation Support to help students with diverse proficiencies. Adaptable language functions are available throughout every lesson. (Example: Teacher’s Guide, Building Concepts, p. T75)



RESPOND WITH EVIDENCE

Use the frame and evidence from the text to **construct** a formal written response.

1. According to the article, what do the anti-bullying laws in almost every state require?

According to the article, the laws in almost every state require _____

and _____

Use the frame to **analyze** the author’s word choice.

2. The author writes that Phoebe Prince’s suicide “devastated her family.” Why did the author choose the word *devastated* rather than *saddened* or *upset*?

The author chooses the word *devastated* because it indicates great _____

Words with similar meanings like *saddened* or *upset* do not _____

the Prince family’s _____ as effectively.



IDENTIFY PRECISE WORDS

Review Text 2 and your *Portfolio* (pp. 96–97) to identify words for your argument.

Building Concepts Routine

Purpose: To launch a pivotal concept to support comprehension of related Issue topic words and texts.

1. Pronounce the Concept Word

- Explain the purpose. *This entire Issue will focus on the concept of nutrition.*
- Display the word, example sentence, synonyms, word family, meaning, and essential characteristics.
- Pronounce the word, have students repeat it twice, and give the part of speech. *Nutrition is a noun. It is a concept, an idea. We will see this noun in the Issues texts and use it to discuss our topic of school food.*

2. Analyze the Example Sentence

- Display the example sentence. Direct students to use a reading guide card to follow along as you read it aloud.
- Echo-read the example sentence, pausing after phrases and emphasizing key words.
- Model context analysis and guide partners to analyze and discuss clues. *This sentence contains context clues that can help us get a sense of the word's meaning and determine a possible synonym. The apostrophe at the end of students indicates a possessive noun and the ending -ion is a common noun suffix, so I know that nutrition is something belonging to students. The initial phrase "schools are thinking more about" shows this is a serious topic. Partners, work together to identify examples in the sentence that provide clues to the meaning.*
- Guide partners to use the context clues to discuss suitable synonyms. *Now that we've analyzed the context clues, brainstorm possible nouns that could logically replace the concept nutrition. Prepare to report using the frame. I'll model a response first: A synonym for nutrition could be ____ (nourishment).*
- Elicit responses using standing reporters and assign active-listening tasks. *Partner As, stand and report using the frame. Listen to your classmates and compare ideas. Record one everyday noun and one precise noun.*
- Display and categorize reported synonyms. Then ask students to record the most appropriate contributions.

3. Introduce the Word Family

- Introduce the word family. *The noun nutrition has two "relatives" that we will read and use throughout this issue.*
- Pronounce each word and have students repeat. Point out suffix endings in the words and have students underline them. *Underline the suffix -ious, a common adjective ending, as in the words cautious and anxious.*

4. Explain the Concept Meaning

IMPLEMENTATION SUPPORT

Step 1: Pronounce the Concept Word

Briefly model how to segment a multisyllabic word. Listen for the syllable 1 stress: nu-*tri*-tion. One more time: nu-*tri*-tion.

Step 2: Analyze the Example Sentence

Record all synonyms students contribute. Point out suitable words, direct students to copy 2-3, and explain why some words are not synonymous. *Record the words eating and foods as everyday synonyms and diets and health as precise synonyms. I can understand why two of you offered the nouns actions and bodies because they are related to eating and the consequences, but they aren't close synonyms.*

Step 3: Introduce the Word Family

Point out 1-2 familiar words that have the same suffix. *The adjective nutritional ends in the suffix -al, just like the adjective you already know: physical education, that is P.E.*

Step 4: Explain the Concept Meaning

After completing the concept meaning, deepen understanding by making connections to the example sentence. *In the example sentence, we learned that schools are promoting nutrition by serving lunches with less fat, for example, cutting back on chili dogs and fries. Schools are trying to help students have proper nutrition and eat the foods they need to grow and be healthy.*

C. Supports for Various Levels of Language Proficiency

- 1) Do the materials provide scaffolding supports for students to advance within a proficiency level? Yes No
- 2) Do the materials provide scaffolding supports for students to progress from one proficiency level to the next? Yes No
- 3) Are scaffolding supports presented 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) English 3D presents students with tools that promote progress within a proficiency level. The various scaffolds, which assist students with activities, regularly provide options or examples student may use. Students and teachers can choose to continue using additional support or progress onward with each lesson. This affords adequate support to both students approaching skill mastery and those entering a new proficiency level. (Example: Course B: Vol. 1, Issue 2, Lesson 1, p. 28)

2)

BRIDGING

Provide Spelling Guidance

Review your list to identify words you aren't sure how to spell. Partners, help each other using these frames:

▶ Do you know how to spell _____?

▶ Yes, I do. It's spelled _____.

▶ No, I'm not sure.

- 3) All modifications to lessons, assessments, or student texts provide clear methods of instruction within the materials. Each description defines what tasks and abilities are expected of individuals for each proficiency level. These indicators help determine framework for progression along each language level. Teaching resources detail characteristics and skills students should demonstrate as they enter or leave each proficiency level. (Example: Course B: Vols. 1 & 2, Proficiency Level Continuum)

| Expanding | | Bridging | |
|--|--|---|--|
| Overall Proficiency • As English learners progress through the Expanding level, they move from being able to refashion learned phrases and sentences in English to meet their immediate communication and learning needs toward being able to increasingly engage in using the English language in more complex, cognitively demanding situations. | Overall Proficiency • At exit from the Expanding level, students can use English to learn and communicate about a range of topics and academic content areas. | Overall Proficiency • As English learners progress through the Bridging level, they move from being able to communicate in ways appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts toward being able to refine and enhance their English language competencies in a broader range of contexts. | Overall Proficiency • At exit from the Bridging level, students can communicate effectively with various audiences on a wide range of familiar and new topics to meet academic demands in a variety of disciplines. |
| General Extent of Support: Moderate • Students at the early stages of the Expanding level can engage in complex, cognitively demanding social and academic activities requiring language when provided moderate linguistic support; as they develop increasing ease with understanding and using English in a variety of contexts, support may be light for familiar tasks or topics. | | General Extent of Support: Light • Students at the early stages of the Bridging level can engage in complex, cognitively demanding social and academic activities requiring language when provided light linguistic support; as they develop increasing ease with understanding and using highly technical English, support may be light for familiar tasks or topics. | |

- 4) Scaffolding materials are available for activities across every lesson. The chart below provides an overview for each lesson of how various scaffold supports fit into each plan. Lesson differentiations, digital tools, and print materials such as graphic organizers are systematically present throughout English 3D. (Example: Course B: Vol. 2, Issue 4, Differentiated Support Overview)

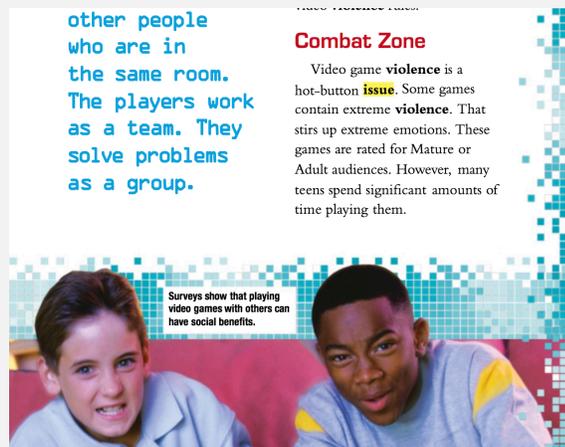
| Building Concepts & Language | | | | |
|------------------------------|---|---|---|---|
| | LESSON 1 | LESSON 2 | LESSON 3 | |
| EXPANDING | <p>BUILD KNOWLEDGE</p> <p>Build Reading Comprehension</p> <p>Increase understanding of text by identifying and discussing key ideas and details using frames: <i>From the overview, I learned that ____.</i></p> <hr/> <p>BUILD WORD KNOWLEDGE</p> <p>Model an Adaptable Response</p> <p>Notice how I've completed the first example frame for the word authority: <i>My mother gave me the authority to decide how much TV my brother could watch. In your group, think of other verb phrases that would work in this sentence. For example, I've thought of another base verb: pack. I could say, "My mother gave me the authority to pack lunches for my sister and me."</i></p> | <p>DEVELOP UNDERSTANDING</p> <p>Sort Examples and Non-Examples</p> <p>Display and have students record three examples and three non-examples of harassment. Guide students in understanding how they do or do not represent the concept's essential characteristics. Provide a mixed list with three or four items and have partners determine whether each one is an example or non-example.</p> <hr/> <p>BUILD KNOWLEDGE</p> <p>Build Reading Fluency</p> <p>Read the Data File two or three times using Oral Cloze. Increase the pace and omit different words with each reading. Explain unfamiliar vocabulary and ask students to chorally repeat any words that pose decoding or pronunciation challenges. Structure two additional readings using Partner Cloze.</p> | <p>EXCHANGE IDEAS</p> <p>Facilitate Restating Claims</p> <p><i>At school and work, you will sometimes receive information you don't fully understand. One strategy to check your understanding is to politely restate what you think the person said: "In other words, your point of view is that . . ."</i></p> <p><i>The other person will then affirm your understanding saying "Yes, that's accurate" or help you out by saying, "No. What I intended to say was . . ."</i></p> <p><i>This is more productive than continuing your work or conversation without understanding. Let's practice. Partner A, make your claim. Partner B, restate as accurately as possible.</i></p> <hr/> <p>ELABORATE IN WRITING</p> <p>Build Reading Fluency</p> <p><i>I will call on a few of you to present. To prepare, silently reread your collaborative response twice. Now, prepare for Partner Cloze by putting a dot above four words you will omit. Partner As, begin reading.</i></p> | <p>DISCUSS & WRITE EXAMPLES</p> <p>Build Reading and Oral Fluency</p> <p>Display a model response for the first frame. <i>Echo-read with me, emphasizing key words as I do and imitating my pronunciation. First, pretend you are sharing this idea with your partner and use your private scholarly voice: two times slower and louder than casual conversation. Echo-read the sentence. This time, sit up, pretend you are reporting to the class and use your public voice: two times slower than conversation and three times louder. Echo-read again.</i></p> <hr/> <p>CONDENSE IDEAS</p> <p>Explain Restating and Paraphrasing</p> <p><i>I often ask you to restate your partner's ideas to make sure you've understood them. When we restate, we try to echo back what someone said, repeating the exact words as best as possible. When we paraphrase, we try to use some exact topic words and replace less important words with synonyms.</i></p> |
| | | | | |

D. Accessibility to Grade Level Content

- | | | |
|---|------------|----|
| 1) Is linguistically and developmentally appropriate grade-level content present in the materials? | Yes | No |
| 2) Is grade-level content accessible for the targeted levels of language proficiency? | Yes | No |
| 3) Is the grade-level content 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) English 3D is anchored by texts that contain linguistically and developmentally appropriate content. The texts relate effectively to the theme of each issue and to intended grade level of students. The complexity of texts scales from one grade level to the next with regard to word choice, topic, and text length. While texts address similar topics, content complexity reflects the appropriate audience. The first example demonstrates how, at lower grade levels (4–6), texts use graphics, short paragraphs, and large focused text excerpts. (Example right: Course B: Vol. 1, Issue 1, Text 1) On the other hand, texts focused on later grades (9–12) tend to use longer paragraphs, fewer graphics, and emboldened vocabulary words. Facts, long quotations, and stylized writing offer more complex aspects for students to navigate. The program provides diverse materials that meet intended learning proficiencies. (Example: Course C: Issue 5, Text 2)



“It’s a cheap education, not because it benefits the students,” said Karen Aronowitz, president of the teachers’ union in Miami, where 7,000 high school students were assigned to study online in computer labs this year because there were not enough teachers to comply with state class-size caps.

“This is being proposed for even your youngest students,” Ms. Aronowitz said. “Because it’s good for the kids? No. This is all about

said he could not justify continuing to pay a Chinese-language teacher for only 10 interested students. But he was able to offer Chinese online through the Virtual High School Global Consortium, a nonprofit school based in Massachusetts.

Nationwide, an estimated 1.03 million students

- 2) Core texts within the English 3D catalog range from informational news articles to informal podcasts. Every topic provides multiple texts for students to integrate into their opinions and ideas. Extended or independent texts offer longer, in-depth selections that challenge students beyond broad themes. Poetry, on the other hand, presents opportunities for more abstract critical thinking. Dramatic texts invite students to act out narratives that may address subjects of bravery and courage. Kinetic engagement offers aid to students who struggle with fluency. The wide range of texts available throughout the program allows for content to be scaffolded effectively across multiple language levels. (Example: Course B: Vol. 2, Issue 6, Text 1)

TAFT: Shame we have to sign 'em up so young.

DEBORAH: I'm not as young as I seem, sir. I can fight with the best of 'em.

WORCESTER THREE DAYS HENCE.
You'll then march to West Point, New York, and join the Fourth Massachusetts Regiment there.

DEBORAH: Proud to be a **patriot**, sir.



- 3) Beyond the core texts of the program, English 3D supplies an extensive independent reading list. The list provides Lexile scores, text complexity indicators, and numerous genres. These secondary texts connect to other texts, themes, and student interests. By providing numerous complementary texts, English 3D effectively incorporates content across all grade and proficiency levels. (Example: Teacher's Guide, Independent Reading, Literary Texts, p. T165)

E. Strands of Model Performance Indicators

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

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

- 1) English 3D implements a wide range of language functions throughout all learning materials. Every lesson incorporates functions such as, but not limited to, the following: discuss, present, build, analyze, identify, explain, and respond. Activities throughout the program regularly task students to use language functions to complete complex tasks across multiple proficiencies. (Example: Course C: Issue 1, Lesson 1, p. 18)

BUILD KNOWLEDGE
Read and respond to the Data File (*Issues*, p. 4).

BRAINSTORM IDEAS
Write a brief list of reasons why teens stay up late.

- doing household chores
- _____
- _____

PRESENT IDEAS
Use the frames to discuss ideas with your group. Listen attentively and record the strongest ideas to complete the concept web.

Language to FACILITATE DISCUSSION

So _____, what's your experience?
_____, what reason did you come up with?

1. Some teens stay up late because they are _____ (verb + *-ing*: completing)
2. Teens might also stay up late _____ (verb + *-ing*: worrying about)
3. Sometimes I (have to/decide to) stay up late _____ (verb + *-ing*: reading)
4. I occasionally have to stay up late _____ (verb + *-ing*: studying for)

- 2) Goals are clearly established in connection to language functions used during activities and assessments. The example below provides simple steps as to how students synthesize text evidence. (Example: Course C: Issue 2, Lesson 14, p. 52)



SYNTHESIZE IDEAS

Take notes on evidence from the texts or your experience that supports your claim.

Evidence 1: _____

Evidence 2: _____



WRITE A SPEECH

- 3) Each language function helps progress students toward formal assessment goals such as writing a speech or essay. Activities are meant to address language functions in controlled settings prior to being used in formal assignments. The language functions offer slight modifications at each step and increase in complexity. In the example below, students start by creating informal thoughts regarding the topic. Next, these ideas are elaborated by integrating more advanced vocabulary. Lastly, students construct formal sentences combining original ideas and practiced skills. This progression occurs consistently and efficiently over the course of the English 3D program. (Example: Course B: Vol. 1, Issue 3, Lesson 7, p. 66)



BRAINSTORM IDEAS

Briefly record at least two ideas in each column using everyday English.

| Agree | Disagree |
|--|---|
| <ul style="list-style-type: none"> Keep street artists out of trouble make cities look nicer attract tourists to cities build community identity | <ul style="list-style-type: none"> might encourage gang activity people can put up ugly graffiti too make people think all graffiti is okay some art could be controversial |



ANALYZE LANGUAGE

Complete the chart with precise words to discuss and write about the topic.

| Everyday | Precise |
|----------------------|-----------------------------------|
| give (<i>verb</i>) | offer, provide, allow, contribute |
| stop (<i>verb</i>) | deter, prevent, discourage, avert |

