



PRIME V2TM

Protocol for Review of
Instructional Materials for ELLs V2

WIDA PRIME V2 CORRELATION





Introduction to PRIME

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

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

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

New in This Edition

PRIME has been expanded to include

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

Primary Purposes

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

Primary Audience

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

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

Overview of the PRIME Process

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

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

PRIME at a Glance

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

PRIME Part 1: Provide Information about Materials

Provide information about each title being correlated.

Publication Title(s): myPerspectives ELD Companion

Publisher:  Pearson

Materials/Program to be Reviewed: myPerspectives ELD Companion

Tools of Instruction included in this review: myPerspectives ELD Companion online

Intended Teacher Audiences: Classroom, language, and resource teachers; content specialists

Intended Student Audiences: Grades 6-12

Language domains addressed in material: Listening, Speaking, Reading & 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 and the Language of Language Arts, Language of Mathematics, Language of Science, and Language of Social Studies

WIDA Language Proficiency Levels included: Levels 1-5 of the program support beginning ELLs yet are not explicitly referring to WIDA ELP levels.

Most Recently Published Edition or Website: pearsonrealize.com

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

myPerspectives ELD Companion is a digital program for Grades 6–12 that helps students get to grade level proficiency with English Language Development instruction that combines independent, self-paced, and teacher-led instruction. Differentiated instruction and practice supports all language levels to help students acquire foundational skills, build content knowledge, make meaning, develop language, and use effective expression. Thematically-aligned instruction builds background and content knowledge making learning in the class more accessible. The program includes: explicit academic language instruction; modeled close reading; performance-based assessment practice; many opportunities for classroom conversation; and regular opportunities for independent learning linked to assessment. Instructors can develop ELL students' vocabulary and language skills with a single computer used as a presentation station and the ELD Companion print components. A central underpinning of all instruction in the ELD Companion is Built-in SIOP framework for sheltering content instruction.

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) In the myPerspectives ELD Companion program, all lessons integrate student assets and contributions in terms of their experiences and background, knowledge of content and language, as well as proficiency level. Structural lesson features, which are repeated throughout every lesson in the program, include Read Aloud–Think Aloud, Classroom Conversation, Whole Group and Close Reading discussion questions which focus on student responses and interaction. The program begins student engagement in the learning experience by asking them to connect to the theme and activate background knowledge (this image is from Level C, Unit 1, Lesson 2). Since students bring a wealth of background and experience to the lesson, the interactive questions help every student use his or her personal topic knowledge and involvement to participate in the lesson.

The screenshot shows a lesson plan page with a purple header. On the left, there is a sidebar with three buttons: 'Vocabulary' (blue), 'Read Aloud, Think Aloud' (purple), and 'Classroom Conversation' (red). The main content area has a purple header with the text 'READ ALOUD, THINK ALOUD'. Below the header, the text reads: 'Connect to the Unit Theme and Essential Question'. The text continues: 'Remind students of the unit theme, Childhood, and the Essential Question. What are some of the challenges and triumphs of growing up? Tell students that today they are going to read two poems “Clutch Hitter” and “Winners.” Help students understand that even though the poems focus on sports that the poems’ themes are about the challenges and triumphs of competing and being part of a team. Then ask:'. There are two bullet points: '• Have you ever been put in a situation in which a team of people depended on you? Explain. (Responses will vary)' and '• What are some of the character traits that make a person a winner? (Possible responses: not afraid of making mistakes, never giving up, taking criticism, focus, etc.)'. At the bottom, there is a line of text: 'After reading the poems, discuss with students about how teamwork and competition are part of growing up'.

The Modeled Close Reading process builds on student knowledge, reinforces new content strategies and integrates student responses into the learning process. Later in the same lesson students are asked to answer a range of questions that reflect this integrated Close Reading approach such as the following:

Unit 1, Lesson 2

READ ALOUD, THINK ALOUD

Vocabulary

Read Aloud, Think Aloud

Classroom Conversation

Close Read

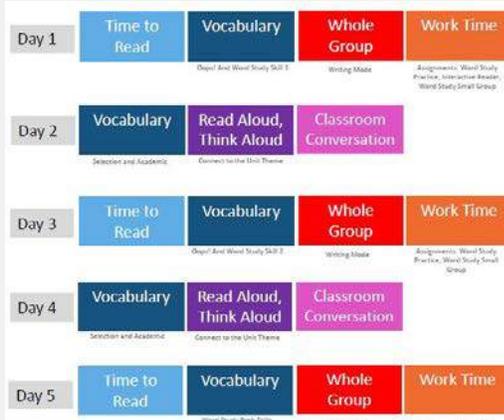
- What repetition, or pattern, of words does "Clutch Hitter" use? (It's, fun, hitter, called)
- Do you think the clutch hitter in this poem is overconfident about his abilities? (Responses will vary)
- Is it good to be confident in what you do? Why? (Responses will vary)
- Can someone outside of the game of baseball be called a "clutch hitter"? Give an example. (Possible response: Yes,

clutch hitter



As can be seen in both images above, the Classroom Conversation section of the lesson follows their reading work. Students then choose which of the poems they would like to discuss with a partner and are supported in their work with conversation starters. This instructional progression repeats throughout the program: students begin with connecting to a theme, then move on to the introduction of new skills and strategies, and then reflect on and synthesize new skills through discussion. As they work on and complete each stage of the lessons, questions such as those noted above help them connect learning to their own lives and knowledge, as well as demonstrate understanding of academic content.

2) In the myPerspectives ELD Companion program, lessons are divided into Time to Read, Vocabulary, Read Aloud–Think Aloud, Classroom Conversation, Whole Group, and Work Time. As described and demonstrated above, these lesson features provide on-going and systematic ways in which student assets and contributions are integrated into the progression and assessment of lessons. The typical lesson progression can be seen here:



The SIOP Model, an approach for integrating language development with content teaching, is fully integrated into the program and its emphasis on student assets and contributions can be seen in both implicit and explicit lesson features. The SIOP Model emphasizes lesson development using stages such as Building Background, Interaction, and Practice & Application, which are reflected implicitly in lesson elements such as Read Aloud–Think Aloud, Classroom Conversation, and Whole Group work. In addition, regularly provided lesson notes make the use of the SIOP Model explicit as can be seen in the image below (from Level E, Unit 1, Lesson 4):

Close Read

First Read Read aloud the Interface article “Gabriel Angelo: A 12-Year-Old and ask close reading questions. Tap About This Book to see a summary of today’s article.”

Second Read Follow one of three instructional paths for the second read. Students will be asked to apply lesson vocabulary and applying reading strategies.

- Read Aloud—Students follow along as you read aloud.



SIOP in Practice
Building Background
Feature 8
 Integrate past learning with new learning through discussion that helps students make a bridge from what they have learned to a new selection. Ask questions such as “Have you ever learned about people your age who work hard to make their dreams happen?” Make a connection between students’ response to introduce them to the selection.
Musical Terms Gabriel Angelo uses music-related terms in the interview.

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)** In the myPerspectives ELD Companion, the discourse dimension is an integral part of the activities that promote language development as the lessons introduce, practice, and apply language skills. The explicit focus on academic language and its use in the context of reading, discussion, and written response is one central way in which the program addresses language features at the discourse dimension. In addition, the program fosters systematic progression through the language proficiency levels of Emerging, Expanding, and Bridging toward academic English language proficiency. This image from the Vocabulary feature in a lesson captures the variety of ways in which the discourse dimension is taught through the focus on Academic Language and then also supported and deepened by electronic notes (see the expanded ELP explanation about proficiency levels). Note also the Oral Vocabulary Routine, Word Families, and Additional Meanings buttons (this image is from Level F, Unit 1, Lesson 4):

VOCABULARY

English Language Development: Academic Language

Display these Tier 2 academic vocabulary that students will encounter in informal writing. Say each word and have students repeat it, correcting pronunciation. Use the Vocabulary Routine and support to help teach the words to students. Have them use the meaning in their Word Banks.

Continue to the next screen for additional practice.

Oral Vocabulary Routine Word Families Additional Meanings

academic vocabulary

| | | |
|--|---|---|
| report = give an account of something seen, heard, read, done, or considered | → | The scientist reported that there were no changes in the animal's behavior. |
| notice = give attention to; observe; see | → | Mr. Jimenez noticed buds forming on the apple trees. |
| access = right to approach, enter, or use; admittance | → | We have access to the library at lunchtime . |

Emerging Pretend to give a weather report. Have volunteers give pretend weather reports of their own. Discuss the reports and use the academic vocabulary words.

Expanding Lead students to clarify today's academic words by using additional context sentences, pictures, synonyms, or examples.

Bridging Have students use a Venn diagram in their Class Notes to compare and contrast the actions of observing and reporting.

The program also addresses the discourse dimension through instruction that helps students understand the overall effect of language features in the development of their own writing. In the example below, students work towards a unified written description of setting for a narrative essay. Note how the instructional elements in the lesson include consistent discourse use through listening, student response, and writing. The SIOP in Practice note (PD) aids instructors in understanding how the discourse dimension of the lesson can aid English learners through interaction in small group discussions. This image is from Level F, Unit 1, Lesson 3:

Narrative Essay: Develop a Setting PD

Remind students that a clear description of setting is important because it can help them visualize the picture as they read. Vivid sensory details about the setting help readers visualize the scene. You may appeal to any or all of the five senses: sight, hearing, smell, touch, and taste. Use the Develop a Setting assignment. Then tell students to close their eyes and picture the setting. While their eyes are closed, ask them the following questions:

- **What do you see?** Think about the colors, the objects that are nearby, and what's in the background. Describe the weather. If you are inside think about the lighting.
- **What do you hear?** Who is talking? What are the voices like? Are there any background noises?
- **What do you smell?** Do you smell cooking food or a fragrant candle? Can you smell fresh air or other smells from outdoors?
- **What can you touch or feel?** Think about the temperature and about what you are standing or sitting on. Is there a breeze?
- **What can you taste?** If your setting involves food, think about the flavors you might taste there.

Then have students open their eyes and go through the activity, adding details from their visualization. Tell

SIOP in Practice
Interaction
Features 16, 17
Small group lessons are a good opportunity for English learners to practice language. Discussion groups or partner talks promote social interaction and language development. These discussions help English learners practice new language and vocabulary in a supportive classroom environment.

2) The systematic nature of the myPerspectives ELD Companion program allows each student to grow and develop skills in all phases of the discourse dimension of language features. This is one of the great strengths of the myPerspectives ELD Companion program. Students will encounter lessons in academic language development throughout each unit whether it be in the Vocabulary, Work Time or Classroom Conversation lesson. The basic learning approaches will be repeated in lesson-appropriate patterns, giving students opportunities to utilize their new found language skills using approaches with which they are familiar. These will include the use of background knowledge as a basis for new academic language, interaction with other students at a range of proficiency levels in small group and

one-on-one settings, and carefully structured writing assignments. See the following example from Level F, Unit 4, Lesson 4 (note the ELP support expanded to the left of the main lesson):

CLASSROOM CONVERSATION

Collaborative Discussion: Quick Write ELP PO

Display the Conversation Starter and read it aloud. Call on a student to explain his or her own words.

Allow 2–3 minutes for a Quick Write before beginning the conversation. Have details in the story that indicate why Jeremy is bullied at school. Tell them to use their own experiences that might explain why some kids are bullied. Allow students to use appropriate language as they discuss ideas with the class.

Facilitating Discussion

conversation starter

Jeremy is bullied all the time, not just for scoring a wrong goal. Why do you think the other kids bully him?

I think the other kids bully Jeremy because _____.

Expanding Provide a sentence frame to help students state ideas about bullying from their own experiences:

- I think kids bully other kids because _____.

Bridging Encourage students to use phrases such as *in the story*, *in real life*, or *at school* to indicate whether they are referring to details from "In the Shadows" or their own knowledge and experiences.

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) The myPerspectives ELD Companion program provides a range of strategies, assignments and lessons that address language features at the sentence dimension. The importance of the creation of sentences that are appropriate for student proficiency levels can be seen in the regular use of sentence starters for both written and oral responses. Sentence starters allow students to complete ideas and express thoughts related to lesson content and skills, as well as personalizing their learning. They also support ELL students in the process of making meaning while pushing their own limits of linguistic expression. The two examples below show the use of sentence starters in two different lesson contexts. Note the use of ELP guides to address the proficiency levels of learners (Emerging, Expanding, and Bridging). The first example is from Time to Read lesson at Level D, Unit 3, Lesson 3:

The screenshot shows a lesson page titled "TIME TO READ" with a "Respond" section. The text instructs the teacher to display a response prompt and read it aloud. A "response prompt" is provided: "What important idea do you think the author wants you to understand from the book you read today?" Below this, there are fields for "Book Title" and "Author". A table with two columns, "A" and "B", contains sentence starters for students to use. An ELP guide overlay is visible, providing instructions for "Emerging" and "Expanding" proficiency levels.

response prompt

What important idea do you think the author wants you to understand from the book you read today?

Book Title _____ About the author
Author _____

| | |
|--|--|
| What does the author want to tell you? | A. The author wants to tell me that _____. |
| What does the author want to tell you? | B. The author wants to tell me _____. This is an important idea _____. |

Emerging: Review the response prompt and check for students' comprehension. Then model how to use the graphic organizer. You may simplify the question, for example: **What does the author tell you?** Encourage students to respond orally. Have them work in small groups to discuss important ideas in the book. Some students may be ready to write their responses after the peer activity.

Expanding: Review the graphic organizer and answer any questions the students may have. Encourage students to work in small groups to

The next example of support for language features at the sentence dimension is from the Classroom Conversation at Level D, Unit 2, Lesson 2. In this case, the sentence starter integrates student knowledge of a new grammatical concept expressed orally. In addition, the PD (SIOP in Practice) note uses listening response cues and sentence frames to further engage students in making meaning at the sentence level.

The screenshot shows a digital interface for a classroom activity. At the top, a pink header reads "CLASSROOM CONVERSATION". Below it, the section is titled "Small-Group Discussion". The main text instructs the user to display conversation starters and find sentences to combine. There are two blue buttons: "Struggle to Respond" and "Facilitating Discussion". A "conversation starter" section asks, "What are two ways you can combine sentences to better connect ideas?" and provides a sentence frame: "I can combine sentences by ____ and by ____." An overlay window titled "Strategies, Interaction, Practice and Application" lists "Features 14, 16, 18, 21" and provides detailed instructions on eliciting extended student responses using various techniques and sentence frames like "I agree because ____" or "I disagree because ____".

The program uses carefully designed sets of lessons that present and practice all aspects of language development including using sentence frames for creating sentences on topics in a variety of lesson activities. Students then progress to creating sentences for answers in a variety of oral and written activities. An integrated approach allows every student to participate at an appropriate level and to progress in skill development through instruction, reinforcement, and application.

In addition, integrated grammar instruction provides targeted, explicit instruction about the parts of sentences, sentence structure, and the use and review of these elements in the creation of new writing.

The screenshot shows a text analysis interface. The title is "Connect to Text: Varying Sentence Structure". It is divided into two sections: "Original" and "Improved". The "Original" section contains a paragraph: "I have a new motto. I will give new places a chance. Our class went to the museum. I didn't want to go. I thought it sounded boring. There were huge dinosaur models. One section was about the Space Station. I was disappointed when we had to leave." The "Improved" section is titled "vary sentence structure" and lists four bullet points: "Vary the type of sentence: imperative, declarative, interrogative, or exclamatory", "Use different beginnings. Put prepositional phrases or dependent clauses first.", "Use connectors to show the relationship between ideas.", and "Use punctuation for effect."

- 2)** The design of the program provides activities at all proficiency levels and promotes the integration of all phases of language development, including the sentence dimension to help students learn a variety of concepts and content. This can be seen in particular in the choice of sentence starters and sentence frames chosen for lessons (as demonstrated in part 1 of this answer above). Proficiency levels for the ELD Companion have been set at a realistic standard for ELL students by grade level. Instructors are provided with continual support throughout all lessons for adjusting lesson content and process according to the actual variation in proficiency levels found within each class. This can be seen in the many examples provided above of ELP and PD (SIOP in Practice) notes that can be accessed at point of use on individual screens. Because the ELD Companion is intended to bridge students to grade level content and skills, the program provides an additional 30 minutes of instruction, practice, and activities each day to help build a foundation for grade-level instruction and work.

- 3)** The program is carefully structured with a skill and concept presentation that promotes the development of all language skills at the sentence dimension systematically throughout the lessons in a level and across the levels. Lessons in ELD Companion are designed to reinforce instruction, provide additional practice, and review the key information, ideas, and concepts. The systematic structure of ELD Companion serves to reinforce the integration of topics and curriculum content throughout all lessons. See Unit 1 Week 1 Lessons 1–5 for examples. Adaptive assignments and personalized study plans let students gradually master essential skills that include all types of content language.

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 technical² language systematically presented throughout the materials? | Yes | No |

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

- 1)** Vocabulary instruction has a central role in the ELD Companion instructional model. Each day, new words are taught to the whole class, then examined in context of the anchor text being read, and later reinforced by having students use the words in writing and speaking. The Vocabulary section provides instruction, practice, and assessment to improve reading comprehension in recognition of the direct correlation between vocabulary development and comprehension. In the myPerspectives ELD Companion, the word/phrase dimension is an integral part of the activities that promote language development as the lessons introduce, practice, and apply language skills. The program fosters systematic progression through the language proficiency levels of Emerging, Expanding, and Bridging

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

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

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

VOCABULARY

Introduce Vocabulary

Tell students that they will learn two new idioms today. Send the survey and say the word and reinforce the correct pronunciation if necessary.

clutch hitter

Do you know what *clutch hitter* means?

- A No, I have never heard or seen these words before.
- B I have seen or heard these words before, but I do not know what they mean.
- C I think I know what the words mean, but I cannot use it in writing or conversation.
- D Yes, I know what the words mean. I can use it in writing or conversation.

SIOP in Practice
Features 9, 27
Use of self-assessment in this Knowledge Check is helpful for English learners to acquire vocabulary. It will help you know how much instruction and repetition may be necessary for each word.

- 2) Work Time includes a vast assortment of activities that focus on and promote vocabulary development through using words and phrases with context clues in an assortment of texts. At every grade level, vocabulary words are presented and used in the reading selection. Recognition and immediate application in context allows readers to use content words and academic terms in the real--world reading setting. The ELP notes found in all lessons provide scaffolds to meet the different language levels found in an ELL classroom. See this example from Level E, Unit 2, Lesson 2:

READ ALOUD, THINK ALOUD

Reading Strategy: Preview and Set Purpose for Reading

Ask students to open *Discovering the Old Stone Age* from the iLit Library. Students study the text. Tell them to look at the title, headings, images, glossary, and back cover to find important ideas the text will explore, and the author's purpose. Once students have done this, they should independently choose a purpose for reading.

After previewing *Discovering the Old Stone Age*, display the Preview and Set Purpose for Reading. Have students share their thoughts as they discuss the questions. Ask: *What part of the text gave you...*

preview and set purpose

- What is this social studies text mostly about?
- What do you think you will read about?
- What was the author's purpose for writing?
- What information will you listen for or read to find out about?

Words to Use

Stone Age prehistory nomads
hunted tools culture fire

- A. I will read about _____.
I want to learn about _____.
- B. The text tells about _____, so I want to learn about _____.
- C. I will read about _____, _____, and _____.
I want to read the book because _____.

Emerging Have students work with you. Help students use the A sentence frames to discuss about what they think the text will be about.

Expanding Have partners use the B sentence frame to discuss their predictions about the text.

Bridging Have students use the C sentence frames to discuss the text. Encourage them to record their responses in Class Notes.

- 3) All phases of the program include differentiated support for students. For example, the Vocabulary section focuses on selection vocabulary and academic vocabulary from the whole--class anchor texts. The vocabulary lessons feature instantly scored whole--class assessments. The vocabulary words are taught again in context during Read Aloud, Think Aloud, and during a Vocabulary pause later in the lesson, in which students are asked to capture the vocabulary words. There are also independent game like activities in which students demonstrate their learning of all the vocabulary words.

Instruction throughout myPerspectives ELD Companion involves electronic tools and devices to escalate the learning process and to also adapt to the needs of the individual learner. This image from the Vocabulary feature in a lesson captures the variety of ways in which the word dimension is taught and then also supported and deepened by electronic notes (see the expanded ELP explanation). Note also the Oral Vocabulary Routine, Word Families, and Additional Meanings buttons (this image is from Level F, Unit 1, Lesson 4):

VOCABULARY

English Language Development: Academic Language

Display these Tier 2 academic vocabulary that students will encounter in informal writing. Say each word and have students repeat it, correcting pronunciation as needed. Use the Oral Vocabulary Routine and support to help teach the words to students. Have the students use the words in their Word Banks.

Continue to the next screen for additional practice.

Oral Vocabulary Routine **Word Families** **Additional Meanings**

academic vocabulary

| | | |
|---|---|---|
| report = give an account of something seen, heard, read, done, or considered | → | The scientist reported that there were no changes in the animal's behavior. |
| notice = give attention to; observe; see | → | Mr. Jimenez noticed buds forming on the apple trees. |
| access = right to approach, enter, or use; admittance | → | We have access to the library at lunchtime. |

Emerging Pretend to give a weather report. Have volunteers give preter weather reports of their own. Discuss the reports and use the academic vocabulary words.

Expanding Lead students to clarify today's academic words by using additional context sentences, picture synonyms, or examples.

Bridging Have students use a Ven diagram in their Class Notes to compare and contrast the actions of observing and reporting.

- 4) General, specific, and technical language are appropriate for the targeted proficiency levels. The ELP and PD (SIOP in Practice) customization notes help teachers pinpoint language proficiency levels for each student. The ELD Companion program teaches language through a wide variety of uses, strategies, and contexts including academic, interpersonal, reflective, and presentational. Students write, read, and use oral language to discuss, connect to prior learnings, create new meaning, and produce multi-lesson projects. The many nonfiction texts across the program (Read Aloud, Think Aloud and the Independent Reading Library) deal with the curriculum content topics related to math, science, or social studies.

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.

- The myPerspectives ELD Companion program was designed specifically to help students get to grade level with English Language Development instruction that combines independent, self-paced, and teacher-led instruction. It provides students with sentence frames, graphic organizers, and other tools to support the different levels of language proficiency that can be found in a classroom. The following example is of the opening screen for the Time to Read lesson (Level D, Unit 3, Lesson 1). Notice the use of sentence frames and the icons for ELP and PD (SIOP in Practice) that can be used in conjunction with this part of the Time to Read lesson. These point of view customizations for different proficiency levels can be found in every lesson, often several times as students and instructors progress through the screens and activities.

TIME TO READ

Respond

Display the Response Prompt and read it aloud. Remind students that *setting* refers to where and when something happens. Ask them about familiar settings, such as the classroom, current or past history class, television programs, movies, or other books.

Direct students to reread and answer the prompt. If you choose to have students respond in writing, have them label their journal entries with the title of their book. The sentence frames and Words to Use requirements, for students' responses.

response prompt

Picture the setting of the book you are reading. Would you like to live there? Why or why not?

A: The book _____ takes place _____. I (would/would not) like to live there because _____.

B: I (would/would not) like to live where _____ takes place because _____.

Words to Use

| | | |
|---------|----------|---------|
| city | lake | present |
| country | mountain | river |
| future | past | weather |

Emerging Review the directions for the response. Use gestures or drawings to support students' understanding of the Words to Use. Allow students to respond orally with some expectation for simple writing. Provide support with vocabulary as needed.

Expanding Students should increasingly be expected to respond in writing as a follow-up to discussion. Have students paraphrase or explain directions for responses. Provide feedback or correction as needed.

Bridging Students should be able to...

As noted above, the customization for proficiency levels exists in all lessons. The image below is taken from later in the same lesson, this time in the Work Time phase. Instructors will have already identified proficiency levels of their students starting with Time to Read and at this point will be able to utilize the various proficiency-appropriate strategies and approaches outlined in the Work Time notes. The Word Study Practice in this example divides suggestions by: Additional Scaffolding; Guided Support; and Independent. In addition, the ELP icon provides additional lesson guidance for customizing by proficiency levels.

The screenshot shows a lesson page for 'Unit 3, Lesson 1' with a navigation sidebar on the left containing 'Time to Read', 'Vocabulary', 'Whole Group', and 'Work Time'. The main content area is titled 'WORK TIME' and 'Today in Work Time'. It includes instructions for students and three assignment types: Interactive Reading, Word Study Practice, and a list of scaffolding options. An ELP icon in the top right corner of the content area triggers a callout box with the following text:

Pair students with similar levels of oral and written English language proficiency. **Emerging** Decide whether students will work in pairs in a group with you. Depending on student's proficiency, you might have pairs collaborate on the same piece or write one explanatory piece as a group. Structure the writing so that students talk about each part of the explanation before they write. Ask questions like *How will we organize the explanation for this topic? How will we introduce the topic? After students discuss, have them write*

2) The ELD Companion instructional model centers around Read Aloud, Think Aloud in which the whole class engages in careful reading of complex anchor texts. Through scaffolding, modeling, and the application of reading strategies, even the most challenged readers are able to comprehend these texts. The program was designed to accommodate learning levels and to keep all learners actively involved in a special one--on--one learning event. Teachers model on--grade level reading and provide scaffolds to meet the different language needs. The goal of the program is to have materials that specifically address the learning needs of every level of language proficiency. This example from Level E provides a quick look at how the program provides appropriate and differentiated instruction for targeted proficiency levels. The reading strategies, questions, student engagement, and then customization notes all give instructors guidance and appropriate materials with which to differentiate their work with students. Note the ELP and PD icons that

accompany this second screen from Unit 2, Lesson 2 of Read Aloud, Think Aloud:

The screenshot shows a lesson page titled "READ ALOUD, THINK ALOUD" with a sub-header "Reading Strategy: Preview and Set Purpose for Reading". It includes instructions for students to preview a text and choose a purpose for reading. A callout box on the right provides differentiated instruction for three levels: Emerging, Expanding, and Bridging. The main text includes a "preview and set purpose" section with three questions and a "Words to Use" list: Stone Age, prehistory, nomads, hunted, tools, culture, fire. Below are three sentence frames (A, B, C) for students to complete.

Reading Strategy: Preview and Set Purpose for Reading

Ask students to open *Discovering the Old Stone Age* from the iLit Library. Students should preview the text. Tell them to look at the title, headings, images, glossary, and back cover to find important ideas the text will explore, and the author's purpose. Once students have previewed the text, they should independently choose a purpose for reading.

After previewing *Discovering the Old Stone Age*, display the Preview and Set Purpose for Reading. Have students share their thoughts as they discuss the questions. Ask: *What part of the text gave you the most interest?*

preview and set purpose

- What is this social studies text mostly about?
- What do you think you will read about?
- What was the author's purpose for writing?
- What information will you listen for or read to find out about?

Words to Use

| | | | |
|-----------|------------|---------|------|
| Stone Age | prehistory | nomads | |
| hunted | tools | culture | fire |

A. I will read about _____
I want to learn about _____.

B. The text tells about _____, so I want to learn about _____.

C. I will read about _____ and _____.
I want to read the book because _____.

Emerging Have students work with you. Help students use the A sentence frame to discuss about what they think the text will be about.

Expanding Have partners use the B sentence frame to discuss their predictions about the text.

Bridging Have students use the C sentence frames to discuss the text. Encourage them to record their responses in Class Notes.

The Independent Reading Library, mentioned in the lesson above, includes dozens of engaging, accessible texts developed specifically for English Learners as well as more than 30 titles developed specifically for newcomers. In all, the digital library resource includes thousands (over 3000+) of texts in the digital library for independent reading, with hundreds below 500 Lexile. This includes translation and trans-adaptation of library books into 46 languages.

- 3) The program delivery allows teachers to quickly identify the appropriate instructional level and set up the learner in an environment that develops skills needed to succeed. Students participate in activities and are monitored for their ability to work in the activities related to everything from phonics to vocabulary, comprehension, fluency, grammar, and spelling strands in the lessons. The interactive nature of the materials addresses the differentiation of language through all materials. The systematic nature of the myPerspectives ELD Companion program allows instructors to revisit strategies and customizations with which students are familiar and with which they've had success earlier. The basic learning approaches will be repeated in lesson-appropriate patterns, giving students opportunities to utilize their new found language skills using approaches with which they are familiar.

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)** ELD Companion, following central instructional tenets of SIOP (Sheltered Instruction Observation Protocol) provides integration of listening, speaking, reading, and writing into all lessons, both as a learning strategy and also a skills goal. Lesson preparation activities often involve discussion, either small group or whole class, and those discussions are frequently based on short written notes or conversation starters. These preparation activities help students build or access background knowledge, and engage them using all the language domains, so that they build content knowledge. This integrated approach also allows instructors to create and monitor comprehensible output using student engagement and their own language in interactive ways. This example from Read Aloud, Think Aloud demonstrates the integration of reading, listening, and speaking domains as means of building student confidence in expressing ideas and also building content knowledge (from Level C, Unit 4, Lesson 2):

READ ALOUD, THINK ALOUD

Connect to the Unit Theme and Essential Question

Remind students of the unit theme, Imagination, and the Essential Question: Where do you find self-expression? As students read the poem called "Suppose." As students read this poem is saying about self-expression. Then ask:

- What are some synonyms for the word "suppose"? (Possible response: think, guess, imagine, infer.)
- Why is imagination so important when you are growing up? (Possible responses: it helps create a world that allows us to escape difficult situations in life.)

After reading the poem, discuss with students about where the imagination of the narrator is.

Remind students that they learned about the characteristics of poetry in Whole Group in Lesson 1. Have a volunteer help you recall what they learned.

Ask:

- What is a poem? (Possible response: A poem is a kind of creative writing that paints a picture using words.)
- What are two different purposes of a poem? (Possible response: A poem can express ideas or feelings, or it can tell a story.)
- What characteristics of poetry did you learn about? (Response: rhyme, rhythm, repetition, sensory language, stanzas)

Explain to students that, today, they will read a poem about self-expression, or the ways people share their ideas and feelings with others.

Motivation and Engagement Have students read aloud the poems they found for homework. Tell them to read their poems slowly and with expression. Ask, [What do you like about this poem?](#) Encourage them to point out and discuss any of the following elements they find in the poems: rhyme, rhythm, figurative language, repetition, and theme.

This same integration of language domains can be found in the lessons about writing. Not only do ELP notes provide instructors with ways to adapt the lesson to different proficiency levels (see the example below), but the lessons themselves provide opportunities for students to listen and speak as they plan their own writing. In addition, students are often asked to refer to readings as models for their written products. See this example from Level D, Unit 3, Lesson 3 Whole Group to see a typical way in which language domains are blended in ELD Companion.

WHOLE GROUP

Connect to Text: Plan Writing

Have students open *Tales of Famous Heroes* from the Library on their devices. Pair them together to decide how the book as a whole is organized. Have them find two specific examples of the answer.

Ask volunteers to share their answer and examples. (the book is organized by main character. Each character is an example of a heroic person; in each chapter, the information is presented in time order of each person in the book.) Discuss with students why this organization makes sense.

ELP

Emerging Have students work with you. Ask direct questions to help them think about the structure of the text and to begin thinking about their own writing.

Expanding Pair students. Ask them to find two specific clues that helped them determine the structure of the text. Have students share their ideas for how they will organize their own writing.

Bridging Have students work independently. Ask students if the structure of their essay will be the

- 2) Virtually all of the instruction and activities in ELD Companion center around texts students are reading or the written work they are creating themselves. As pointed out above, in both cases, while reading texts and writing, students are asked to use all the language domains, frequently in the same lesson plan. Read Aloud, Think Aloud anchor texts are the focus of most of whole-class, small group, and independent work each day. The assignments and readings are appropriate for approximate proficiency levels for each progressive level of the program. Lesson strategies are designed to make sure comprehensible input is provided for students (sentence frames, pre-reading conversations, self and partner reflection, whole class discussion). In addition, teaching suggestions and notes are provided throughout that help instructors customize lessons and further encourage multi-dimensional language use. The example below (from Level D, Unit 4, Lesson 2) shows the integration of reading, speaking, and listening language domains, as well as how comprehensible input is provided through conversation starters and

customization can be made according to proficiency levels.

Unit 4, Lesson 2

CLASSROOM CONVERSATION

Partner Discussion

Display the Conversation Starters. Read both starters, and have students vote on which one they prefer. Divide students into pairs based on their preferences. Point out to students who disagree and how they can use the sentence frames to shape their responses.

Swipe to the next screen to access the Conversation Evaluation Form to evaluate student participation in Classroom Conversation.

Struggle to Respond **Facilitating Discussion**

conversation starters

- Why is water one of Earth's most important natural resources? Paraphrase evidence from the text to answer.
- How does global warming harm fresh and salt water?
Global warming harms fresh water because it _____.
Global warming harms salt water because it _____.

Emerging Have students write each section heading in the selection "We Need Water to Live." If they are unfamiliar with any words in any of the headings, ask them to look them up in a dictionary. Then ask students to tell you what they think each section of the article is about. Have them point out one fact in each section that relates to the overall topic of the section.

Expanding Have students practice their paraphrasing and English vocabulary skills by working with partners to rewrite the tips on the last page of the article in their own words.

- 3) The systematic nature of the myPerspectives ELD Companion program allows instructors to revisit strategies and customizations with which students are familiar and with which they've had success earlier. The basic learning approaches will be repeated in lesson-appropriate patterns, giving students opportunities to utilize their new-found language skills using approaches with which they are familiar. The program uses a carefully designed set of lessons that involve all aspects of reading and writing and incorporates the listening and speaking development. This integrated approach allows every student to participate at an appropriate level and then to progress in skill development through instruction, reinforcement, and application.

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

The Strands of Model Performance Indicators (MP Is) 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) The myPerspectives ELD Companion program is built around English Development Standards. Every lesson in the program provides a comprehensive list of the ELD standards that will be met in that lesson. Because the ELD standards themselves suggest an integrated approach between skills instruction, language acquisition strategies, and content area focus, the program provides a multi-levelled, multi-disciplinary approach to standards instruction. The lessons provide explicit direct instruction to guide all teachers in teaching reading, writing, and the other language arts—in leading students toward mastery of the standards and accelerated reading, listening and speaking, and writing growth. They also provide readings that cover different disciplines, such as social studies and science. This image shows the full list of standards that will be covered in Unit 2, Lesson 2 of Level E. Note the ELD standards PI.8.1 and PI.8.7 which both refer to integrated language use in various content and academic areas.

The screenshot displays the myPerspectives ELD Companion program interface. At the top, a navigation bar shows five tabs for lessons 2.1 through 2.5, with lesson 2.2 highlighted in orange. Below the navigation bar, the interface is divided into two main sections: 'STUDENT OBJECTIVES' and 'LESSON OVERVIEW'. The 'STUDENT OBJECTIVES' section lists three bullet points: 'Language Development' (Understand new vocabulary in context), 'Making Meaning' (Preview and set a purpose for reading), and 'Effective Expression' (Engage in collaborative conversation). The 'LESSON OVERVIEW' section contains a paragraph about the lesson's focus on close reading and collaborative discussion. Below the overview, there is a 'STANDARDS' section listing seven ELD standards (PI.8.1 through PI.8.7) with brief descriptions of each.

The program activities clearly follow closely the ELD standards presented at the front of every lesson. They also integrate readings and related assignments that introduce students to learning in disciplines other than language arts. As seen in the lesson below (from Level F, Unit 3, Lesson 7), comprehensible input strategies are introduced to students in relation to a series of lessons based around social studies materials. The readings are introduced within a thematic structure about inspiration and change. Connections are made between historical justice and modern issues such as cyberbullying. The reading strategy, summarizing, is one that provides an essential means of building understanding in any content area.

Note also the instructional support information about "Sensitive Content" and respect.

READ ALOUD, THINK ALOUD

Connect to the Essential Question

Remind students of the unit theme, The Literature of the Civil Rights, and the Essential Question: How can words inspire change? Tell students that today they are going to read two infographic texts called "Cyberbullying: Social Media Becomes the New School Yard for Bullies" and "Inequality in America." As students read, have them think about how graphic sources are used to communicate important information. Then ask:

Respect Today's Read Aloud, Think Aloud presents two infographics, Cyberbullying: Social Media Becomes the New School Yard for Bullies and "Inequality in America." Keep in mind that these topics, as well as some of the facts, may be sensitive to students who have personal experience with the issues discussed. Remind students to be respectful of their classmates' experiences during discussion and to focus on the task of summarizing. Highlight what counts as respectful behavior from students for all purposes.

Common among teens as the media say it is? (Responses will vary)

American beliefs and ideas? (Responses will vary)

Remind students that a summary is a brief retelling or restatement of the important summary of an article includes the most important parts of the article. A summary of a event events in the story.

us in many ways. We can summarize information to study for a test. We can a book we have read or an experience we have had. In fact, we summarize when we relates an event moment-by-moment, they retell only the most important details of the

The next image is from later in the same lesson (Level F, Unit 3, Lesson 7). The students have moved from the Read Aloud, Think Aloud portion of the lesson to the Classroom Conversation. Note how the ELD standards continue to be met in a number of ways and how the discussion about to solve a problem introduced in the social studies/current events readings is managed using a SIOP in Practice model of "Interaction, Practice, and Application".

CLASSROOM CONVERSATION

Collaborative Discussion: Partners

Display the Conversation Starter and read it aloud. Divide students into pairs and have them read the Read Aloud, Think Aloud text, using the Conversation Starter to guide their discussion. They will fill in a chart like the one shown.

If you decide to have pairs share their ideas with the class, use the suggestions in the Facilitating Discussion box.

Facilitating Discussion

conversation starter

The infographics you read present information about two problems: cyberbullying and inequality in America. Discuss with your partner the problems and identify some solutions.

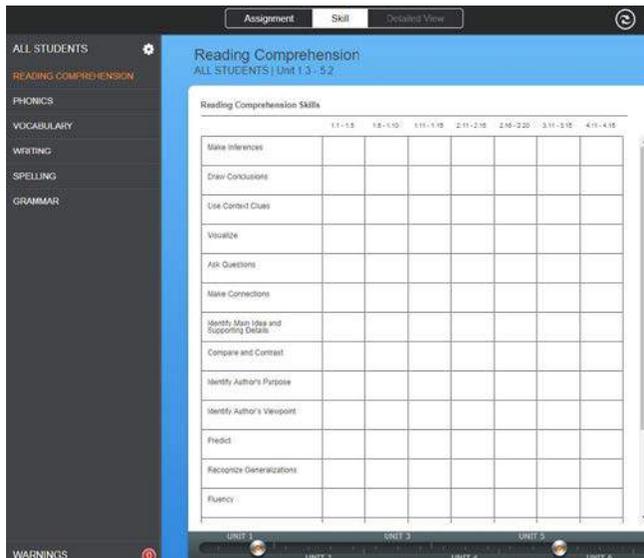
SIOP in Practice Interaction, Practice and Application Features 16, 17

Classroom Conversation provides students with opportunities to discuss with partners, small groups, and the whole class. Varying grouping structures provides more interaction and students have additional opportunities to participate actively in the lesson. After students reply to the prompts, encourage them to extend the conversation by using the following strategies:

Problem → **Solutions**

- As shown in question one above, every lesson provides a full listing of which standards are covered in each lesson. In addition, next to the list of ELD standards, a list of the main student objectives for that lesson is provided (again see lesson image from question one). Listing student objectives next to ELD standards for every lesson allows instructors to consistently manage and make the connection between explicit lesson goals and standards. The digital performance tool lists all skills and a sliding progress indicator at the bottom of the screen allows instructors to see which objectives are met in which lessons. See this example from

Level F.



- 3) In addition to the strong academic/instructional content language strand (see WIDA Prime Inventory question 2 above), ELD Companion uses extensive social language opportunities to help students develop proficiency using an asset-based approach. Every unit opener in ELD Companion introduces both social and instructional language that will be developed in a range of activities. The Classroom Conversation portion of each lesson includes conversation starters and customization notes for different proficiency levels. The emphasis on conversation and discussion extends throughout all stages of every lesson. The first image below shows the different ways in which discussion is supported by the program. There is a “Facilitating Discussion” icon and the ELP note provides customization suggestions for students use of social language by proficiency level. This example is from Level C, Unit 2, Lesson 2:

CLASSROOM CONVERSATION

Collaborative Discussion

Display the Conversation Starter and read it aloud. Call on a student to explain the her own words.

Pair students and tell them first to think about what the master means when he says kind of knowledge. Does he mean animals are always smarter than people? How d master's idea? You might suggest students also think about pets or other animals t those animals? If you have pairs share their ideas, ask students to use more formal

Facilitating Discussion

conversation starter

Do you agree with the master that animals have a “more perfect” kind of knowledge than people? Why or why not?

I agree with the master because _____

ELP

EMERGING: Have these students work with you. Ask, *What does Black Beauty do that is “smart”? How is Black Beauty smarter than the men? Do you think all animals are smart like that?*

EXPANDING: Remind students to use evidence from the text and their own experiences to support their opinion. Students should use phrases such as *I think or I believe.*

BRIDGING: Have students write their ideas and their completed answer in their Class Notes.

The Connect to the Theme portion of every lesson begins with discussion questions that help students connect their knowledge of the world and ideas with content and ideas they will encounter in the next reading in the unit. The questions are presented in conversational, easily accessible language and PD notes provide SIOP in Practice guidance for the use of conversational language to build meaning. See this Read Aloud, Think Aloud from Level C, Unit 3, Lesson 2:

Unit 3, Lesson 2

READ ALOUD, THINK ALOUD

Connect to the Unit Theme and Essential Question

Remind students of the unit theme, *Modern Technology*, and the Essential Question: *Is modern technology helpful and harmful to society?* Tell students that today they are going to read an article titled, "The World." As students read, have them think about news stories they have seen on TV.

- How often do you watch the news? (Responses will vary.)
- What kinds of stories are you drawn to? (Responses will vary.)

summarize

- Identify the main idea of the text.
- Identify the most important details that support that idea.
- Retell the main idea and the important details in your own words.

SIOP in Practice
Building Background, Strategies Features 8, 14
 The use of Think Alouds to model how effective readers make connections to the text is an effective strategy to use with English learners. For example, you might say, "When I make connections, I see what the people in the story are doing. I think of times my family does similar things."
SIOP in Practice
Strategies Feature 15
 By asking questions that promote critical thinking, you can help

GA
PD

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

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

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

- 1)** The ELD Companion program includes all aspects of higher-order, critical thinking skills. Questions to understand the selections are based on analysis, evaluation, synthesis, and related questioning techniques. For each selection, the Read Aloud, Think Aloud section engages the whole class in careful reading of complex anchor texts. Academic vocabulary and critical thinking skills applicable to a wide range of subjects help strengthen students’ efficacy and improve chances of success across the curriculum. Every lesson opener in ELD Companion introduces instructors and students to the unit’s language and cognitive goals by listing Student Objectives, ELD Standards, and a Lesson Overview. The Objectives list includes both general and specific language in short, direct sentences that list learning goals related to Language Development, Making Meaning, Effective Expression, and Foundational Skills. Higher order thinking skills can be found in the activities that relate to every unit’s readings, writing assignments, and projects. Through scaffolding, modeling, and the application of reading strategies, even the most challenged readers can comprehend these texts and respond to questions related to higher order thinking skills. A key aspect of helping students develop these higher-order, critical thinking skills with regards to anchor texts is the Close Read model. Every key text presented in the Read Aloud, Think Aloud lessons uses the Close Read model which guides students through several levels of thinking about the reading. As has been shown in previous notes in this WIDA Prime Inventory, pre-reading strategies in the Connect to the Theme portion of the lesson, help stimulate connections between students’ lives and the texts they will be reading, establishing a framework of ideas and meaning through which all students can connect to the text. The Close Read model then progresses to the introduction of a key reading strategy, which is then followed by a series of first and second reads of the same

material and questions that progress into more complex thinking as students discuss and become more familiar with the reading. See this example of the close reading of a poem from Level C, Unit 4, Lesson 4. The first image shows introduction to the First Read and Second Read and the second image shows the kinds of questions that students answer after the Second Read.

READ ALOUD, THINK ALOUD

Close Read ?

First Read Have students first read the poem "Give Me Books, Give Me Wings" silently to themselves. Then, read the poem aloud to students, stopping to ask Close Read questions. Ask students to compare and contrast the experience of silently reading the poem alone versus hearing you read it aloud.

Second Read Follow one of three instructional paths for the second read. Stop to guide students in applying reading strategies.



Read This Book

Summary Back To Text

give me books,
give me wings
to climb higher
and grow.

extraterrestrial: outside the planet Earth

| ZOOM IN | ZOOM OUT |
|---|---|
| <ul style="list-style-type: none"> In a small group, discuss how books help us "climb higher and grow." How do they give us "wings"? Write your answer in a paragraph, using three examples from the poem. Imagine that you are explaining why this is a poem to a first-grade student. Jot down three features of a poem that you and a partner can find in this selection to help you with your explanation. | <ul style="list-style-type: none"> Write your own poem about a book, movie, or song that takes you to a new place in your imagination. Draw a picture to illustrate your poem. Read your poem and explain your picture to a partner. |

Interface 1 3 7

2) Higher-order, critical thinking concepts and related questioning techniques are integrated throughout the program. Skills from make inferences, to compare and contrast to make connections involve students in higher order thinking skill development. See the reading comprehension Skills section of the digital Performance tool. This systematic integration of higher order thinking skills through activities, conversations, and reactions to readings can be easily seen through the ELD standards list presented before every lesson. Systematic review and assessment provided during and at the end of every unit provide ample opportunities for teachers to evaluate students' critical thinking about unit themes, skills, and readings.

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) The scaffolding for students to advance within proficiency levels is built in both implicitly and explicitly within the program. The structure of the program provides one level of scaffolding. ELD Companion uses a gradual release approach, with teacher modeling, guided practice, small group mini lessons, and independent practice. Students learn to apply the strategies they learn as a class independently. In addition, ELD Companion cultivates responsibility and independence through daily independent reading and by having students manage the pace and order in which they work through activities during Work Time. There are also explicit notes about scaffolding, as can be seen in this example from Level D, Unit 4, Lesson 1:

WORK TIME

Today in Work Time

Tell students that they have two assignments they can start today. One is an Interactive Reading and the other is a practice assignment for the Word Study skill.

Interactive Reading Tell students that they will complete an Interactive Reading assignment over the next several days. Remind students that they should read each section of the text carefully in order to respond to the Reading Checkpoint questions. Also, remind students that as they write their summaries, they should get feedback and use the hints and instruction that are provided.

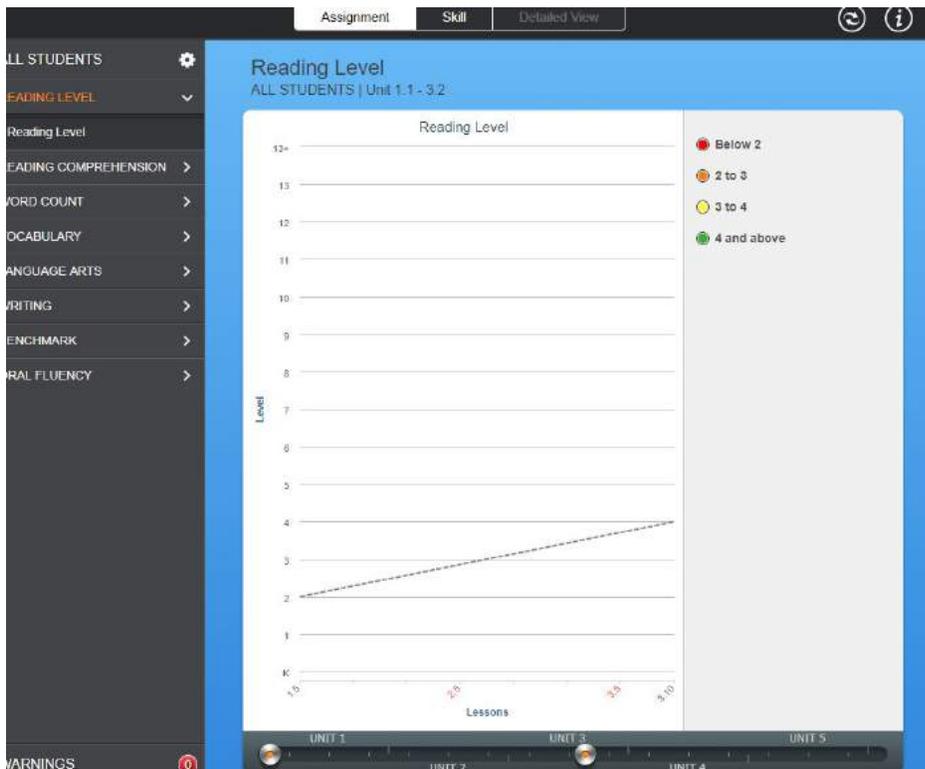
Word Study Practice Students will complete an assignment to practice the Word Study skill. Long Vowel Digraphs. You have options for how to approach this assignment with your students. Choose the approach that fits best with the needs of your students.

- **Additional Scaffolding**—Swipe to the next screen to reteach the skill and support students as they complete each item in the assignment.
- **Guided Support**—Model how to complete the first item in the assignment, and then have pairs work together to complete their assignment.
- **Independent**—Go over the directions and make sure that students understand how to complete the assignment. Have them complete the assignment on their own.

- 2) The ELD Companion literacy program is based on proven instructional design that combines modeling, direct instruction, and guided practice to give students the strategies they need to succeed in both reading and writing. In addition, as has been shown in many answers

above, the ELP notes provide customization for Emerging, Bridging, and Expanding proficiency levels of students. The SIOP in Practice notes remind instructors about many of the ways in which they can help, customize, and work with ELD learners.

- 3) By the nature of the program, ELD Companion is loaded with the tools teachers need to monitor performance, provide support, and adapt instruction. Teachers can access class data with the teacher app's Performance Dashboard. From such data, they can adjust the materials and provide support in needed areas of instruction. The program is designed to be totally flexible to meet individual needs and promote skill acquisition. See the Work Time section in the Lessons to see how the structure is systematically presented in the program. See this sample of the Performance Dashboard from level E:



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) One of the strengths of the ELD Companion program is the depth and range of reading content throughout all levels of the program. Not only are proficiency levels systematically addressed at point of use (as shown repeatedly in examples above), but the literary and other content area materials available to instructors run the full range of levels of accessibility. Reading content can be found in most lessons, but the main selections are introduced and covered in Time to Read and Read Aloud, Think Aloud. Materials within these lessons as well as in the Independent Reading Library (described in more detail below) include nonfiction materials focusing on social studies (history and geography), science (earth, life, and physical), mathematics, and literature. The content is grade level appropriate and designed to address the learning style and skills of the reader. In the example below (from Level C, Unit 2, Lesson 4), the introduction to informational text about urban wildlife can be seen along with questions helping students connect to prior knowledge and experiences. Note the SIOP in Practice support for instructors that can be accessed at point of use using the “PD” icon.

READ ALOUD, THINK ALOUD

Connect to the Theme and Essential Question PD

Remind students of the unit theme, Animal Allies, and the Essential Question: *How do we connect to the world around us?* Tell students that today they are going to read an informational text called *Living With Urban Wildlife*. Before students read, have them think about wildlife that exists in their neighborhoods. Then

- What wild animals have you seen around your neighborhood? (Responses will vary.)
- Were you scared or curious about what the animal was doing? (Responses will vary.)

After reading the informational text, discuss with students why it is better to learn to remove them from our neighborhoods.

Introduce Genre: Informational Text

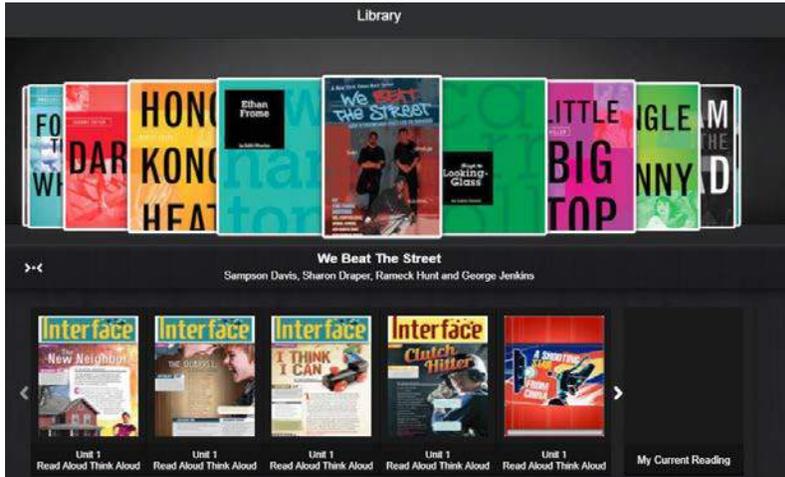
Tell students that today's selection is a report titled "Living With Urban Wildlife." Explain that the purpose of a report is to inform the reader about a topic. A report contains facts about the topic and does not express the writer's opinion. Often, a writer must do research to bring together the facts for a report. If students have written reports for science or social studies, use these as examples.

Reading Strategy: Recognize Cause and Effect

SIOP in Practice
Building Background, Strategies
Feature 15

By asking questions that promote critical thinking, you can help English learners move beyond literal knowledge and simple questions that result in yes/no responses. Prompting students using questions stems with verbs such as *summarize, list, classify, organize, evaluate, and elaborate* will move students from basic to more comprehensive levels of thinking.

The Independent Reading Library includes dozens of engaging, accessible texts developed specifically for English Learners as well as more than 30 titles developed specifically for newcomers. In all, the digital library resource includes thousands (over 3000+) of texts in the digital library for independent reading, with hundreds below 500 Lexile. This includes translation and trans-adaptation of library books into 46 languages.



- 2) Because the program is designed to identify the level of the learner and place the learner at the correct level of language proficiency, the varied content selections are found at all levels and are accessible to all learners. The variety of leveled support activities and the interactive nature of the program helps to create instruction for the targeted levels of language proficiency. See the Read Aloud, Think Aloud section in Level D, Unit 2 Lessons 2 and 4 for examples and the ELP and PD icons in the lesson sections that show instruction is accessible to all.

READ ALOUD, THINK ALOUD

Connect to the Unit Theme and Essential Question

Remind students of the Unit Theme, A Starry Home, and the Essential Question: *Should we explore space?*
 Tell students that today they are going to read the informational text "Robot Explorers" and learn how robots are used in various places, including space. Then ask:

- What kinds of information would you want a robot in space to tell you? (Responses will vary.)
- How are robots helping humans learn more about space? (Responses will vary.)

After reading the informational text, discuss with students how the new miniature robots are designed to help people who might want to have a home in space.

Reading Strategy: Author's Purpose Remind students that authors write texts for a purpose. The most common purposes are to entertain, to explain or inform, and to argue a point. Ask students to recognize the author's purpose by paying attention to the text they are reading.

Emerging: Tell students that during today's Read Aloud, Think Aloud, they will be asked to identify the author's purpose for writing about robots. As they read, encourage them to think about whether the author is trying to explain something, entertain them with a story, or persuade them to think a certain way. Ask students if they have any questions about author's purpose before you start reading.

Expanding: Ask students to identify the purpose of their presentations and share it with the class: Is their purpose to inform, entertain, or persuade?

ELP

3) Grade-level content is presented consistently through the systematic nature of the ELD Companion program which allows instructors to revisit strategies and customizations over the course of several lessons or stages of a lesson. The basic learning approaches will be repeated in lesson-appropriate patterns, giving students opportunities to utilize their new found language skills using approaches with which they are familiar. The program uses a carefully designed set of lessons that involve all aspects of reading and writing and incorporates the listening and speaking development. This integrated approach allows every student to participate at an appropriate level and then to progress in skill development through instruction, reinforcement, and application. Also, as noted above, the Independent Reading Library includes dozens of engaging, accessible texts developed specifically for English Learners as well as more than 30 titles developed specifically for newcomers. In all, the digital library resource includes thousands (over 3000+) of texts in the digital library for independent reading, with hundreds below 500 Lexile. This includes translation and trans-adaptation of library books into 46 languages.

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) The ELD Companion program teaches language functions through a wide variety of uses, strategies, and contexts including academic, interpersonal, reflective, and presentational. Students write, read, and use oral language to discuss, connect to prior learnings, create new meaning, and produce multi-lesson projects. In many cases, language functions shift and support each other within a lesson. The many nonfiction texts across the program (Read Aloud, Think Aloud and the Independent Reading Library) deal with the curriculum content topics related to math, science, or social studies. In addition, language functions include the planning of writing, pre-reading discussions, academic language, and whole group work. An example of this can be seen in this portion of the Work Time Lesson from Level E, Unit 2, Lesson 3 in which students plan an essay, practice their Word Study and have the option of working in pairs or groups (as shown in the ELP note):

The screenshot shows a lesson page titled 'WORK TIME' with a sub-header 'Today in Work Time'. The main text instructs students to open Assignments and plan their explanatory essay. A callout box labeled 'ELP' provides differentiation strategies: 'Pair students with similar levels of oral and written English language proficiency.' and 'Emerging: Decide whether students will work in pairs in a group with you. Depending on student's proficiency, you might have pairs collaborate on the same piece or write one explanatory piece as a group. Structure the writing so that students talk about each part of the explanation before they write. Ask questions like How will we organize the explanation for this topic? How will we introduce the topic? After this, students will have to write their work.' Below the main text, there are three bullet points for scaffolding and support: 'Additional Scaffolding', 'Guided Support', and 'Independent'. At the bottom, an 'Explanatory Essay: Plan' section introduces the activity and reminds students to use their prewriting plan and organizational strategies.

- 2) Language functions in ELD Companion are always incorporated into a communicative goal or activity. This lesson (from Level H, Unit 1, Lesson 5) shows how language functions can intersect and overlap within the same lesson and how well they are integrated to serve students working towards proficiency. In this example, student are asked to plan and organize ideas for an argumentative essay. The language functions include referring to real world issues, making claims and ideas, and the SIOP in Practice notes point at techniques instructors can use to

deepen student thinking and responses.

WHOLE GROUP

Guide Practice: Organize Ideas

Tap Project to display the statements that might be used in an argumentative essay aloud the statements. Have students refer to their notes on how to organize ideas around the five statements should be placed in an argumentative essay. (Answers: 1. evidence; 2. counterclaim; 3. argument; 4. counterclaim; 5. argument)

Ask: *How well do you think these statements support the claim that teens should have their own bank accounts? What statements might a writer add, take away, or change to better support the claim?*

organize ideas

1. Keeping track of money requires adding and subtracting.
2. Teens should have their own bank accounts to help them learn to manage money.
3. Teens would learn basic accounting methods.
4. Teens may spend all their money.
5. Teens would learn how to budget and make wise spending choices.

SIOP in Practice
Comprehensible Input, Strategies
Features 12, 14, 15, 16
Elicit more extended student responses by using a variety of techniques that will take students beyond simple yes or no answers and short phrases. Ask students to expand on their answers by saying: *Tell me more about that.* Or ask: *How do you know?* or *Why is that important?*

- 3) Language functions in ELD Companion support the progression of language development. The ELP and PD (SIOP in Practice) customization notes help teachers pinpoint language proficiency levels for each student. This lesson structure, built systematically around the same steps for all readings and writing assignments, beginning with the asset-based Connect to the Theme, demonstrates how the program helps students progress using a variety of language functions. From Time to Read, to Vocabulary, to Whole Group, and then Work Time, a typical series of activities within a lesson will have students discuss, access prior knowledge, encounter new academic vocabulary, read a text multiple times, react to it and then begin planning writing. As has been shown repeatedly above, the range of language functions are integrated in every stage of every lesson. Work Time, in which students apply much of what they have learned, provides an additional series of pathways that range from Additional Scaffolding to Guided Support and then on to Independent work. Note how the language function late in this unit includes presentation of writing. This example is from Level H, Unit 1, Lesson 15:

Unit 1, Lesson 15

WORK TIME

Today in Work Time

Have students open Assignments. Tell them that they have one new assignment today. They will practice two Word Study skills in the Word Study Reader. Remind student that they also need to complete their Interactive Reading assignments. Students will also complete the presentations of their argumentative essays today.

Word Study Reader Students will read the Word Study Reader "Staying Grounded." They will practice these Word Study skills: open syllable patterns and closed syllable patterns. You have options for how to approach this assignment with your students. Choose the approach that fits best with the needs of your students.

- **Additional Scaffolding**—Swipe to the next screen to reteach the skill and support students as they complete each item in the assignment.
- **Guided Support**—Model how to complete the first item in the assignment, and then have pairs work together to complete their assignment.
- **Independent**—Go over the directions and make sure that students understand how to complete the assignment. Have them complete the assignment on their own.

Argumentative Essay: Present Students will complete the presentations of their argumentative essays today. Remind students that they should not submit the Present an Argumentative Essay assignment until just before they are to give their presentations. You will use the submitted assignments to evaluate and give feedback on the