



PRIMETM

Protocol for Review of
Instructional Materials for ELLs

WIDA PRIME Correlation

Introduction

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

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

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

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

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

Organization

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

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

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

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

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

I. Performance Definitions

(Criteria that shape the ELP Standards)

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

II. English Language Proficiency Standards

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

III. Levels of English Language Proficiency

(Entering, Beginning, Developing, Expanding, Bridging)

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

IV. Strands of Model Performance Indicators

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

Part 1: Information About Materials

Publication Title(s): Santillana Spotlight on English

Publisher: Santillana USA Publishing Company, Inc

Materials/ Program to be Reviewed: Core

Tools of Instruction included in this review: Teacher's Edition, Grade 3 (Grades K-6 are available in the series)

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

Intended Student Audiences: English language learners in Grade 3 for this correlation with a similar structure for other grades, newcomer English language learners, striving/struggling readers, English language learners with special needs

WIDA Framework(s) considered: Formative and Summative

Language domains addressed in material: Listening, speaking, reading, and writing

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

WIDA language proficiency levels included: Levels 1-5

Most Recently Published Edition or Website: 2008 (2009/2010 editions are available in the Texas edition)

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

Santillana Spotlight on English is a comprehensive, standards-based program for English Language Learners designed to help K-6 students gain and develop English language-proficiency, access grade-level content, and successfully transition to the mainstream classroom. It provides educators with the tools necessary to empower ELLs to acquire the English language accurately and achieve competency in the four language arts domains. Carefully structured, content-driven lessons expose students to grade-level academic English and models of standard English and address the proficiency needs of students at the beginning, intermediate and advanced levels in every lesson. Spotlight on English is based on the most current scientific research and is comprised of content-rich print and technology resources that work together to help teachers deliver direct, structured, and inclusive instruction.

Part 2: PRIME Correlation Tool

I. PERFORMANCE DEFINITIONS

IA. Linguistic Complexity (the amount and quality of speech or writing)

YES NO

- A. Do the instructional materials take into account linguistic complexity for language learners?
- B. Do the instructional materials address linguistic complexity for all of the targeted proficiency levels?
- C. Is linguistic complexity systematically addressed, in multiple lessons, chapters, or units, in the materials?

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

- A. Linguistic complexity is systematically addressed throughout the entire curriculum - in each unit and in every lesson. While teaching the same content, the amount and quantity of language is geared towards each targeted level without compromising the curriculum. Teachers are guided towards the appropriate language to use with students at each level, as well as what type of language should be expected from a child at the given level.
- B. All targeted levels are reached through ‘Targeting Proficiency Levels’ and ‘Discussion’ sections in lessons throughout each unit. These sections address the content in 3 levels - beginning, intermediate, and advanced.
- C. Linguistic complexity is systematically addressed throughout the entire curriculum. Language is also scaffolded for each level throughout the curriculum by building on prior knowledge from previous lessons.

Examples from Unit 3 show the structure of all other units:

Unit 3, Lesson 2, Page 78a: ‘Predicting’ lesson, ‘Targeting Proficiency Levels’

Unit 3, Lesson 2, Pages 79-87: ‘Discuss’

Unit 3, Lesson 5, Page 90a: ‘Focusing,’ ‘Targeting Proficiency Levels’

Unit 3, Lesson 9, Page 98: ‘Subject-Verb Agreement,’ ‘Targeting Proficiency Levels’

Unit 3, Lesson 13, Page 106: ‘Healthy Food For You,’ ‘Targeting Proficiency Levels’

WIDA Protocol for Review of Instructional Materials for ELLs
WIDA PRIME Correlation

IB. Vocabulary Usage (specificity of words, from general to specific to technical)

YES NO

- A. Is vocabulary usage represented as words, phrases, and expressions in context?
- B. Is vocabulary usage addressed in the materials for all of the targeted levels of proficiency?
- C. Are general, specific, and technical language usage systematically presented throughout the materials?

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

- A. In Santillana Spotlight on English each unit is centered around reading, language and the content areas of language arts, math, social studies, science, music, and art lessons, providing ample opportunity to cover all types of vocabulary. The structure of each unit begins with a unit planner that highlights key vocabulary. Each lesson also highlights key vocabulary (social and instructional) on the left side of each lesson. These key vocabulary words cover general, specific, and technical vocabulary and address the use in ‘Functions and Forms’ right below the list. Vocabulary is integrated into the lesson through photo cards, student text, guided discussions, and activities as individuals, with partners, small groups, and whole class instruction.
- B. Language proficiency levels are addressed in each lesson while dealing with vocabulary through “Targeting Proficiency Levels’ and ‘Meeting Individual Needs’ boxes.
- C. General, specific, and technical vocabulary is scaffolded throughout the entire curriculum - in each lesson, in every unit. The examples of general, specific, and technical are indicative of the structure for each unit:
- General: Lesson 5, pages 124-125
Specific: Lesson 12, pages 138-139
Technical: Lesson 10, pages 134-135
- The examples given for Unit 4 are indicative of the structure for each unit. The topic of Unit 4 is My Community. The social and instructional vocabulary is centered around this topic and is systematically introduced and practiced.
- Unit 4, Pages 110c-110f: ‘Unit Planner,’ ‘Key Vocabulary’ lists for each lesson
Unit 4, Lesson 1, Page 110-111:
See left side ‘Key Vocabulary’ and ‘Functions and Forms’-vocabulary words for the lesson are given and what students are expected to do with the words/language is specified
See ‘Theme Related Vocabulary’-vocabulary development activity
Unit 4, Lesson 2, Page 112a-112b:
See left side ‘Key Vocabulary’ and ‘Functions and Forms’- vocabulary words for the lesson are given and what students are expected to do with the words/language is specified
See ‘Frontload Vocabulary’ - vocabulary development activity

WIDA Protocol for Review of Instructional Materials for ELLs
WIDA PRIME Correlation

See 'Targeting Proficiency Levels' -language proficiency levels are addressed in terms of using key vocabulary words

Unit 4, Lesson 6, Pages 126-126a:

See left side 'Key Vocabulary' and 'Functions and Forms'-vocabulary words for the lesson are given and what students are expected to do with the words/language is specified

See 'Build Background'-students use vocabulary words to practice spelling and penmanship

See 'Targeting Proficiency Levels' and 'Meeting Individual Needs' -language proficiency levels are addressed in regards to answering questions for a vocabulary activity

See 'Vocabulary Review' - students review vocabulary through a writing activity
Lessons 8-16 also continue the same formats while focusing on a specific content area - language arts, science, math, social studies, etc.

WIDA Protocol for Review of Instructional Materials for ELLs
WIDA PRIME Correlation

IC. Language Control/Conventions (comprehensibility of language)

YES NO

- A. Are opportunities to demonstrate language control presented in the materials?
- B. Do opportunities to demonstrate language control correspond to all targeted levels of language proficiency?
- C. Are opportunities to demonstrate language control systematically presented in the materials in multiple chapters, lessons, or units?

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

- A. Language control is addressed in appropriate context throughout the entire curriculum. Each unit teaches language control explicitly in several sections throughout the curriculum, the ‘Direct Instruction’ focusing on language control, as well as building it into the context of lessons.
- B. This instruction is appropriate for all targeted proficiency levels and covers social, instructional and content related language.
- C. Language structures are explicitly taught in a systematic fashion throughout each unit.

The following examples are indicative of the types of lessons that address language control throughout all units.

Unit 5, Lesson 2, Page 146b:

‘Read and Discuss the Story’- students orally answer comprehension questions using level appropriate phrases, simple sentences, complete sentences, and complete sentences with details.

‘Thesaurus Tips’ - students learn about and use synonyms

Unit 5, Lesson 3, Page 156a: ‘Sound It Out’ - -ed ending

Unit 5, Lesson 5, Page 159: ‘Direct Instruction’ - plural nouns

Unit 5, Lesson 5, Pages 158a-159a:

‘Direct Instruction’ - plural nouns with changes in spelling

‘Focusing’ - plural nouns

‘Vocabulary Review’ - plural nouns

Unit 5, Lesson 6, Page 161:

‘Focusing’ - Past-tense verbs

‘Direct Instruction’ - Past-tense verbs

Unit 5, Lesson 6, Page 160a:

‘Direct Instruction’ - Irregular past-tense verbs

‘Vocabulary Review’ - Past-tense verbs

Unit 5, Lesson 6, Page 161a: ‘Multiple Intelligences’ - Past action charades

Unit 5, Lesson 7, Page 163: ‘Direct Instruction’ - Regular

II. ENGLISH LANGUAGE PROFICIENCY (ELP) STANDARDS

IIA. Presence of WIDA English Language Proficiency Standards

YES NO

- A. Are social and instructional language and one or more of the remaining WIDA Standards (the language of Language Arts, of Mathematics, of Science, and of Social Studies) present in the materials?
- B. Do the materials systematically integrate Social and Instructional Language and the language of the targeted content area(s)?

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

- A. All ELP standards are covered in depth throughout the curriculum. Each unit is broken up into lessons that address social, instructional, and content-area language in context. Lessons are titled based on the focus and include ‘Spotlight on Reading,’ ‘Spotlight on Language,’ and ‘Spotlight on Content’ for language arts, math, social studies, science, music, and art.
- B. Social, instructional, and content-area language is integrated into every lesson. Each unit begins with a unit planner that outlines the key vocabulary and language functions for each lesson. Each lesson also begins with an outline of the key vocabulary, language functions, and language development skills in the area of listening, speaking, reading and writing. Standards covered are appropriate to the targeted grade level and context in which they are taught in.

The structure of each unit is indicated through the following examples from Unit 6:

Unit 6, Pages 178c-178f: ‘Unit Planner’ - outlines key vocabulary and language functions
Unit 6, Lesson 1, Page 178:

‘Spotlight on Reading’ - outlines key vocabulary, language functions and language development skills for the lesson. This section is present on every lesson.

‘Frontload Vocabulary’ - students are introduced to vocabulary for the lesson

Unit 6, Lesson 4, Page 191: ‘Multiple Intelligences’ - students use social and instructional language in a discussion with peers

Unit 6, Lessons 8-9, Pages 198-201: ‘Spotlight on Content: Language Arts’ - deals with the language of language arts as well as incorporating social and instructional language

Unit 6, Lesson 10, Pages 202-203: ‘Spotlight on Content: Math’ instructs the language of mathematics as well as incorporating social and instructional language

Unit 6, Lesson 11, Pages 204-205: ‘Spotlight on Content: Social Studies’ deals with the language of social studies as well as incorporating social and instructional language

Unit 6, Lesson 12, Pages 206-207: ‘Spotlight on Content: Science’ deals with the language of science as well as incorporating social and instructional language

WIDA Protocol for Review of Instructional Materials for ELLs
WIDA PRIME Correlation

IIB. Representation of Language Domains

YES NO

- A. Are the language domains (listening, speaking, reading, and writing) targeted in the materials?
- B. Are the targeted language domains presented within the context of language proficiency levels?
- C. Are the targeted language domains systematically integrated throughout the materials?

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

- A. All four language domains are addressed in the curriculum. Each lesson begins with an outline of the language development skills for listening, speaking, reading and writing. Each language domain is often used with another and is varied with modeling, individual practice, partnering, small group and whole group practice.
- B. Language proficiency levels are addressed in regards to the language domains for each lesson. In a section called ‘Standards’ the targeted proficiency level for each language domain is given for the lesson. In a section titled ‘Targeting Proficiency Levels’ the given language domain activity is differentiated based on proficiency levels for all students.
- C. Listening, speaking, reading and writing are thoroughly covered and systematically integrated into every lesson. The following examples are indicative of the structure of all units and lessons:
- Unit 7, Lesson 1, Page 212: ‘Spotlight on Reading’ - outlines the language development skills for each of the four language domains covered in the lesson- this section is present in every lesson.
- Unit 7, Lesson 2, Page 214b: ‘Read and Discuss the Story’ - students listen, speak about, and read a story
- Unit 7, Lesson 2, Page 223a: ‘Sequencing Events’ - students speak and write about a story
- Unit 7, Lesson 3, Page 224: ‘Targeting Proficiency Levels’ - language domains are presented with attention to language proficiency levels
- Unit 7, Lesson 4, Page 225: ‘Standards’ - language proficiency levels are given for each of the standards and domains that is covered in the lesson
- Unit 7, Lesson 5, Page 226: ‘Connecting’ - students listen to and speak about a passage
- Unit 7, Lesson 6, Page 229: ‘Focusing’ - students listen, read, and write in an activity

III. LEVELS OF LANGUAGE PROFICIENCY

IIIA. Differentiation of Language (for ELP levels)

YES NO

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

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

- A. Each and every lesson in the curriculum has differentiation of language that target individual proficiency levels in a section called ‘Targeting Proficiency Levels.’ In the ‘Spotlight on Reading’ lessons differentiation for language levels also occurs in a section titled ‘Discuss.’ This differentiation guides teachers on how to adjust and instruct the same curriculum through various methods and supports for students that are working at different language proficiency levels. There are also ‘Meeting individual Needs’ sections that are built into lessons that target specific levels to either assist or extend the lesson based on need of students.
- B. Differentiation is linguistically appropriate as well as developmentally appropriate for each targeted level. A wide variety of methods and supports are utilized including partnering, modeling, recording for the student, providing word banks, discussion prior to and during activity, presenting, and including additional detail.
- C. Every lesson in the curriculum offers differentiation that is systematically presented throughout.

Unit 8 serves as an example of the structure of all other units and lessons in the curriculum:

Unit 8, Lesson 2, Page 248a:

‘Targeting Proficiency Levels’- guides teachers on adjusting activity based on student’s language level for beginning, intermediate and advanced levels

‘Meeting Individual Needs’- suggests tips, best teaching practices and methods for individual students experiencing various difficulties or that need enrichment

Unit 8, Lesson 2 Pages 250-251: ‘Discuss’ - differentiates discussion questions for the reading selection based on student’s language level

Unit 8, Lesson 7, Pages 264-265:

‘Targeting Proficiency Levels’- guides teachers on adjusting activity based on student’s language level for beginning, intermediate and advanced levels

‘Meeting Individual Needs’- suggests tips, best teaching practices and methods for individual students experiencing various difficulties or need enrichment

WIDA Protocol for Review of Instructional Materials for ELLs
WIDA PRIME Correlation

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

YES NO

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

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

- A. Scaffolding is explicitly addressed throughout each unit and in each lesson in reoccurring sections as well as individual places in lessons. The curriculum systematically builds upon prior knowledge from previous lessons as well as explicitly scaffolding within a lesson to advance students within a proficiency level and from one level to the next.
- B. Scaffolding is explicitly addressed throughout each unit and in each lesson in reoccurring sections as well as individual places in lessons. The curriculum systematically builds upon prior knowledge from previous lessons as well as explicitly scaffolds within a lesson to advance students within a proficiency level and from one level to the next.
- C. Scaffolding supports are systematic in their use throughout the curriculum. The following examples from Unit 3 are indicative of the structure of each unit and its use of scaffolding:
- Unit 3, no page number - after page 76f titled ‘Thematic Library’: ‘Frontload Vocabulary’ and ‘Activating Prior Knowledge’ - teachers are guided on scaffolding language and topic for the reading selection
 - Unit 3, Lesson 2, Page 78a: ‘Frontload Vocabulary’ - lesson is scaffolding key vocabulary words and content of the reading selection
 - Unit 3, Lesson 5, Page 90: ‘Build Background’ - scaffolds language for lesson activity
 - Unit 3, Lesson 6, Page 90:
 - ‘Build Background’- scaffolds vocabulary from previous lessons
 - ‘Connecting’- connects topic and content from previous lessons
 - Unit 3, Lesson 8, Page 96: ‘Access Prior Knowledge’- assesses student’s knowledge and builds knowledge for lesson
 - Unit 3, Lesson 11, Page 103: ‘Vocabulary Review’ - students review vocabulary and then use the vocabulary to write an informative fiction or nonfiction piece

IV. STRANDS OF MODEL PERFORMANCE INDICATORS

IVA. Language Functions

YES NO Context

- A. Do the materials include a range of language functions?
- B. Do the language functions attach to a context (i.e. are they incorporated into a communicative goal or activity)?
- C. Are language functions presented comprehensively to support the progression of language development?

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

- A. Santillana Spotlight on English includes a wide range of language functions that are clearly outlined in the ‘Unit Planner’ at the beginning of each unit as well as at the beginning of every lesson in ‘Functions and Forms.’ Language functions include, but are not limited to, describing, identifying, retelling, sequencing, defining, and explaining.
- B. The curriculum is rich in activities that engage students in all four language domains within content topics. Students interact with language in a variety of social and academic contexts that are tied to the content. Students are explicitly instructed on what to do with the language in each lesson.
- C. The presentation of language functions in each lesson is comprehensive and supports the progression of language development for all targeted levels. The following examples from Unit 4 show the structure of lessons and units:
- Unit 4, Unit Planner, Pages 110c-110f: ‘Language Functions’ - outlines the language functions for each lesson in the unit
 - Unit 4, Lesson 1, Page 110: ‘Functions and Forms’ - outlines the language functions used in lesson
 - Unit 4, Lesson 6, Page 126a: ‘Applying’ - students describe what they do at specific community places
 - Unit 4, Lesson 13, Page 140: ‘If I Had a Hammer’ and ‘Targeting Proficiency Levels’ - students discuss, elaborate, and explain the content of a song
 - Unit 4, Lesson 15, Page 142: ‘Local Government’ - students compare and contrast communities

WIDA Protocol for Review of Instructional Materials for ELLs
WIDA PRIME Correlation

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

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

D. Higher order thinking opportunities are built into every unit and lesson and are appropriate for all targeted language proficiency levels. In every lesson students are presented with several opportunities to participate in higher order thinking through engaging activities and open-ended questions, as well as a section titled ‘Multiple Intelligences.’ In addition, every unit ends with a project to extend and connect the content throughout the unit with higher order thinking. Differentiation of higher order thinking skills is built into each lesson either through the ‘Targeting Proficiency Levels’ or ‘Meeting Individual Needs’ sections or through a support strategy such as grouping, graphic organizers, etc.

E. Higher order thinking opportunities are systematically presented in the curriculum. Lessons go beyond the text, ask open-ended questions, provide opportunities to make connections, draw conclusions, etc. The examples from Unit 7 show the structure of all lessons and units:

- Unit 7, Lesson 1, Page 212: ‘Theme-Related Vocabulary’ - students are asked open-ended questions related to the unit topic
- Unit 7, Lesson 2, Page 214a: ‘Predicting’ and ‘Targeting Proficiency Levels’ - students use graphic organizers to predict; activity is differentiated for language levels
- Unit 7, Lesson 2, Page 223b: ‘Multiple Intelligences’ - students create their own graphic organizers to compare and contrast characters
- Unit 7, Lesson 14, Page 243a: ‘Meeting Individual Needs’ - higher order enrichment for advanced students
- Unit 7, Lesson 16, Page 245a: ‘Project’ - end of unit research and writing project that connects to the unit theme

WIDA Protocol for Review of Instructional Materials for ELLs
WIDA PRIME Correlation

IVB. Content Stem

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

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

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

- A. Santillana Spotlight on English is a standards-based curriculum that covers WIDA example topics and subtopics as well as other grade appropriate topics that are found in state and local standards. Each unit contains ‘Spotlight on Reading’ and ‘Spotlight on Language,’ which feature embedded standard-based content. Each unit also contains ‘Spotlight on Content’ lessons for language arts, math, science, social studies, art, and music. All of these lessons teach social and instructional language in the context of standards-based content, specifically WIDA example topics and state standards. The unit overview at the beginning of each unit lists topics that are covered in the unit (i.e. Multiplications and Division, Organisms) as well as each lesson listing a website to find state standards that are met.
- B. Example topics and other standards-based topics are accessible to English language learners of all the targeted language proficiency levels. Each lesson has scaffolding and differentiation built in for learners of all levels.
- C. Example topics are systematically presented through the curriculum. The examples provided show the structure of all lessons and units:
- Unit 3, Health and Lifestyle, Pages 76a-109c: WIDA example topic, grades 3-5: Health & Safety, Leisure Activities
- Unit 4, My Community, Pages 110a-143c: WIDA example topic, grades 3-5: Communities
- Unit 6, Unit Overview, Page 178a: ‘Spotlight on Content’-shows topics covered in the unit
- Unit 6, Lesson 1, Page 178: ‘Spotlight on Reading,’ ‘Functions and Forms’ - Describing personal experiences: WIDA Example Topics, grades 3-5, Social and Instructional Language: Personal Experiences
- Unit 6, Lesson 2, Page 180a: ‘Spotlight on Reading,’ ‘Functions and Forms’ - Drawing conclusions, making predictions, retelling/relating events: WIDA Example Topics, grades 3-5, The Language of Language Arts: Comprehension strategies
- Unit 6, Lesson 4, Page 191a: ‘Spotlight on Reading,’ ‘Functions and Forms’ - Expressing and supporting opinions: WIDA Example Topics, grades 3-5, Social and Instructional Language: Opinions
- Unit 6, Lesson 4, Page 191: ‘Standards’-lists website where state standards for the given lesson can be found
- Unit 6, Lesson 6, Page 194 ‘Spotlight on Language,’ ‘Functions and Forms’ - Asking informational questions: WIDA Example Topics, grades 3-5, Social and Instructional Language: Information gathering

WIDA Protocol for Review of Instructional Materials for ELLs
WIDA PRIME Correlation

Unit 6, Lesson 8, Page 198: 'Spotlight on Content: Language Arts,' 'Functions and Forms' - Identifying text structure: WIDA Example Topics, grades 3-5, The Language of Language Arts: Text structure and organization

Unit 6, Lesson 10, Page 202: 'Spotlight on Content: Math,' 'Functions and Forms' - Defining math-related concepts and Explaining math-related concepts (students identify and use multiplication and division to solve problems): WIDA Example Topics, grades 3-5, The Language of Mathematics: Basic operations (multiplication & division), Patterns & relationships, Strategies for problem solving

Unit 6, Lesson 12, Page 206: 'Spotlight on Content: Science,' - Lesson on organisms: WIDA Example Topics, grades 3-5, The Language of Science: Cells & Organisms

Unit 4, Lesson 11, Page 136: 'Spotlight on Content: Social Studies,' - Lesson on branches of government: WIDA Example Topics, grades 3-5, The Language of Social Studies: Branches of government

WIDA Protocol for Review of Instructional Materials for ELLs
WIDA PRIME Correlation

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

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

- D. The curriculum covered is linguistically and developmentally appropriate for the intended grade level. Topics and themes address WIDA example topics and state and local expectations for the given grade level. All content, including graphics and activities, are appropriate and targeted for the intended audience.
- E. The content of this curriculum is accessible to all the targeted levels of language proficiency through scaffolding and differentiation that is addressed in the sections titled ‘Targeting Proficiency Levels’ and ‘Meeting Individual Needs,’ as well as specific places in lessons.
- F. Standards-based grade level content is systematically presented throughout the curriculum.

The following examples are representative of the structure of all units and lessons:

Unit 4, My Community, Page 110a: ‘Unit Overview’
Language Arts - editorials, writing editorials, types of sentences (pages 130-133)
Math - metric units of measurement (pages 134-135)
Social Studies - federal government (pages 136-137)
Science - earth materials (pages 138-139)
Unit 5, The World Around Us, Page 144a: ‘Unit Overview’
Language Arts - expository writing, writing expository text, capitalization and punctuation (pages 164-167)
Math - polygons (pages 168-169)
Social Studies - geography (pages 170-171)
Science - objects in the sky (pages 172-173)

IVC. INSTRUCTIONAL SUPPORTS

YES NO **Sensory Support**

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

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

- A. Santillana Spotlight on English is rich in sensory supports that reinforce understanding of the curriculum. Supports are varied and include, but are not limited to, color illustrations and photographs, physical activities, audio cds, realia, and manipulatives. Each unit has photo cards that assist with concept and vocabulary attainment and an audio cd.
- B. The sensory supports are relevant to and reinforce concept attainment for all targeted levels of language proficiency.
- C. Sensory supports are systematically presented throughout each unit and in appropriate lessons.

The following examples are indicative of the structure for all units and lessons:

Unit 7, Lesson 10, Page 237: ‘Vocabulary Review’ - students use realia for sensory support in a measurement activity

Unit 8, Lesson 1, Page 246: ‘Introduce Theme’ - photo cards are used for concept attainment and to reinforce American landmarks; audio cd is used for concept attainment and to reinforce alliteration

Unit 8, Lesson 10, Page 271: ‘Multiple Intelligences’-students use physical activity as a sensory support in learning and practicing place value

WIDA Protocol for Review of Instructional Materials for ELLs
WIDA PRIME Correlation1

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

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

- D. Throughout the entire curriculum, a wide variety of graphic supports are used reinforce understanding of the curriculum. These supports include graphic organizers, charts, tables, etc. that are integrated into the lesson.
 - E. The graphic supports are relevant to and reinforce concept attainment for all targeted levels of language proficiency.
 - F. Graphic supports are systematically presented throughout each unit and in appropriate lessons.
- The following examples are indicative of the structure of all unit and lessons:
- Unit 3, Lesson 11, Pages 102-103: ‘Imports and Exports’ - students use a chart in the context of learning about imports and exports
 - Unit 4, Lesson 4, Pages 123a-123: ‘Summarizing’ - students use a sequence graphic organizer to assist with summarizing
 - Unit 4, Lesson 15, Pages 142-142a: ‘Local Government’ - students use a Venn diagram to understand similarities and differences between two communities
 - Unit 6, Lesson 4, Pages 191a-191: ‘Summarizing’ - students use a cause and effect graphic organizer to assist with summarizing

WIDA Protocol for Review of Instructional Materials for ELLs
WIDA PRIME Correlation1

YES NO **Interactive Support**

- G. Are interactive supports present and varied in the materials?
- H. Are interactive supports present and relevant to concept attainment for the targeted proficiency levels?
- I. Are interactive supports varied and systematically presented in the materials?

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

- G. A great variety of interactive supports are present in the curriculum. Partnering, small group, cooperative groups, and whole group strategies are integrated into lessons to achieve greatest student learning. Each lesson also contains a ‘Home Connection’ section that engages students and reinforces the curriculum at home while interacting with people outside of class. The curriculum also has ‘Spotlight Online’ which is an online tool with interactive tutorials, practices exercises, and activities that reinforce lessons and build language. ‘Spotlight Online’ has an icon in relevant lessons to show teachers when this interactive support is appropriate.
- H. The interactive supports are relevant to and reinforce concept attainment for all targeted levels of language proficiency.
- I. Interactive supports are systematically presented through each unit and in appropriate lessons.
- The following examples are representative of the structure of all units and lessons:
- Page xiii: ‘Spotlight Online’ - explanation of online interactive support
Unit 1, Unit Planner, Pages 8c-8f: ‘Instruction’ - Spotlight Online icons show which lessons have interactive support
Unit 2, Lesson 8, Page 62: ‘Descriptive Writing’ - Spotlight Online icon to show interactive support is available
Unit 2, Lesson 8, Page 63: ‘Multiple Intelligences’ - students do activity whole group and with partners
Unit 2, Lesson 10, Page 67: ‘Vocabulary Review’ - students work in small groups
Unit 2, Lesson 11, Page 69: ‘Home Connection’ - students interview parents to reinforce what they have learned in the lesson

Appendix

- I. Performance Definitions** – the criteria (linguistic complexity, vocabulary usage, and language control) that shape each of the six levels of English language proficiency that frame the English language proficiency standards.
- IA. Linguistic Complexity** – the amount and quality of speech or writing for a given situation
 - IB. Vocabulary Usage** – the specificity of words (from general to technical) or phrases for a given context
 - IC. Language Control/Conventions** – the comprehensibility and understandability of the communication for a given context
- II. English Language Proficiency Standards** – the language expectations of English language learners at the end of their English language acquisition journey across the language domains, the four main subdivisions of language.
- IIA. Five WIDA ELP Standards:**
1. English language learners **communicate** for **Social** and **Instructional** purposes within the school setting.
 2. English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.
 3. English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Mathematics**.
 4. English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Science**.
 5. English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Social Studies**.
- IIB. Domains:**
- **Listening** – process, understand, interpret, and evaluate spoken language in a variety of situations
 - **Speaking** – engage in oral communication in a variety of situations for a variety of audiences
 - **Reading** – process, understand, interpret, and evaluate written language, symbols and text with understanding and fluency
 - **Writing** – engage in written communication in a variety of situations for a variety of audiences
- III. Levels of English Language Proficiency** - The five language proficiency levels (1-Entering, 2-Beginning, 3-Developing, 4-Expanding, 5- Bridging) outline the progression of language development in the acquisition of English. The organization of the standards into strands of Model Performance Indicators (MPIs) illustrates the continuum of language development.
- IIIA. Differentiation** – providing instruction in a variety of ways to meet the educational needs of students at different proficiency levels
 - IIIB. Scaffolding** – building on already acquired skills and knowledge from level to level of language proficiency based on increased linguistic complexity, vocabulary usage, and language control through the use of supports.

IV. Strands of Model Performance Indicators – examples that describe a specific level of English language proficiency for a language domain. Each Model Performance Indicator has three elements: Language Function, Content Stem, and Support

IVA. Language Functions – the first of the three elements in model performance indicators indicates how ELLs are to process and use language to demonstrate their English language proficiency.

- Context – the extent to which language functions are presented comprehensively, socially and academically in materials
- Higher Order Thinking – cognitive processing that involves learning complex skills such as critical thinking and problem solving.

IVB. Content Stem – the second element relates the context or backdrop for language interaction within the classroom. The language focus for the content may be social, instructional or academic depending on the standard.

IVC. Instructional Support – instructional strategies or tools used to assist students in accessing content necessary for classroom understanding or communication and to help construct meaning from oral or written language. Three categories of instructional supports include sensory, graphic and interactive supports.

- Sensory support – A type of scaffold that facilitates students’ deeper understanding of language or access to meaning through the visual or other senses.
- Graphic support – A type of scaffold to help students demonstrate their understanding of ideas and concepts without having to depend on or produce complex and sustained discourse.
- Interactive support – A type of scaffold to help students communicate and facilitate their access to content, such as working in pairs or groups to confirm prior knowledge, using their native language to clarify, or incorporating technology into classroom activities.