



# PRIME™

## Protocol for Review of Instructional Materials for ELLs

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WIDA PRIME Correlation

**OXFORD**  
UNIVERSITY PRESS

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

## Introduction

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

The intent of this review is for users to identify the ways in which elements of the *WIDA English Language Proficiency Standards, 2007 Edition, PreKindergarten through Grade 12* are represented in instructional 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 assist educators in making informed decisions in selecting instructional materials for programs serving English language learners and
- to aid publishers and correlators in developing materials and communicating how their materials address key elements of the WIDA English Language Proficiency Standards

## Organization

The Protocol for Review of Instructional Materials for ELLs (PRIME) is organized into two parts that together 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 page number examples and responses to the questions. An Appendix at the end of the document provides definitions of the categories included in the PRIME correlation.

Please note that the questions contained in this form are identical to those in the completed correlations on our website.

## 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): Oxford Picture Dictionary Content Areas for Kids, Second Edition

Publisher: Oxford University Press

Materials/ Program to be Reviewed: Content-area picture dictionary program that accelerates academic language development

Tools of Instruction included in this review: Teacher's Edition and student book

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

Intended Student Audiences: English language learners in Grades K-5 and struggling readers, and citizenship

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 Arts, Science, Math, and Social Studies

WIDA language proficiency levels included: Levels 1-3

Most Recently Published Edition or Website: 2012

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

The Oxford Picture Dictionary: Content Areas for Kids, Second Edition, program presents and reinforces vocabulary, concepts, and language structures that are required for students to successfully think, speak, read, and write about social studies, science, and math. Standards-based academic language is taught using meaningful, contextualized illustrations. The program's pedagogy is built on evidence-based instructional routines that use the gradual release model. These easy-to-use routines consist of explicit instruction, structured interactions, and multi modal learning that can be used across the curriculum by ESL teachers, content teachers, or paraprofessionals.

## 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 for English language learners is a focus in Oxford Picture Dictionary: Content Areas for Kids. The materials are designed for entering, beginning, and developing language learners to build proficiency through explicit language and content instruction. All targeted levels are reached through the 'Differentiation Note' features throughout each topic lesson. Linguistic complexity is also addressed through the gradual release model that is built into every topic lesson. While teaching the same content, the amount and quality of language is geared toward each targeted level without compromising the curriculum, by gradually releasing the learner and accommodating each level of learner through various supports including pictures, single words, sentence frames, short sentences, paragraph frames, etc.

B. Oxford Picture Dictionary: Content Areas for Kids addresses linguistic complexity for all targeted proficiency levels throughout the materials. Differentiation and scaffolding is provided within each lesson as well every unit expansion.

C. Linguistic complexity is systematically addressed throughout the entire program. Targeted instruction, scaffolding, gradual release model and tiered lessons ensure that the linguistic needs of all learners are met as they progress in their language ability.

The following examples from Unit 1 are indicative of the structure of all units and lessons:

Teacher's Edition

Pages Txiv-Txxi - instructional routines

Unit 1, Topic 1, Page 13: 'Differentiation Note' feature

Unit 1, Topic 1, Page T12: 'Differentiation Note' feature

Unit 1, Topic 1, Page T13: Gradual release model illustrated in 'Post Reading'

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

YES NO

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

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

A. Oxford Picture Dictionary: Content Areas for Kids explicitly teaches English language learners vocabulary that is represented as words, phrases and expressions within context. Each unit is centered around a theme focusing on general knowledge, social studies, science, or math. Words and phrases are taught through oral language, reading, and writing, providing ample opportunity to cover all types of vocabulary. The structure of each unit begins with an introduction to the vocabulary words in the sections ‘Build Background’ and ‘Present Content.’ The vocabulary is then taught in context using a language objective with an exercise box feature that appears in every Dictionary topic. Vocabulary is integrated throughout the lesson with partner and class discussions and conversations, writing, and reading activities. Words and phrases are introduced and integrated throughout lessons with explicit instruction including pronunciation, spelling, reading, grammar, and syntax using the words and phrases. Vocabulary covers social and content area words. Word and picture cards, matching illustrations, and Spanish translation support the vocabulary throughout the materials.

B. Vocabulary and vocabulary instruction in the program is appropriate for all targeted language levels. Each lesson builds vocabulary through the lesson and across the unit for learners to increase their language proficiency.

C. General, specific, and technical vocabulary is systematically presented throughout Oxford Picture Dictionary: Content Areas for Kids. Vocabulary and expressions are introduced, explicitly taught, and integrated throughout the program. ‘Academic Language Note,’ ‘Grammar Note,’ and ‘Content Support’ sections throughout the curriculum ensure that the vocabulary is used the proper way and address any additional vocabulary needs outside the topic words.

The following examples from Unit 2 are indicative of the structure of all units and lessons:  
Dictionary  
Unit 2, Topic 11, Pages 34-45: vocabulary with translation and illustrations, exercise using language objective and topic vocabulary

Teacher’s Edition

Unit 2, Topic 12, Pages 36-37: ‘Build Background’ to build background for topic vocabulary, ‘Content Support’ for connections and extensions with vocabulary, ‘Academic Language Note’ to address any other academic language, ‘Present the Content’ to teach the vocabulary, and ‘Grammar Note’ addresses language control with the given vocabulary and topic  
Unit 2, Topic 12, Pages T36-T37: additional lessons and exercises to build and expand language and vocabulary through reading, writing, and discussions

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**IC. Language Control/Conventions** (comprehensibility of language)

YES NO

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

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

- A. Opportunities to demonstrate language control are presented throughout Oxford Picture Dictionary: Content Areas for Kids. Explicit grammar instruction and language goals are provided in each topic. The student dictionary outlines the language skill that learners will work on with each topic. The teacher's edition lists language objectives at the beginning of each topic, contains 'Grammar Notes' throughout each topic, and integrates syntax throughout the lesson. 'Assessment Quick Checks' as well as 'Instructional Assessment' is provided to monitor learners' language control and development.
- B. Opportunities to demonstrate language control are appropriate for all targeted levels of language proficiency. Learners engage with purposeful language through listening, reading, writing and speaking to demonstrate language control in each topic and throughout the unit. Differentiation is provided to target all learners.
- C. Language structure and grammar lessons are presented systematically throughout Oxford Picture Dictionary: Content Areas for Kids.

The following examples from Unit 2 are indicative of the structure of all units and lessons:

Dictionary

Unit 2, Topic 17, Page 47: language objective stated for each topic

Teacher's Edition

Unit 2, Topic 17, Page 46: 'Language Objectives' - preposition "of"

Unit 2, Topic 17, Page 47: 'Present Content' - teaches learners parts of speech

Unit 2, Topic 17, Pages T46-T47: 'Grammar Note'

## 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. Social and instruction language, as well as the other WIDA standards of language arts, mathematics, social studies, and science is present throughout Oxford Picture Dictionary: Content Areas for Kids. Units are broken up into content areas of General Knowledge (i.e. Social/Instructional), Social Studies, Science, and Math. Language Arts is covered in depth in each of these areas and the standards are appropriate to the K-5th grade levels and context in which they are taught. The units address the following language/ content areas: Unit 1 At Home (Social/ Instructional); Unit 2 - At School (Social/Instructional); Unit 3 - Community (Social Studies); Unit 4 - The United States (Social Studies); Unit 5 - Health (Science); Unit 6 - Life Science (Science); Unit 7 - Physical Science (Science); Unit 8 - Earth and Space Science (Science); Unit 9 - Math (Math). Learners are actively engaged in learning language and content through listening, speaking, reading, and writing activities.

B. Social, instructional, and content-area language is systematically presented in every topic lesson as students listen, speak, read, and write about topics. The Content Support section, Grammar Note, and Academic Language Note sections bridge language and content. Language-building activities include modeling, partnering, class discussions, and individual practice.

The following topic lesson from Unit 6 is indicative of the structure of all topic lessons:

Dictionary

Unit 6, Topic 43 (Observe and Measure), Pages 106-107

Teacher’s Edition

Unit 6, Topic 43, Page 106: Students are introduced to the vocabulary for the lesson

Unit 6, Topic 43, Page 107: Students use oral language to talk about the topic, using topic language.

Unit 6, Topic 43, Page T106-T107: Students use oral language, reading, and writing to explore the topic, using specific topic vocabulary and both social and academic language.

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**IIB. Representation of Language Domains**

YES NO

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

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

A. Learners are engaged in listening, speaking, reading, and writing activities throughout Oxford Picture Dictionary: Content Areas for Kids. Language domains are integrated throughout each lesson to engage learners and provide interaction with language. Each topic outlines language objectives at the beginning. Individual, whole class, and group reading, writing, listening, and speaking activities teach language and content. The use of each language domain is often in tandem with another domain and is varied with different supports.

B. All language domains are presented within the context of language proficiency levels. Learners listen, speak, read and write with purpose using engaging topics and grade-appropriate materials.

C. Listening, speaking, reading and writing are systematically integrated throughout Oxford Picture Dictionary: Content Areas for Kids.

The following topic lesson from Unit 3 is indicative of the structure of all topic lessons:

Dictionary

Unit 3, Topic 21, Page 57 - learners ask, answer, and read questions

Teacher's Edition

Pages Txiv-Txxi - instructional routines

Unit 3, Topic 21, Page 56: Each topic lesson begins with a 'Language Objectives' section that highlights the language domains that are being used in the lesson.

Unit 3, Topic 21, Page 56: 'Build Background'—learners read, listen, and speak with partners.

Unit 3, Topic 21, Page 57-T56: 'Present Content'—learners read, write, speak, and listen using the content vocabulary.

Unit 3, Topic 21, Page T56-T57: 'Discuss People at Work'—learners listen, speak, read and write using the language objectives for the topic

Unit 3, Topic 21, Page T57: 'Reading Selection' - learners read, write, listen, and speak using topic vocabulary and content

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**III. LEVELS OF LANGUAGE PROFICIENCY**

**IIIA. Differentiation of Language** (for ELP levels)

YES NO

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

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

A. Oxford Picture Dictionary: Content Areas for Kids is designed for entering, beginning, and developing English language learners. Each topic lesson has differentiation of language that targets individual proficiency levels in a section called ‘Differentiation Note.’ Each ‘Differentiation Note’ has a colored circle(s) indicating the language level the differentiation is intended for: Green, or first circle (corresponds to WIDA’s entering and beginning levels), Orange, or second circle (corresponds to WIDA’s Developing and Expanding levels), and Yellow, or third circle (corresponds to WIDA’s Bridging level).

B. The differentiation of language proficiency is developmentally and linguistically appropriate for all targeted language levels at all the targeted ages (kindergarten - 5th grade). A range of methods and supports that help differentiate material include partnering, providing word banks, writing additional sentences, discussions, etc.

C. Differentiation of language is systematically addressed throughout Oxford Picture Dictionary: Content Areas for Kids for all targeted ages and language levels. Multiple ‘Differentiation Note’s are throughout each topic lesson.

The following examples from Unit 4 illustrate differentiation of language:

Teacher’s Edition

Pages Txiv-Txxi - instructional routines

Unit 4, Topic 33, Page T83: ‘Differentiation Note’ (4 activities suggested)

Unit 4, Topic 34, Page T84: ‘Differentiation Note’ (2 activities suggested)

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

YES NO

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

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

A-B. Scaffolding supports provided throughout Oxford Picture Dictionary: Content Areas for Kids help language learners advance within a proficiency level as well as progress from one level to the next. The curriculum systematically builds upon prior knowledge from previous lessons and students’ schema. Scaffolding is explicitly addressed in the section titled ‘Build Background,’ as well as in instructional routines and individual places in lessons. Scaffolding supports include, but are not limited to, pictures, graphic organizers, partnering, and sentence/paragraph frames.

C. Scaffolding supports are presented systematically throughout Oxford Picture Dictionary: Content Areas for Kids. Each lesson provides language learners with the information they need to be successful for the next, as they master language and progress through language proficiency levels.

Examples provided from unit 5 are indicative of the structure of the entire program:

Teacher’s Edition

Pages Txiv-Txxi - instructional routines

Unit 5, Topic 38, Page 94: ‘Build Background’

Unit 5, Topic 38, Page 95-T94: ‘Present the Content’—lesson is scaffolding language through the use of graphic organizer and pictures.

Unit 5, Topic 38, Page T94: ‘Describe Faces’—learners are now building their language proficiency through oral language after becoming familiar with the terms.

Unit 5, Topic 38, Page T95: ‘ReadingSelection’— learners build their language proficiency through oral language, reading, and writing activities.

#### 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. Oxford Picture Dictionary: Content Areas for Kids contains a range of language functions for all targeted language proficiency levels. Each topic lesson contains language goals that are outlined at the beginning of each topic lesson in a section titled ‘Language Objectives.’ Language functions are also included throughout each lesson and include, but are not limited to, describe, identify, discuss, indicate, repeat, and rephrase.
- B. All language functions present in Oxford Picture Dictionary: Content Areas for Kids are attached to a context and activity. Specific content and language objectives are presented at the beginning of each topic.
- C. Language functions throughout the curriculum are presented systematically and comprehensively to support the progression of language development across topic lessons and units.

The following examples are indicative of the structure of all topic lessons throughout the curriculum:

Dictionary  
Unit 6, Topic 51, Page 123  
Unit 6, Expansion, Pages 124-125

Teacher’s Edition  
Pages Txiv-Txxi - instructional routines  
Unit 6, Topic 51, Page 122: ‘Language Objectives’  
Unit 6, Topic 51, Page 122-123: ‘Build Background’—learners identify terms, talk about terms, and indicate whether they know them  
Unit 6, Topic 44, Page 122-123: ‘Content Support’— learners repeat and add words

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YES NO

**Higher Order Thinking**

- D. Are opportunities to engage in higher order thinking present for students of various levels of English language proficiency?
- 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. Opportunities for higher order thinking are present for learners of all targeted levels of language proficiency throughout every topic lesson and unit. Differentiation of higher order thinking skills is built in through grouping, pictures, graphic organizers, and other supports. In addition, higher order thinking is a specific focus at the end of each unit in a lesson called ‘Unit Expansion.’ These activities allow learners to practice learned language, stimulate further thinking, and extend learning.

E. Higher order thinking opportunities are systematically addressed throughout Oxford Picture Dictionary: Content Areas for Kids. Language learners at every level are provided opportunities to extend their learning and language proficiency.

Examples provided are indicative of the structure of the entire program:

**Dictionary**

Unit 7, Expansion, Page 136-137 - learners discuss a chart, complete a chart, ask and answer question, think critically, and make connections

**Teacher’s Edition**

Unit 7, Topic 56, Page 134-135: ‘Content Support’ – (learners have opportunities to brainstorm, do demonstrations, and make presentations)

Unit 7, Topic 56, Page T135: ‘Post Reading’ (learners describe machines)

Unit 7, Expansion, Pages 136-T137: learners discuss a chart, complete a chart, ask and answer question, think critically, make connections, create idea webs

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**IVB. Content Stem**

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

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

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

A. In addition to teaching the English language, Oxford Picture Dictionary: Content Areas for Kids covers a wide range of local, state, and national standards. Standards-based content objectives are presented at the beginning of every topic lesson in the section ‘Content Objectives.’ Language goals are listed beneath those in the ‘Language Objectives’ section.

B. Example topics are accessible to learners of all targeted language proficiency levels. Content topics are covered in ways that build background knowledge, scaffold, and expand knowledge for learners at each level of language proficiency.

C. Example topics are systematically presented throughout Oxford Picture Dictionary: Content Areas for Kids.

A list of all lessons can be seen in the Chapter Sequence Selections in the Installation and Training Manual or on the teacher side of OpenBook under Chapter Preview.

The following examples are indicative of the structure of the entire program:

Dictionary

Pages x-xiv, Table of Contents - list of all content topics presented in curriculum

Unit 9, Unit 9 Expansion, Pages 168-169: Language and content understanding of fractions  
Teacher’s Edition

Unit 9, Topic 68, Page 162: ‘Content Objectives’—clearly states the standards-based content learning objective.

Unit 9, Topic 68, Page 162-163: ‘Build Background’— learner’s background knowledge and language on standards-based content topic is built

Unit 9, Topic 68, Pages 162-163: ‘Content Support’—Standards-based content topic is expanded and additional clarification is provided.

Unit 9, Topic 68, Page 163-T162: ‘Present the Content’—acquisition of standards-based content and language

Unit 9, Topic 68, Pages T162-T163: acquisition of standards-based content and language

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- | YES                                 | NO                       | <b>Accessibility to Grade Level Content</b>  |
|-------------------------------------|--------------------------|--|
| <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. Oxford Picture Dictionary: Content Areas for Kids is composed of linguistically and developmentally appropriate grade level content for all of the targeted grade levels, kindergarten - fifth grade. The content is specific to building English grammar, vocabulary, language proficiency, and content knowledge at all targeted grade and language levels. Level appropriate mathematics, science, social studies, and language arts topics are the basis of each lesson to build everyday and academic vocabulary and language.

E. Grade level content is accessible for all targeted proficiency levels. Differentiation and building prior knowledge is incorporated into each topic lesson in the sections titled ‘Build Background’ and ‘Differentiation Note’ to ensure accessibility

F. Standards-based grade level content is systematically presented throughout Oxford Picture Dictionary:Content Areas for Kids.

The following examples are indicative of the structure of the entire program:

Dictionary

Topic 3, Pages 16-17: Family

Topic 19, Pages 52-53: Feelings

Topic 34, Pages 84-85: Map Skills

Topic 57, Pages 138-139: Land and Water

Topic 60, Pages 144-145: Dinosaurs and Fossils

Topic 69, Pages 164-165: Measurement

Unit 9 Expansion, Pages 168-169: Math—unit expansion using skill from the whole unit

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**IVC. INSTRUCTIONAL SUPPORTS**

YES NO **Sensory Support**

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

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

A. Throughout Oxford Picture Dictionary: Content Areas for Kids, instruction is supported with a large variety of sensory supports. These supports include, but are not limited to, pictures and photographs, word and picture cards for every lesson, manipulatives, physical activity, and illustrations that provide access to instruction and facilitate deeper understanding and retention of skills.

B. The sensory supports throughout the curriculum are relevant to concept attainment and reinforce communicative goals for all targeted proficiency levels. Supports included in this program scaffold instruction, provide multi sensory experiences, and reinforce understanding of concepts for learners on all targeted language levels.

C. Sensory supports are systematically presented in every single lesson throughout the curriculum and within the context of the lesson.

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

Dictionary

Unit 31, Topic 21, Pages 56-57

Unit 3, Expansion, Pages 80-81

Teacher's Edition

Pages Txiv-Txxi - instructional routines

Page T-xxi: 'Using the Word and Picture Cards'

Unit 9, Topic 70, Pages 166-167: Picture inlays for vocabulary words and large picture for topic

Unit 9, Topic 70, Pages 166-167: 'Content Support' - use of manipulatives

Unit 9, Topic 70, Page 167-T166: 'Present the Content'- uses picture cards

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YES NO **Graphic Support**

- D. Are graphic supports present and varied in the materials?
- E. Are graphic supports relevant to concept attainment and presented in a manner that reinforces communicative goals for the targeted proficiency levels?
- 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. A wide variety of graphic supports are used throughout Oxford Picture Dictionary: Content Areas for Kids to assist with cognitive understanding. The use of charts and graphic organizers are purposeful and varied based on the content. Understanding is deepened and learning is scaffolded through the use of a variety of graphic supports.

E. All graphic supports are relevant to concept attainment and reinforce communicative goals for all targeted English language learners. Supports develop understanding of content.

F. Graphic supports are systematically presented throughout the curriculum and are integrated into lessons.

The following examples are indicative of the structure of the entire program:

Dictionary

Unit 2, Expansion, Pages 54-55 — Venndiagrams

Unit 6, Expansion, Pages 124-125 - charts

Teacher’s Edition

Unit 4, Topic 33, Page 82-83: ‘Content Support’—time lines

Unit 5, Unit 5 Expansion, Page 104-T105: charts

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YES NO **Interactive Support**

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

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

G. Interactive supports are present and varied throughout Oxford Picture Dictionary: Content Areas for Kids, including including whole group activities, small group activities, pairs, and iPack (interactive dictionary pages and topic based chants).

H. Interactive supports are relevant to concept attainments for all language proficiency levels. The supports included in this program scaffold instruction, provide multi sensory experiences, and facilitate access to content for learners of all targeted proficiency levels and ages.

I. Interactive supports are systematically presented throughout Oxford Picture Dictionary: Content Areas for Kids.

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

Dictionary

Unit 3, Expansion, Pages 80-81: partner and whole group discussions

Unit 5, Topic 37, Page 93: partnering

Teacher’s Edition

Pages Txiv-Txxi - instructional routines

Unit 1, Topic 2, Page 14: ‘Build Background’— whole class activity, partner activity, iPack

Unit 1, Topic 2, Page T14: ‘Describe People’—whole group and individual reading; partner and individual oral activity

## 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.

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**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.