



PRIME™

Protocol for Review of Instructional Materials for ELLs

WIDA PRIME Correlation



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): Reach

Publisher: National Geographic School Publishers/Cengage Learning

Materials/ Program to be Reviewed: National Geographic Reach, ©2001. Grades K-5 with specific examples from Grade 3.

Tools of Instruction included in this review: TE Sets, Student Anthology, NG Library, Fiction and Non-Fiction Library, TSP with Reach into Phonics (a complete list is provided at the bottom of the page)

Intended Teacher Audiences: Classroom Teachers, Language Teachers, Resource Teachers, Paraprofessionals

Intended Student Audiences: K-5 English Language Learners

WIDA Framework(s) considered: Summative and Formative

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

WIDA English Language Proficiency Standards addressed: Social and Instructional Language, The Language of Language

WIDA language proficiency levels included: Levels 1-5 (Entering, Beginning, Developing, Expanding, Bridging)

Most Recently Published Edition or Website: www.ngsp.com

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

Reach is a program designed specifically for elementary English Language Learners. Language, vocabulary, reading, and content are focal points of the program. Reach was designed in a robust and interactive way to engage young learners. Multi-sensory activities enrich language and content experiences. Grade-level vocabulary is presented visually to accelerate acquisition. Images, videos, and games empower students to reinforce and extend learning. The program is visually rich and offers structured support. However, supports are varied to meet the needs of all learners. Reach teaching routines and strategies support student learning by offering consistent styles of delivery so that students can focus more on content. This also helps save transition time. In addition to the hard copy materials, Reach provides instant access to online teaching tools at www.NGReach.com. Reach offers instructors the opportunities to tailor the program to meet the needs of specific educational settings. The teaching resources are abundant, allowing teachers to choose the pieces that best meet their teaching style.

Tools of Instruction included in this review: Teacher's Edition Set, Student Anthology, National Geographic Library, Non-Fiction Library, Fiction Library, Teacher Support Pack with Reach into Phonics, English Language Proficiency Pre and Post Test with Teacher's Edition, Oral Language Assessment, End-of-Level Test Booklet, Assessment Handbook, Exam View CD-ROM, Language Builder Picture Cards, and website activities

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 presented in strands that spiral from the beginning to the end of the program. Spiraling includes content skills, linguistic skills, and critical thinking skills and is evidenced in the teacher's editions scope and sequence and daily planner. The quality and amount of language production is evidenced on p. 9 of the "Language and Literacy Teamwork Activities", pp. 32-33 of the "Reach Anthology", D55 of the "Language Picture Cards" and p. T281 of the "Volume 2 Teacher's Edition".

B. In the reading component of the program, the student books are leveled. In each unit, library books are available. Those levels are; newcomer, beginning, intermediate, advanced, and high advanced. See "Volume 1 Teacher's Edition" on p. T4b. A beginning student reads, "How We Help", an intermediate student, "Tomas and the Library Lady", and an advanced student, "Listen to the Wind". Each unit has multi-level delivery options available throughout. See p. T6a of the "Volume 1 Teacher's Edition" for an example.

C. The delivery system in "Volumes 1 and 2 of the Teacher's Edition" has a multitude of features contained within.

Examples Include:

- pre-teaching of key vocabulary and concepts
- questioning strategies to engage and extend learning
- explicit instruction and extended practice in reading strategies

For examples, see the "Volume 1 Teacher's Edition", pp. T72, T74, T74a, T76, and T94c.

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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. Students are exposed to "Key Words" in the vocabulary in reading selections. They also are challenged to read the words in the comprehension questions, in the language function songs and chants, and in the "Big Question". They hear the words in the "Background Video", "Interactive", the questions their teacher asks, and in the class discussions. See "Volume 1 Teacher's Edition", pp. T2, T2b, T5, T7, T10b, and T34i. Also on pp. 211-213 of the "Reach Anthology", key words are depicted and explained to the student.

B. See p. T212 of the "Volume 1 Teacher's Edition", "Daily Writing". The application of vocabulary is presented at all targeted proficiency levels as indicated by the colored boxes. In the "Volume 1 Teacher's Edition" on p. T210, the vocabulary is listed on the top left of the page.

C. An example of general language is presented in the "Reach Anthology" on pp. 10-25, "Those Shoes". Specific language is demonstrated on pp. 150-162 in the story, "Two Old Potatoes and Me". Technical language is addressed in a story titled, "Tsunamis" on pp. 467-471. The "Language Builder Picture Cards" and three library collections provide language support for each unit. Academic vocabulary shared across content areas is also directly taught, practiced, reviewed, and used in the activities related to the selections. Academic vocabulary for the unit is reinforced in the writing lessons and, because of the thematic connections between the reading and writing books, students have natural opportunities to use the key vocabulary when they write.

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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. An example of language control is in the "Reach Into Phonics Teacher's Edition" on p. T27 where students listen, echo, then sing a song using the "Sing with Me, Language Songs" book. In the same teacher's edition, see p. T31 about blending whole words. Also, the "Phonics Card Boards" provide further language control using sound/spelling applications on p. T30.

B. In the "Volume 2 Teacher's Edition" on p. T308c, students perform "Melt the Snow" where students at all proficiency levels are assigned roles in the "Theme Theater" activities. In the same text, there is a student fluency check during the reading, "Oye, Celia!" on p. T365c.

C. On pp. T4-T69a of the "Volume 2 Teacher's Edition" language control is addressed in the colored boxes. Oral language assessments are used to ensure students are progressing adequately. Reach provides systematic practice to help students develop fluency and language control.

Resources include:

- Professionally modeled readings and teacher read-alouds
- Fluency models focusing on specific prosody skills
- Frequent opportunities for oral reading
- Repeated reading activities
- Multiple texts of varying genres and lengths on similar topics
- A rich array of leveled books, enabling students to develop fluency using topics of their choice
- States of language acquisition resources
- Sentence stems and activities resources

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. An example of social and instructional language is in the "Language and Literacy Teamwork Activities" on p. 28 when students have to give ideas about how people work as a team. In "Volume 1 of the Teacher's Edition" on p. T10a, students practice making and responding to requests. See the "Cross-Curricular Teamwork Activities" which covers all of the content areas. See pp. 20-21 of this teacher's edition where students are learning about African regions and life science. The "National Geographic Explorer!" is centered around various content themes in social studies and science. Some examples are; "Vanishing Cultures", "Stories from the Underground Railroad", "Volcano!", and "The Children's Forest". In the "Non-fiction Library Collection", three titles, "How Big is a Foot?", " Fractions Everywhere!", "How Much Money", address the language of mathematics.

B. All the materials that are included in the basic purchase of Reach are designed to deliver content to English language learners by using social and academic language as an integrated tool to comprehend the content areas. There is specific vocabulary in science and social studies, academic vocabulary, classroom vocabulary, and multiple-meaning words. All materials are integral to connecting language, building vocabulary, reading, and writing in the instructional design.

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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. Listening and speaking are targeted in the materials, as evidenced in the "Sing with Me, Language Songs", the "Language and Literacy Teamwork Activities", "The Teacher Support Pack with Reach into Phonics", and "Volumes 1 and 2 of the Teacher's Edition". Reading and writing are addressed in all of the three library collections, "The Teacher Support Pack with Reach into Phonics", which includes a practice book with activities, as well as in the "Reach Student Anthology", "Volumes 1 and 2 of the Teacher's Edition", and the "End-of-Level Tests", "Pre and Post Test", and "Exam View".

B. As mentioned earlier, the proficiency levels in "Volumes 1 and 2 Teacher's Edition" are represented by colored boxes. In volume 2, see T281 where a beginning level student, as indicated in orange, will draw pictures that describe a real-life situation. Where an intermediate student will write sentences about the situation, advanced students will write paragraphs about the topic, and high advanced students will write a story using dialogue.

C. Turn to p. T414c-T415f in the "Volume 2 Teacher's Edition", each day of the Daily Planner includes a "Language of the Day" activity for practicing listening and speaking. Writing and reading activities are included in each day of the Daily Planner. See day 1 for example, where students learn imagery, then work on a read aloud called "Scary Fun". The students also improve writing fluency in the "Daily Writing Lesson".

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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. Students at all proficiency levels will participate in every lesson in the Reach program. Colored boxes indicated in the "Volumes 1 and 2 Teacher's Edition" provide opportunities for multi-level strategies to modify instruction for each level. The Reach ancillary materials are used to accomplish the differentiated instructional exercises.

B. Reach level D provides motivating content for students in the 476-800 lexile range. End-of-Unit tests and all ancillary materials have differentiated delivery systems in place.

C. Systematically, throughout every lesson in "Volumes 1 and 2 Teacher's Edition", call out boxes labeled "Differentiate" are presented. These boxes present information to teachers in a way that they can offer the same instructional activity for all student levels. In the "Volume 1 Teacher's Edition", on p. T33a, see an example of an issue students encounter with a strategy of restating and emphasizing subject pronouns. See the box on p.T34 that contains different strategies on sentence construction. The scope and sequence of "Volume 1 Teacher's Edition" contains language development and language communication for all proficiency levels.

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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. The "National Geographic Explorer!" book, "Vanishing Cultures" has intermediate, advanced, and advanced high scaffolding within the same text. See p. T344f of the "Volume 2 Teacher's Edition" on the bottom right of the page.

B. In the "Teacher Support pack with Intro into Phonics Teacher's Edition", under, "On your Own", after students have mastered the reading comprehension, they can go on to an independent practice activity. See the "Reach Assessment Handbook" on p. 52 in the unit writing test. Students are assessed at their corresponding proficiency levels. See p. 35 of the "Reach Teacher's Edition/Pre and Post Tests". Scaffolding of proficiency levels is offered during each assessment.

C. "Volume 2 of the Teacher's Edition" demonstrates scaffolding supports on p. T308b in the intermediate and advanced section of the boxes with colors. Students create and share e-mail messages and have the opportunity to advance within the level by expanding on their writings and discussions. The fiction and non-fiction libraries are leveled as indicated on the back of each reader. Oral language routines scaffold consistently throughout the lesson cycle.

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. The materials include a range of language functions from the beginning level, i.e. retelling a story, to the high advanced level, such as expressing intentions. See the "contents" section at the front of the "Reach Assessment Handbook". Each unit presents language function rubrics to help teachers assess functions within a particular language activity. Language functions appear consistently on Days 1, 3, and 6. Language functions are also supported with digital visuals and audio at NGReach.com. Reach also covers academic functions on a daily basis, presented in the reading strand of the daily planner. See Reach D Teacher's Edition, Vol. 2, T276, T276c-T276f, T282a, and T300a.

B. Language functions attach to context in the "Volume 2 Teacher's Edition", pp. T414c-T414f. In the unit Daily Planner the language section addresses the daily language function that focuses on the content and the activity; Day 1 - Tell an Original Story, Day 3 - Summarize. The teacher models an original story and then provides practice. The "Reach Student Anthology" is used as a visual reference to guide the student through the text.

C. The language function instruction and activities progress in a natural and developmental manner. The "National Geographic Explorer!", "Fiction and Non-fiction Libraries", and "Teamwork Activities" contain other examples of language functions. In the back section of both volumes of the teacher's editions, a progressive list contains all language functions addressed in the Reach program. Language functions progress in complexity and support the main grammar point of the unit.

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

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

D. Students from newcomer through high advanced levels are challenged to participate in instructional activities. The introduction of the "Big Question" in each unit serves as the springboard for higher order thinking activities. Opportunities for speculation, reflection, and evaluation are built into the lessons in each unit. Pair and group work activities are also incorporated, and each unit concludes with a "Talk Together" About the "Big Question" activity, which incorporates a synthesis discussion. For example, in the "Cross-Curricular Teamwork Activities" on p. 19, students use a graph to research how long it takes to grow a vegetable from a seed. In "Volume 1 of the Teacher's Edition" students make inferences about why pronghorn fawns are in more danger than the adult antelope on pp. T116-T117.

E. In the "Volume 1 Teacher's Edition", p. T259a, students analyze expressions to adjust language usage to an audience. On p. T470-T471 of the "Volume 2 Teacher's Edition" students synthesize and generalize about tools scientists use to monitor tsunamis. Also in the library collections there are several opportunities to participate in higher order thinking activities. For example in "National Geographic Explorer!", "Coral Reefs" students can explore coral reefs online. All books in the collection have an "explore" section on the last page of every edition. See an example in the "Non-fiction Library Collection", "Fractions Everywhere!" where students explain ways consumers use fractions.

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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. The Reach program covers a wide range of topics typically found in state and local academic content standards. Topics include: environment, work, history of the world, transportation, inventions and discoveries, living things, matter, morals through fiction, and computation. For example see the content stations and language stations on pp. T276g-T276h of the "Volume 2 Teacher's Edition". Topics such as matter, the ice age, plays, riddles, digital media, and the water cycle are showcased on during this activity.

B. Example topics are accessible to English language learners of the targeted level(s) of English language proficiency. Topics were carefully chosen to ensure 3rd grade learners will master the standards in the content areas. On p. T483 in the "Volume 2 Teacher's Edition", students work on map skills, a common age/grade level appropriate activity.

C. Example topics are systematically presented throughout the materials. Reach is rich in content and has a variety of topics centered around a unit theme. The "Sing with Me Language Songs", "Cross-Curricular Literacy and Language Teamwork Activities", "Practice Masters", "Language Builder Picture Cards", "National Geographic Explorer!", "Fiction and Non-fiction Library Collection", and more are tied into each unit of Reach. See an example of how the topics are integrated in the unit 1 resource page on T2a of the "Volume 1 Teacher's Edition".

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

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

D. The materials of the Reach Level D program are developmentally designed for 3rd grade students. The information provided has been thoughtfully created to ensure the student will be able to relate to the content. The presentation of materials linguistically matches the language that is used by a native English speaker at the same grade level. See for example, in the "Teacher Support Pack with Reach into Phonics Practice Book", pp. 93-94; "Jan Has Hot Dogs!" and "A Dog and a Cat at Last".

E. Since the materials present the same activity and content to each level of proficiency, students are able to fully participate in the level of language proficiency that is appropriate at the time. See the "Reach Anthology" beginning on pp. 70-141 of the text. The linguistic complexity and content matter mature as students progress through the levels of the program.

F. The components of the entire Reach Level D program are geared toward 3rd grade English language learners. Each unit contains several selections that are supported with a variety of ancillary materials, such as the "Fiction & Nonfiction Libraries", "Read with Me Big Books", "Sing with Me Language Song CDs", "Language Builder Picture Cards", and "NGReach.com".

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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. Multiple learning modalities are present in every lesson and ancillary of the Reach program. Reach sustains students’ interest by providing visually rich selections that include exclusive visuals from National Geographic. Photos and illustrations throughout the program not only capture students’ attention, but also help build their knowledge. Students see images and videos about events they learn about in the media.

B. In the "National Geographic Explorer!", "Freaky Frogs", on pp. 2-7, concepts are pointed out in a colorful and clear manner, and the communicative goal is addressed on the back and front cover of the book. The "Reach Phonics Spelling Cards" are large and colorful, fun to hold, and teach all the phonetic structures of the English language. The "Reach Oral Language Assessment Prompt Cards" have an audio CD and colorful pictures, to help students communicate during the assessment. See prompt card #3 for a story about Pedro's first day in the USA. The "Language Picture Cards" are brightly colored photos designed for learning new vocabulary. In the "Language and Literacy Teamwork Activities", "Talk Together", see p. 16 of this book about ecosystems, where students discuss ecosystem balances.

C. Throughout every unit, auditory ("Read with Me Selection CDs/Language Songs CDs"), visual (photographs, illustrations, and "Build Background Videos"), and kinesthetic activities ("Theme Theater" and "Talk About") are provided throughout the program. At the end of each unit, projects are provided that address multiple learning modalities: "Write It", "Talk About It", and "Do It".

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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. The Reach program has numerous graphic supports to help students understand the information being delivered. The supports are very unique, such as in the "Volume 1 Teacher's Edition" on p. T29a where students complete a chart on their practice master as they read "Guardian Angel" in the "Reach Anthology".

E. Students of all proficiency levels learn the same concepts at their designated levels. See for example in "Volume 2 of the Teacher's Edition", pp. T376a-T376. In the lower left box on the page, steps in a process are presented using different methods. The practice master set at the top right of the page presents an activity where students complete a flow chart. In the same book, see p. T416, where students use word map activity to learn vocabulary.

F. Graphic organizers are used extensively in the program as tools for comprehending text; students are taught to use graphic organizers as frames for evaluating and organizing information. The "Language and Literacy Teamwork Activities" on p. 37 has a cluster map to explain tradition and cultures. In the "Cross-Curricular Teamwork Activities" students create and read a bar graph on p. 31 about melting ice cubes and racing. In the "Reach Anthology" on p. 346 students need to read and create a web using classifying details.

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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. Students are actively working together in most of the activities. Different types of interactive supports are offered in the Reach program, such as "Cooperative Learning Routines". See "Volume 1 Teacher's Edition", p. T54b where students conduct a three-step interview using the "National Geographic Reach" online activities.

H. Notice in the "Volume 1 Teacher's Edition" on p. T136d, where all proficiency levels deliver information by creating visuals, sentences, and presentations at the various proficiency levels.

I. Units include a rich digital library and "Build Background" videos, which teachers can use to build students' background knowledge and promote interest in the topic. "Games and the Vocabulary Notebook" at NGReach.com create personalized, interactive learning and practice opportunities. "Write-On/Wipe-Off Boards" in the "Teacher Support Pack with Reach into Phonics", include scripts at the bottom of the pages that have students working with a partner interactively. See p. T205 where students read and decode new vocabulary using strategies they have learned. Also pp. T196-197 presents first, second, third, and fourth reading activities that are highly interactive; whisper reading, partner reading, group reading, and choral reading from the story "The Orchard". Both "Language and Literacy and Cross-Curricular Teamwork Activities" have many interactive supports. See "Language and Literacy Teamwork Activities" p. 33, where a student uses yellow and blue paint to mix colors. In "Cross-Curricular Teamwork Activities" on p. 9, students role-play helping members in a community.

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.

WIDA Protocol for Review of Instructional Materials for ELLs
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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.