



PRIME™

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): Imagine Learning English

Publisher: Imagine Learning, Inc.

Materials/ Program to be Reviewed: Imagine Learning English is an English language and literacy software program for English learners, struggling readers, early childhood education students, and students with disabilities in grades pre-K-6.

Tools of Instruction included in this review: Imagine Learning English software; teacher guides; Imagine Manager, used by teachers to manage student instruction and generate progress reports

Intended Teacher Audiences: Classroom teachers, language teachers, resource teachers, computer lab managers or technicians.

Intended Student Audiences: Imagine Learning English is designed for English learners, including newcomers, in grades pre-K-6. It can also be used effectively with struggling readers, early childhood education students, and students with specific learning disabilities.

WIDA Framework(s) considered: Formative and Summative

Language domains addressed in material: Instructional activities focus on reading and listening domains. Additional activities support writing and speaking.

WIDA English Language Proficiency Standards addressed: Social and Instructional language, the language of Language Arts, the language of Social Studies, and the language of Science.

WIDA language proficiency levels included: Overall instruction: Levels 1-3 (Entering, Beginning, Developing); Reading Instruction: Levels 1-4 (Entering, Beginning, Developing, Expanding)

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

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

Imagine Learning English focuses on the development of English language and literacy for students in pre-K through sixth grade. It is a supplemental program designed to be used daily for 30 minutes. It includes instruction in the five key areas of literacy: phonemic awareness, word recognition, vocabulary, fluency and comprehension. Academic vocabulary is directly taught and students have multiple opportunities to practice and solidify understanding. Concepts are made clear through videos and optional first-language translations.

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. Imagine Learning English systematically develops speech in a way that supports the linguistic demands of the student. When developing oral vocabulary, for example, beginning students match a new vocabulary word with a picture. More advanced students complete a cloze sentence with a vocabulary word, using context to support their selection.

In another example, students encounter paired texts. They begin by reading a short, simple selection that provides information about a topic. Then they read a denser and linguistically demanding selection that expands their understanding of the same content.

- B. The instructional materials address linguistic complexity for levels one through three by providing first language support, modeling the language structures, and providing graduated feedback.
- C. The linguistic complexity is systematically addressed in multiple lessons and curriculum areas. Lessons build on each other, preparing students for more complex language tasks. In the Literacy 2 curriculum area, Beginning students read stories with short sentences, such as “But I need to practice,” in Lesson 21. They then progress through more sophisticated sentences, such as “But I was unhurt, so I retied my shoes and jumped up,” in Lesson 45.

In lessons one through ten of the Songs and Chants 1 curriculum area, students begin by singing simple songs such as “If You’re Happy and You Know It.” They then progress to the Songs and Chants 2 curriculum area, in which they sing songs describing grammar rules and language conventions, including a chant that teaches be verbs.

See screen shot examples on the next page

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Linguistic complexity is systematically addressed in the following curriculum areas and lessons:

- **Curriculum Area: Songs 1** (Lessons: 1–10), Activities: “Be a Recording Artist”;
- **Curriculum Area: Chants 2** (Lessons: 1–12), Activities: “Recording Studio”;
- **Curriculum Area: Literacy 2** (Lessons: 1–48), Activities: “Start Reading English (Read and Record)”;
- **Curriculum Area: Literacy 2** (Lessons: 49–118) , Activities: “Read Leveled Text (Read and Record)”;
- **Curriculum Area: Vocabulary 2** (Lessons: 72–96), Activities: “Word Alert: Introduction to Vocabulary,” “Galactic Goal: Vocabulary Practice,” “Crossword Countdown: Vocabulary Review,” “Show What You Know: Vocabulary Test”

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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. Vocabulary usage is represented as words, phrases and expressions in context. For Entering students, that context may be an illustrated scene. Entering and Beginning students may encounter a video with a sentence caption. Developing and Expanding students encounter vocabulary in the context of informational text, such as “The Exploding Mountain,” which teaches students about the eruption of Mount St. Helens.
- B. Vocabulary usage addresses all targeted levels of proficiency. For Entering and Beginning students, vocabulary is presented through illustrations accompanied by sentences, as illustrated in the activity “Animated Everyday Words.” As the vocabulary becomes more abstract at higher levels of proficiency, target words are presented in videos and reading selections.
- C. General, specific, and technical language usage is systematically presented throughout the materials. For example, in Vocabulary 1, Lesson 19, students may develop general vocabulary for use on the playground, such as baseball, soccer ball, grass, fence, and slide. In Vocabulary 2, Lesson 34, they learn specific vocabulary, such as select, sort, and estimate. In Literacy 2, Lesson 63, they learn technical vocabulary including ecosystem, rainforest, and species.



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General, specific, and technical language usage is systematically developed in the following curriculum areas and lessons:

- **Curriculum Area: Vocabulary 1** (Basic Vocabulary), Lessons: 1–50, Activities include: “Explore Everyday Words,” “Animated Everyday Words,” “Silly Animals: Matching Game”;
- **Curriculum Area: Vocabulary 2** (Academic Vocabulary), Lessons: 1–71, Activities: “Cool Cars: Noun Game,” “Go for the Gold: Verb, Adjective, and Adverb Game,” “Put It There: Preposition Game”;
- **Curriculum Area: Literacy 2**, Lessons: 1–48, Activities: “Printout: Sight Word Flashcards,” “Space Ace: Word Identification,” “Word Chop: Introduction to Prefixes and Suffixes”

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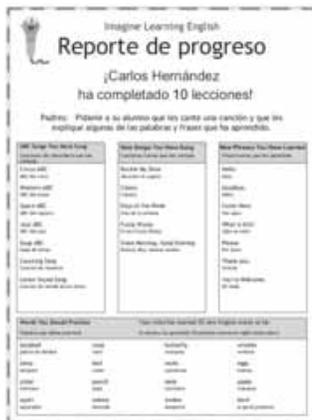
IC. Language Control/Conventions (comprehensibility of language)

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?

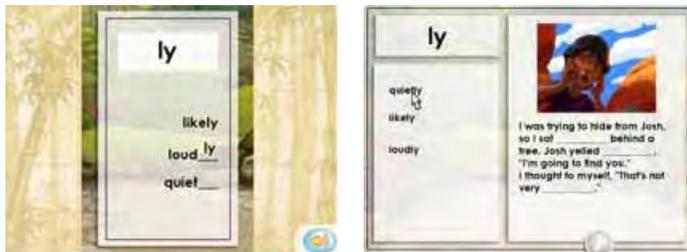
Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

- A. Students are provided with opportunities to demonstrate language control throughout Imagine Learning English. For example, they practice asking questions and repeat words and phrases orally. Students also sing songs and repeat chants, including chants about grammar rules. They change verb tenses by adding “-ing” or “-ed,” use context to complete cloze sentences, and spell newly learned academic words to complete crossword puzzles.
- B. Students demonstrate language control at all three targeted levels of language proficiency—Entering, Beginning, and Developing. Opportunities correspond to Social and Instructional language and the language of Language Arts.
- C. Students demonstrate their language control in multiple lessons. Entering students are invited to practice asking questions for clarification. In Conversation 1, Lesson 3 students practice asking “What is this?” Parents can help their child practice language in the home through information provided on the student’s progress report, which is printed in the student’s first language when available.



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Beginning students practice using sequence words as they tell a story using pictures as graphic support. Developing students level learn about parts of speech through select vocabulary lessons. They also learn about grammar principles through chants. Students learn about affixes and have the opportunity to complete short stories by building words.



At the Expanding level, students write a journal response to reading selections or complete a graphic organizer and a written summary of the selection's content.



- **Curriculum Area: Conversation 1** (Lessons: 3, 5–6, 11–15), Activities: “Let’s Talk,” “Your Turn to Talk,” “Daily Conversations,” “What Should You Say?”;
- **Curriculum Area: Listening Comprehension** (Lessons: 11–15), Activities: “Listen to a Story” pre-reading vocabulary and sequencing activity, “Printout: Sequence Story Events”;
- **Curriculum Area: Songs and Chants 2** (Lessons: 4–6, repeated in 9–12), Activities: Chants with Introduction in student lessons: “Plurals,” “Be Verbs,” “It’s Mine,” “What Do You Mean?;” Chants with Introduction that may be accessed from the activity menu: “This and That,” “Question Words,” “Places”;
- **Curriculum Area: Vocabulary 2** (Lessons: 1–71), Activities: “Word Videos: Introduction to Vocabulary”;
- **Curriculum Area: Vocabulary 2** (Lessons: 3, 6, 9, 11, 14, 17, 20, 22, 25, 28, 31, 33), Activities: “Put it There,” “Show What You Know”;
- **Curriculum Area: Vocabulary 2** (Lessons: 72, 81, 82, 83, 86), Activities: “Word Alert: Introduction to Vocabulary”;
- **Curriculum Area: Literacy 2** (Lessons: 44–49, 51, 57–58, 61–66, 69–71, 73–75, 79–81), Activities: “Word Chop,” “Fix it Up,” “Affix Action”;
- **Curriculum Area: Literacy 2** (Lessons: 49–118), Activities: “Printout: Graphic Organizer,” “Printout: Reading Response Journal”

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 Instructional Language and additional WIDA Standards are present in the materials. There is an emphasis on the language of Language Arts, which is taught through the content of 118 literacy lessons, and moderate emphasis on the language of Science, of Social Studies, and of Mathematics through reading selections and vocabulary activities. Of the 70 leveled reading selections, 21 address science, 15 address social studies, 4 address math, and 29 address language arts, including multiple genres, informative texts about genres, and selections that teach about point of view. Each of these books includes pre-reading vocabulary instruction as well as within-reading access to a glossary. Additionally, students interact with academic language in all content areas within the Vocabulary 2 curriculum area through videos and games.
- B. The materials systematically integrate Social and Instructional language and the language of Language Arts. This is true throughout the program, since utilizing Social and Instructional language makes content area information more accessible to students. For example, in the activity “Look and Think,” students learn about drawing inferences through a video conversation that integrates Social and Instructional language, followed by a friendly explanation from Alex, an Imagine Learning English character. Alex’s explanation integrates the language of Language Arts.



Social and Instructional language and the language of Language Arts are presented in the following activities. Note also that the language of Science, of Social Studies, and of Mathematics are addressed in the leveled reading selections as well as the academic vocabulary lessons.

- **Curriculum Area: Literacy 2**, (Lessons: 1, 5, 12, 18) Activities: “Look in the Book: Introduction to Literal Questions”;
- **Curriculum Area: Literacy 2** (Lessons: 19, 24, 30, 31, 36, 42, 48). Activities: “Look and Think: Introduction to Inferential Questions”;
- **Curriculum Area: Literacy 2** (Lessons: 49, 67, 91), Activities: “What’s the Point: Introduction to Main Idea Questions”;
- **Curriculum Area: Literacy 2**, (Lessons: 51, 65, 90), Activities: “Map it Out: Introduction to Story Map Questions”;
- **Curriculum Area: Literacy 2** (Lessons: 19–118), Activities: “Discover Story Vocabulary,” “Understand What I Read (During Reading Questions),” “Understand What I Read”;
- **Curriculum Area: Vocabulary 2** (Lessons: Lessons 1–71), Activities: “Word Videos: Introduction to Vocabulary,” “Cool Cars: Noun Game,” “Go for the Gold: Verb, Adjective, and Adverb Game,” “Put It There: Preposition Game,” “Name that Word: Vocabulary Review,” “Show What You Know: Vocabulary Test,” “Word Alert: Introduction to Vocabulary,” “Galactic Goal: Vocabulary Practice,” “Crossword Countdown: Vocabulary Review”

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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. All four language domains—listening, speaking, reading, and writing—are targeted within the activities contained in Imagine Learning English, many simultaneously. For example, students listen to the definition of a vocabulary word prior to reading, are asked to say the word, and then read sentences in order to select the best context for the word.
- B. The listening and reading language domains are presented within the context of language proficiency levels. Entering and Beginning English learners listen to a story that has very predictable text and language patterns. Students can click on words and graphics to hear the associated word spoken aloud. As students become more advanced and progress to the Developing level, they are invited to read stories and record the text for comparison with a fluent model. Students at the Expanding level read and record without the support of the fluent model.



- C. All four language domains are systematically integrated throughout the materials, with an emphasis on reading and listening. The following curriculum areas and lessons provide examples:

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- **Curriculum Area: Songs and Chants 1** (Lessons: 1–10), Activities: “Sing and Chant,” “Be a Recording Artist”;
- **Curriculum Area: Songs and Chants 2** (Lessons: 1–12), Activities: “Chants,” “Recording Studio”;
- **Curriculum Area: Listening Comprehension** (Lessons: 1–26), Activities: “Listen to a Story”—pre-reading vocabulary, listening, and comprehension; “Sequence Story Events”—listening comprehension; “Printout: Sequence Story Events,” “Understand What I Read”;
- **Curriculum Area: Literacy 2** (Lessons: 1–26), Activities: “Start Reading English: Early Literacy (Read and Record)”;
- **Curriculum Area: Literacy 2** (Lessons: Lessons 49–118), Activities: “Read Leveled Text (Read and Record)”;
- **Curriculum Area: Vocabulary 2** (Lessons: 1–71); Activities: “Word Videos: Introduction to Vocabulary,” “Cool Cars: Noun Game,” “Go for the Gold: Verb, Adjective, and Adverb Game,” “Put It There: Preposition Game,” “Name that Word: Vocabulary Review”;
- **Curriculum Area: Vocabulary 2** (Lessons: 72–96), Activities: “Word Alert: Introduction to Vocabulary,” “Galactic Goal: Vocabulary Practice,” “Crossword Countdown: Vocabulary Review,” “Show What You Know: Vocabulary Test”

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. The instructional materials differentiate between the language proficiency levels by relying on a number of tools: (1) an in-program placement test that determines the literacy and language knowledge gaps of students through multiple sub-tests that assess listening comprehension, vocabulary and literacy, (2) the teacher’s grade-level indications for each student entered through Imagine Manager, (3) the teacher’s optional selection of student’s first language, and (4) the responses of the student. Relying on this information, the program can automatically and dynamically deliver instruction at the appropriate developmental and language proficiency level of each student.
- B. The differentiation of language proficiency is developmentally and linguistically appropriate for the designated language levels. For example, if students’ placement test scores indicate that they need instruction in basic Level 1 Vocabulary to help them communicate for social purposes, they will be placed towards the beginning of the Level 1 Vocabulary curriculum area. They will also receive support appropriate to students at a beginning level of language proficiency, including optional first-language support that translates activity instructions into the students’ first language.
- C. Language differentiation is systematically addressed throughout Imagine Learning English. Support is adjusted dynamically depending on the factors listed above. For example, when students begin reading in the early books in lessons 1–35 of the Literacy 2 curriculum area, the reading question is read to them; however, from Lesson 36 to the end of the curriculum area, students are required to read their own reading questions. If the teacher has opted to enable first-language support, students will receive feedback in their first language on incorrect answers in lessons 1–48. In lessons 49–118, feedback is provided only in English.

Students’ literacy lessons can be modified based on student performance on the assessments included within each lesson. If students demonstrate strong phonics skills but show poor reading comprehension skills, their reading lesson will be streamlined, omitting unnecessary phonics instruction.

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Grade level indications are entered by the teacher in Imagine Manager when each student is added to the program. These indications influence curriculum selection decisions in order to ensure that students see developmentally appropriate instruction. Finally, students receive immediate feedback that directly relates to the answer they provided. This feedback is layered; the first incorrect answer prompts feedback that draws attention to important story information and the second incorrect guess prompts the correct answer.



Language is systematically differentiated throughout Imagine Learning English.

- **Curriculum Area: Literacy 2** (Lessons: 1–36), Activities: “Understand What I Read”—comprehension questions are read to the student;
- **Curriculum Area: Literacy 2** (Lessons: 37–48), Activities: “Understand What I Read”—student reads comprehension questions;
- **Curriculum Area: Literacy 2** (Lessons: 1–48), Activities: “Find a Word”—student identifies a spoken word by finding it in a story;
- **Curriculum Area: Literacy 2** (Lessons: 49–118), Activities: “Find a Word”—student identifies a synonym or antonym of a word;
- **Curriculum Area: Literacy 2** (Lessons: 1–71), Activities: “Word Videos: Introduction to Vocabulary,” “Cool Cars: Noun Game,” “Go for the Gold: Verb, Adjective, and Adverb Game,” “Put It There: Preposition Game,” “Name that Word: Vocabulary Review”;
- **Curriculum Area: Vocabulary 2** (Lessons: 72–96), Activities: “Word Alert: Introduction to Vocabulary,” “Galactic Goal: Vocabulary Practice,” “Crossword Countdown: Vocabulary Review,” “Show What You Know: Vocabulary Test”

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. Throughout Imagine Learning English, scaffolding supports are provided to allow students to advance within a proficiency level. For example, for students at the Entering level, activity instructions can be provided in the student’s first language. As students gain proficiency, instructions are provided only in English.

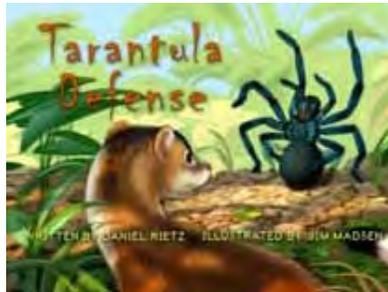
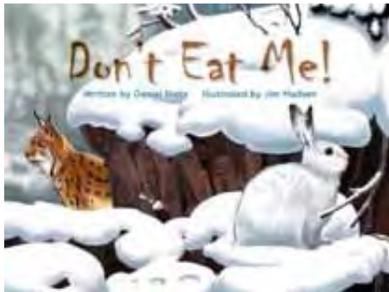
Students also receive scaffolding as they learn vocabulary and conversational phrases. Entering level students learn conversational phrases by viewing a video that shows students interacting. The video makes the context immediately accessible. When peer-actors speak, their faces are clearly shown close-up. Printed sentences accompany each video and individual words are highlighted in sync with the audio, making word boundaries clear. Multiple voices model the target phrase.

Beginning level students receive scaffolding as they listen to a story. Scaffolding includes predictable text, supporting illustrations, and clickable graphics that provide vocabulary reinforcement.

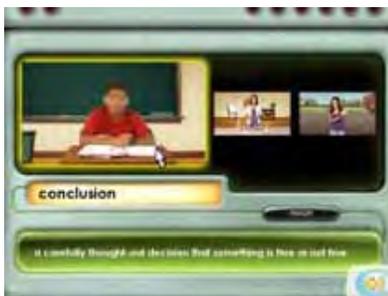
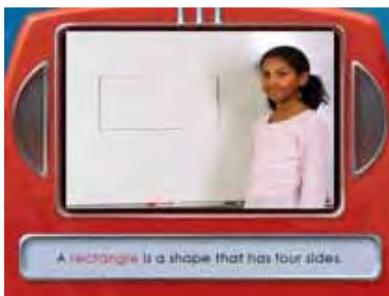


- B. Imagine Learning English provides scaffolding supports as students progress from one level to the next. For Developing and Expanding level students, reading selections are paired so one selection provides background knowledge for the other.

See screen shot examples on the next page



Reading selections are presented at two levels of difficulty. Vocabulary increases in difficulty and the amount of text per page increases. Academic vocabulary is supported by video contexts, which increase in difficulty.



C. Scaffolding is presented systematically throughout the materials. Examples are found in the following curriculum areas and lessons:

- **Curriculum Area: Conversation 1** (Lessons: 1–15), Activities: "Let's Talk," "Your Turn to Talk," "Daily Conversations," "What Should You Say?"
- **Curriculum Area: Listening Comprehension** (Lessons: 1–26), Activities: "Printout: Sequence Story Events";
- **Curriculum Area: Literacy 2** (Lessons: 49–118), Activities: "Read Leveled Text: Listen and Read," "Read Leveled Text: Read and Record";
- **Curriculum Area: Vocabulary 2** (Lessons: Lessons 1–71), Activities: "Word Videos: Introduction to Vocabulary," "Put It There: Preposition Game," "Name That Word: Vocabulary Review," "Show What You Know: Vocabulary Test";
- **Curriculum Area: Vocabulary 2**, (Lessons: 72–96), Activities: "Word Alert: Introduction to Vocabulary," "Show What You Know: Vocabulary Test"

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. Imagine Learning English provides a variety of language functions throughout the curriculum, including “identify,” “say,” “record,” “evaluate,” “match,” “think about,” and “check your understanding.”
- B. All language functions occur in the context of learning tasks. Such learning tasks include completing cloze sentences, forming multi-syllable words using affixes, and recording songs and chants that reinforce grammar. Some language functions are scaffolded with tutorials, modeling, and first-language support.
- C. Language functions are presented comprehensively and support students’ language development progression throughout the program. For example, Entering students identify and blend onsets and rimes to make a word and then identify the word by choosing an illustration that depicts the word. Beginning-level students make new words by changing the beginning letter and Developing students form new words using affixes.

Beginning students echo read simple sentences that require early literacy skills. As students further develop literacy skills, they echo read more complex sentences.



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Students who are more advanced record leveled text without a model. The text increases in both linguistic difficulty and content complexity

The examples cited above are representative of activities in the following curriculum areas and lessons:

- **Curriculum Area: Literacy 1** (Lesson: 1–5) Activity: “Blend Word Parts”;
- **Curriculum Area: Literacy 1** (Lesson: 1–5, 7–11, 13–17, 19–23, 25–29, 31–35, 37–41) Activity: “Get a Clue”;
- **Curriculum Area: Literacy 2** (Lesson: 44–48, 49, 51, 57, 58, 61–66, 69, 70, 71–75, 79, 81, 88, 92–98, 102, 103, 107, 110), Activity: “Word Chop,” “Fix it Up,” “Affix Action”;
- **Curriculum Area: Literacy 2** (Lesson: 1–48) Activity: “Start Reading English: Read and Record”—students echo read and then read without a model;
- **Curriculum Area: Literacy 2** (Lesson: 49–118), Activity: “Read and Record”—students read without a model

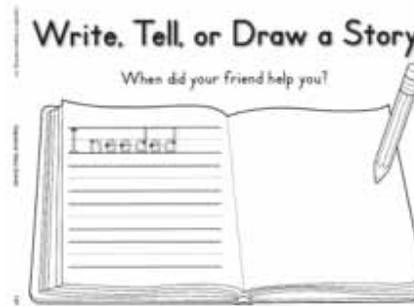
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- YES NO **Higher Order Thinking**
- D. Are opportunities to engage in higher order thinking present for students of various levels of English language proficiency?
- E. Are opportunities for engaging in higher order thinking systematically addressed 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. Students engage in higher order thinking as they learn comprehension strategies and apply these strategies to answering comprehension questions. Students connect what they have read to their personal experiences or to something else they have read or viewed.
- E. Opportunities for engaging in higher order thinking are systematic as indicated in the following examples:

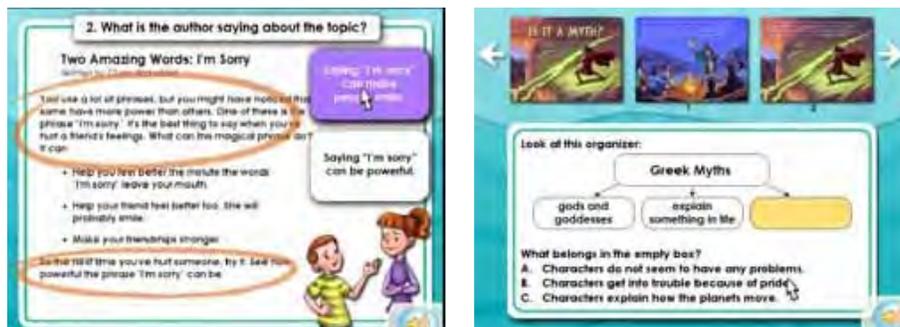
Young Beginning-level English speakers practice sequencing events in a story they have heard. Then they tell their own story, prompted by three sequenced pictures. Finally, the students apply what they have learned about sequencing by writing, drawing, or telling about a personal experience.



Older Beginning-level students learn comprehension strategies and then apply them to a variety of narrative and informational texts. These strategies are scaffolded with first-language support as well as graphic organizers and interactive text.

See screen shot examples on the next page

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Students at Developing and Expanding levels complete crossword puzzles with academic vocabulary. They also reflect and connect to text they have read. In the automatically printed response journal, students may re-write a poem called "Searching" into a story and compare the two genres to find the differences between poetry and stories. They may also write their own poem about something in nature.

The examples cited above are representative of activities in the following curriculum areas and lessons:

- **Curriculum Area: Listening Comprehension** (Lesson: 11-15), Activity: "Listen to a Story"—pre-reading vocabulary and sequencing activity, "Printout: Sequence Story Events";
- **Curriculum Area: Literacy 2** (Lesson: 1–48), Activity: "What's the Pint: Introduction to Main Idea," "Look in the Book: Introduction to Literal Questions," "Look and Think: Introduction to Inferential Questions," "Map It Out: Introduction to Story Map";
- **Curriculum Area: Literacy 2** (Lesson: 49–118), Activity: "Understand What I Read: Leveled Text," "Read Leveled Text Printout: Reading Response Journal";
- **Curriculum Area: Vocabulary 2** (Lesson: 72–96), Activity: "Crossword Countdown: Vocabulary Review"

IVB. Content Stem

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

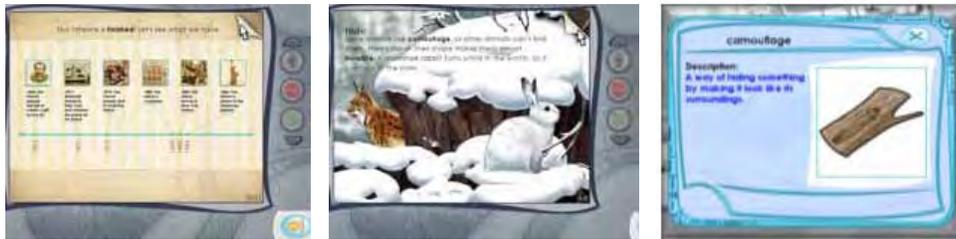
- A. Do examples cover a wide range of topics typically found in state and local academic content standards?
- B. Are example topics accessible to English language learners of the targeted level(s) of English language proficiency?
- C. Are example topics systematically presented throughout the materials?

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 Imagine Learning English, content topics cover a wide range of academic content and were designed to meet state language arts standards, including how to read content material to gain information. Although the primary target content is English language arts, the program also includes significant science and social studies content reading selections with associated content vocabulary.
- B. Entering and Beginning students see text that is highlighted in sync with spoken words as selections are read aloud. Additionally, illustrations are interactive so students may click pictures to expand their vocabulary or clarify their understanding of the content. The content increases in linguistic and cognitive complexity. Developing-level students read leveled paired selections in which one text is less cognitively demanding and builds background knowledge for the other text. Frontloaded tier-three vocabulary and an interactive glossary scaffold both language and content.
- C. Example topics are systematically presented in the program. English language arts topics include genre types as well as their characteristics and associated vocabulary.
- Students engage with many types of language content, including reading biographies, comparing prose to a play, and discovering how to determine point of view. After learning to read, students continue to develop literacy by reading informational text that is purposefully designed to present grade-level content. This content has been scaffolded in order to ensure accessibility and build language skills. For example, students learn important content vocabulary, then hear a model of a think-aloud in their first language before reading each selection. Additionally, illustrations are strategically placed to support comprehension and an interactive glossary provides vocabulary clarification.

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In a social studies-related text that explores the construction of the Statue of Liberty, students learn to create a timeline. In a science article, students learn about different animal defenses. Students can click on words such as “camouflage” and “invisible” to receive glossary definitions.



The examples cited above are representative of activities in the following curriculum areas and lessons:

- **Content Area: Literacy 2** (Lesson: 49–118), Activity: “Word-A-Tron: Discover Story Vocabulary”;
- **Content Area: Literacy 2** (Lesson: 49–118), Activity: “Read Leveled Text: Listen and Read,” “Read Leveled Text: Read and Record”

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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 content covered in Imagine Learning English is linguistically and developmentally appropriate for kindergarten through grade six. The scope of instruction includes both basic and advanced language and literacy skills. For example, kindergarten students develop emergent literacy skills by learning familiar songs and chants such as “If You’re Happy and You Know It.” They also read along as they listen to stories about moving or the arrival of a new baby in the family. Meanwhile, fifth-grade students read texts that help them gain information about how to conduct research on the Internet and how to recognize persuasive techniques used by advertisers.

E. Content is made accessible for the targeted levels of language proficiency by adapting to the students’ English and literacy proficiency. A computer-based adaptive placement test places students in the curriculum. As students progress, parts of the curriculum adapt by providing additional practice or streamlining instruction based on performance.

Imagine Learning English also provides scaffolding, including first-language support in 12 languages. First-language support includes translations of vocabulary words and instructions, customized activities, detailed explanations of difficult concepts, and more. This support gradually fades as the student progresses to higher levels of language proficiency.

Grade-level content is further made accessible through front-loading of information that builds background knowledge and ensures understanding. For example, crucial vocabulary is taught prior to reading content selections and selections are paired in order to build background knowledge. An interactive glossary includes more than 700 words with translations.

F. Grade-level content is systematically presented throughout the program. For example, kindergarten students strengthen their phonemic awareness and develop their English by listening to the cadence and rhythm of familiar songs and chants. Then students record these songs and chants and listen to their recordings. Older students practice chants that develop familiarity English while reinforcing simple English grammar and usage principles.

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Linguistic and content complexity increases throughout the program. For example, young students learn how to make a book. Older students learn how to make a piñata. As students progress, reading selections increase in text density and vocabulary difficulty. Reading selections are paired; the selection about making a piñata builds background knowledge for reading a more challenging social studies content book titled “World of Celebrations.”



The examples cited above are representative of activities in the following curriculum areas and lessons:

- **Content Area: Songs and Chants 1** (Lesson: 1–10), Activity: “Sing and Chant,” “Be a Recording Artist”;
- **Content Area: Songs and Chants 2** (Lesson: 1–12), Activity: “Chants,” “Recording Studio”;
- **Content Area: Listening Comprehension 1** (Lesson: 1–26), Activity: “Listen to a Story”—pre-reading vocabulary and listening comprehension;
- **Content Area: Literacy 2** (Lesson: 49–118), Activity: “Read Leveled Text: Listen and Read,” “Read Leveled Text: Find the Word,” “Read Leveled Text: Read and Record”;
- **Content Area: Literacy 2** (Lesson: 49–118), Activity: “Word-A-Tron: Discover Story Vocabulary”

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. In Imagine Learning English, students experience a rich variety of sensory supports such as videos, illustrations, pictures, photographs, music, and animations.
- B. All the sensory supports reinforce communicative goals. In direct vocabulary instruction, students watch a video that models the use of academic language in an authentic context. In another instance, Beginning-level English learners follow along with highlighted text as it is read aloud. Students can click any word to hear it again. Additionally, students can click illustrations and hear the word or words that describe the illustration. Students reading at a more advanced level see an animation that illustrates critical information as the student reads along.
- C. Sensory supports are systematically presented throughout the program. For example, new words are always supported by either illustrations or videos. To introduce the definition of the word “complex,” students watch three videos. In each video, students model using the word “complex” in a unique, authentic context.



Photographs, diagrams, or illustrations are strategically placed on every page of leveled selections to scaffold comprehension. In “Amazon Explorer,” students read about the rainforest. Illustrations support comprehension.

Animated characters signal predictable routines and provide instructive feedback and encouragement. For example, Booster, a friendly robot, gives immediate feedback by stretch-blending a target word to help students read it. Alex, another Imagine Learning English character, helps students learn comprehension strategies such as how to find the main idea.



The examples cited above are representative of activities in the following curriculum areas and lessons:

- **Content Area: Vocabulary 2** (Lesson: 1–71), Activity: “Word Videos: Introduction to Vocabulary;” “Put It There: Preposition Game;” “Name that Word: Vocabulary Review;” “Show What You Know: Vocabulary Test”;
- **Content Area: Vocabulary 2** (Lesson: 72–96), Activity: “Word Alert: Introduction to Vocabulary;” “Show What You Know: Vocabulary Test”;
- **Content Area: Listening Comprehension** (Lesson: 1–26), Activity: “Listen to a Story”;
- **Content Area: Literacy 2** (Lesson: 49–118), Activity: “Read Leveled Text”

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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. Imagine Learning English uses a variety of graphic supports to scaffold cognitively demanding concepts. Interactive graphic organizers scaffold comprehension strategies. Students who are more advanced fill out a graphic organizer independently as part of a writing assignment.
- E. Graphic supports are relevant to concept attainment. Graphic organizers are not only used as a tool for reading comprehension but also as an outline for writing. After each leveled selection, students either respond to the reading selection or write a summary of the text using a graphic organizer.
- F. Graphic organizers are used systematically. For example, before students are asked to identify a selection’s main idea and supporting details, they will learn how a graphic organizer can help them discover what is most important in a selection and what is less important. Students then use a graphic organizer to answer a question about main idea and supporting details.



The examples cited above are representative of activities in the following curriculum areas and lessons:

- **Content Area: Literacy 2** (Lesson: 49–118), Activity: “Printout: Graphic Organizer,” “Read Leveled Text: Listen and Read”

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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. Imagine Learning English provides a variety of interactive supports throughout the program, including access to an interactive glossary, models of text being read aloud, clickable illustrations that teach new vocabulary or help clarify a concept, recordable chants, fast-paced automaticity games, and repeating new vocabulary words.

H. Interactive supports are both present and relevant to concept attainment for the targeted proficiency levels. For example, students at the Entering level receive new instructions in their first language. The next time students encounter the activity, the instructions are provided in English. However, if a student still needs first-language support, he or she may click the panda icon to hear the instructions again in the student’s first language. This support is offered one more time before the instructions are provided solely in English.

Another example occurs when students are developing fluency. As students read and record decodable or leveled text, they can click any word in the text to hear it said.

I. Interactive supports are varied and systematically presented. The characteristics of the computer allow all instruction and practices to be interactive. For example, as Entering and Beginning students learn verbs, static illustrations cannot always convey the correct meaning of new vocabulary words. In Imagine Learning English, students can click the smiling suns to see an animation that shows the action.



Developing-level students are given interactive support when they do not demonstrate knowledge of general academic vocabulary. If a student does not select the correct word to complete a cloze sentence, he or she is not automatically given the correct answer. Instead, the student can click the cameras to review the meaning of the remaining options.



Students can interact with the program to activate first-language support. For example, younger students who do not understand the instructions the first time they hear them in English may click an icon with a picture of a panda in order to hear a translation. As older students access glossary words, they may click the translation icon to hear a translated definition.

The examples cited above are representative of activities in the following curriculum areas and lessons:

- **Content Area: Vocabulary 1** (Lessons: 21–40, 42, 44, 46, 48, 50), Activity: “Silly Animals: Matching Game”;
- **Content Area: Vocabulary 2** (Lessons: 1–71), Activity: “Go for the Gold: Verb, Adjective, and Adverb Game,” “Cool Cars: Noun Game”

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.