PRIME™

Protocol for Review of Instructional Materials for ELLs

WIDA PRIME Correlation

PEARSON

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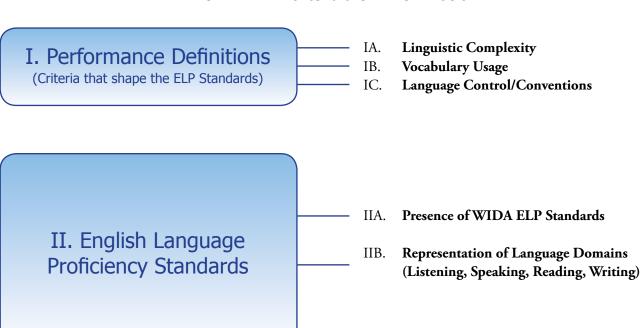
Please note that the questions contained in this form are identical to those in the completed correlations on our website.

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): ___Pearson Language Central copyright 2013, Grades 6–10___

Publisher: ___Pearson___

Materials/ Program to be Reviewed: ___Pearson Language Central c. 2013 with specific examples from Grade 7 Teacher's Edition___

Tools of Instruction included in this review: ___Student Edition, Teacher's Edition, Review and Assess, Vocabulary Cards, Graphic Organizers, Newcomer Program___

Intended Teacher Audiences: ___Classroom teachers, content specialists, language teachers, resource teachers, and para-professionals___

Intended Student Audiences: ___All learners in Grades 6 through Grade 10 including English language learners, newcomer English language learners, striving/struggling readers as well as on-grade level and above-grade level learners___

WIDA Framework(s) considered: ___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 Arts, Mathematics, Science, and Social Studies___

WIDA language proficiency levels included: ___Levels 1–5 (Entering, Beginning, Developing, Expanding, Bridging)___

Most Recently Published Edition or Website: ___copyright 2013___

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

Language Central is a systematic program that provides sustained English Language Development instruction in a manageable amount of time. Academic language is explicitly taught, instruction is appropriate to the student's language proficiency level, and the focus is on oral and written language production.

Language Central is a language development program to meet the needs of English learners. Language Central is also part of a more comprehensive solution framework integrating assessment, instruction, and professional development that, as a comprehensive system, will move all students to language proficiency fluency and academic success.

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. Language Central scaffolds instruction for five levels of language proficiency. The program is designed to help students learn and progress to the next level. See Grade 7 Teacher's Edition pages T26–T27 for the chart that identifies the levels (Beginning, Early Intermediate, Intermediate, Early Advanced, Advanced) and correlates the levels used in Language Central with the WIDA levels as well as the characteristics of the English language learner, and what students can do at each level. Each unit is organized around a topic so that all the development is based on building concepts related to specific content. Each unit is divided into four weeks of instruction. The first three pages of a weekly lesson focus on developing background, concepts, vocabulary, and language. See pages 6–11 for a typical lesson. Students work with academic vocabulary related to the content. In this lesson, students deal with terms related to animal companions. The Newcomer lessons for Grades 6–10 also provide vocabulary and language development activities. The lessons are centered around topics that help students new to the country and community work with content and concepts. In the first lesson of the Grades 6–10 Newcomer Teacher Guide (pages 2–7), students work with school and classroom words. From the introduction to basic terms, students learn to create sentences.

B. The Language Central Teacher's Edition for each level has complete lessons that include vocabulary and language development. Every lesson has Leveled Support to provide instructional techniques to meet the learning needs of each of the levels of language proficiency. The Newcomer program is for beginners and works at an entry level to help students become familiar with terms and incorporate the terms into their vocabulary.

C. The Language Central and Newcomer programs were developed with an instructional philosophy that provides a very structured, yet flexible, approach to developing vocabulary and language skills. See the planner charts in the Language Central Grade 7 Teacher's Edition pages 5a–5b. For a typical example of a lesson in the Newcomer program, see Grades 6–10 Teacher's Edition pages 2–5.

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 development is a core strategy in every lesson in Language Central. Each lesson begins with concept words. Students work with words related to the unit theme and the lesson content. Vocabulary is presented on the Student Edition page that is then incorporated into the content of the activities on the student page as well as the Teacher's Edition lessons. Lesson features such as Talk About It, Extend Language, Extend Comprehension, Extend Grammar, and Connect to Writing integrate the instruction into the lesson content and help students apply the vocabulary in real-world activities. The Teacher's Edition expands the learning process with the lesson teaching suggestions and adds to the learning process with additional activities. See pages 6–11 of the Grade 7 Student Edition and Teacher's Edition for a typical lesson format. In the Grades 6–10 Newcomer Teacher Guide, Vocabulary and Language Focus, Model, and Guide Practice are complemented by the Word Workshops and Extend the Vocabulary and On Their Own sections. See pages 2–7 for a typical lesson.

B. Every lesson in the program focuses on meeting students' needs and abilities by presenting many types of instructional strategies to encourage students to participate, learn the concepts, and use the vocabulary in a variety of ways. Leveled Support is included for the Dialogue, Reading, Language Workshop, Comprehension Workshop, Grammar, and Writing sections of the lessons. See Language Central Grade 7 Teacher's Edition pages 6–11 for these features. The Grades 6–10 Newcomer lessons focus on the beginning level and are specifically developed to allow students to use the language in meaningful, real-life situations.

C. The information presented in parts A and B shows the carefully structured language development features of the program designed to help students succeed in learning general, specific, and academic language. See pages 6–11 of the Language Central Grade 7 Teacher's Edition to review the general, specific, and technical or academic language included in each lesson. Pages 2–7 of the Grades 6–10 Newcomer Teacher Guide show the variety of general language included for the beginning learners.

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. In Language Central, students use everyday and academic language as they complete the activities. The activities promote language development as the lessons introduce, practice, and apply a variety of language skills from word recognition to word meaning to basic grammar. The skill development is applied to the listening, speaking, and writing structures for language learning. Examples are provided in the Student Edition and Teacher's Edition pages and enhanced by the interactive lessons that help students participate in the learning experiences. See the Grade 7 Teacher's Edition for these features: page 7—sentence frames to talk about the lesson vocabulary; page 8—context clues to unlock the meanings of words; page 10—learn about the basic grammar skills for common and proper nouns. This complete cycle is finalized in the Connect to Writing section of each lesson, for example, page 11— students think, talk, and write to tell a story.

B. Language Central is organized to help English language learners learn about, practice, and apply language skills to successfully master the language. The Newcomer program for Grades 6–10 is built around themes and concepts that will help students adapt to everyday life. As students learn the vocabulary and skills in realistic context, the transition to acquiring English becomes seamless.

C. As previously stated, Language Central involves all levels of language proficiency in a wide variety of activities. Each skill is presented, practiced, and reviewed. It is then assessed to check students' knowledge of the skill. The skill instruction is organized into lessons that focus on a topic so that oral language, reading, and writing development are provided within the context of the topic to provide useful content. The features are woven into the program in each unit. See these representative pages from Unit 1 of the Grade 7 Teacher's Edition: Lesson Vocabulary and Reading Context (6–7, 12–13, 18–19, 24–25), Language Workshops (8, 14, 20, 26), Grammar (10, 16, 22, 28) Connect to Writing (11, 17, 23, 29).

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. Every lesson in Language Central contains activities in which students participate in language experiences related to the topics of Social Studies, Science, Language Arts, or Mathematics. The lesson activities assist students in developing knowledge and understanding of the unit concept and the curriculum content as they work with information, ideas, and concepts for a wide variety of subject-area content. The Contents, pages T20–T25 in the Grade 7 Teacher's Edition, quickly identify the topics in the lessons. The Weekly Planner chart for each lesson shows the five-day plan that includes a brief description of the effective methods provided to help students communicate for both social and instructional purposes. See these pages for one representative unit in the Grade 7 Teacher's Edition: 5a–5b, 11a–11b, 17a–17b, 23a–23b. The Newcomer program provides a similar concise structure using a variety of content-area topics. See pages iii–iv to review the topics in this program for beginners.

B. The instruction content as described in part A shows the carefully structured plan for a typical unit of work. In the Grade 7 Teacher's Edition, the Review Lesson for the first Unit on pages 30 to 34 provides a quick overview of the variety of content. In this daily plan, the lesson reinforces instruction, provides additional practice, and reviews the key information, ideas, and concepts. This structure is embedded in the program and serves to guarantee the integration of the topics throughout all lessons. A survey of the Lesson Wrap Up in the Grades 6–10 Newcomer Teacher Guide shows a similar format. See page 7 for a representative example.

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. Language Central organizes English language development around big question themes, language production, vocabulary activities, comprehension instruction, and scaffolded language experiences. This structure focuses on the language domains of listening, speaking, reading, and writing. See the Weekly Planner chart for each lesson to review the extensive variety of instructional tools. In the Grade 7 Teacher's Edition, see pages 5a–5b. Lesson pages 6–11 have specific titles that include the domains: Concept Talk, Dialogue, Vocabulary Routine, Extend Language, Talk About It, Use Grammar, Talk About Writing—all involve listening, speaking, reading, and writing. The Grades 6–10 Newcomer Teacher's Edition pages 2–7 include Model and Guide Practice in which students use their speaking, writing, listening, and reading skills to develop language.

B. For every lesson in Language Central, the Weekly Planner chart summarizes the sections of the lessons. See Grade 7 Teacher's Edition pages 5a–5b. In the first lesson, see the Proficiency Levels listed for Leveled Support on pages 6, 7, 8, 9, 10, and 11. This presentation and practice is found in every lesson in every level. The Newcomer program focuses on the beginning level and then incorporates the background-building experiences to prepare for Language Central activities.

C. Parts A and B explain the lesson structure contained in each lesson plan, which provides a highly systematic approach to present, practice, use, and apply listening, speaking, reading, and writing in a wide variety of interactive learning exercises. The Language Central program focuses on the language domains in each week of each grade and includes diverse instructional techniques to assist all levels of learners. The Newcomer program establishes a beginning level of language instruction for success.

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 Language Central program was developed as an explicit and efficient path to learning English that helps students move through the levels of language proficiency. The program provides a high-interest/low-anxiety environment, comprehensible input strategies, strategies for developing academic language, and content integration. See Grade 7 Teacher's Edition pages T12–T13 for an explanation of the program's educational strands for an integrated language program. These features address the characteristics of instruction needed for the levels of proficiency, and the Newcomer program provides extensive focus on the beginning level. With the lesson instruction, students are exposed to an interactive environment to assist in language development.

B. Language Central Grade 7 Teacher's Edition pages T26–T27 provide English language learners' profiles with information that explains the levels. The Teacher's Edition text provides information about how to use the lesson activities to identify, understand, and address the needs of students at all levels of language proficiency. Flexibility and adaptability have been woven into every lesson to help teachers accommodate the many and varied needs of students at all levels. The Newcomer program is carefully designed to help students begin instruction and progress successfully. See the explanation on page 1 of the Grades 6–10 Teacher's Edition. Corrective Feedback (pages 2, 3, 4, 5, 6, 7), Monitor Progress (pages 2, 3, 4, 5, 6, 7) and Lesson Wrap Up (page 7) show the types of ongoing evaluation used to help students master the skills and concepts and progress effectively.

C. As explained in parts A and B, the lesson structure permits students to progress and attain goals. The Language Central and Newcomer programs provide a complete instructional plan across the levels to introduce skills within the units and the lessons.

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. In the Language Central program, each level is organized into units. The units are based on a theme. The theme is derived from content-area topics in science, social studies, language arts, or math and always coordinates all parts of the lesson to enhance the development of skills and concepts. In each lesson, the teacher provides modeling for the lesson skill or concept. The modeling is followed by individual responses, whole-class activities, partner work, or small group applications. In every part of the lesson, opportunities to apply and extend the skill in real-life learning are included. The program components explanation in the Grade 7 Teacher's Edition on pages T16–T19 tells about scaffolding in the program. All aspects of the program instruction are focused on helping students progress from their current proficiency level to the next by developing the skills and concepts necessary so that they move from engagement in literacy to achievement in literacy.

B. The information on pages T26 and T27 of the Grade 7 Teacher's Edition clearly defines the goal of the program—to help each English language learner move to the next level. The program provides the materials and instructional techniques needed to help students achieve. Language Central scaffolds instruction for levels of language proficiency and creates an environment for learning success. The Newcomer program is designed to give students the opportunity to use the English language in real-life, meaningful situations. The lessons are built around themes and concepts that will help students adapt to everyday life as they progress through the lessons and acquire beginning skills.

C. The information in parts A and B explains how each lesson is developed. This development is found in every lesson, unit, and level of the program. The instruction is geared to identifying the needs of students and then helping them progress as quickly as possible to master the skills and goals of the lessons.

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 Language Central and Newcomer programs are organized in lessons and units based on the context of a specific topic. Every part of the lesson integrates that context into the lesson goal or objective. The units and lessons are developed around real-world content skills, and each lesson is a part of an integrated plan to develop language skills related to academic language and everyday vocabulary. In Language Central, see Grade 7 Teacher's Edition pages 5a–5b for an example of the Weekly Planner and Review and Assess, which helps monitor student progress on a daily basis. These activities are complemented by the Table Talk section in every lesson (see examples on pages 6, 7, 9, 10, 11 of Lesson 1). All of the lesson activities in the Newcomer program are connected with the context to promote language function in real-world content.

B. The Language Central lessons are based on content and concepts being developed in the lesson and then related to the overall context of the unit. Applying listening, speaking, reading, and writing skills to unit content areas is included in a wide range of activities to help students develop language proficiency based on a carefully organized program structure. Whether expressing an opinion, interpreting a visual, adding to a graphic organizer, or describing an object or concept, the language function is clearly monitored, and suggestions are given to expand the learning process.

C. The skills presented work in the areas of reading and language arts instruction and the related content areas. This carefully structured and systematically organized format allows students to learn all aspects of language functions as they interact with the lesson materials. Based on this coordinated design, well-constructed lesson plans for skills and strategies are included across the grade and from grade to grade.

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. Higher-order thinking skills are included in each lesson in Language Central. As students complete the activities, they learn to draw conclusions, identify author's purpose, classify and categorize, determine the main idea, recognize cause-and-effect relationships, and make judgments. The lessons include Concept Talk in which students draw conclusions or make inferences from the information given (see Grade 7 Teacher's Edition, page 6). Comprehension Workshop pages provide skill instruction for all skills including higher-order thinking skills. The discussions related to the lessons extend the information from basic recall questions to critical-thinking questions (see Grade 7 Teacher's Edition, page 9). The Connect to Writing section also includes levels of questioning that address higher-order thinking skills for comprehending, interpreting, and extending the lesson concepts (see Grade 7 Teacher's Edition, page 11).

E. The lesson structure explained in part D shows lesson locations for instruction in developing higher-order thinking skills. The skills are systematically addressed in the context of each lesson and across the lessons in the units in each level. These sections are found throughout all grades. See the following pages to track the higher-order thinking skill of draw conclusions in the Grade 7 Teacher's Edition: 111, 117, 133. Students move from basic literal questions to advanced comprehension questions to help develop their reading skills. As the skills are introduced and practiced in a variety of contexts across each level, skill development is assured.

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 Language Central program reflects the state standards for topics that are appropriate for each grade level. The language arts base for all the educational goals related to listening, speaking, reading, and writing form the educational groundwork. These skills needs are integrated with social studies and science topics, which were chosen based on the curriculum for the grade level. Woven into these areas is mathematics content. See Grade 7 Teacher's Edition pages T20–T25 to identify the unit topics and lesson subtopics. See pages 1–5 for an overview of a unit topic and unit Big Question. In the Newcomer program, the content-related topics were selected from state curriculum standards based on the needs of newcomers to become adept at functioning in a new environment and to meet the social and academic requirements. See pages iii and iv of the Grades 6–10 Newcomer Teacher Guide for a brief list of topic objectives to confirm the content-oriented topics provided.

B. Each unit in Language Central is developed around a content area and includes a wide variety of language activities to explore the content and develop listening, speaking, reading, and writing skills as well as work as a whole group, share with a partner, process as an individual, and participate in a small group. The materials provide illustrations or graphics to establish a visual and word association that helps begin and promote comprehension. The interaction in the teaching mode helps ensure that students have the necessary background and/or can inquire to gain understanding of the content. The colorful visual presentation in the Newcomer Student Edition of the program enhances the content so that students more easily comprehend the lesson materials and develop language skills.

C. As described in parts A and B, Language Central was developed following a consistent instructional plan, which ensures that not only are skills presented systematically through the lessons, units, and levels, but topics are as well. The Newcomer program maintains that same content and instructional consistency to guarantee systematic presentation of the topics throughout the materials.

YES   NO   **Accessibility to Grade Level Content**

☑   ❑   D.   Is linguistically and developmentally appropriate grade level content present in the materials?

☑   ❑   E.   Is grade level content accessible for the targeted levels of language proficiency?

☑   ❑   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 Language Central program consists of Grades 6, 7, 8, 9, and 10. State standards for content were used to identify the appropriate topics for each grade. Their language arts, social studies, science, and mathematics content standards were used to develop the scope and sequence of the skills and content included in the program. Every lesson in a grade level is labeled to identify the topic and its related content. The high-interest topics encourage students to participate in the lessons and learn about the content geared to their grade level. The Newcomer program begins with a Welcome to School section (see Grades 6–10 ELD student book pages iv–x, 1 and Teacher Guide page v–vi and page 1) to help orient newcomers to the school environment. The lessons then progress through topics appropriate to newcomers.

E. In Language Central, the Program Components list (see Grade 7 Teacher's Edition, pages T14–T15) shows the variety of instructional tools from Student Edition, Vocabulary Cards, Graphic Organizers to Review and Assess materials that help students at all levels progress in language proficiency. Meeting the needs of students is also included in the lesson plans with Leveled Support activities for all levels of proficiency. The Newcomer lessons focus on appropriate topics for Grades 6–10 students.

F. A review of parts A to E in this section shows the systematic presentation of grade level content in the Language Central and Newcomer programs. The content in every grade level is based on a thorough review of the content standards and the developmental needs and interests of the learners. The programs provide flexible instruction to accommodate the learning needs of all levels of English language learners.

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. Language Central helps teachers meet the needs of students of all learning levels and styles. See Grade 7 Teacher's Edition Weekly Planner, pages 5a–5b for a typical lesson structure that lists activities for incorporating sensory supports using a variety of methods: consistent routines, graphic organizers, visual support, audio support. As students participate in the Vocabulary Routine (page 6), they are speaking, listening, seeing, and acting. The Reading: Talk About It feature (page 7) uses graphic organizers as well as other visuals to incorporate visual and auditory supports. Throughout the lesson (pages 6–11), sensory tools are used in the learning experiences. The Newcomer program (see Grades 6–10 Teacher Guide pages 2–7) also works with sensory supports, including visual and auditory strategies, to make learning accessible to all students.

B. Every lesson in the Language Central and Newcomer programs includes illustrations, graphic organizers, diagrams, charts, real-world objects, and models as examples to support concepts and vocabulary. The range of instructional strategies encourages students to hear, say, see, and touch while learning skills and concepts. This interactive approach allows students at all levels of proficiency to participate and develop language skills and content concepts.

C. Throughout the materials in the Language Central and Newcomer programs, the lessons are consistently organized and structured to involve many kinds of sensory supports, as described in parts A and B. The programs focus on many different learning modalities to develop language skills and proficiencies in a variety of content areas.

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. In Language Central, the student lesson pages use Vocabulary Cards to present the vocabulary in the content of the lesson (see Grade 7 Teacher's Edition, page 6). This component helps students comprehend the topic and related concepts in a user-friendly manner. The Reading section (see Grade 7 Teacher's Edition, page 7) provides a graphic organizer as a tool for organizing the content and terms in the lesson. Pictures, illustrations, charts, and diagrams are used on the student edition lesson pages (see Grade 7 Teacher's Edition pages 6–11) to reinforce understanding of the terms and topics. The student edition lesson pages contain visuals for sentence frames, sentence boxes, and sentence completion boxes to help simplify the task for a successful activity. All of these features are also found in the Newcomer program. See the Grades 6–10 Student Edition for a colorful version of the same types of visuals used to reinforce communicative goals (see pages 2–5 and 8–11 for two representative lessons).

E. The graphic supports in the Language Central and Newcomer programs present the information visually and are completely integrated with the lesson concepts and content. The graphics are well-constructed tools that help students gain meaning, understand or extend vocabulary, and interpret and use content. The highlighted words on each page provide a reference to the vocabulary to help students more easily organize and recall the information. This technique is used with all skills and concepts presented.

F. Graphic supports are found on almost every page of every lesson in the Language Central and the Newcomer programs. With this consistent presentation, students at all levels of proficiency can use the graphics to help them learn everyday language as well as academic vocabulary related to the content. A review of any page in either program quickly shows how extensive the graphic supports are within the lessons.

YES NO **Interactive Support**

☑ ❑ G. Are interactive supports present and varied in the materials?

☑ ❑ H. Are interactive supports present and relevant to concept attainment for the targeted proficiency levels?

☑ ❑ I. Are interactive supports varied and systematically presented in the materials?

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

G. Interactive supports are used every day in the five-day lesson plan in Language Central. See these examples in one lesson in the Grade 7 Teacher's Edition: Page 6 asks students to work as a group, while the Talk About It section has students work in small groups or with a partner. Pages 7 and 8 have Talk About It sections in which students work in small groups or with a partner. Page 9 includes partner work, while page 10 has Use Grammar for work with partners. Also on pages 6–11, Table Talk has class, small-group, and partner work. Leveled Support activities also have small-group and partner activities. This lesson is representative of the extensive learner interaction in the program. These interactive techniques help students work to succeed in mastering the content. The Newcomer program also has students working as a class, as a small group, individually, and with a partner. Partnering is often used to pair individuals with other students who can help them work more successfully with the content.

H. In Language Central, the lessons begin with teacher modeling and whole-group work to present the concepts using the routine. In these sections, the teacher-student interchange explores and clarifies the lesson content. The Concept Talk and the Talk About It sections involve all students or ask pairs or partners to work together to complete the activity. Throughout the lesson, Table Talk has students work individually, in groups, or with partners. Add the Leveled Support sections, and students of all language proficiencies are involved in a wide variety of interactive exercises. In the lesson activities, the Produce Language activity helps identify the learning process. The Newcomer program also involves all levels for concept and content acquisition. The Corrective Feedback sections assure that careful monitoring is included so that additional instruction can be provided.

I. The lessons in the Language Central and Newcomer programs provide flexible groupings to tailor instruction to meet a variety of student needs. The instruction in the activities allows students to work in all types of groupings, from whole class to small groups to partners to individuals, another way in which the lessons help students succeed in content, concept, and skill acquisition.

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.