



PRIME™

Protocol for Review of Instructional Materials for ELLs

WIDA PRIME Correlation



ReadingHorizons®

The Foundation for Reading English

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

Introduction

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

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

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

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

Organization

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

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

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

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

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

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

I. Performance Definitions

(Criteria that shape the ELP Standards)

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

II. English Language Proficiency Standards

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

III. Levels of English Language Proficiency

(Entering, Beginning, Developing, Expanding, Bridging)

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

IV. Strands of Model Performance Indicators

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

Part 1: Information About Materials

Publication Title(s): Reading Horizons Elevate

Publisher: Reading Horizons

Materials/ Program to be Reviewed: Reading Instruction Intervention Program

Tools of Instruction included in this review: Reading Horizons Elevate Software/Online Program

Intended Teacher Audiences: Classroom Teacher, Literacy Coach/Volunteer, Reading Specialist, Resource Teacher , Language Teacher

Intended Student Audiences: Students Grades 4 through 12

WIDA Framework(s) considered: Summative and Formative

Language domains addressed in material: Listening, Speaking, Reading, and Writing
Social and Instructional Language, Language of Language Arts, Language of Mathematics, Language of

WIDA English Language Proficiency Standards addressed: Science, Language of Social Studies

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

Most Recently Published Edition or Website: www.readinghorizons.com, 2012

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

Reading Horizons is an explicit, systematic reading program designed for emergent readers or those who need intervention to become proficient. Discover Intensive Phonics is the method utilized to drive instruction and was developed by Charlotte Lockhart, a passionate teacher from Illinois, nearly thirty years ago. This method uses multi-sensory, Orton Gillingham principles of instruction and incorporates all learning modalities. A unique marking system is in place to help English language learners decode and recognize words rapidly and automatically. The systematic approach to instruction teaches concepts and continues to build upon those concepts for constant reinforcement. The program begins teaching phonemic awareness, then moves into phonics instruction, followed by fluency instruction, vocabulary instruction, and finally comprehension instruction. Reading Horizons is an individualized approach to instruction since each student will work at his/her own pace. The program is designed to give students the phonetic structure and skills to improve two to five grade levels in a matter of months.

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. The Reading Horizons program provides multiple opportunities for students to engage and respond based on their proficiency level. It is organized so students at the emergent and beginning level learn through the basic phonemes of the English language and respond to audio text by repeating the sounds they hear. Reinforcement of new concepts and immediate feedback keeps students challenged at each proficiency level. See Chapter 1, Lesson 2. At the intermediate level, students respond to written text using phrases or short sentences. See Chapter 4, Lesson 39, "Read in Context". Advanced students read aloud longer passages while being timed. See "The Reading Library", "Earth Science, Tornadoes".

B. This program does not identify five levels as in WIDA's levels. However, through the individualized instruction, five levels could be accommodated. Sixty-eight multi-sensory, interactive lessons allow students to prove their understanding of core concepts by taking a skill check at the beginning of each lesson. They then receive the appropriate level of instruction to fill the gaps in their reading ability and advance to subsequent lessons and activities when mastery is obtained.

C. This program is competency-based as it ensures that every student receives the precise level of instruction necessary. All lessons, practice activities, and assessments provide the linguistic complexity for students to advance to proficiency, as students move forward in the program. Activities demonstrating an account of linguistic complexity can be accomplished using the lessons, "The Reading Library" and the "Pronunciation Proficiency Tool".

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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. The "Vocabulary Tool" may be accessed at any time and contains vocabulary relating to the skills that are being learned in the lesson. Students click on the vocabulary button related to a specific lesson and are then able to view the number of words they have decoded from that list. Chapter 4, Lesson 41, "Show Words". The program has 10,000 vocabulary terms to help students develop vocabulary and decoding skills.

B. Reading Horizons also offers an online game that students of all proficiency levels can play. The Lemons for Literacy vocabulary building game is a way to improve vocabulary comprehension, spelling and reading skills, but it is also a tool for students to help in the cause of literacy. As students play, and match vocabulary words with their definitions, Reading Horizons will donate money and software to those in need. See <http://athome.readinghorizons.com/lemonsforliteracy/> for an example. The online game is a free complement for Reading Horizons V5 customers.

C. A Vocabulary section is present throughout all lessons. To view the list of associated words, click the Show Words button, and the word list is displayed. They are both general and specific throughout each lesson. English for Special Purposes (technical language) activities are available to students. In the vocabulary section words are pronounced, defined, and used in sentences. Alternative forms of the word are shown, and an additional sentence showing how that form is used in context is displayed. Words are also illustrated with a corresponding graphic. Students decode each word, as well as pronounce and record it. Students mark words to become familiar with likely and unlikely sequences of letters and to learn how to break words into syllables. See Vocabulary, Chapter 2, Lesson 19, "Legs".

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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. Language control is demonstrated in the "Pronunciation Proficiency Tool". The "Pronunciation Proficiency Tool" allows students to practice hearing the sounds of the alphabet, and watching as they're formed on the screen. Animated pictures show tongue placement and whether the sound is voiced or voiceless. Live footage of a mouth pronouncing each sound is also provided. See the button on the left-hand corner of the screen to preview.

B. Students at all proficiency levels have access to the "Pronunciation Proficiency Tool". Students use a microphone to record themselves speaking sounds and words at their targeted level, then play it back to compare to the voice of a native speaker. Once students pass through the first lesson, they read words and passages aloud at their assigned proficiency level. See "Pronunciation", Chapter 2, "Proficiency Tool", "Diagram, and Vowels".

C. All lessons, activities, and assessments allow opportunities for students to demonstrate language control. "The Reading Library" has high interest books where students read aloud and are timed on their reading. See titles there such as; Animals, Sharks, Polar Bears, Koalas, and Penguins. In order to unlock a new book, students must show proficiency at each level. Students have access to the "Pronunciation Proficiency Tool" throughout the program. The "Pronunciation Proficiency Tool" shows pictures and a full-motion video demonstrating tongue placement and proper pronunciation for all 42 sounds of the alphabet. Students can also click on a button labeled "ABC" and see how each letter is formed in the "Pronunciation Proficiency Tool".

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, as well as the remaining WIDA standards are present in the program. English for Special Purposes found in the "Vocabulary Tool" allows students to practice their decoding skills with words relating to school, travel, hospitality, medicine, and business. See the passages in "The Reading Library". Some of the titles: Animals, Fact or Fiction?, Famous Places, Overcoming Obstacles, Sports Heroes, Culture, Famous Firsts, Health, Space, Technology, Earth Science, Famous People, Nature's Mysteries, Sports, and World Leaders.

B. In the "The Reading Library", examples of social language are included in the Culture section of the books. Topics such as; dancing, birthdays, and wedding traditions are introduced. In "The Reading Library", a few examples of instructional language in the content areas under Health are; the food pyramid, diet, and exercise. Also under Space: the Solar System, the Milky Way, and Haley's Comet are other examples.

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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. In the "Most Common Words" section of each lesson, students begin by completing a "Pronounce and Listen" section. They are then guided through three different sections: "Read and Spell", "Reading in Context", and "Rapid Recognition". Each section contains three activities. Students can choose which activity in that section they would like to run. Activities include clicking on words, spelling words, completing words, reading the words in context, searching for words, filling in missing words, speed clicking, deciphering between real and nonsense words, and scanning for words. They finish with a review of the "Most Common Words" learned. See Chapter 1, Lesson 7, MCW list 1. Throughout the lesson, students listen to words and use the marking system to practice the skills.

B. The "Most Common Words" reading lessons provide students with the opportunity to practice most common words in a variety of contexts. Students are required to complete the "Most Common Words" lessons as part of their lesson sequence. To pass each MCW lesson the student must complete a minimum of three out of a possible nine activities with the same passing score as the lessons. Students advance in proficiency level after proving success in the lesson sequence.

C. Throughout the entire Reading Horizons program, the four language domains are integrated. There is vocabulary presented in each lesson to practice reading, writing, listening and speaking. "The Reading Library" focuses on reading comprehension. All lessons include listening and speaking activities. In the lessons, letters are drawn with a large font to improve letter formation and help with writing.

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III. LEVELS OF LANGUAGE PROFICIENCY

IIIA. Differentiation of Language (for ELP levels)

YES NO

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

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

A. Passages are divided into three levels: Gold, Silver and Bronze. Gold passages range from a quarter of a grade to a full grade above the student’s current reading level. Silver passages range from a quarter of a grade below to a quarter of a grade above the student’s initial reading level. Bronze-level passages are all passages a quarter of a grade below the student’s current reading level. Students may choose a variety of reading passages within their proficiency level. See the main screen of "The Reading Library".

B. Differentiation at all proficiency levels is presented. For example, students have the option of a male or female voice track, and can change it at any time. They may also adjust the volume settings and background color. See "The Reading Library" when you open a book to read, there is an icon on the bottom left side of the screen to change the settings. When first signed in, students see a screen where they have a choice to work on a lesson to learn new things and practice what they have learned, work on vocabulary exercises, or work on reading comprehension.

C. Students work at their individual pace to ensure continuous progress is made. The Reading Horizons program allows students to work within a level on different topics of interest. Students are required to pass each reading lesson at the percentage that the administrator sets in the Administration system before the subsequent lesson is made available. On the main page at the bottom, students can track their progress by clicking on the question mark. From the main lesson page, the main library page, or the main vocabulary page, there is an arrow at the top left corner next to the Chapter 1 tab that, when clicked, will take students to the dashboard.

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

YES NO

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

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

A. All students (including more advanced students) start at the beginning of the program, but accommodations can be made for advanced students to accelerate their learning. More advanced students can take the "Skill Check" at the beginning of every lesson. This will provide the students an opportunity to “test out” of the lessons that contain material they already know. If students pass a skill check, they will receive a quick overview of the lesson content and learn the markings associated with the skills learned in the lesson before advancing to the next lesson. If they fail the skill check, students will receive the extended lesson instruction. Passing a skill check shortens the lesson time to an average of three minutes per lesson (versus eight to ten minutes in the extended instruction). See Chapter 5, Lesson 9, "Skill Test".

B. Reading Horizons provides several options for teachers to adapt the program to the needs of each student. Three distinct student tracks can be selected to automatically set program defaults for students (emerging, basic, or accelerated). These defaults help teachers and administrators ensure a proper fit between student ability and the program curriculum. Reference lessons have been created for students who need extra grammatical help. They can be accessed by students at their discretion or as assigned by the teacher.

C. If students are more advanced, set up the student on the Accelerated track (versus the Emerging or Basic tracks) in the administration system. The Accelerated track has an abbreviated alphabet lesson track, which means that students do not need to review every letter of the alphabet. Students self-direct their learning throughout these early lessons. For example, students can repeat and review the lessons from earlier proficiency levels. See Chapter 30, Lesson 29, "Review Box", that appears once the lesson is complete.

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. Progress monitoring assessments can be administered by the teacher, such as; 1) the "Word Recognition" assessment; 2) the "Most Common Words" assessment; and 3) the "Word Segmentation" assessment. These assessments are teacher-administered from the administration system. After clicking on a student's name on the class roll in the administration system, the assessments will appear in grey on the left side of the screen. The assessments that change a student's track are the "Word Recognition" and the "Most Common Word" assessments. The "Word Segmentation" assessment changes the student's progression, but it is a diagnostic tool used to understand specific phoneme weaknesses that may require additional practice.

B. Reading Horizons includes a "The Reading Library" with over 225 high-interest leveled passages in 15 different genres to build fluency and comprehension. Once students obtain decoding skills, they can tackle passages and see growth in their fluency and comprehension. Students may open and review completed lessons at any time. See the lesson section Chapter 27, Lesson 27. Once a lesson is completed, a large "Review" box will be there to click on to review the lesson. There are other opportunities to practice language in context in "Chapter Tests", "Skill Checks", and at the "End of Lesson" sections.

C. Lessons that have been completed, but not passed are highlighted in red. Students may not proceed to the next lesson until they obtain a passing score on their current lesson. Lessons are opened sequentially as students complete and pass preceding lessons. Disabled buttons represent lessons that are not yet accessible to the student. The reading lesson-passing percentage is student specific and can be adjusted by an administrator.

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

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

D. Reading passages from "The Reading Library" engage students in higher order thinking at all proficiency levels. For example, when opening the book on Health called Sleep in "The Reading Library", question 5, "You can infer from this passage that people who get enough sleep are...".

E. Question 2 in the passage "Groundhog Day" found in the Culture section of the Reading Library, is about predicting weather based on the tradition of the groundhog. Opportunities to engage in higher thinking are exemplified throughout "The Reading Library". Reading Horizons lessons provide students with the opportunity to immediately transfer and apply what they are learning in lifelike situational readings. Students will enjoy the various signs, ads, menus, and many more reading opportunities that allow them to apply what they are learning. See "The Reading Library", Earth Science: International Date Line.

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IVB. Content Stem

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

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

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

A. Reading Horizons is correlated to the standards at the state level. More than thirty-five of the state correlations are posted at www.readinghorizons.com. The program is also correlated to many basal series textbooks, and the common core standards. See www.readinghorizons.com/research/states/index.aspx for the list of standards.

B. "The Reading Library" component contains more than 225 high-interest, low- readability, non-fiction passages that have been leveled and Lexiled© for students. The library component is enabled after completion of Chapter 1. Passages have been written in 15 different genres ranging from World Leaders to Sports, and ranging from levels 1 to 12.9.

C. Example topics are presented in every book of "The Reading Library", which is integrated throughout all levels and lessons. Students enter the library by clicking the library tab. An introductory lesson provides students with an overview of library features and functions.

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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. Students can access a library with high-interest-leveled passages in 15 different genres. Students apply newly acquired skills in expository readings that build fluency and comprehension through timing and comprehension questions. See "The Reading Library", Famous Firsts: Louis Pasteur.

E. Computer software is ideal for older students who need to improve their reading skills quickly. Reading Horizons is a proven intervention program for struggling readers and spellers in the upper grades. This program takes students back far enough in order to teach the skills in the Discover Intensive Phonics method sequentially to help rewire the brain and make the decoding and encoding process automatic.

F. Reading Horizons offers the independence and autonomy older students want in a multi-sensory format that appeals to the visual, auditory, tactile, and kinesthetic learning modalities. The program is not condescending which is helpful for low-level readers. As students learn new material, they continue to review old material to the level of automaticity. The program addresses vocabulary, sentence structure, composition, and reading comprehension in a similar structured, sequential, and cumulative manner.

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IVC. INSTRUCTIONAL SUPPORTS

YES NO **Sensory Support**

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

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

A. The interactive program has been designed to provide a multi-sensory experience with a human voice audio soundtrack, visual screen displays, and tactile use of the keyboard, mouse, and screen. Reading Horizons is presented to students through an Orton-Gillingham, multi-sensory methodology that encompasses the visual, auditory, kinesthetic, and tactile modalities. See Chapter 2, Lesson 16 for an example.

B. The program has built-in tools that help immensely with directional tracking. First, it teaches consonant and vowel sounds in slides. Slides put a consonant with a vowel for correct pronunciation by having students slide the sounds from left-to-right. Secondly, the program has the student mark the word, underneath, from left-to-right. This helps their eyes track linearly so that they are seeing and processing each sound in the correct order. It keeps students working directionally and helps with blending, fluency, and decoding. When they are able to decode automatically and are fluently working from left-to-right, comprehension also increases. See Chapter 3, Lesson 30.

C. Reading Horizons is a highly visual program. There are 68 lessons, 13 Most Common Word activities/lessons, 6 chapter tests spread across 6 chapters, infused with multi-sensory exercises. All of the modalities have been employed to address each individual learning style.

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

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

D. The program's reading method utilizes a unique marking system that allows students to identify vowels, vowel sounds, digraphs, and so forth within whole words. Marking the words strengthens the visual ability to identify patterns and is always accomplished in a left-to-right sequence. The marking system and decoding process employed provides a working knowledge of likely and unlikely sequences of letters and gives students the ability to easily break words into syllables.

E. Reading Horizons includes a 10,000-word database, including high-frequency words, and allows students to hear definitions and context sentences while viewing accompanying graphics, where applicable. Reading Horizons lessons provide students with the opportunity to immediately transfer what they are learning in lifelike situational readings. Students will read various signs, ads, menus, and have many more reading opportunities that allow them to apply what they are learning.

F. In every lesson there are interactive graphic supports where students can practice what they've learned during the lesson instruction. See Chapter 6, Lesson 64. The methodology of instruction and practice is based on interactive graphics to support learning. The unique marking system offers a kinesthetic learning experience and strengthens students' ability to visually identify patterns in words. The marking process gradually moves from a deliberate, physical process to an automatic mental response, resulting in greater reading speed and fluency.

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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. Reading Horizons is teaching software and is fully narrated so the student can work independently. Every concept taught is presented visually and auditorily and students are allowed to interact with the software. The students are able to go at their own pace and practice as much as needed. See Chapter 1, Lesson 11 for an example.

H. Students will phonetically decode each word, as well as pronounce and optionally record it in order to compare their pronunciation with the narrator's. Students actively mark words to become familiar with likely and unlikely sequences of letters and to learn how to break words into syllables. The software administers six interim tests to check for mastery of skills and requires students to go back and repeat lessons if necessary. See Chapter 5, Lesson 55 for an example.

I. Struggling readers and those with processing issues need repeated practice in order to master and retain the skills being taught. Each lesson takes between 15-20 minutes and can provide additional practice. It is recommended to have the student use the software for about 20-30 minutes 3-5 times a week. "The Reading Library" is where students can click on any word in a passage and it directs them to a definition, picture, and uses the word in sentence context. Native language translations are also provided to help students hear instructions in their native language.

Appendix

I. Performance Definitions – the criteria (linguistic complexity, vocabulary usage, and language control) that shape each of the six levels of English language proficiency that frame the English language proficiency standards.

IA. Linguistic Complexity – the amount and quality of speech or writing for a given situation

IB. Vocabulary Usage – the specificity of words (from general to technical) or phrases for a given context

IC. Language Control/Conventions – the comprehensibility and understandability of the communication for a given context

II. English Language Proficiency Standards – the language expectations of English language learners at the end of their English language acquisition journey across the language domains, the four main subdivisions of language.

IIA. Five WIDA ELP Standards:

1. English language learners **communicate** for **Social** and **Instructional** purposes within the school setting.
2. English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.
3. English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Mathematics**.
4. English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Science**.
5. English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Social Studies**.

IIB. Domains:

- **Listening** – process, understand, interpret, and evaluate spoken language in a variety of situations
- **Speaking** – engage in oral communication in a variety of situations for a variety of audiences
- **Reading** – process, understand, interpret, and evaluate written language, symbols and text with understanding and fluency
- **Writing** – engage in written communication in a variety of situations for a variety of audiences

III. Levels of English Language Proficiency - The five language proficiency levels (1-Entering, 2-Beginning, 3-Developing, 4-Expanding, 5- Bridging) outline the progression of language development in the acquisition of English. The organization of the standards into strands of Model Performance Indicators (MPIs) illustrates the continuum of language development.

IIIA. Differentiation – providing instruction in a variety of ways to meet the educational needs of students at different proficiency levels

IIIB. Scaffolding – building on already acquired skills and knowledge from level to level of language proficiency based on increased linguistic complexity, vocabulary usage, and language control through the use of supports.

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

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.