



PRIMETM

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): Q: Skills for Success Reading and Writing 2 and Q: Skills for Success Listening and Speaking 2

Publisher: Oxford University Press

Materials/ Program to be Reviewed: Six level integrated skills program that focuses on student outcomes

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

Intended Teacher Audiences: Classroom teachers, content specialists, language teachers, resource teachers, and para-professionals

Intended Student Audiences: 7-12th grade and higher education English language learners

WIDA Framework(s) considered: Formative

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

WIDA English Language Proficiency Standards addressed: Social and Instructional Language, Lang. of Language Arts

WIDA language proficiency levels included: Level 2 and Level 3

Most Recently Published Edition or Website: 2011

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

Q: Skills for Success is a six-level, two strand series (Reading & Writing, Listening & Speaking) that focuses on student outcomes. An Essential Question at every unit opener provides a unique critical thinking framework that develops cognitive skills such as analyzing, synthesizing, and evaluating - as well as developing language and communication skills that are essential for academic success. Q Online Practice offers additional practice for every unit in the student book. Q develops the 21st century skills students need to successfully compete in today's world. Q can be used by middle and high school ESL teachers.

Part 2: PRIME Correlation Tool

I. PERFORMANCE DEFINITIONS

IA. Linguistic Complexity (the amount and quality of speech or writing)

YES NO

- A. Do the instructional materials take into account linguistic complexity for language learners?
- B. Do the instructional materials address linguistic complexity for all of the targeted proficiency levels?
- C. Is linguistic complexity systematically addressed, in multiple lessons, chapters, or units, in the materials?

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

- A. Linguistic complexity for language learners is a central focus in the Q: Skills for Success materials. Each level of Q is customized to a linguistic complexity level. The instructor selects the level that best suits the student’s language level - Intro Level (low beginning), Level 1 (high beginning), Level 2 (low intermediate), Level 3 (intermediate), Level 4 (high intermediate), and Level 5 (advanced). Q: Skills for Success Level 2 for this correlation is focused for language learners on the low intermediate level. The complexity of language and activities are specific to these learners. Each unit also differentiates for student’s working above or below the specified language level.
- B. All targeted levels are reached through language and activities that are specific to the intended language learner.
- C. Linguistic complexity is systematically addressed throughout the materials. Language is scaffolded throughout each unit and throughout the materials. Learning outcomes are clearly defined and the lessons systematically build student’s language skills to achieve them.

Examples from Unit 3 show the structure of all other units:

Q: Skills for Success Listening and Speaking 2

- Unit 3, Page 24: ‘Learning Outcome’ - activities and language in this unit are scaffolded and systematic to help students achieve the learning outcome by the end of the unit
- Unit 3, Page 25: ‘Activity B Answers’ - explains expected response based on student’s language level
- Unit 3, Page 25: ‘Vocabulary’ - activity supports targeted language level by having students choose the word that completes a sentence
- Unit 3, Page 27: ‘Critical Q: Expansion Activity’ - systematic approach to building language by role-playing situations

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Q: Skills for Success Reading and Writing 2

- Unit 3, Page 24: 'Learning Outcome'- activities and language in this unit are scaffolded and systematic to help students achieve the learning outcome by the end of the unit
- Unit 3, Page 25: 'Activity B Answers'- expectations of answers are specific to targeted level of language learners
- Unit 3, Page 29: 'Critical Q: Expansion Activity'- systematic approach to building language through discussions; students are provided with sentence starters to support the targeted language level
- Unit 3, Page 31: 'Grammar: Subject-verb agreement'- level specific activity; students learn about subject-verb agreement and plural nouns

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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. Q: Skills for Success teaches and engages language learners with vocabulary within context. Vocabulary is represented in words, phrases and expressions. The ‘Scope and Sequence’ at the beginning of each book specifically addresses vocabulary and highlights how students will be interacting with vocabulary in each unit. Each unit begins with a list of language skills that provides explicit skills instruction in several areas, including vocabulary. Each unit contains vocabulary skills that focus on words learners need to know academically and professionally. These words are integrated throughout the unit, in various activities and used in context.
- B. Each Q: Skills for Success level is focused on a language proficiency level. The vocabulary in the materials is appropriate for the targeted levels of proficiency.
- C. General, specific, and technical vocabulary is scaffolded throughout the materials and systematic in its presentation.

The examples given for Unit 1 are indicative of the structure for each unit.

Q: Skills for Success Listening and Speaking 2
Teacher’s Handbook

- Pages xiv-xix: ‘Scope and Sequence’- vocabulary column shows vocabulary interactions for each unit
- Unit 1, Page 2: language skills list at beginning of unit - ‘Vocabulary’ - explicit instruction on ‘collocations: nouns and verbs’
- Unit 1, Page 2: ‘Listening,’ ‘Vocabulary’- students match sentences with definitions and learn correct pronunciation to connect with vocabulary (see Student Book, page 5)
- Unit 1, Page 4: ‘Multilevel Option’- differentiation of vocabulary lesson to assist students working on a higher or lower level
- Unit 1, Page 7: ‘Vocabulary Skill: Collocations: nouns and verbs’- students work with vocabulary in context while learning about collocations (see Student Book, page 11)

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Q: Skills for Success Reading and Writing 2
Teacher's Handbook

- Pages xiv-xix: 'Scope and Sequence'- vocabulary column shows vocabulary interactions for each unit
- Unit 1, Page 2: language skills list at beginning of unit - 'Vocabulary' - explicit instruction on word families
- Unit 1, Page 3: 'Reading,' 'Vocabulary' - Students read, match definitions to vocabulary words in context, and determine parts of speech to learn and connect with vocabulary (see Student Book, page 11)
- Unit 1, Page 8: 'Vocabulary Skill: Word families' - students work with word families to develop comprehension of vocabulary (see Student Book, page 14)

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IC. Language Control/Conventions (comprehensibility of language)

YES NO

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

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

- A. Opportunities to demonstrate language control are presented in appropriate context throughout the materials. Each unit explicitly teaches language control in the ‘Grammar’ section, as well as throughout the unit in context and related to the unit’s ‘Learning Outcome.’ Students demonstrate language control through various activities in addition to the ‘unit assignment.’ The ‘Scope and Sequence’ specifically addresses language control for each unit in the ‘Grammar’ section. Each unit begins with a list of language skills that provides explicit skills instruction in several areas, including ‘Grammar’ which covers language control.
- B. This instruction is appropriate for all targeted proficiency levels.
- C. Language structures are explicitly taught in a systematic fashion throughout each unit.

The following examples are indicative of the types of lessons that address language control throughout all units.

Q: Skills for Success Listening and Speaking 2
Teacher’s Handbook

- Pages xiv-xix: ‘Scope and Sequence’- grammar column shows language control lessons for each unit
- Unit 8, Page 74: language skills list at beginning of unit - ‘Grammar’ - explicit instruction on ‘simple past and narrative present’
- Unit 8, Page 75: ‘Listening,’ ‘Vocabulary’- work on proper pronunciation
- Unit 8, Page 78: ‘Skill Note’- fixed expressions and idioms
- Unit 8, Page 79: ‘Grammar: Simple past and narrative present’- lesson on simple past and narrative present (see Student Book, page 142)
- Unit 8, Page 79: ‘Skill Note’- narrative present
- Unit 8, Page 79: ‘Pronunciation: Thought groups and pauses’- activities involving listening and speaking, thought groups and pauses
- Unit 8, Page 80: ‘Speaking Skill: Using sequence words and phrases’ and ‘Expansion Activity’ - lesson and activities on sequence words and phrases
- Unit 8, Page 83: ‘Unit Assignment Rubric’- assess use of ‘simple past and narrative present correctly,’ ‘sequence words and phrases,’ and ‘thought groups and pauses.’

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Q: Skills for Success Reading and Writing 2
Teacher's Handbook

- Pages xiv-xix: 'Scope and Sequence'- grammar column shows language control lessons for each unit
- Unit 8, Page 76: language skills list at beginning of unit - 'Grammar' - explicit instruction on 'simple past and past continuous'
- Unit 8, Page 82: 'Vocabulary Skill: Connotations' - understanding connotations to make proper word choice
- Unit 8, Page 83: 'Grammar: Simple past and past continuous'- lesson on simple past and past continuous (see Student Book, pages 156-157)
- Unit 8, Page 86: 'Unit Assignment Rubric'- assess use of language control in writing assignment

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. In addition to social and instructional language, Q: Skills for Success addresses other WIDA standards, including the language of Language Arts. Each unit covers social and instructional language through the language arts skills of reading, writing, listening, and speaking in a variety of activities. ELP standards are covered in depth throughout the materials.

B. Social, instructional and content-area language is systematically integrated into every unit and used in context.

The structure of each unit is indicated through the following examples:

Q: Skills for Success Listening and Speaking 2

Teacher’s Handbook

- Unit 7, Pages 64-73: ‘Learning Outcome’- Students are expected to participate in a panel discussion focusing on ways to reuse or recycle trash (Science). As students work through the unit with listening, speaking, reading, and writing activities (Language Arts) they focus on vocabulary, grammar, and pronunciation (Language Arts and Social and Instructional language) in the context of other cultures.
- Unit 7, Pages 65-68: ‘Listening’ - Students listen to selections related to the topic and engage in vocabulary, main idea, details, and note taking activities. (Language Arts and Science)
- Unit 7, Pages 69-70: ‘Speaking’- Students focus on speaking skills while engaging in lessons on grammar, pronunciation and summarization involving the topic of the unit. (Language Arts, Social and Instructional, and Science)
- Unit 8, Pages 71-73: ‘Unit Assignment’- Students have a panel discussion using what they learning in the unit. (Language Arts, Social and Instructional, and Science)

Q: Skills for Success Reading and Writing 2

Teacher’s Handbook

- Unit 6, Pages 56-65: ‘Learning Outcome’- Students are expected to describe the steps of a process performed by either a person or machine through writing

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(Science and Language Arts). As students work through the unit with listening, speaking, reading, and writing activities (Language Arts) they focus on vocabulary and grammar (Language Arts and Social and Instructional language) in the context of the 'Learning Outcome.'

- Unit 6, Pages 57-61: 'Reading'- Students read selections related to the topic and engage in vocabulary, main idea, details, and reflection activities. (Language Arts and Science)
- Unit 6, Pages 62-64: 'Writing'- Students focus on writing skills while engaging in lessons on grammar and involving the topic of 'process.' (Language Arts and Science)

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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 are addressed in the materials. In Q: Skills for success Listening and Speaking 2 the focus is on listening and speaking, but students are engaged in all four domains. Each unit In Q: Skills for Reading and Writing 2 the focus is on reading and writing, but students are engaged in all four domains. Each unit has domain specific language skills that are listed in the scope and sequence. Domain specific language skills are listed at the beginning of every unit as well. Language domains are often used in tandem with another and instruction is explicit. Instruction is delivered around a unit theme in the form of a thought-provoking question. This question provides the inquiry to achieve the learning outcomes for the unit through obtaining vocabulary to answer the question and ample opportunities to listen, speak, read and write about the question.
- B. Language proficiency levels are addressed in regards to the language domains for each lesson. Q: Skills for success Listening and Speaking 2 and Q: Skills for Reading and Writing 2 are specifically designed for a target language level to teach listening, speaking, reading, and writing skills to language learners.
- C. Listening, speaking, reading and writing are explicitly instructed and systematically integrated into every lesson.

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

Q: Skills for Success Listening and Speaking 2
Teacher’s Handbook

- Pages xiv-xix: ‘Scope and Sequence’- listening and speaking columns show domain specific language skills for each unit
- Unit 2, Pages 13-23: ‘How can colors be useful?’
- Learning outcome: In a group presentation, describe key aspects of a building that the group members have designed.
- In this unit students participate in various listening and speaking activities to listen for main ideas and details, take notes, participate in group discussions, understand cause and effect, and ask for and give examples to achieve the learning outcome.

Q: Skills for Success Reading and Writing 2
Teacher’s Handbook

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- Pages xiv-xix: 'Scope and Sequence'- reading and writing columns show domain specific language skills for each unit
- Unit 2, Pages 13-23: 'How do colors affect the way we feel?'
- Learning outcome: Create a business and write a description explaining the colors you will use and why.
- In this unit students participate in various reading and writing activities to preview text, read for main ideas and details, read to get meaning from text, freewrite, plan before writing, revise, edit, and rewrite to achieve the learning outcome.

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. Differentiation of language proficiency levels is not only built into the units of the materials, but it is also built into the series. The six levels of Q: Skills for Success (Intro-Level 5) are customized to a linguistic complexity level. Each unit also differentiates for student's working above or below the specified language level in a section titled 'Multilevel Option' as well as other places.

B. Differentiation of language proficiency is developmentally and linguistically appropriate for the targeted language levels.

C. Q: Skills for Success is systematic in the approach to differentiation of language and addresses differentiation throughout all materials.

Examples from Unit 4 show the structure of all other units:

Q: Skills for Success Listening and Speaking 2
Teacher's Handbook

- Unit 4, Page 34: 'Activity B Answers'- explains expected response based on student's language level
- Unit 4, Page 35: 'Multilevel Option'- differentiation for students of other language levels
- Unit 4, Page 37: 'Multilevel Option'- differentiation for students of other language levels
- Unit 4, Page 39: 'Multilevel Option'- differentiation for students of other language levels

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Teacher's Handbook

- Unit 4, Page 36: 'Multilevel Option'- differentiation for students of other language levels
- Unit 4, Page 40: 'Multilevel Option'- differentiation for students of other language levels

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

YES NO

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

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

- A. Scaffolding is explicitly addressed throughout each unit in reoccurring sections titled ‘Preview...’ and ‘Background Note,’ as well as individual places in lessons. The curriculum systematically builds upon previous units as well as explicitly scaffolding within a lesson to advance students within a proficiency level and from one level to the next.
- B. Scaffolding is explicitly addressed throughout each unit in reoccurring sections titled ‘Preview...’ as well as individual places in lessons. The curriculum systematically builds upon previous units as well as explicitly scaffolding within a lesson to advance students within a proficiency level and from one level to the next.
- C. Scaffolding supports are systematic in their use throughout the curriculum.
- The following examples from Unit 4 are indicative of the structure of each unit and its use of scaffolding:
- Q: Skills for Success Listening and Speaking 2
Teacher’s Handbook
- Unit 5, Page 44: ‘Preview the Unit’- scaffolding activities for the topic of the unit
 - Unit 5, Page 45: ‘Preview Listening 1’- building background for the listening selection
 - Unit 5, Page 46: ‘Listening 1 Background Note’- building background for the listening selection
 - Unit 5, Page 49: ‘Speaking’- students learn about using auxiliary verbs in questions and engage in an activity for practice
 - Unit 5, Page 50: ‘Speaking Skill: Expressing opinions’- students learn about expressing their opinion and engage in an activity for practice
 - Unit 5, Pages 51-53: ‘Unit Assignment: Give an impromptu speech’- students are assessed on correctly using auxiliary verbs and expressing their opinion in the end of unit assignment
- Q: Skills for Success Reading and Writing 2
Teacher’s Handbook
- Unit 5, Page 45: ‘Preview the Unit’- scaffolding activities for the topic of the unit
 - Unit 5, Pages 46-47: ‘Vocabulary’- building vocabulary for the reading
 - Unit 5, Page 48: ‘Preview Reading 1’- building background for the reading selection
 - Unit 5, Page 48: ‘Reading 1 Background Note’- building background for the reading selection
 - Unit 5, Page 49: ‘Learning Outcome’- scaffolds ‘Reading 1’ for the unit’s learning outcome

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 ‘Scope and Sequence’ in Q: Skills for Success clearly outlines a wide range of language functions used in the materials. Language functions are found throughout each unit, explicitly instructing students on what to do with the language in each activity. Language functions include, but are not limited to, identify, recognize, predict, understand, relate, decide, distinguish, match, and define.
- B. Each unit begins with a unit question and learning outcome. Students are richly engaged in a variety of activities that utilize language functions in context of achieving the learning outcome and answering the unit question.
- C. The presentation of language functions in each unit is comprehensive and supports the progression of language development for all targeted levels.

Examples show the structure of all other units:

Q: Skills for Success Listening and Speaking 2
Teacher’s Handbook

- Pages xiv-xix: ‘Scope and Sequence’- lists the vast array of language functions used throughout the units
- Unit 8, Page 74: ‘Learning Outcome’- Tell a personal story using the Five Languages of Storytelling
- Unit 8, Page 74: ‘Preview the Unit’ - ‘A’ - students describe a photo
- Unit 8, Page 75: ‘Vocabulary’- students match a sentence with the correct definition

Q: Skills for Success Reading and Writing 2
Teacher’s Handbook

- Pages xiv-xix: ‘Scope and Sequence’- lists the vast array of language functions used throughout the units
- Unit 7, Page 66: ‘Learning Outcome’- Respond to a test questions by writing a paragraph that states and supports your opinion
- Unit 7, Page 70: ‘Details’- #2 - students complete sentences
- Unit 7, Page 71: ‘Vocabulary Skill’- students define a phrasal verb
- Unit 7, Page 74: ‘Plan’- students fill in an outline

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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. Higher order thinking is built into every unit of Q: Skills for Success. Each unit begins with a question that provides a critical thinking framework for the unit. ‘Critical Q: Expansion Activity’ included in every unit, facilitates higher order thinking opportunities in the context of the unit topic. In the teacher’s handbook sections titled ‘Critical Thinking Tip’ offer suggestions for expanding higher order thought and discussion. Throughout the student book sections titled ‘Critical Thinking Tips’ are strategically placed with activities to promote higher order thinking.

E. Higher order thinking opportunities are systematically presented in the curriculum.

The examples from Unit 10 show the structure of all units:

Q: Skills for Success Listening and Speaking 2
Teacher’s Handbook

- Unit 10, Page 95: ‘Unit Question’- provides the critical thinking framework for the unit
- Unit 10, Page 95: ‘Preview the Unit, B’- students discuss the unit question
- Unit 10, Page 96: ‘Expansion Activity’ - problem solving activity on ‘what’s important’
- Unit 10, Page 104: ‘Tip for Critical Thinking’
- Unit 10, Page 104: ‘Critical Q: Expansion Activity’- considering factors
- Student Book
- Unit 10, Page 169: ‘Unit Question’- provides the critical thinking framework for the unit and discussion
- Unit 10, Page 173: ‘What Do You Think?’- higher order group discussion questions
- Unit 10, Page 186: ‘Tip Critical Thinking’

Q: Skills for Success Reading and Writing 2
Teacher’s Handbook

- Unit 10, Page 98: ‘Unit Question’- provides the critical thinking framework for the unit
- Unit 10, Page 98: ‘Preview the Unit, B’- students participate in an activity based on the unit question
- Unit 10, Page 103: ‘Critical Thinking Tip’
- Unit 10, Page 103: ‘Critical Q: Expansion Activity’- providing recommendations
- Student Book
- Unit 10, Page 185: ‘Unit Question’- provides the critical thinking framework for the unit and discussion
- Unit 10, Page 191: ‘What Do You Think?’- higher order group discussion questions
- Unit 10, Page 191: ‘Reading Skill’ - synthesizing information
- Unit 10, Page 197: ‘Tip Critical Thinking’

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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. Q: Skills for Success covers WIDA example topics and subtopics as well as other appropriate topics that are found in Common Core, state and local standards. In addition to social and instructional topics, the language of Language Arts is thoroughly covered. Each unit includes several language arts topics including, but not limited to, note taking, convention & mechanics, multimedia, and research.

B. Standards-based topics are accessible to all English language learners of the targeted language proficiency levels.

C. The presentation of example topics is systematic throughout the materials.

The structure of each unit is indicated through the following examples:

Q: Skills for Success Listening and Speaking 2

Teacher’s Handbook

- Unit 3, Page 24: ‘Unit Question’- ‘Why are good manners important?’ - WIDA example topics ‘Points of view’ and ‘Social & cultural traditions & values’ (Social and Instructional language, grades 9-12), ‘Character development’ (Social and Instructional language, grades 6-8)
- Unit 3, Page 25: ‘Vocabulary’- synonyms - WIDA example topic ‘Synonyms & antonyms’ (The language of Language Arts, grade 6-8)
- Unit 3, Page 26: ‘Listening Skill: Predicting’- students learn how to predict topics
- Unit 3, Page 29: ‘Vocabulary’- synonyms - WIDA example topic ‘Synonyms & antonyms’ (The language of Language Arts, grade 6-8)

Q: Skills for Success Reading and Writing 2

Teacher’s Handbook

- Unit 6, Page 56: ‘Unit Question’- ‘Do you prefer to get help from a person or a machine?’ - WIDA example topics ‘Personal preferences’ (Social and Instructional language, grades 9-12)
- Unit 6, Page 57: ‘C’- students take notes as they discuss questions - WIDA example topic ‘Note taking’ (The language of Language Arts, grades 9-12)
- Unit 6, Page 59: ‘Reading Skill: Identify the author’s purpose’- students determine

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author's purpose- WIDA example topic 'Author's Purpose' (The language of Language Arts, grades 6-8)

- Unit 6, Pages 64-65: 'Revise and Edit' and 'Unit Assignment Rubric' - students revise and edit their writing assignment and are assessed on format, capitalization and punctuation - WIDA example topic 'Convention and mechanics' (The language of Language Arts, grades 9-12) and 'Editing' (The language of Language Arts, grades 6-8)

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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.

- A. The content covered in Q: Skills for Success is linguistically and developmentally appropriate for the intended grade levels. Topics follow WIDA, state, and local expectations. All content, including graphics and activities, are appropriate and targeted for the intended audience.
- B. The materials are focused on language proficiency levels and content is accessible to the targeted grade levels.
- C. Grade appropriate content is systematically presented throughout the curriculum.

The following examples are representative of the structure of all units and lessons:

Q: Skills for Success Listening and Speaking 2
Teacher’s Handbook

- Pages xiv-xix: ‘Scope and Sequence - lists the grade appropriate topics and content for each unit
- Unit 4, Page 34: ‘Unit Question’- ‘How are games similar to real life?’
- Unit 4, Page 34: ‘Learning Outcome’- ‘In a group, develop a simple educational board game and introduce the board game to another group.’
- Unit 4, Page 36: ‘Listening Skill’- listening for names and dates
- Unit 4, Page 37: ‘Vocabulary’- vocabulary words: figure out, demand, supplies, estimate, calculate, profit, loss, sold out - in context
- Unit 4, Page 39: ‘Vocabulary Skill’- suffixes
- Unit 4, Page 39: ‘Grammar’- imperative verbs

Q: Skills for Success Reading and Writing 2
Teacher’s Handbook

- Pages xiv-xix: ‘Scope and Sequence’- lists the grade appropriate topics and content for each unit
- Unit 4, Page 34: ‘Unit Question’- ‘What makes a competition unfair?’
- Unit 4, Page 34: ‘Learning Outcome’- ‘Express and support your opinion about what makes a competition unfair.’
- Unit 4, Page 35: ‘Reading 1’- students read a selection on money and sports
- Unit 4, Page 37: ‘Reading Skill’- taking notes

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- Unit 4, Page 37: 'Vocabulary' - vocabulary words: ban, success, train, reason, approve, comment, energy, technology- in context
- Unit 4, Page 39: 'Vocabulary Skill' - using the dictionary
- Unit 4, Page 41: 'Grammar' - modals
- Unit 4, Page 42: 'Unit Assignment' - write an opinion paragraph

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. Q: Skills for Success is rich in sensory supports that reinforce understanding of the materials. Supports are varied and include, but are not limited to, color illustrations and photographs, physical activities, and audio cds.
- B. The sensory supports are relevant to and reinforce concept attainment for all targeted levels of language proficiency.
- C. Sensory supports are systematically presented throughout each unit and in appropriate lessons.

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

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- Unit 4, Page 34: ‘B’- students engage in a physical activity to build knowledge for the unit
- Unit 4, Pages 35-38: ‘Listening’: each unit contains two listening selections from an audio cd

Student Book

- Unit 4, Page 58: colorful illustrations clarify and reinforce concept attainment

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- Unit 4, Page 35: ‘The Q Classroom’- audio cd to assist discussion
- Student Book
- Unit 4, Page 71: photograph supports reading section

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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.

Throughout the materials a wide variety of graphic supports are used reinforce understanding. These integrated supports include, but are not limited to, graphic organizers and charts.

- E. The graphic supports are relevant to and reinforce concept attainment for all targeted levels of language proficiency.
- F. Graphic supports are systematically presented throughout each unit and in appropriate lessons.

The following examples are indicative of the structure of all unit and lessons:

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- Unit 1, Page 11: word web
- Unit 7, Page 114: chart

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- Unit 4, Page 77: graphic organizer
- Unit 9, Page 181: t-chart

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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. Q: Skills for Success provides a great variety of interactive supports throughout the materials. Partnering, small group, cooperative groups, and whole group strategies are integrated into lessons to achieve greatest student learning. Each unit also includes Q Online Practice for additional practice through an online workbook. This support is clearly marked in the teacher and student books next to the related activity.

H. The interactive supports are relevant to and reinforce concept attainment for all targeted levels of language proficiency.

I. Interactive supports are systematically presented through each unit and in appropriate lessons.

The following examples are representative of the structure of all units and lessons:

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- Page xiii: describes Q Online Practice
- Unit 5, Page 44: ‘Preview the Unit’- lesson building background for the unit through whole group, small group, and pairs
- Unit 5, Page 45: ‘Vocabulary’- web+ symbol noting that additional practice for vocabulary is available through Q Online Practice

Student Book

- Unit 6, Page 107: ‘Speaking Skill: Asking for and giving clarification’- web+ symbol noting that additional practice is available through Q Online Practice

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- Unit 7, Page 70: ‘What Do You Think?’ - cooperative learning grouping
- Student Book
- Unit 9, Page 177: ‘A’ and ‘B’-partner work

Appendix

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

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

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

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

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

IIA. Five WIDA ELP Standards:

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

IIB. Domains:

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

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

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

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

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IV. Strands of Model Performance Indicators – examples that describe a specific level of English language proficiency for a language domain. Each Model Performance Indicator has three elements: Language Function, Content Stem, and Support

IVA. Language Functions – the first of the three elements in model performance indicators indicates how ELLs are to process and use language to demonstrate their English language proficiency.

- Context – the extent to which language functions are presented comprehensively, socially and academically in materials
- Higher Order Thinking – cognitive processing that involves learning complex skills such as critical thinking and problem solving.

IVB. Content Stem – the second element relates the context or backdrop for language interaction within the classroom. The language focus for the content may be social, instructional or academic depending on the standard.

IVC. Instructional Support – instructional strategies or tools used to assist students in accessing content necessary for classroom understanding or communication and to help construct meaning from oral or written language. Three categories of instructional supports include sensory, graphic and interactive supports.

- Sensory support – A type of scaffold that facilitates students’ deeper understanding of language or access to meaning through the visual or other senses.
- Graphic support – A type of scaffold to help students demonstrate their understanding of ideas and concepts without having to depend on or produce complex and sustained discourse.
- Interactive support – A type of scaffold to help students communicate and facilitate their access to content, such as working in pairs or groups to confirm prior knowledge, using their native language to clarify, or incorporating technology into classroom activities.