



PRIME V2TM

Protocol for Review of
Instructional Materials for ELLs V2

WIDA PRIME V2 CORRELATION





Introduction to PRIME

WIDA developed PRIME as a tool to assist publishers and educators in analyzing their materials for the presence of key components of the WIDA Standards Framework. PRIME stands for Protocol for Review of Instructional Materials for ELLs.

The PRIME correlation process identifies how the components of the 2012 Amplification of the English Language Development Standards, Kindergarten through Grade 12, and the Spanish Language Development (SLD) Standards, Kindergarten through Grade 12 are represented in instructional materials. These materials may include core and supplemental texts, websites and software (e.g., apps, computer programs), and other ancillary materials. PRIME is not an evaluative tool that judges the effectiveness of published materials.

Those who complete WIDA PRIME Correlator Trainings receive PRIME Correlator Certification. This may be renewed annually. Contact WCEPS for pricing details at store@wceps.org or 877-272-5593.

New in This Edition

PRIME has been expanded to include

- Correlation to the WIDA Standards Framework
- Connections to English and Spanish Language Development Standards
- Relevance for both U.S. domestic and international audiences

Primary Purposes

- To assist educators in making informed decisions about selecting instructional materials for language education programs
- To inform publishers and correlators on the various components of the WIDA Standards Framework and of their applicability to the development of instructional materials

Primary Audience

- Publishers and correlators responsible for ensuring their instructional materials address language development as defined by the WIDA English and Spanish Language Development Standards
- District administrators, instructional coaches, and teacher educators responsible for selecting instructional materials inclusive of or targeted to language learners

At WIDA, we have a unique perspective on how to conceptualize and use language development standards. We welcome the opportunity to work with both publishers and educators. We hope

that in using this inventory, publishers and educators will gain a keener insight into the facets involved in the language development of language learners, both in the U.S. and internationally, as they pertain to products.

Overview of the PRIME Process

PRIME has two parts. In Part 1, you complete an inventory of the materials being reviewed, including information about the publisher, the materials’ intended purpose, and the intended audience.

In Part 2, you answer a series of yes/no questions about the presence of the criteria in the materials. You also provide justification to support your “yes” responses. If additional explanations for “No” answers are relevant to readers’ understanding of the materials, you may also include that in your justification. Part 2 is divided into four steps which correspond to each of the four elements being inventoried; see the following table.

PRIME at a Glance

1. Asset-based Philosophy
A. Representation of Student Assets and Contributions
2. Academic Language
A. Discourse Dimension
B. Sentence Dimension
C. Word/Phrase Dimension
3. Performance Definitions
A. Representations of Levels of Language Proficiency
B. Representations of Language Domains
4. Strands of Model Performance Indicators and the Standards Matrices
A. Connection to State Content Standards and WIDA Language Development Standards
B. Cognitive Challenge for All Learners at All Levels of Language Proficiency
C. Supports for Various Levels of Language Proficiency
D. Accessibility to Grade Level Content
E. Strands of Model Performance Indicators

PRIME Part 1: Provide Information about Materials

Provide information about each title being correlated.

Publication Title(s): Nearpod EL

Publisher: Nearpod

Materials/Program to be Reviewed: Nearpod EL Library

Tools of Instruction included in this review: Newcomer Survival Phrases, Virtual Reality for ELs, Academic Vocabulary, Building Background Math, Grammar, Standards aligned unit lessons in Science, Social Studies, and ELA, EL Strategy Toolkit

Intended Teacher Audiences: General Education teachers, EL teachers, coaches, resource teachers, paraprofessionals.

Intended Student Audiences: Grades K-12, all levels

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

Check which set of standards will be used in this correlation:

- WIDA Spanish Language Development Standards
- WIDA English Language Proficiency Standards

WIDA Language Development Standards addressed: (e.g. Language of Mathematics): 5

Social Language and Instructional Language

Language of Language Arts

Language of Science

Language of Social Studies

Language of Math

WIDA Language Proficiency Levels included: 1-6 (Entering, Beginning, Developing, Expanding, Bridging). In every Nearpod EL lesson, a teacher's guide is included which contains a correlation chart that shows how the lesson corresponds to the designated WIDA level band.

Most Recently Published Edition or Website: Nearpod.com/el

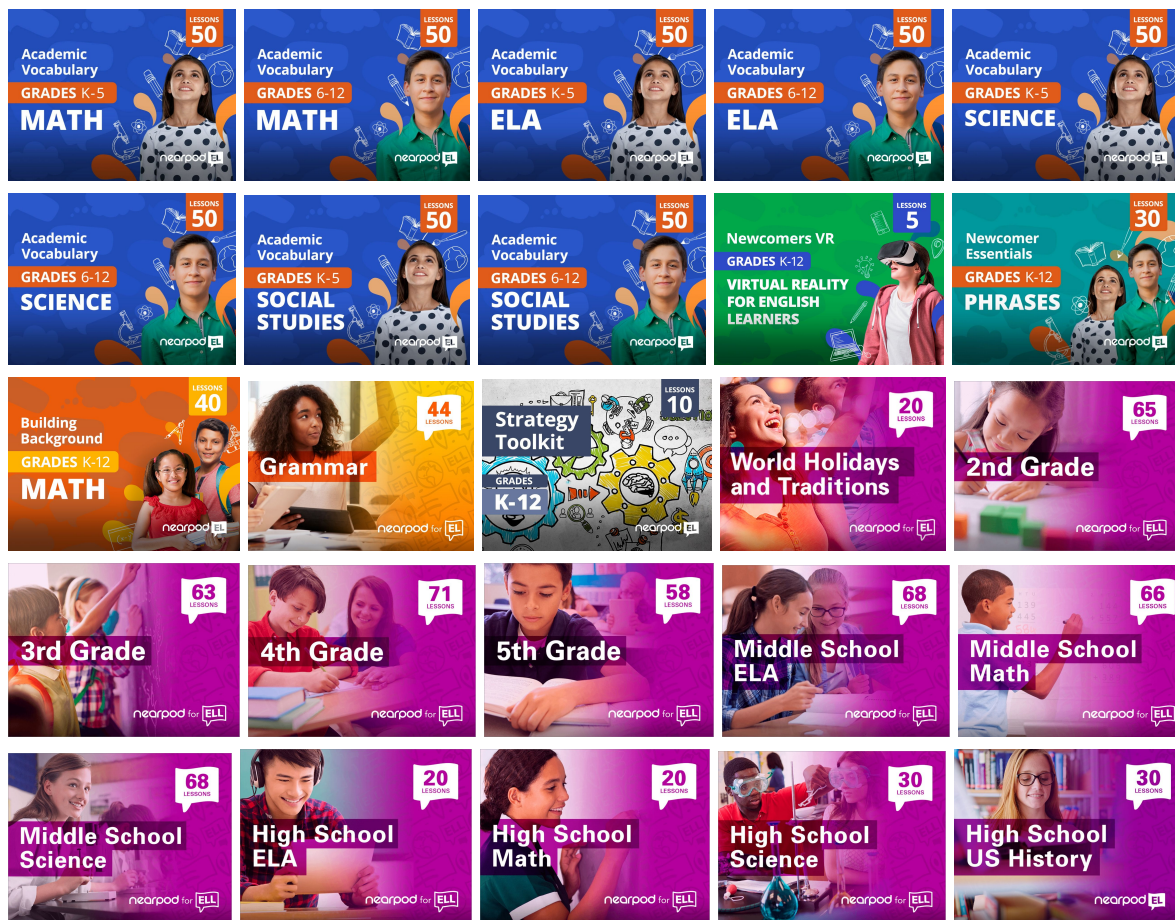
In the space below explain the focus or intended use of the materials:

Nearpod EL is a comprehensive digital classroom solution that combines over 1000 ready to teach supplemental lessons with a flexible instructional platform for teachers to scaffold and differentiate lessons to support language acquisition and content area learning. Nearpod tools include Virtual Reality Field Trips, drawing features, embedded audio support, translation, and more. Teachers can edit any Nearpod lesson using these tools to offer students the proper

scaffolds while ensuring lessons are engaging and immersive. Leveraging this transformative platform, Nearpod EL also provides pre-designed supplemental digital lessons that systematically focus on acquiring Social and Academic Language. These fully customizable lessons are appropriate for different ranges within K-12 across different proficiency level bands and in various subject areas. Lesson types will include:

- Academic Vocabulary
- Building Background Math
- Newcomer Survival Phrases
- Virtual Reality for ELs
- Grammar
- Standards aligned unit lessons in Science, Social Studies, and ELA
- EL Strategy Toolkit

These lessons are organized into bundles in the Nearpod EL library. See below for organization.



PRIME Part 2: Correlate Your Materials

1. Asset-Based Philosophy

A. Representation of Student Assets and Contributions

The WIDA Standards Framework is grounded in an asset-based view of students and the resources and experiences they bring to the classroom, which is the basis for WIDA’s Can Do Philosophy.

- 1) **Are the student assets and contributions considered in the materials?** Yes No
- 2) **Are the student assets and contributions systematically considered throughout the materials?** Yes No

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

1. The Nearpod EL library integrates students’ assets and contributions through intentional selection of content topics of Nearpod lessons and instructional design that are responsive to the diversity of EL needs. From lessons that develop self-advocacy skills among newcomers to those that teach conceptual thinking in math by first introducing familiar language and settings, the Nearpod EL library broadly cultivates an inclusive learning experience for ELs. As an example, in Nearpod’s Virtual Reality lessons for English Learners, students learn social and academic language embedded within socio-cultural contexts (grocery store, dental clinic, ice cream shop etc) and then listen to former ELs share about their experience as owners, entrepreneurs, customers, etc. In the lesson below, students learn sequencing words and measurements by visiting an ice cream shop. This heightened real-life experience support struggling ELs and students with limited or interrupted formal education by introducing language within contexts that are purposeful and authentic.

Nearpod EL VR Lessons: “At the Ice Cream Shop” including an excerpt from the Teacher’s Guide

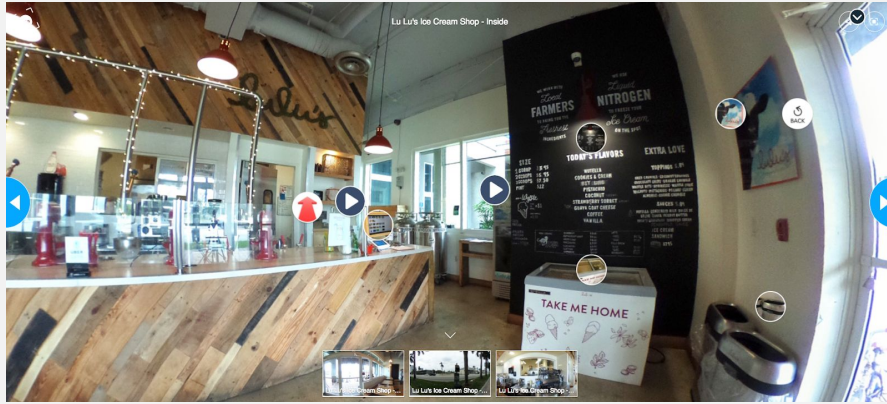
The screenshot shows a lesson interface on the left and a teacher's guide excerpt on the right. The lesson interface includes the text 'MY COMMUNITY Nearpod for EL' and 'At the Ice Cream Shop' with a background image of a person wearing a VR headset. The teacher's guide excerpt is titled 'Why you might use these lessons: You want to...' and contains three bullet points: 'Motivate your ELs and build a positive attitude towards learning.', 'Encourage oral language practice', and 'Give your students and their families the language of advocacy'. Each bullet point includes a brief explanation and an 'Our Approach' section.

MY COMMUNITY
Nearpod for EL

At the Ice Cream Shop

Why you might use these lessons: You want to...

- Motivate your ELs and build a positive attitude towards learning.**
For many newcomers, especially those coming from backgrounds very different from the U.S., there are many socio-emotional variables that affect how and the degree to which students speak up in classrooms. The affective filter is a psychological filter that can either enable or hinder language production. Among factors that influence the filter are lack of confidence, fear of negative evaluation, communication apprehension, and anxiety (Dörnyei, 2009). **Our Approach:** By introducing students to low risk, familiar settings through an engaging, fun, and hands-on experience, students are more likely to feel motivated and build a positive attitude towards learning.
- Encourage oral language practice**
Strong oral language skills is a huge predictor of academic success. Not only are oral language skills linked to the code-related skills that help word reading to develop, they also provide the foundation for the development of more advanced language skills needed for comprehension (Calk & Chablis, 2007). Among many ELs, limited exposure to print and being in homes where English may not be spoken can exacerbate the “silent period” during which ELs may only listen but do not speak in classrooms. **Our Approach:** These lessons provide ELs with dedicated opportunities to speak with each other, in whole group settings, and practice speaking key vocabulary and language in the Virtual Reality experience.
- Give your students and their families the language of advocacy**
Many ELs at a young age often take on adult responsibilities due to their ability to acquire language faster than their peers. For these students, providing meaningful context from which language is necessary and has immediate application can not only support not only language acquisition but also establish a sense of purpose to learning. In situations where English is not spoken at home, those early opportunities to learn English especially among older newcomers are vital for success in school and survival beyond school. **Our Approach:** These lessons provide real-life settings in which students and families need to be familiar with to access resources and relevant experiences.



Beyond Nearpod EL’s social language support for newcomers and struggling ELs, the library also focuses on Academic Language and content area support. Nearpod EL’s Academic Vocabulary lessons focus on common language functions and Tier II vocabulary. They use extensive visuals for scaffolding, all of which are grounded in real life contexts from activities or cultures/places around the world. Each Academic Vocabulary lesson activates prior knowledge and builds background knowledge by first introducing the target word through images that students may have seen or would find interesting. See lesson “sort” (slide 6). Furthermore, in the teacher’s guide, at the beginning of the lesson, teachers are encouraged to ask follow up questions using these images to activate prior knowledge and build excitement.

Academic Vocabulary K-5 Math “Sort” (slides 5,6)

ACADEMIC VOCAB
Nearpod EL


Sort

Write our new word, "sort."

Audio

00:00 / 00:05

Submit



It is important to sort the items into paper, plastic, and glass when recycling.



In Washington D.C., the Library of Congress has to sort through 16 million books in its collection.


After these images, students actively participate in discussion around a core visual (a Virtual Reality field trip or a video) on a real life or cultural experience. In the lesson below, “analyze” (slide 7), the teacher familiarizes students with color coded thinking prompts prior to engaging in the core visual which is a Virtual Reality field trip to Dubrovnik, Croatia. Each color code represents an ELP level (green = level 1, yellow = levels 2/3 blue = level 4/5). Furthermore, additional interactive supports that elicit student contributions include: open-ended discussion questions, questions that ask for student opinion, leveled sentence frames for all ELs to participate, and exercises that encourage students to share personal experiences.

Academic Vocabulary 6-12 ELA “Analyze” (slides 7, 8)

ACADEMIC VOCAB
Nearpod EL


Analyze

nearpod EL



REAL WORLD CONNECTION

On the next slide, we will see a city in Croatia in Europe. As you explore, be prepared to discuss the questions on the slide below with a partner.




REAL-WORLD CONNECTION

Analyze this city. What do you see?

Analyze the number of people in this city. What can you determine?

Analyze the spacing of homes and buildings in this city. How is this similar to or different from your city?




The Building Background Math lessons also considers student assets by offering students opportunities to share what they know about a topic. These lessons aim to build conceptual understanding of abstract math concepts by providing discussion opportunities through drawing, polls, audio support, and thinking prompts prior to introducing any algorithms. After using real life visuals to scaffold deeper conceptual understanding, students are encouraged to work with a partner in connecting math concepts to familiar objects/experiences. As students engage with the real life visuals, they have an opportunity to offer their own understanding of these assets for the entire class. As an example, in the Angles lesson, students are exposed to content through a collaborative experience that emphasizes activation of prior knowledge and student talk. Visuals from around the world are also depicted to show where angles can be found.


Building Background 3-5 Math “Angles” (6, 7, 10, 12)

MATH
Nearpod for EL


Building Background Math

Angles







Draw-pair-share: Sketch an open book. Do the pages of the book come together at a certain point?



ANGLES ON A BOOK

Today, we will talk about **angles**. Angles are everywhere. Let's look at an angle found in this open book.





Do the sides of a roof make an angle?

Yes

No

I don't know



2. The Nearpod EL library presents systematic opportunities that foster student-centered, assets based learning. Every lesson contains numerous opportunities for pair and whole group discussion, cooperative activities, and creative means for language output (Draw-It, Polls, Open-ended questions, Collaborate) which promote self expression and social interaction with peers. Furthermore, responses can be made anonymous to promote participation. Beyond crafting these experiences in lessons that focus on social language development, Nearpod EL also cultivates these opportunities in content area instruction which contain intentional focus on building background so that ELs are positioned for success in integrated classroom environments.

2. Academic Language

WIDA believes that developing language entails much more than learning words. WIDA organizes academic language into three dimensions: discourse, sentence, and word/phrase dimensions situated in sociocultural contexts. Instructional material developers are encouraged to think of how the design of the materials can reflect academic language as multi-dimensional.

A. Discourse Dimension (e.g., amount, structure, density, organization, cohesion, variety of speech/written text)

- | | | |
|----------------------------------------------------------------------------------------------------------------------------------------|------------|----|
| 1) Do the materials address language features at the discourse dimension in a consistent manner for all identified proficiency levels? | <u>Yes</u> | No |
| 2) Are the language features at the discourse dimension addressed systematically throughout the materials? | <u>Yes</u> | No |

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

1. All lessons include language features at the discourse dimensions across proficiency level bands. Partner/group work alongside multi-level thinking prompts are present in all Academic Vocabulary lessons. These prompts center around an immersive and authentic visual experience, either a 360 degrees Virtual Reality field trip or a video. These visuals are intentionally selected to reflect activities, events, culture from around the world from historical architecture in Beijing to railway stations in Copenhagen. Our videos feature engaging content that rely heavily on physical action so students at lower levels may still access higher order thinking skills. As students engage in these visuals, they will answer questions within their proficiency level band, speak with each other and the class, and engage in conversation from collecting details to synthesizing and creating their own arguments.

In the example lesson below, students review thinking prompts before engaging in a 360 degree view of the Summer Palace in Beijing. After this view, students are shown the prompts again and answer the question with a partner or in small groups. In our Teacher’s Guide, we include tips for teachers to facilitate meaningful conversation around these prompts in ways that reinforce cooperative learning and recalling evidence to facilitate more complex interchange of ideas and justifications.

Academic Vocabulary K-5 ELA “Detail” (slides 7,8)

ACADEMIC VOCAB
Nearpod EL

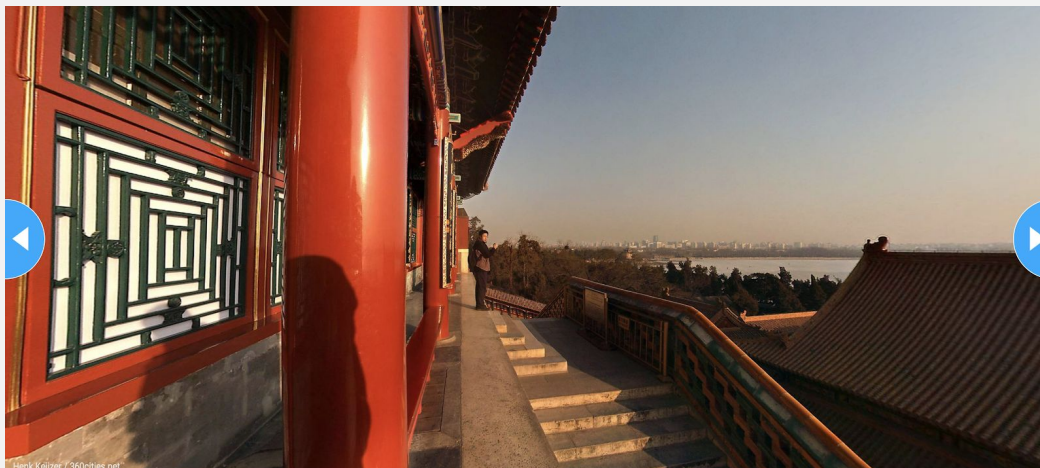
Detail

REAL-WORLD CONNECTION

Do the stairs have many details? What about the ceiling?

What are some details you notice in the ceiling?

The stairs, the walls, and the ceiling are full of details. Which part of the palace was the most challenging to construct? Why?



Teacher’s Guide at the beginning of every Academic Vocabulary Lesson

How you may use this lesson

Our research base is from Teaching Academic Vocabulary by Dr. Kate Kinsella and the Gradual Release of Responsibility by Dr. Fisher and Dr. Frey. Use this guide for ideas. You can customize any Nearpod lesson to fit your needs.

Teacher Modeling

Explain the word orally. Introduce spelling, syllabication, and pronunciation. Remember to model and ask students to repeat. Make sure to cover spelling, syllabication, and pronunciation (teacher models, students repeat multiple times). Lastly, give an informal definition of the word. You can encourage beginner ELs to practice writing or typing the word on the Draw It slide. In this section, we also provide example visuals and sentences for you to read so your ELs can hear and see the word in context.

Preview: Academic Vocabulary

Each lesson contains:

- Opportunities for teacher modeling, oral practice, writing, and student reflection.
- Vibrant, real life visuals (virtual reality, video, or picture) that students can discuss in pairs.

Teacher Modeling

Explain the word orally. Introduce spelling, syllabication, and pronunciation. Remember to model and ask students to repeat. Make sure to cover spelling, syllabication, and pronunciation (teacher models, students repeat multiple times). Lastly, give an informal definition of the word. You can encourage beginner ELs to practice writing or typing the word on the Draw It slide. In this section, we also provide example visuals and sentences for you to read so your ELs can hear and see the word in context.

How it might sound like

Our first new word today is soil. Repeat after me, soil... Now the back of the room only... Now the front... Now let's whisper it... Say it slowly with me again, soil... soil is the dirt on the Earth in which plants can grow.

Give Real Life Examples

You may restate the definition again. This time, prepare your students to engage with our core visual which will either be a Virtual Reality Field Trip, an image, or a video. Preface your visuals with thinking prompts that are based on language levels. We have included prompts in each lesson by Beginner/Level 1, Intermediate/Levels 2-3, and Advanced/Levels 4-5. This activity can be done with partners. Afterwards, for higher language levels, you can ask students to make connections to other words they may know.

How it might sound

Soil is the dirt on the Earth in which plants can grow. As we watch this video showing different types of soil, think about these questions with your partner. Partner A: what does the soil look like? Partner B: What is the soil used for?

Sentence frame for response: A: Soil looks _____. B: Soil is used to _____.

Encourage Students to Practice Orally

This slide will contain frames suited for different language levels. For newcomers, an image is in the frame to help students recall the word. For Intermediate/Levels 2-3 and Advanced/4-5 Levels, the target word is kept within the frame. As the text within each frame increases in linguistic complexity, the open-ended nature of the question will still allow you to assess your students' level of understanding and their production. Feel free to customize this section to add additional scaffolds.

How it might sound

With your partner, complete the sentence. Listen to me: soil contains many nutrients and can hold water. This is helpful for _____ because _____. Be ready to share with the class.

2. Language features in the discourse dimension are systematically addressed throughout the materials. All Academic Vocabulary lessons feature opportunities to practice across domain with rising complexity in print and speaking skills. Each Academic Vocabulary lesson has the same structure starting with teacher modeling, partner and whole class discussion for students to express their opinions and ideas through reading, writing, speaking, and listening.

All Content Connectors lessons contain discourse features for ELs to make text to self connections using complex language, ideas, and metaphors. See EL lesson “Caged Bird”, helping students determine main ideas from Maya Angelou’s poem, “Caged Bird”.

Content Connector 9-12 ELA “Caged Bird” (slides 10,11)

ELA
Nearpod VR

GRADE
9-12



Caged Bird



Directions

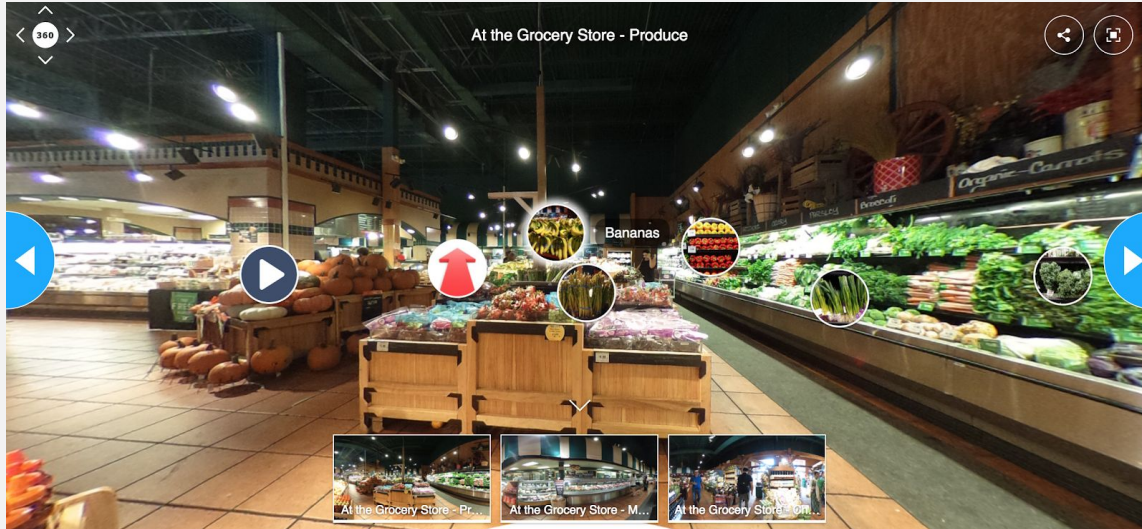
Today, we are going to explore the shop of a group of birdcage makers in Jakarta to develop empathy for the caged birds. This will help us analyze Maya Angelou's poem, “Caged Bird.”

How would you feel to be a bird inside one of the cages that you see?



Nearpod’s Virtual Reality Lessons for ELs also contain language routines for newcomers to engage in appropriate discourse dimension in a safe, low risk environment lowering the affective filter and increasing language output. In the “At the Grocery Store” lesson, students engage through Virtual Reality to create a truly immersive cooperative learning experience in a familiar context. Students can click on any bubble to expand the visual and listen to the audio or watch a video displaying key language functions in practice.

Nearpod EL VR Lessons: “At the Grocery Store” (slides 9, 13)



B. Sentence Dimension (e.g., types, variety of grammatical structures, formulaic and idiomatic expressions; conventions)

- | | |
|------------------------------------------------------------------------------------------------------------------------------|---------------|
| 1) Do the materials address language features at the sentence dimension for all of the identified proficiency levels? | <u>Yes</u> No |
| 2) Are the language features at the sentence dimension appropriate for the identified proficiency levels? | <u>Yes</u> No |
| 3) Are the language features at the sentence dimension addressed systematically throughout the materials? | <u>Yes</u> No |

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

1. All EL lessons address language features at the sentence level in the specified proficiency level. Academic Vocabulary lessons use thinking prompts, sentence frames, open-ended questions to guide class and peer discussion on sentence structure. Each thinking prompt and sentence frame is color-coded to signify the ELP level for reading and response accessibility. As students read the prompt with a partner, they learn the grammatical structures of the sentence and may orally respond at the sentence level using appropriate parts of speech and other grammatical concepts. Further in the lesson, students may practice writing responses at the sentence level which are also tailored to their ELP level.

For advanced level ELs, our Connect Connectors explicitly teach complex sentences.

2. Language features at the sentence dimension are appropriate for all levels by linguistic complexity and cognitive demand. Academic Vocabulary lessons embed thinking prompts and sentence frames that are differentiated by ELP level band. Students within their respective level band will respond using language that corresponds to the linguistic complexity of the specified thinking prompt or sentence frame. In the Newcomer Survival Phrases lessons, language objectives focus on social language in school settings. Short sentences accompanied by fill-in-the-blank and drawing activities support language acquisition in this dimension. In the Grammar lessons, Virtual Reality is used to offer a visual context for learning and applying language. The Content Connector lessons provide advanced ELs with more challenging text and questions that elicit more complex and varied sentence types. After presenting the text to students, the teacher presents and models sentence starters that students in small groups will use for their sentence summary.

Newcomer Survival Phrases K-12 “May I Get A Drink?” (slides 4, 7, 9, 10)

The screenshot displays a sequence of three slides from a Nearpod EL lesson. The first slide, titled 'NEWCOMERS Nearpod EL', features the question 'May I get a drink?' and an image of two children. The second slide, 'LET'S LEARN A NEW PHRASE!', shows a video of a water fountain with the text 'May I get a drink?' below it. The third slide, 'LET'S LISTEN AND SPEAK', includes a transcript of a conversation: 'Student: I'm thirsty. May I get a drink?', 'Teacher: Yes, you may.', and 'Student: Thank you.' Below the transcript is a 'Fill in the blanks' activity with a word bank containing 'a', 'I', 'May', 'get', and 'drink'. A 'DONE' button is located at the bottom right of the activity area.

Audio

Draw a picture that shows when you would use the phrase, "May I get a drink?"

00:00 | 00:03

Submit

Grammar K-12 "Am/Are/Is" (slides 4, 7, 8, 14)

ELA e-future

ESL

Am/Are/Is...?

nearpod EL

Learning Objectives

By the end of this lesson, you will be able to...


- understand how to ask and answer yes/no questions using the verb "to be."

Key Information

Take a minute to read this chart aloud as a class.

Question	Answer	
Am I...?	Yes, you are .	No, you aren't .
Are you...?	Yes, I am .	No, I'm not .
Is she/he/it...?	Yes, she/he/it is .	No, she/he/it isn't .
Are we...?	Yes, you are .	No, you aren't .
Are you...?	Yes, we are .	No, we aren't .
Are they...?	Yes, they are .	No, they aren't .

I'm = I am isn't = is not aren't = are not



Full screen

Slide 7 / 33

Answer the following question about the scene you just explored. Are the people you saw in the cave explorers?

Yes, they are explorers.

No, they are not explorers.

Content Connector 9-12 Social Studies "Harriet Tubman" (slides 18, 19, 20)


SOCIAL STUDIES

Nearpod Team

Harriet Tubman

nearpod EL

GRADE 9-12



Annette Gordon-Reed
RUTGERS UNIVERSITY

Underground Railroad
Born a slave, Harriet Tubman became a famous "conductor" on the Underground Railroad, leading hundreds of slaves to freedom.

Recap of Article & Video

-This article is about Harriet Tubman and her efforts helping others escape slavery through the Underground Railroad.

-After reading this article, we learned that she made 19 trips to the south and helped 300 slaves escape.

-The video on the website makes me wonder how much any individual person can change history.

Think about the ways Harriet's actions changed the course of American history. Then, in your group, write at least 3 sentences for your answer. Incorporate these sentence starters.

-This article is about...

-After reading this article, we learned that...

-The image (reference the image) makes me wonder...

3. Language features in the sentence dimension are systematically addressed throughout our materials in Academic Vocabulary, Newcomer lessons, Content Connectors, and the EL Strategy Toolkit bundles. All EL lessons include sensory rich activities that are fully customizable for the teacher to add additional scaffolds that include teacher modeling and cooperative learning activities. See the overview below that lists by lesson type which Nearpod features are commonly used to scaffold learning at the sentence level.

- Academic Vocabulary lessons: EL friendly definitions, exemplar sentences, color-coded thinking prompts by ELP levels, sentence frames.
- Newcomer Survival Phrases lessons: short phrases, conversation text, fill-in-the-blank, draw it.
- Content Connector lessons: video, open-ended questions, fill-in-the-blank, Virtual Reality.
- Grammar lessons: open-ended questions, draw it, fill-in-the-blank, Virtual Reality.
- Building Background Math lessons: teacher directions with audio support, draw it, polls, thinking prompts.
- EL Strategy Toolkit: lesson on Sentence Sorting.

C. Word/Phrase Dimension (multiple meanings of words, general, specific, and technical language¹)

- | | | |
|------------------------------------------------------------------------------------------------------------------------------------------|------------|----|
| 1) Do the materials address language features at the word/phrase dimension in a consistent manner for all identified proficiency levels? | <u>Yes</u> | No |
| 2) Are words, expressions, and phrases represented in context? | <u>Yes</u> | No |
| 3) Is the general, specific, and technical language appropriate for the targeted proficiency levels? | <u>Yes</u> | No |

1

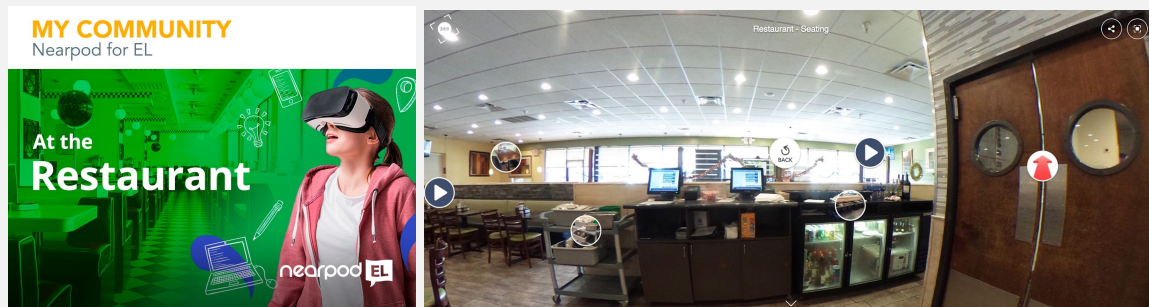
- 4) **Is the general, specific, and technical² language systematically presented throughout the materials?** Yes No

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

1. Language features at the word/phrase dimension are addressed in a consistent manner for all identified proficiency levels. In Academic Vocabulary lessons, teachers are guided using Kate Kinsella’s research framework to explicitly teach Tier II vocabulary through repeated oral, written, reading, and writing practice. These lessons begin with teacher introducing spelling, syllabication, and pronunciation of each word/phrase followed by read alouds and opportunities to practice interpreting and using the word in a rich visual setting. The Newcomer Survival Phrases lessons focus on phrases in a school setting. These lessons leverage extensive audio support and provide opportunities for students to listen to the word in the context of a conversation between two individuals, student to student or teacher to student. All Nearpod EL lessons also follow the gradual release of responsibility model. Scaffolds include interactive, sensory, and graphic supports including sentence starters, graphic organizers, real life visuals, and audio support.

2. All words and phrases are represented in real life contexts. Words are accompanied by a real life VR scene, an image, or a video. These sensory supports have been carefully selected to validate language and heritage diversity through culturally affirming locations as well as to lower student affective filter through the display of familiar settings. Below are 2 examples from the Virtual Reality lessons for ELs and Academic Vocabulary. In the VR lesson, students are learning vocabulary at a restaurant -cash, credit, cashier, register, total, receipts etc. By clicking the play bubble, a video will appear illustrating a scene in which the target vocabulary is used. In the Academic Vocabulary lesson, students are introduced to the target word with a familiar picture of a bus before they learn to use the word in a more contextualized scene.

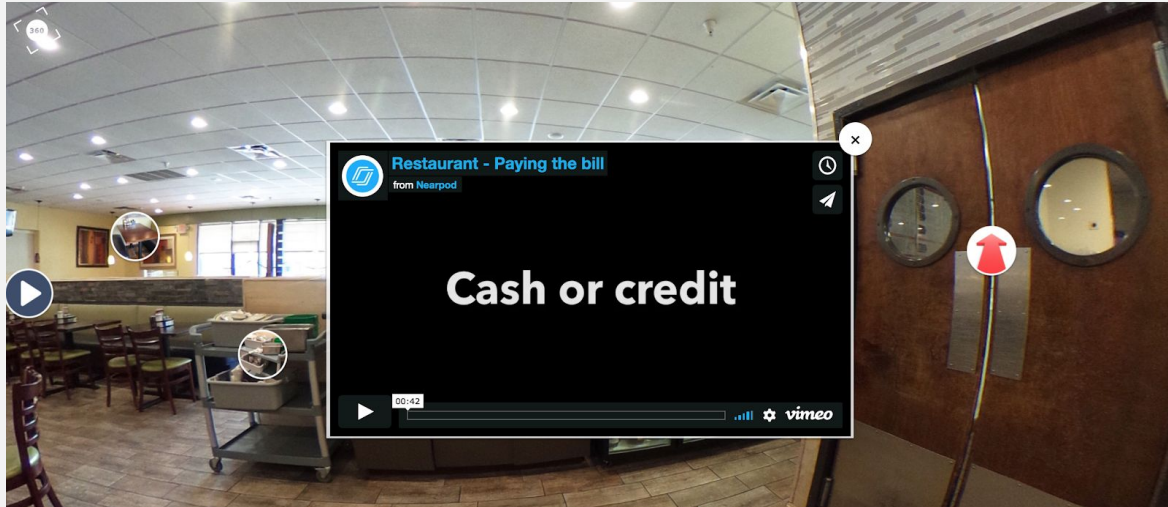
Nearpod EL VR Lessons: “At the Restaurant” (slide 13)



²General language refers to words or expressions not typically associated with a specific content areas (e.g., describe a book).

Specific language refers to words or expressions used across multiple academic content areas in school (chart, total, individual).

Technical language refers to the most precise words or expressions associated with topics within academic content areas in school and is reflective of age and developmental milestones.



Academic Vocabulary 6-12 Math “Justify” (slides 6, 7, 8)

ACADEMIC VOCAB
Nearpod EL

Justify

Justify why we need buses.

REAL-WORLD CONNECTION

Do you see the leaning tower?

How much do you think the tower leans? Justify your answer.

Do you think the tower leans because of the way it was built or for another reason? Justify your answer.

3. General, specific, and technical language is appropriate and accessible for all identified proficiency levels. The Academic Vocabulary lessons are organized by grade bands (K-5 and 6-12) and standards (Math, Science, ELA, and Social Studies) with Social and Instructional Language embedded throughout. These lessons contain a wide selection of general words such as “point”, “part”, “agree with”, Tier II words such as “observe”, “paraphrase”, “contrast”, and technical, discipline specific words like “political”, “narrator”, “catalyst” etc. The Newcomer specific lessons address Social and Instructional Language with appropriate visual and audio support.

4. Nearpod EL presents general, specific, and technical language systematically throughout each grade band and content standard. Instructional routines will vary slightly based on the nature of the objective and proficiency level. In the examples below, a breadth of language at the word level is highlighted

across different types of lessons. For newcomers, general language words are represented in familiar contexts such as a school or a grocery store, allowing students to hear target words/phrases alongside visuals. Activities are cooperative in nature. As students move into general academic language, examples become discipline specific enabling teachers to link words/phrases to content area standards. Technical language at the word level intentionally include visuals that can most authentically and effectively connect EL friendly definitions to real life contexts. In the examples below, various lessons communicate social language for newcomers (May I get to the Nurse?), Tier 2 vocabulary (observation and inference), and discipline specific language (slopes).

Newcomer Phrase Lesson “May I go to the Nurse?” (Slides 7, 9)

Teacher: Is there something wrong?
Student: I feel sick. May I go to the nurse?
Teacher: Yes, of course.

Fill in the blanks

Teacher: Is there something wrong?
Student: I feel sick.
Teacher: Yes, of course.

the I May nurse go to

DONE

Content Connector 2nd Grade ELA “The First American Woman Doctor” (slides 21, 24, 25)

The First American Woman Doctor



Observation or Inference?



The class is filled with students.

This statement is an **observation**.



Get Ready to Move!

On the next slide, you'll see an image with a sentence. Decide whether you think it's an observation or an inference.

If you think it's an observation, move to the left side of the room.

If you think it's an inference, move to the right side of the room.



The doctor is examining a patient.

Building Background Math 6-8 "Slopes" (slides 13, 19, 21)

Building Background Math

Slope/Rate of Change



STEEPNESS OF SLOPES

A slope is steeper if it is more vertical.
A slope is less steep if it is more horizontal.



Steeper slope



Less steep slope

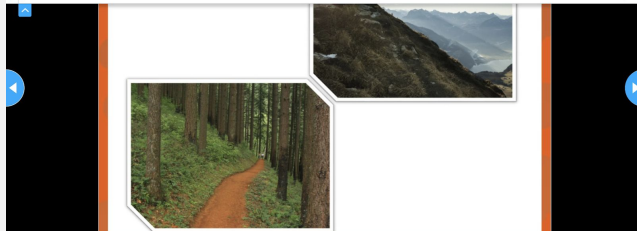
Fill in the blanks

A steeper slope is more A less steep slope is more

vertical horizontal

DONE

Circle the hill that is steeper.



3. Performance Definitions

The WIDA Performance Definitions define the WIDA levels of language proficiency in terms of the three dimensions of academic language described above (discourse, sentence, word/phrase) and across six levels of language development.

A. Representation of Levels of Language Proficiency

- | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------|------------|----|
| 1) Do the materials differentiate between the language proficiency levels? | <u>Yes</u> | No |
| 2) Is differentiation of language proficiency developmentally and linguistically appropriate for the designated language levels? | <u>Yes</u> | No |
| 3) Is differentiation of language systematically addressed throughout the materials? | <u>Yes</u> | No |

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

1. Nearpod EL lessons are differentiated across language proficiency levels and supports students across targeted levels. Each Academic Vocabulary lesson has differentiation of language that targets 3 proficiency level bands (Level 1/Beginner, Levels 2-3/Intermediate, and Levels 4-5/Advanced). These bands are explicitly connected to different ELP frameworks that allow teachers to assign tasks -writing exercises, discussion questions, sentence frames, open-ended assessments- to be accessible to students at their respective proficiency level band. At the beginning of these lessons is a teacher’s guide that includes a crosswalk of ELP levels. We refer to WIDA Standards and Can Do descriptors and other frameworks in the design of our content. This teacher’s guide and our collection of Nearpod EL Strategy Toolkit lessons also feature differentiation ideas for teachers to support students by language proficiency level bands.

Teacher’s Guide at the beginning of every Academic Vocabulary Lesson

You will see sentence frames and thinking prompts highlighted in green, yellow, or blue. Each color corresponds to the linguistic complexity at the specified ELP level.

Correspondence	Level 1	Level 2-3		Level 4-5	
ELPA21	Level 1	Level 2	Level 3	Level 4	Level 5
WIDA	Entering	Emerging	Developing	Expanding	Bridging
California	Emerging	Expanding		Bridging	
New York State	Entering	Emerging	Transitioning	Expanding	Commanding
Texas	Beginning	Intermediate	Advanced	Advanced High	
Arizona	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
Connecticut	Level 1	Level 2	Level 3	Level 4	Level 5

2. Nearpod EL lessons are differentiated across language proficiency levels and supports students linguistically and developmentally at the targeted levels. Using a variety of supports and explicit connections to content standards, each Nearpod lesson is designed to be developmentally appropriate while displaying a responsive mix of social and academic language. In the math example below, the “Functions” lesson is designed for Level 3s and higher at the secondary level. This lesson uses real life objects and gradually introduces academic language to build conceptual understanding of abstract mathematical concepts. This lesson also contains Nearpod PHET simulation which is an interactive math simulation where students can experiment with creating their own functions.

Building Background Math 9-12 “Functions” (slides 6, 7, 8, 9, 10)

MATH
Nearpod for EL

Building Background Math

Functions

nearpod EL

Have you ever used a vending machine?

Yes

No

I'm not sure

CLASS DISCUSSION

Study the vending machines below. If you wanted chips and not a cookie, which vending machine would you use? Why?

A  In this vending machine, pressing 8 will give you either cookies or chips.

B  In this vending machine, pressing 8 will only give you chips.

FUNCTIONS

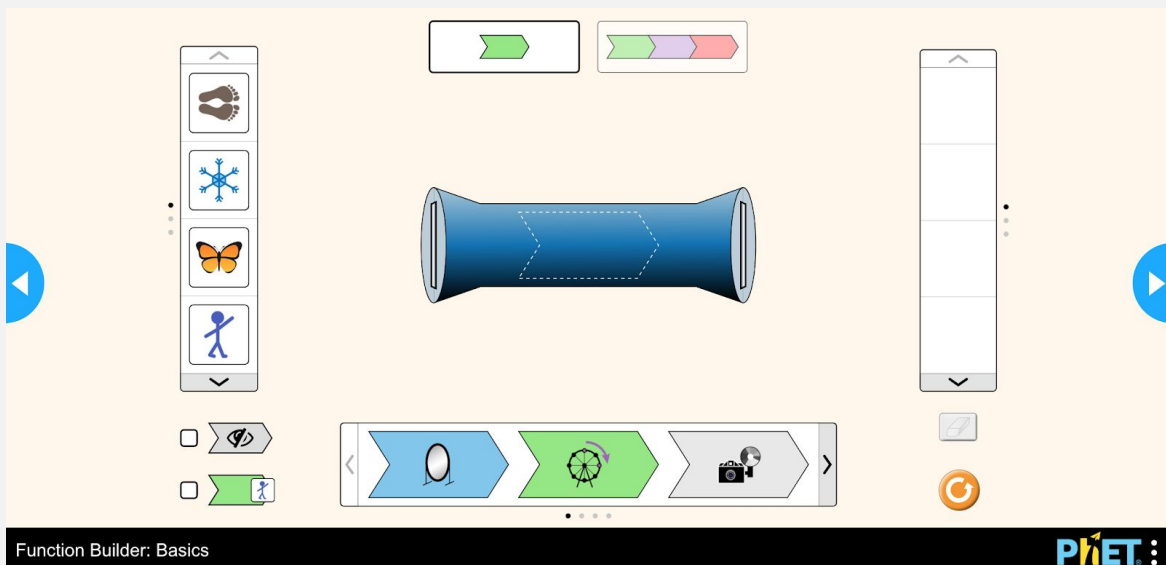
A function is like a vending machine that always gives you what you order. Each code corresponds to only one snack. Mathematically, for every one input (code) there is only one output (snack).

EXPLORING FUNCTIONS

On the next slide, we will use a function machine to better understand functions. After exploring, we will practice identifying functions.

Function Builder: Basics

PHET

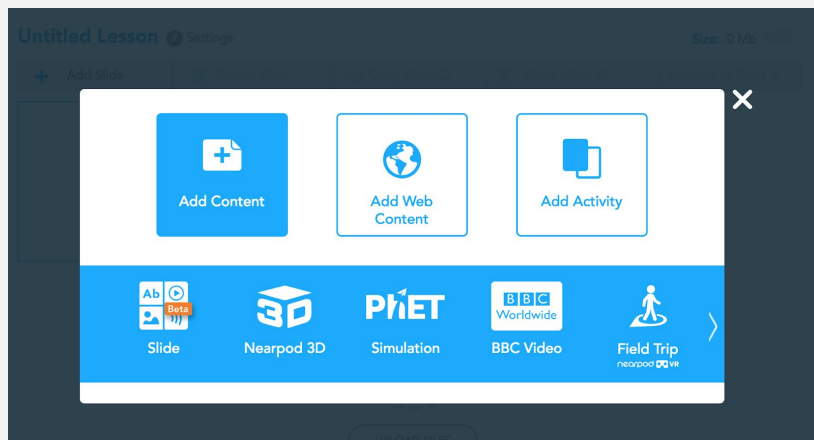


3. The Nearpod EL library offers differentiation that is systematically presented throughout. Every Nearpod lesson follows a gradual release model of responsibility by incorporating opportunities for teacher modeling, partnering, and individual activities. In the lesson cover and/or teacher's guide, the content standards and proficiency levels are stated. Finally, all Nearpod lessons are fully editable. Teachers have the ability to further adapt lessons on the Nearpod platform by supplementing with added features or tools. Strengthened by this unique technical flexibility, additional scaffolds can be added directly to the Nearpod experience. This flexibility allows teachers any at point to make content more accessible to students across level and domain. In the example below, the Nearpod EL Strategy Toolkit provides teacher-facing lessons to assist with customizing by demonstrating how to incorporate EL strategies into a lesson.

Nearpod EL Strategy Toolkit Bundle



Creating/Editing a Nearpod lesson



B. Representation of Language Domains

WIDA defines language through expressive (speaking and writing) and receptive (reading and listening) domains situated in various sociocultural contexts.

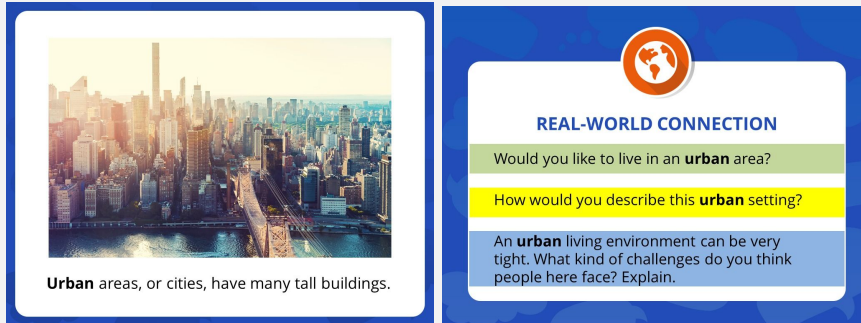
- 1) **Are the language domains (listening, speaking, reading, and writing) targeted in the materials?** Yes No
- 2) **Are the targeted language domains presented within the context of language proficiency levels?** Yes No
- 3) **Are the targeted language domains systematically integrated throughout the materials?** Yes No

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

1. All four language domains are addressed in the Academic Vocabulary lessons. In the example below, the lesson transitions from the teacher modeling pronunciation and syllabication of the word to give Level 1 students an opportunity to write. Afterwards the teacher models reading sample sentences containing the target word in context with visual support. Then students participate in a Think-Pair-Share activity understanding tiered questions differentiated by proficiency level bands (Level 1: Green, Levels 2-3: Yellow, Levels 4-5: Blue). The Think-Pair-Share activity transitions into a class discussion on their Virtual Reality experience. For assessments, students continue with additional oral speaking exercises color coded by proficiency levels and two writing assessments, one in which students reproduce the word in a sentence and the other in which students complete an open-ended sentence with the word in the frame.

Academic Vocabulary K-5 Math “Urban” (slides 4,5,6,7,8,12,14)





Urban areas, or cities, have many tall buildings.

REAL-WORLD CONNECTION

Would you like to live in an **urban** area?

How would you describe this **urban** setting?

An **urban** living environment can be very tight. What kind of challenges do you think people here face? Explain.



Complete the sentence: Dara chose to live in an urban setting because ____.

PRACTICE YOUR SPEAKING

Buildings are very close together in ____ areas.

Please enter your answer here.

2. The targeted language domains are presented within the context of language proficiency levels. Every Academic Vocabulary lesson designates opportunities for direct teaching and modeling across the four Language Domains by proficiency level bands. Integrating a variety of instructional scaffolds including tiered sentence frames and interactive/graphic/sensory supports, all formative assessments align to a continuum of proficiency levels. For example, each Academic Vocabulary lesson begins with the teacher introducing and modeling the spelling, syllabication, and pronunciation of the target word. Then, students listen to the teacher saying the word in the context of a sentence. As the lesson progresses, students engage in whole group oral discussion, think-pair-shares, text read alouds, word mapping, and reading and writing sentence frames. In the Nearpod EL VR lessons, all four domains are presented within levels 1 and 2. In the beginning of the lesson, prior knowledge is activating through a Draw-It expressive activity. Then students explore the clinic’s website before engaging in a Virtual Reality experience in which they can click on bubbles for audio and video support as they practice reading and speaking. Afterwards, there is review of key vocabulary and concepts.

Nearpod EL VR Lessons: “At the Dental Clinic” (slides 7, 13)

3. All four domains are systematically integrated in all Nearpod EL lessons. Academic Vocabulary lessons follow the same format/sequencing of activities containing opportunities for listening, speaking, reading, and writing. The Virtual Reality lessons for ELs, Newcomer Survival Phrases, and Content Connector lessons each designate opportunities for practice across targeted domains within a gradual release of responsibility model. The EL Strategy Toolkit lessons also identify ways for teachers to

embed research-based strategies by domain into any Nearpod lesson. See below an example of Newcomer Survival Phrases including opportunities for students to engage in all 4 domains.

Newcomer Survival Phrases Teacher's Guide at the beginning of the lesson

Teacher's Guide: Newcomer Essentials Phrases

The first day of school for a newcomer is more than getting acclimated to a new space. It's about feeling welcome, taking risks, and finding something to look forward to. Our Newcomer Essentials lessons support a newcomer's first few weeks of school. The lessons focus on phrases and are all grounded in real life visuals with audio support.

How you might use this lesson:

1. Students see the anchor image and listen to the audio for the target phrase.
2. With a partner, students practice listening to a short conversation containing the target phrase.
3. With a partner, students practice speaking the conversation alongside audio support.
4. Students complete a fill-in-the-blank activity to remember syntax and grammatical structure of the conversation.
5. Students draw a situation that depicts when they would use the target phrase.
6. Students self-reflect on how comfortable they feel with using the target phrase.

4. The Strands of Model Performance Indicators and the Standards Matrices

The Strands of Model Performance Indicators (MPIs) provide sample representations of how language is processed or produced within particular disciplines and learning contexts. WIDA has five language development standards representing language in the following areas: Social and Instructional Language, The Language of Language Arts, The Language of Mathematics, The Language of Science, The Language of Social Studies as well as complementary strands including The Language of Music and

Performing Arts, The Language of Humanities, The Language of Visual Arts.

The Standards Matrices are organized by standard, grade level, and domain (Listening, Speaking, Reading, and Writing). The standards matrices make an explicit connection to state academic content standards and include an example for language use. Each MPI includes a uniform cognitive function (adopted from Bloom’s taxonomy) which represents how educators can maintain the cognitive demand of an activity while differentiating for language. Each MPI provides examples of what students can reasonably be expected to do with language using various supports.

A. Connection to State Content Standards and WIDA Language Development Standards

- | | | |
|---------------------------------------------------------------------------------------------------------------------------|------------|----|
| 1) Do the materials connect the language development standards to the state academic content standards? | <u>Yes</u> | No |
| 2) Are the academic content standards systematically represented throughout the materials? | <u>Yes</u> | No |
| 3) Are social and instructional language and one or more of the remaining WIDA Standards present in the materials? | <u>Yes</u> | No |

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

1. All Nearpod EL lessons connect language development standards to state academic and content area standards. Academic content standards were used to determine scope and objectives of all Nearpod EL lessons.

2. Academic content standards are systematically represented throughout the Nearpod EL library. Nearpod EL lessons are organized in bundles sorted by grade level and subject. They are also listed as standards/objectives in every Nearpod EL lesson as well as in the description and meta tags. See below for a sample list of lessons in the Nearpod EL 5th grade bundle

List of lessons in the Nearpod EL 5th Grade Bundle



This bundle includes 58 lessons!

Math	Science	ELA
Parentheses, Brackets, and Braces in Expressions Writing and Interpreting Numerical Expressions Patterns and Powers of 10 Reading, Writing, & Comparing Decimals to Thousandths Whole Number Quotients Distance Between Points on a Coordinate Plane Divide Whole Numbers by Unit Fractions Using a Number Line Find the Length of a Rectangle by Multiplying a Fraction and a Whole Number Find the Product of a Fraction and a Mixed Number By Using Area Models Find the volume of complex rectangular prisms Find the Missing Dimension of 3-D Figures Using the Volume Formula Place Value: Decimals Multiplying Fractions by Whole Numbers Part 1 Multiplying Fractions by Whole Numbers Part 2 Multiplying Length x Width x Height to Find Volume Naming Decimals Using Place Value Read Distance Between Points on a Coordinate Plane Solve Problems Using Area Models to Add Unlike Mixed Number Fractions True or False Using Base Ten Blocks to Compare Decimals Identify and label 3D figures	Galaxies Inner and Outer Planets Introduction to the Solar System The Solar System: Learning About Planets What is a Region? The Solar System: The Moon Are You a Producer or a Consumer? What's Your Phase? Rotation vs. Revolution Constellation Connection Star Unit Marching Up the Food Chain and Back Again Rotation of the Earth Earth's Spheres Dissecting the Earth Who Eats Whom and Why? What's your Favorite Season?	The Process of Acting The American Civil War A Big Birthday Celebration Houston Affects the Earth Solar Absorbers and the Future of Electricity A Very Messy Tea Party Envision the Setting of a Poem Determine a Character's Mood in a Poem What's Your Phase? Native American Homes Ask and Answer Questions About the Text While Reading Find the Main Idea of a Section of Non-Fiction Text The Best Dancer The Two Harriets: Heroines of the Civil War Emilio Figurative Language: "Chip on His Shoulder" Big Word: Ton Big Word: Camouflage Big Word: Scutes Big Word: Microscopic Big Word: Primate

3. Social and Instructional Language and the WIDA standards of the Language of Language Arts, Science, Social Studies, and Mathematics are present in all Nearpod EL content. Social and Instructional Language is embedded in every Nearpod EL lesson. It is explicitly taught in Newcomer Survival Phrases which contain text based conversations in a variety of social settings. Students engage in interactive read-alouds, drawing, and sharing ideas with peers. In addition to Newcomer Survival Phrases lessons, Academic Vocabulary, Content Connectors, Building Background Math Lessons all engage students in collaborative work, project based learning, and classroom discussion across the Language of Language Arts, Mathematics, Science, and Social Studies. In the example below, directions in social language about exploring a mountain is situated within a larger lesson on understanding the language of “measure”, “slope”, “steepness”, “vertical”, “horizontal” etc.

Building Background Math 6-8 “Slope” (slides 3, 6, 8, 10, 11, 12)

MATH
Nearpod for EL

Building Background Math

Slope/Rate of Change

CONTENT OBJECTIVE

- I can compare slopes based on steepness in real-life examples.

LANGUAGE OBJECTIVE

- I can describe two slopes in real-life contexts by comparing their steepness using pictures to guide my thinking.

i

SLOPE

Slope is the measure of the steepness of a line. In the example below, the slope of one hill is much steeper than the other.



i

EXPLORING A MOUNTAIN

On the next slide, we will travel to Mt. Huashan in China. As you explore, ask yourself, "Would it be difficult or easy to climb the stairs on this mountain?"



i

SLOPES IN THE REAL WORLD

In everyday life, we can think about the slope or steepness of different surfaces. We can compare slopes by talking about which slope is steeper.

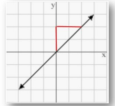


The slope on the left is steeper than the slope on the right.

i

SLOPE

In math, we use slope to describe a line on a graph.



B. Cognitive Challenge for All Learners at All Levels of Language Proficiency

- 1) **Do materials present an opportunity for language learners to engage in various cognitive functions (higher order thinking skills from Bloom’s taxonomy) regardless of their language level?** Yes No

- 2) **Are opportunities for engaging in higher order thinking systematically addressed in the materials?** Yes No

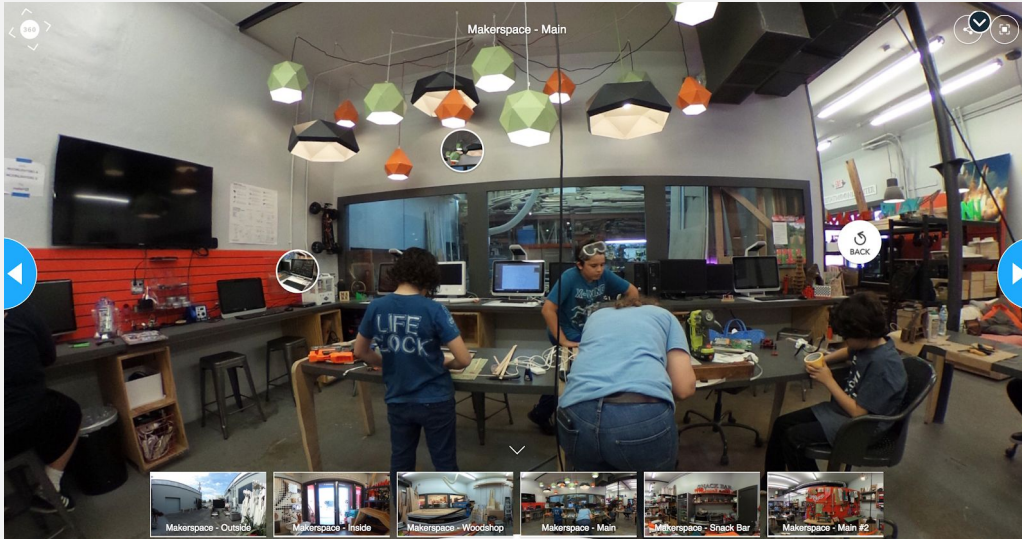
Justification: Provide examples from materials as evidence to support each “yes” response for this

section. Provide descriptions, not just page numbers.

1. Nearpod EL presents opportunities for ELs to engage in higher order and critical thinking skills across all language levels. For example, in the Academic Vocabulary lessons, beginner ELs interact with rich texts including vibrant videos, Virtual Reality Field Trips, and hands-on learning. Students respond to developmentally and linguistically appropriate thinking prompts and have the opportunity to build upon schemas in analyzing visuals and engage in evaluative and creation/output tasks. Directions for these tasks are included in the teacher’s guide of the Academic Vocabulary, Newcomer Survival Phrases, Content Connectors as well as the EL Strategy toolkit. From opportunities to draw to metacognitive activities such as self checks for understanding, Nearpod EL integrates a variety of tools to scaffold for students to make self connections and engage in reflection. In the example below, ELs visit a Makerspace where they acquire the language of creation and design thinking and apply those aspects to imagining and building something on their own. To activate prior knowledge and build upon their schema, students will participate in a drawing activity and observe an engaging video of a student testing out a prosthetic hand made by a 3D printer. They will also see other videos of student created work inside the Makerspace VR to spark their imagination.

Nearpod EL VR Lessons: “At the Makerspace” (slides 7, 8, 9, 14)

The image displays a screenshot of a Nearpod EL VR lesson interface. The top left corner features the text "MY COMMUNITY" in orange and "Nearpod for EL" in grey. Below this is a green-themed slide titled "At the Makerspace" with a woman wearing a VR headset. To the right, a text prompt asks, "If you could build anything, what would you build? Be creative. You may use pictures, symbols, or words." Below the prompt is a large white rectangular area for student input. The bottom left shows a slide titled "USING A 3D PRINTER TO HELP KIDS" with a play button icon and text: "On the next slide, we will watch a video that shows how we can build amazing items using a computer and a 3D printer to help children." The bottom right shows a video player with a red progress bar at 2:12 / 2:20, displaying a man and a child working on a prosthetic hand.



2. Nearpod EL systematically presents opportunities for students to engage in higher order thinking skills. Lessons incorporate questions that are based on recall, analysis, evaluation, synthesis, and creation. Furthermore, through the flexibility of the Nearpod interactive platform, teachers can scaffold higher order thinking tasks using Virtual Reality Field Trips, 3D objects, and video coupled with productive features such as open-ended questions, polls, VR integration, memory games, and collaborate.

C. Supports for Various Levels of Language Proficiency

- | | | |
|-------------------------------------------------------------------------------------------------------------------|------------|----|
| 1) Do the materials provide scaffolding supports for students to advance within a proficiency level? | <u>Yes</u> | No |
| 2) Do the materials provide scaffolding supports for students to progress from one proficiency level to the next? | <u>Yes</u> | No |
| 3) Are scaffolding supports presented systematically throughout the materials? | <u>Yes</u> | No |

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

1. Nearpod EL provides scaffolding that supports progress within proficiency level bands. These supports are graphic, interactive, and sensory in nature. They may various types of visual/video, audio, Virtual Reality Field Trips, memory games and more. Each lesson is fully customizable for the easy addition of further scaffolds. If a student is struggling with an activity, the teacher can add images, videos, and tasks in the students’ L1 on the fly. This in-lesson flexibility provides opportunities for teachers to adjust any Nearpod lessons to advance students within their proficiency level across every domain at point of use. At the beginning of each EL lesson, there is a teacher’s guide which includes scaffolding ideas for teachers using the lesson for students at their respective proficiency level. the EL

strategy Toolkit also includes strategies on Nearpod for teachers to insert into their own lessons.

2. Nearpod EL lessons offer a multitude of scaffolding supports, all of which can be adjusted by the teacher. Each Academic Vocabulary lesson contains thinking prompts and oral practice sentence frames that are color-coded by proficiency level bands. Students can move across these proficiency level bands as they engage with a visual support such as VR or a video. Because Nearpod lessons are editable, teachers can substitute other media or use any task or anchor text as a model for self-created content. For those who wish to respond in their L1, teachers are encouraged to embed Google Translate within Nearpod so lower level students can still respond to advanced level exercises. In the Building Background Math lessons, real life visuals are presented to help beginner and intermediate ELs transition to use complex academic language through the aid of familiar objects or engaging visual texts.

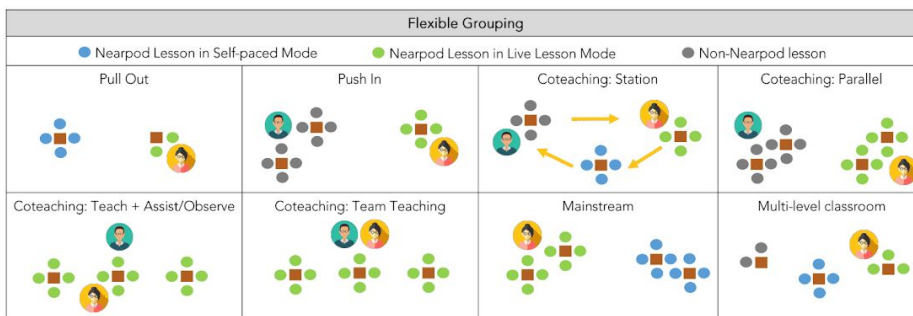
3. Scaffolding supports are presented systematically throughout all Nearpod EL lessons. The structure of every lesson follows the Gradual Release of Responsibility model. Each lesson is fully customizable with a wide range of scaffolding tools that a teacher can pre-insert into the lesson or deliver on the fly. In the “I Do” section of Nearpod EL lessons, audio and visuals are often included to pre-teach vocabulary or model a language skill. In the “We Do” section, Nearpod’s interactive supports -Collaborate, drawing, Think-Pair-Share, and more- are present to foster discussion and student talk. The “You Do” also contains scaffolds allowing Level 1 ELs to respond by drawing and advanced level ELs to practice writing longer responses. Because every Nearpod EL lessons contain graphic, sensory, and interactive supports, teachers can select to what extend and in what order will those supports be used in the lesson. For a list of scaffolding supports, see the Nearpod ELP Correlation Matrix.

Nearpod ELP Correlation Matrix

Our ELP Correlation Matrix



		ELP Levels		
		Beginner / Level 1	Intermediate / Levels 2-3	Advanced / Levels 4-5
Modality	Speaking	<p>W: Use images to support naming of things in social language. Answer yes/no questions with visual and audio support.</p> <p>S: Insert single statements and questions on draw-it or fill-in-the-blank to identify syntax in familiar phrases and practice speaking with audio support.</p> <p>D: Scaffold questions within familiar social settings using images/audio and make connections between words and ideas using interactive polls.</p>	<p>W: Insert oral speaking graphic organizer into draw-it that sorts high frequency words/phrases by sound, meaning, or categories.</p> <p>S: Use sentence starters and images to describe daily routines. Use audio to reinforce and model grammatical structures and new phrases related to the content area.</p> <p>D: Use VR/images as visuals to elicit main ideas. Label images with definitions and thinking prompts. Provide sentence starters to scaffold a response.</p>	<p>W: Use VR/3D/images to make associations between words and abstract concepts.</p> <p>S: Use polls/quizzes with true/false options to preteach meaning in key sentences or quotes. Compare and contrast meaning and syntax across its purpose in content areas.</p> <p>D: Use interactive ways to build context for choosing and defending a point of view. Then use collaborate to share ideas before discussion. Relate conversations to content areas using VR/video/images as a follow up.</p>
	Listening	<p>W: Add audio to visuals to model pronunciation and syllabication. Use audio/video to support matching activities on draw-it.</p> <p>S: Supplement short commands and wh-questions with audio/images. Question stems use social language and elicit yes/no, 1-3 word responses.</p> <p>D: After listening to audio, use draw-it to build schema by linking new concepts with prior knowledge. Present ideas within single statements with TPR and video.</p>	<p>W: Use audio to create multi-step oral commands or idioms. Use draw-it for sequencing/categorizing language with visual support.</p> <p>S: Supplement sentence frames with audio and use images and VR as visual support.</p> <p>D: Use audio to present conversations and engage students in quizzes, polls, and open ended questions. Embed visual supports in a series of related ideas specific to content area.</p>	<p>W: Present a video with a graphic organizer on draw-it to identify definition, examples, and non-examples. Use context clues from audio to guess meaning of technical words.</p> <p>S: Listen to audio clips containing target syntax and grammatical structures that are characteristic of particular content areas.</p> <p>D: Use audio in combination with collaborate and open ended questions to elicit diverse perspectives and opportunities for small/whole group debate and discussion.</p>
	Reading	<p>W: Use draw-it for matching common symbols, signs, and words to words. Supplement text with audio as a fluency exercise. Use draw-it/collaborate to allow searching for images that match key words.</p> <p>S: Preteach common words/phrases with audio support and modeling. Use quizzes/fill-in-the-blank to assess understanding of short sentences by pointing out key words.</p> <p>D: Create labeled images or illustrated glossaries in self-paced mode to scaffold reading and comprehension of new concepts. Embed images directly into single statements or questions for more support.</p>	<p>W: Convert text to a draw-it to allow the practice of annotating parts of speech and look for key vocabulary, and identify multiple meanings.</p> <p>S: Insert graphic organizer on a draw-it to chunk compound sentences and identify meaning. Supplement reading with audio clues to help students locate sentence patterns across content areas.</p> <p>D: Add VR/3D/video/images to build comprehensible input of fictional and non-fictional text. Use draw-it to present graphic organizers that divide a text into chunks that support sequencing and paraphrasing.</p>	<p>W: Use 3D/VR/images to make associations between words and technical/abstract concepts. Display images on a draw-it to create a word map of multiple meaning.</p> <p>S: Display sentences alongside images to demonstrate ideas in sentences. Annotate details within descriptive sentences and identify new grammatical structures with self-paced audio supports.</p> <p>D: Use VR/images/video/3D to build background knowledge of selected passages on a draw-it. Color code for main ideas, arguments, reasons, and evidence and gather inferences on collaborate.</p>
	Writing	<p>W: Use draw-it for non-linguistic representations of target vocabulary. Use slideshow for self-paced exploration of social words.</p> <p>S: Insert short phrases on draw-it with opportunities to circle target vocabulary in those sentences. Use fill-in-the-blank to learn phrasal patterns and grammar.</p> <p>D: Use VR/images to contextualize words/phrases in real life situations and draw-it to group words/phrases into categories or matching words to ideas. Use image slideshow to visually scaffold short conversations as a self paced exercise.</p>	<p>W: Use draw-it for matching visuals to content vocabulary or short descriptions. Use fill-in-the-blank to complete the sentence.</p> <p>S: Practice sentence patterns and main ideas with a graphic organizer on draw-it. Create compare/contrast, opinions, preference questions on collaborate, polls, open ended questions with images/video support.</p> <p>D: Use VR/images/video for contextualization and expanding expression of an idea. Use draw-it with visuals, sentence starters, and conjunctions to construct a short narrative.</p>	<p>W: Underline context clues to identify meanings on a draw-it. Use draw-it to facilitate open word sorting of technical vocabulary.</p> <p>S: Insert graphic organizer on a draw-it that link complex sentence with conjunctions to organize ideas in content area. Insert images/video to build background knowledge.</p> <p>D: Use VR/video and writing prompts for essay ideas and quizzes and open ended questions to gauge understanding of essay form and conventions. Create different lessons on phases of producing multi-paragraph essays or a research report.</p>



D. Accessibility to Grade Level Content

- 1) **Is linguistically and developmentally appropriate grade-level content present in the materials?** Yes No
- 2) **Is grade-level content accessible for the targeted levels of** Yes No

language proficiency?

3) **Is the grade-level content systematically presented throughout the materials?**

Yes No

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

1. The Nearpod EL lessons align to academic content standards. Academic Vocabulary lessons are divided between elementary and secondary. At the secondary level, these lessons include Tier II and III vocabulary aligned to standards from the middle school grades and up. They leverage real life visuals including VR of locations around the world and engaging videos. These visuals supports convey grade-level content while allowing teachers to fully customize how students may respond to the visual. At the K-5 level, real life visuals are accompanied by linguistically appropriate thinking prompts and sentence frames that students can respond to.

Academic Vocabulary K-5 Social Studies “Career” (slides 7, 8)

ACADEMIC VOCAB
Nearpod EL

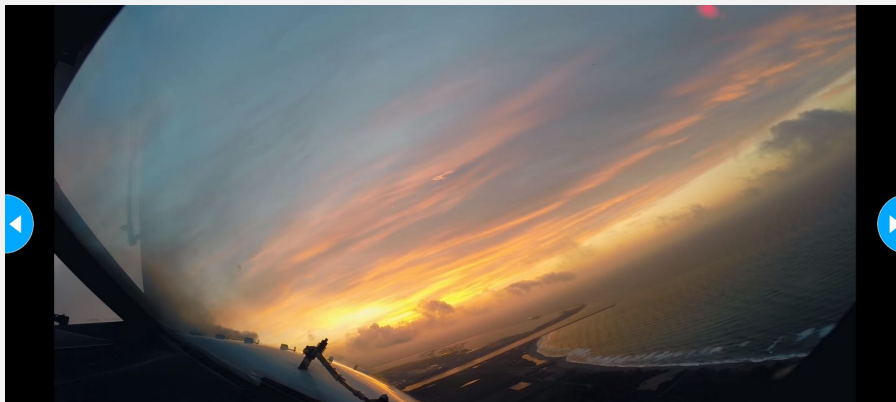
Career

REAL-WORLD CONNECTION

Do you see the plane taking off and landing?

Do you think a pilot's career is easy or hard? Why?

To prepare for a career as a pilot, you need lots of practice. For a pilot, what career skills do you think are the most important and why?



Content Connectors 8th Grade “Universe, Galaxies, Solar System” (slides 16, 17, 18)

SCIENCE
Jennifer Nichols

GRADE
8

Universe,
Galaxies,
and Solar
System

nearpod EL

Get ready to watch a short video with a partner to help you understand the size of the Milky Way galaxy.
Watch as we zoom away from the Earth!

With a partner, draw the difference between a universe, galaxy, and solar system. You and your partner can create one illustration and label the differences.

2. All Nearpod EL lessons provide supports for students across targeted levels of language proficiency to still access grade-level content. All Academic Vocabulary lessons are designed intentionally to make Academic Language comprehensible and meaningful to students through its instructional framework and the supports that are present. Grounded in a Gradual Release of Responsibility model, all Academic Vocabulary lessons encourage teachers to model language at the word, sentence, and discourse dimension before allowing students to engage in peer discussion. Through emphasizing modeling and providing ample opportunities for interaction, the Nearpod EL lessons make grade level content comprehensible to students. Content Connector lessons follow the same philosophy, focusing heavily on modeling and interactive supports to scaffold a content area lesson. In the Building Background Math lesson below, appropriate for K-2, students are supported by authentic visuals to help them conceptualize shapes and composing shapes which is a K-2 standard.

Building Background Math K-2 “Composing Shapes” (slides 3, 11, 16, 23, 24)

MATH
Nearpod for EL

Building Background Math

Composing Shapes

CONTENT OBJECTIVE

- I can name a new shape that is formed when two shapes are joined.

LANGUAGE OBJECTIVE

- I can describe the shape I made using the frame, "The shape I created is ____."

i

TRIANGLE

i

JOINING SHAPES

Here's an example of how two triangles can join to make a square.

What shape is formed when these two rectangles are joined? Draw the shape by tracing the outline of the new shape. Say, "The shape I created is a ____."

CHECK YOUR ANSWER

The shape you created is a square. Say, "The shape I created is a square."

3. Grade level content is systematically integrated in all Nearpod EL lessons. Every lesson has a content objective. Each lesson is organized in bundles that reflect a grade level or band with the designated proficiency level that the lesson is suited for. Academic Vocabulary lessons are organized into bundles of elementary and secondary with scaffolds across proficiency level bands based on WIDA standards. Content Connectors are designed for advanced ELs and organized by subject and grade level/band. Newcomer specific lessons focus on Social Language and use developmentally appropriate visuals to engage students at all ages.

E. Strands of Model Performance Indicators

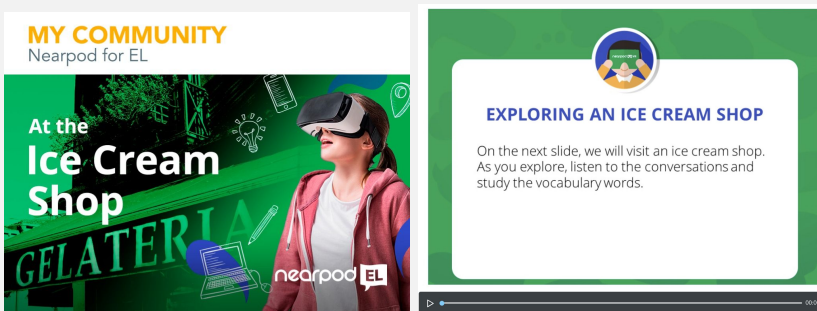
- | | | |
|-----------------------------------------------------------------------------------|------------|----|
| 1) Do materials include a range of language functions? | <u>Yes</u> | No |
| 2) Are the language functions incorporated into a communicative goal or activity? | <u>Yes</u> | No |
| 3) Do the language functions support the progression of language development? | <u>Yes</u> | No |

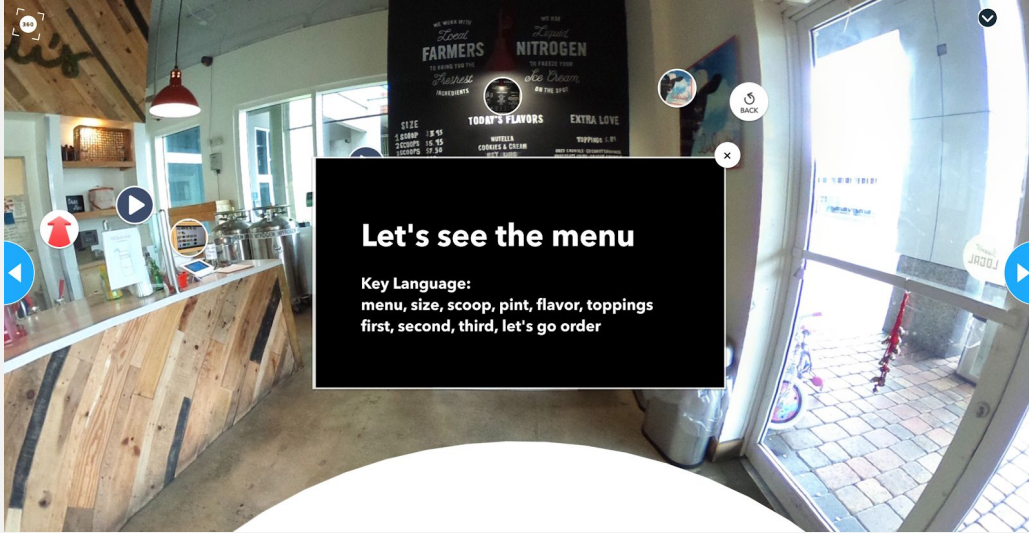
Justification: Provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

1. Nearpod EL presents a wide range of language functions. Academic Vocabulary lessons focus mostly on Tier language functions that occur across disciplines such as compare/contrast, explain, organize, calculate, justify, demonstrate, and more. Throughout the lesson, students explore the word through its definition and its use in content specific contexts. Newcomer specific lessons focus on language that beginner level ELs will need to acclimate to the U.S. school settings. Objectives are to teach basic survival phrases through listening and speaking so that students can quickly understand and react to everyday scenarios in a school setting.

2. All language functions are fully integrated into communicative activities. In each Academic Vocabulary lesson, students practice the language function with a visual scaffold through peer discussion and large class share out. As they respond and share thoughts, students construct meaning through the language function by connecting the target language to their own lives and/or the content standards. In the first example below, students learn language specific to ordering from a menu. In the second example below, students practice using the language function, “classify” to discuss a robot designed by students that can automatically sort waste. In their discourse practice, students apply the language function within a conversation on recycling and waste management.

Nearpod EL VR Lessons: “At the Ice Cream Shop” (slides 12, 13)







Academic Vocabulary 6-12 Math “Classify” (slides 7, 8)

ACADEMIC VOCAB
Nearpod EL

Classify



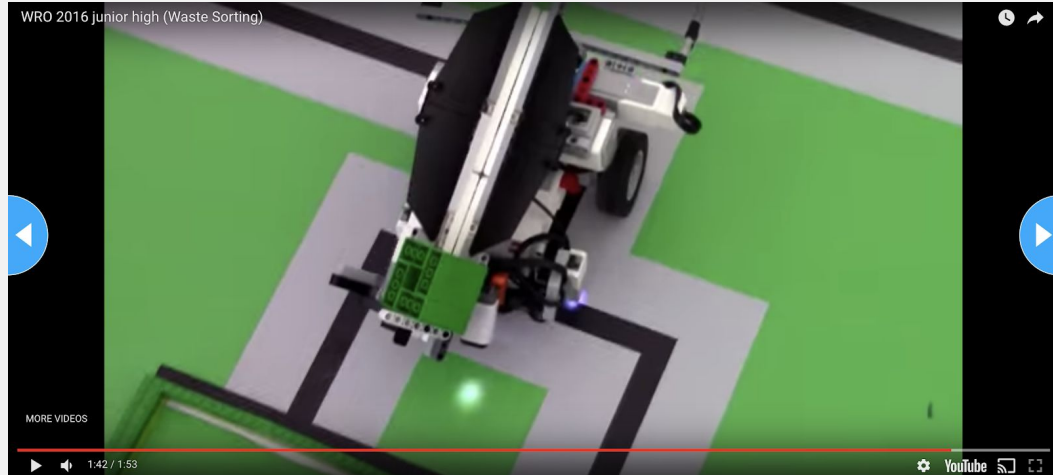


REAL-WORLD CONNECTION

Each piece is classified by its color. Can you name the colors you see?

After the robot picks up all of the pieces, how does the robot classify where each piece goes?

Besides color, in what other ways can you imagine robots classifying the things we throw away?



3. Nearpod EL presents language functions in ways that support the progression of language development. With a wide range of lessons focusing on Social and Academic Language, Tier II and Tier III vocabulary, Nearpod EL allows teachers to select and sequence the lessons to meet the needs of their students while providing in-lesson flexibility to customize any lesson with appropriate Nearpod scaffolds. The progression of language development is reflected within each lesson through the Gradual Release of Responsibility model as well as the scope of lessons within Nearpod EL lesson library. At the instructional design level, language learning begins with the teacher modeling the language skill followed by opportunities for students to practice with each other -examples are seen in the Newcomer Survival Phrases, Nearpod EL VR, and Grammar bundles. As students acquire social language, the Academic Vocabulary bundles will begin to introduce more academic language, allowing students to move through basic recalling of key vocabulary to synthesizing ideas in hypothetical situations by producing more complex sentences. Furthermore, these Academic Vocabulary lessons complement the Content Connectors and Building Background Math lessons in which students can practice language functions in technical and content specific settings.