PRIME V2™

Protocol for Review of Instructional Materials for ELLs V2

WIDA PRIME V2 CORRELATION

WIDA™

PRIME V2™

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.

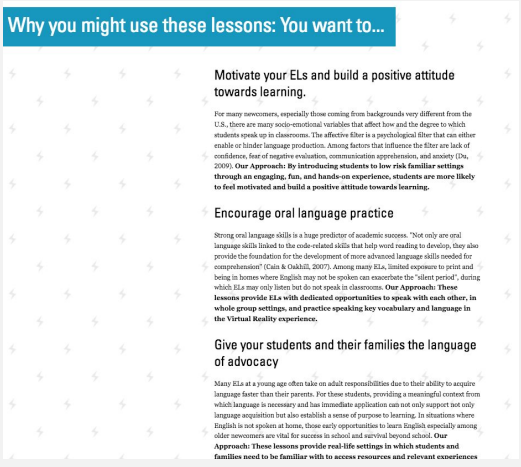
1) **Are the student assets and contributions considered in the materials?** **Yes** No

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


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

Motivate your ELs and build a positive attitude towards learning.

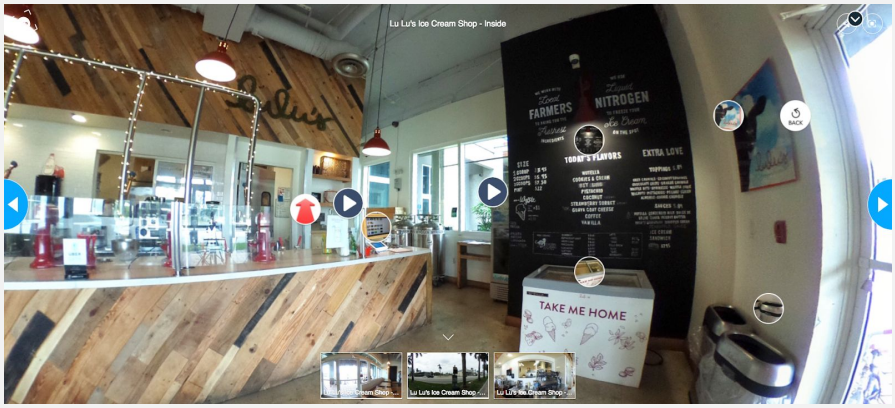
For many newcomers, especially those coming from backgrounds very different from the U.S., there are many socio-emotional variables that affect how and the degree to which students speak up in classrooms. The affective filter is a psychological filter that can either enable or hinder language production. Among factors that influence the filter are lack of confidence, fear of negative evaluation, communication apprehension, and anxiety (Du, 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" (Cain & Oakhill, 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.**

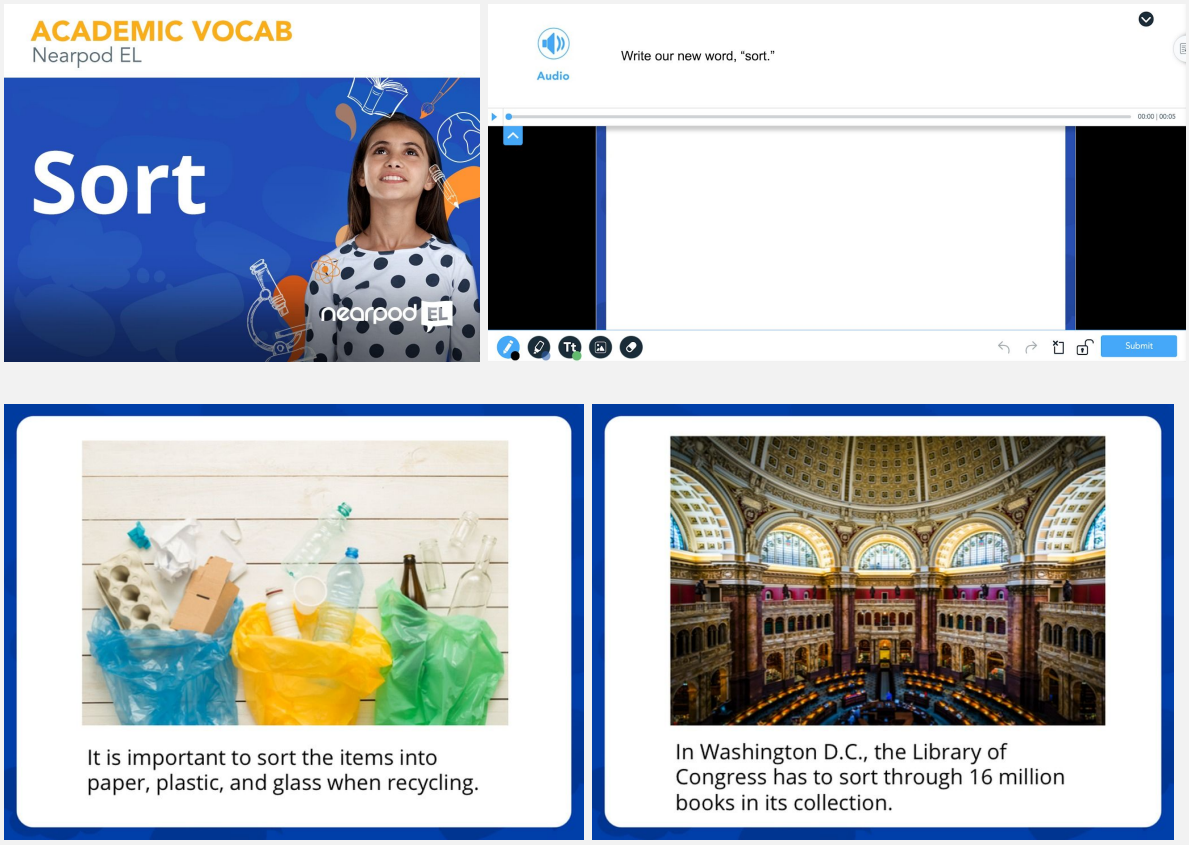
Give your students and their families the language of advocacy

Many ELs at a young age often take on adult responsibilities due to their ability to acquire language faster than their parents. For these students, providing a 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**



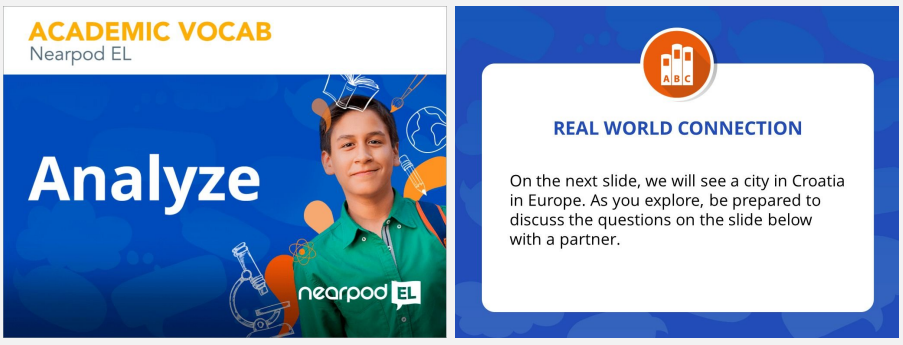
Beyond Nearpod EL's social language support for newcomers and struggling ELs, the library also focuses on Academic Language and content area support. Nearpod EL's Academic Vocabulary lessons focus on common language functions and Tier II vocabulary. They use extensive visuals for scaffolding, all of 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.

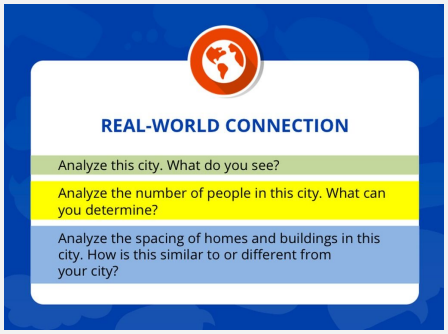
Academic Vocabulary K-5 Math "Sort" (slides 5,6)



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.

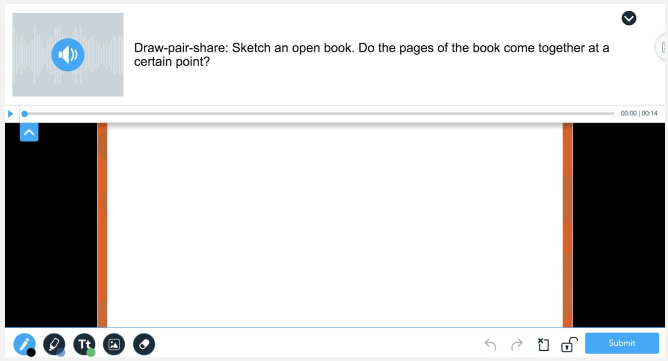
Academic Vocabulary 6-12 ELA "Analyze" (slides 7, 8)

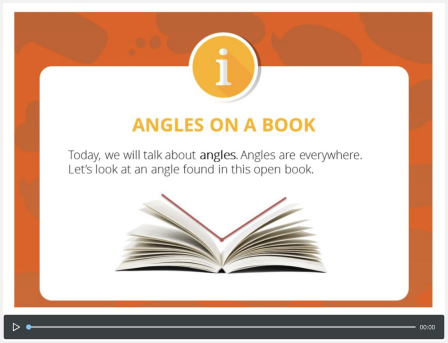




The Building Background Math lessons also considers student assets by offering students opportunities to share what they know about a topic. These lessons aim to build conceptual understanding of abstract math concepts by providing discussion opportunities through drawing, polls, audio support, and thinking 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)





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?** **Yes** No

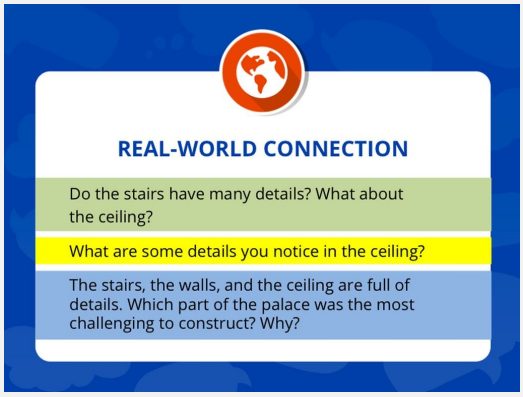
2) **Are the language features at the discourse dimension addressed systematically throughout the materials?** **Yes** No

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

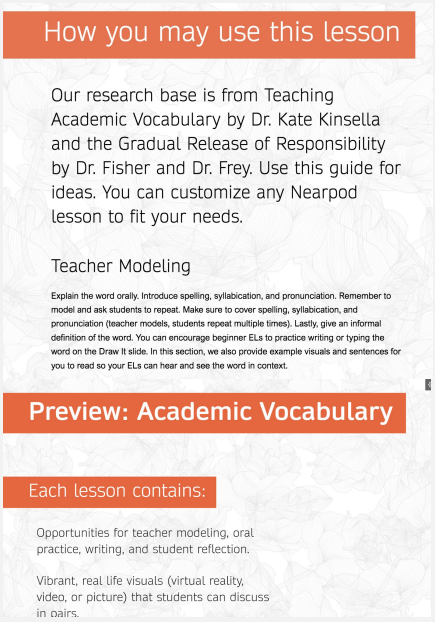
1. All lessons include language features at the discourse dimensions across proficiency level bands. Partner/group work alongside multi-level thinking prompts are present in all Academic Vocabulary lessons. These prompts center around an immersive and authentic visual experience, either a 360 degrees 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.

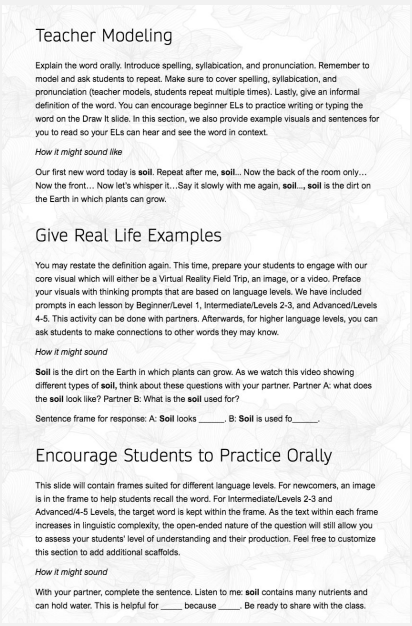
In the example lesson below, students review thinking prompts before engaging in a 360 degree view of the Summer Palace in Beijing. After this view, students are shown the prompts again and answer the question with a partner or in small groups. In our Teacher's Guide, we include tips for teachers to 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)



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

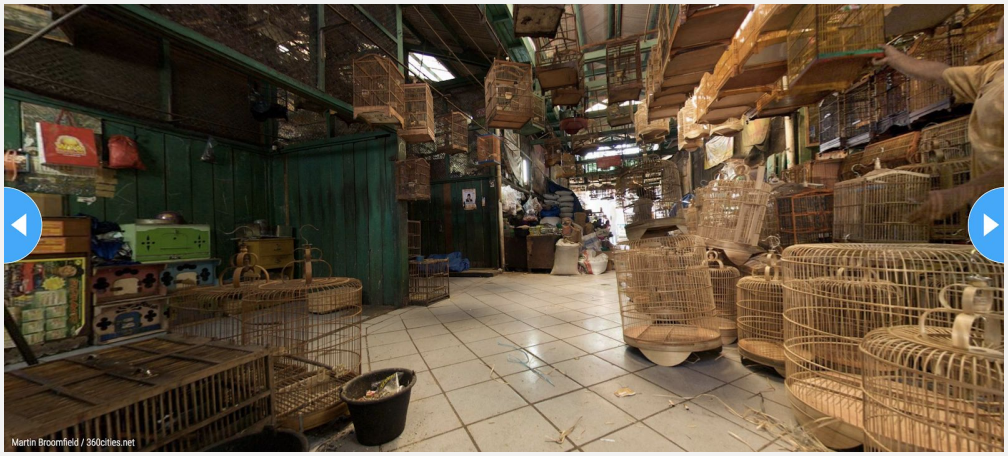




2. Language features in the discourse dimension are systematically addressed throughout the materials. All Academic Vocabulary lessons feature opportunities to practice across domain with rising complexity in print and speaking skills. Each Academic Vocabulary lesson has the same structure starting with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

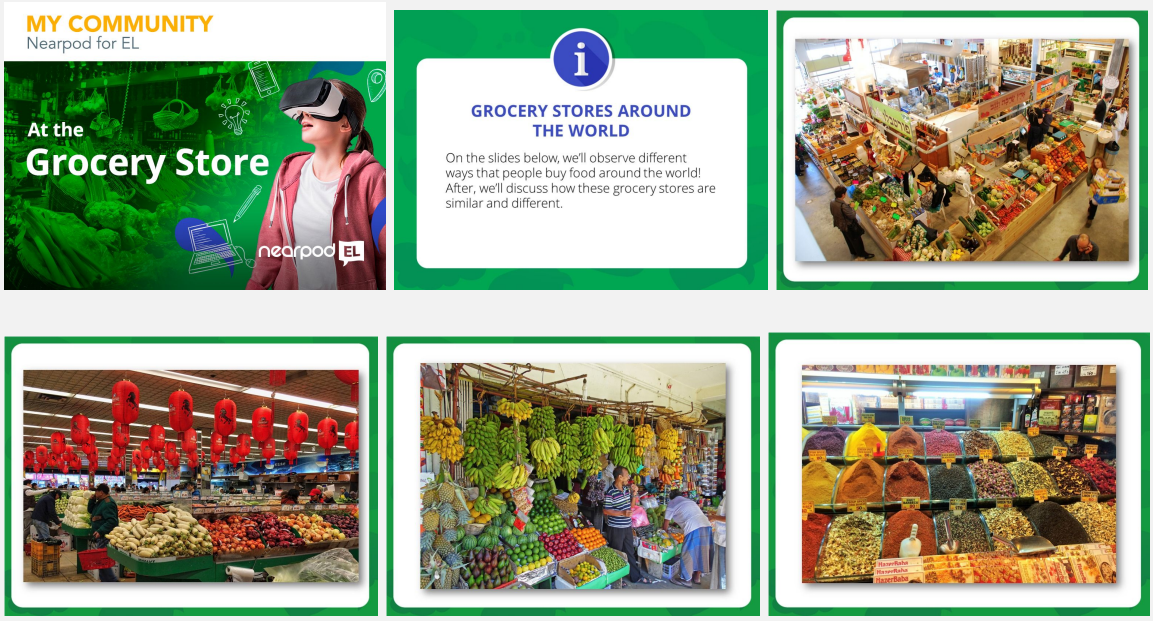
All Content Connectors lessons contain discourse features for ELs to make text to self connections using complex language, ideas, and metaphors. See EL lesson "Caged Bird", helping students determine main ideas from Maya Angelou's poem, "Caged Bird".

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



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?**	**Yes**	No
2)	**Are the language features at the sentence dimension appropriate for the identified proficiency levels?**	**Yes**	No
3)	**Are the language features at the sentence dimension addressed systematically throughout the materials?**	**Yes**	No

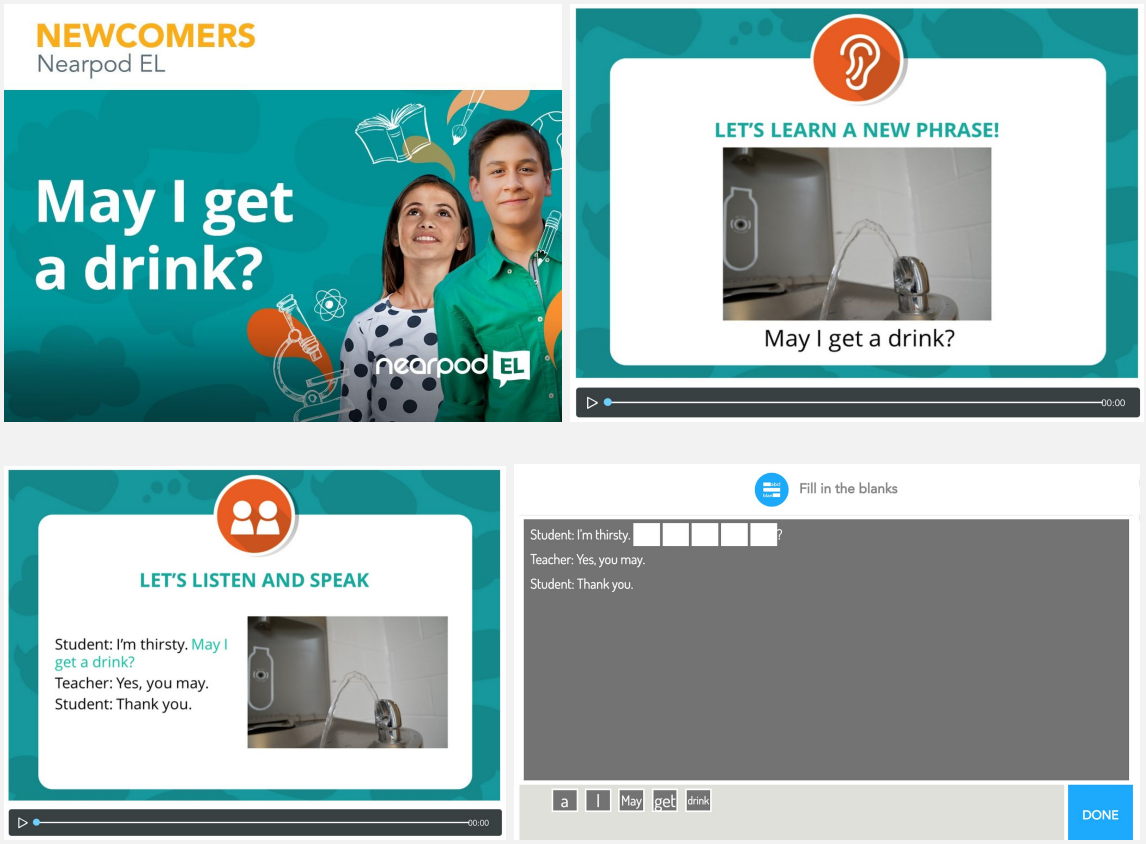
Justification: Provide examples from materials as evidence to support each "yes" response for this section. Provide descriptions, not just page numbers.

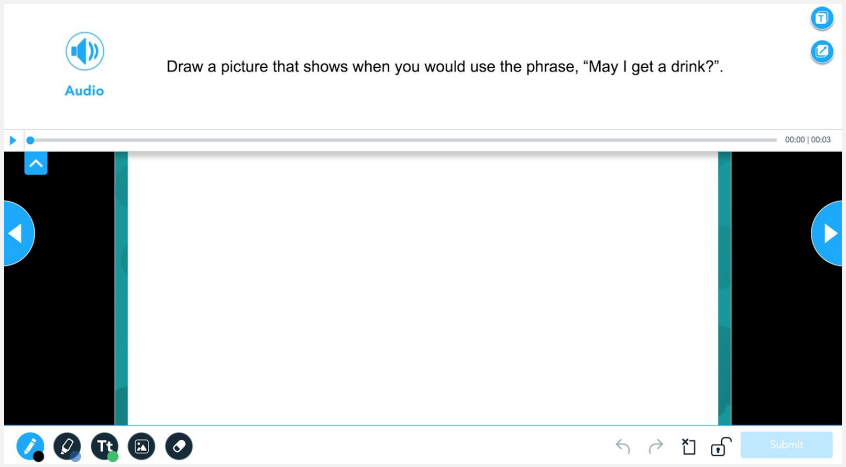
1. All EL lessons address language features at the sentence level in the specified proficiency level. Academic Vocabulary lessons use thinking prompts, sentence frames, open-ended questions to guide class and peer discussion on sentence structure. Each thinking prompt and sentence frame is color-coded 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.

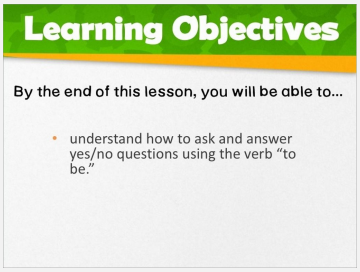
2. Language features at the sentence dimension are appropriate for all levels by linguistic complexity and cognitive demand. Academic Vocabulary lessons embed thinking prompts and sentence frames that are differentiated by ELP level band. Students within their respective level band will respond using 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.

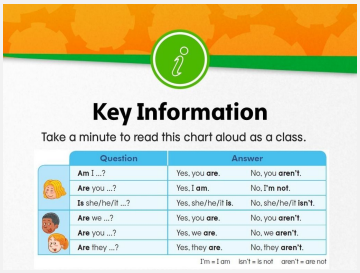
Newcomer Survival Phrases K-12 “May I Get A Drink?” (slides 4, 7, 9, 10)

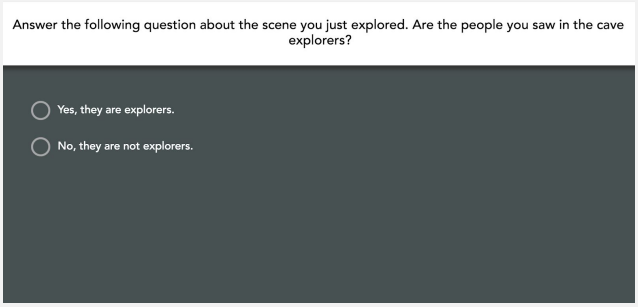




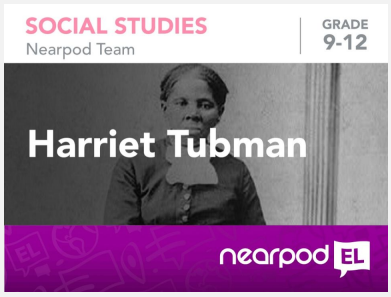
Grammar K-12 “Am/Are/Is” (slides 4, 7, 8, 14)

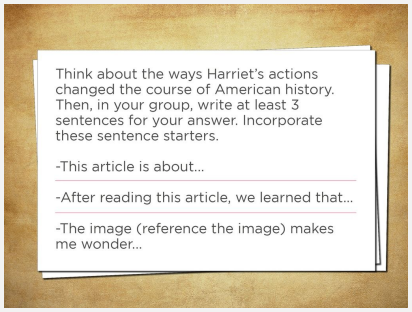






Content Connector 9-12 Social Studies “Harriet Tubman” (slides 18, 19, 20)





3. Language features in the sentence dimension are systematically addressed throughout our materials in Academic Vocabulary, Newcomer lessons, Content Connectors, and 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 language[1])

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

1

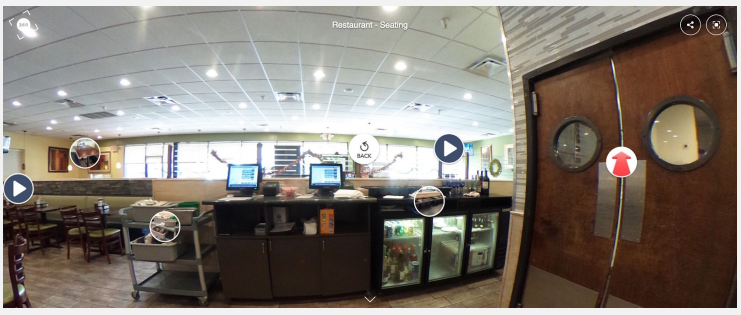
4) **Is the general, specific, and technical[2] language systematically presented throughout the materials?** **Yes** No

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

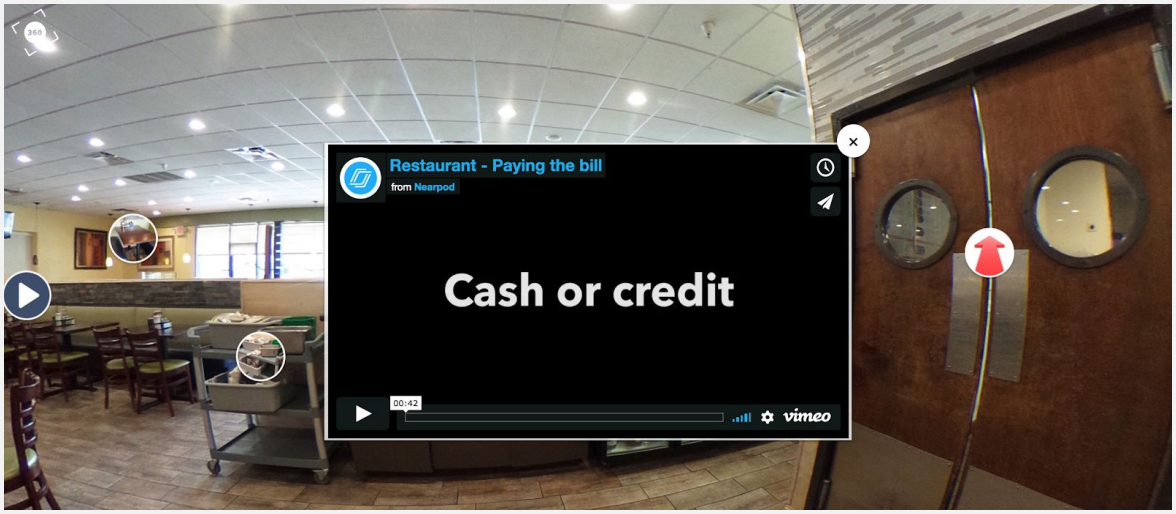
1. Language features at the word/phrase dimension are addressed in a consistent manner for all identified proficiency levels. In Academic Vocabulary lessons, teachers are guided using Kate Kinsella's research framework to explicitly teach Tier II vocabulary through repeated oral, written, reading, and 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.

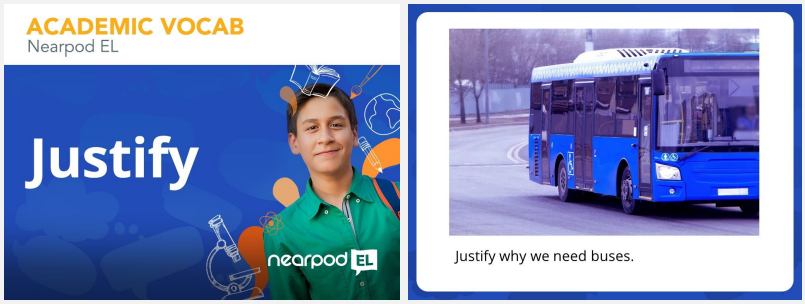
Nearpod EL VR Lessons: "At the Restaurant" (slide 13)

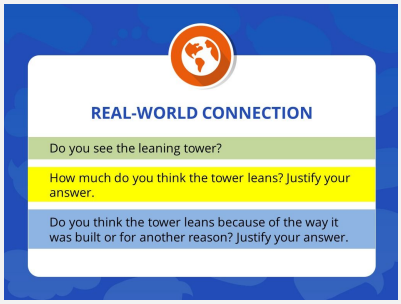


[2]General language refers to words or expressions not typically associated with a specific content areas (e.g., describe a book).
Specific language refers to words or expressions used across multiple academic content areas in school (chart, total, individual).
Technical language refers to the most precise 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)



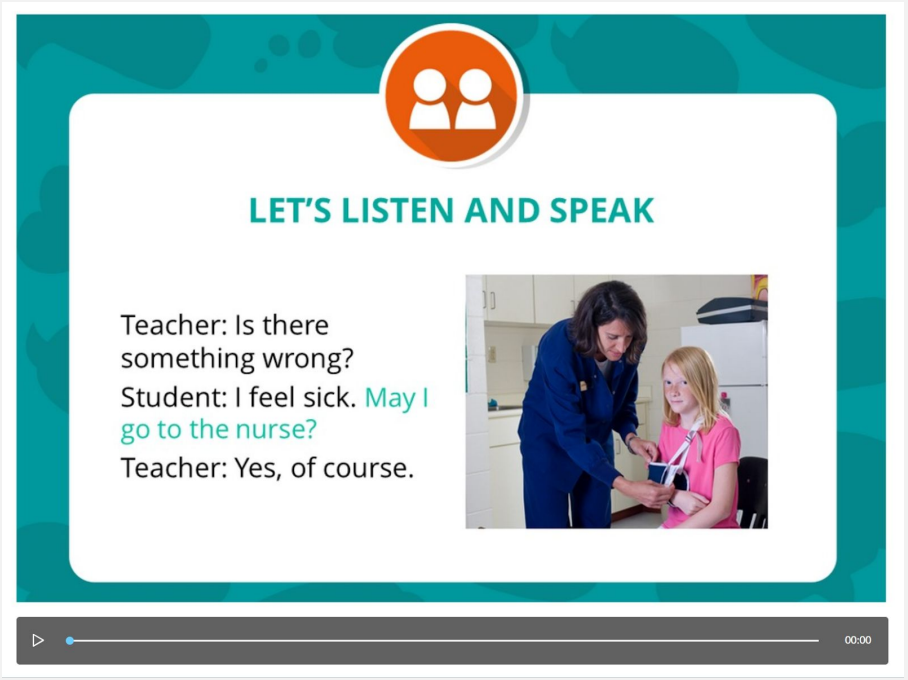


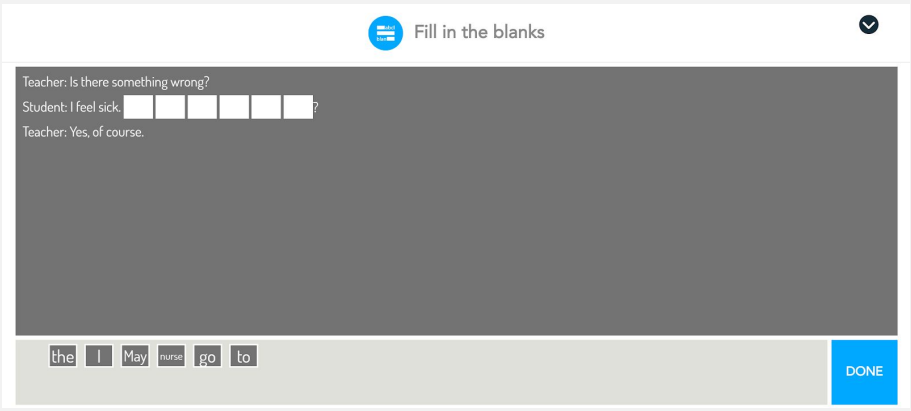
3. General, specific, and technical language is appropriate and accessible for all identified proficiency levels. The Academic Vocabulary lessons are organized by grade bands (K-5 and 6-12) and standards (Math, Science, ELA, and Social Studies) with Social and Instructional Language embedded throughout. 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 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).

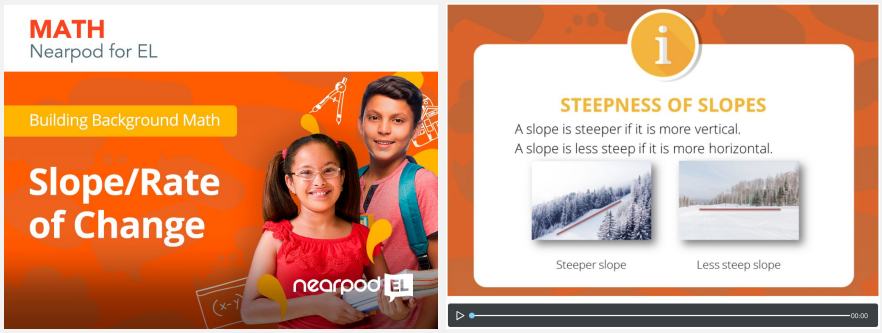
Newcomer Phrase Lesson "May I go to the Nurse?" (Slides 7, 9)

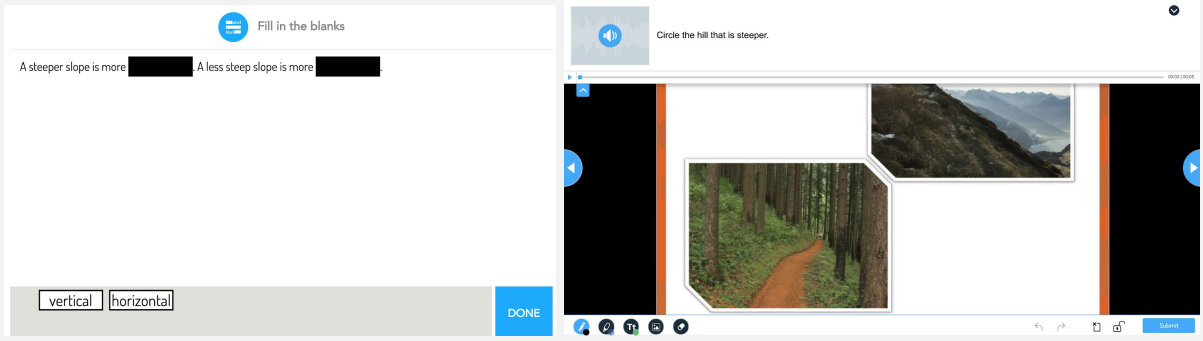




Content Connector 2nd Grade ELA "The First American Woman Doctor" (slides 21, 24, 25)

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





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.

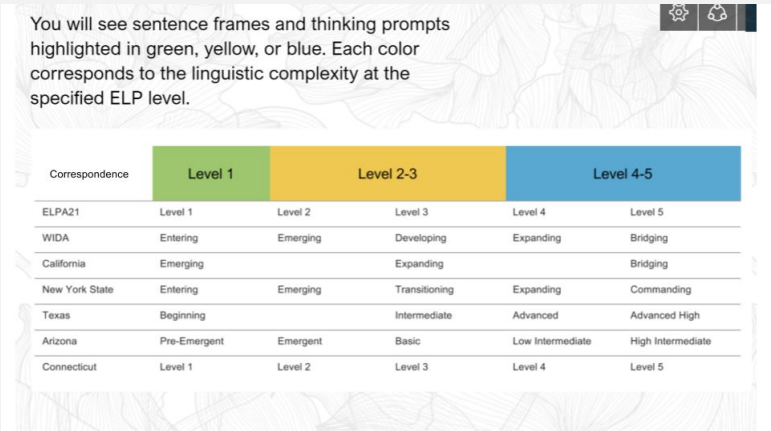
A. Representation of Levels of Language Proficiency

1)	**Do the materials differentiate between the language proficiency levels?**	**Yes**	No
2)	**Is differentiation of language proficiency developmentally and linguistically appropriate for the designated language levels?**	**Yes**	No
3)	**Is differentiation of language systematically addressed 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.

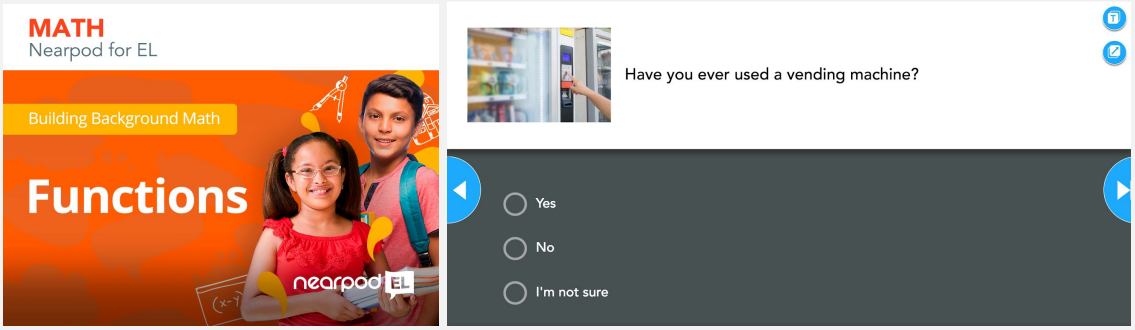
1. Nearpod EL lessons are differentiated across language proficiency levels and supports students across targeted levels. Each Academic Vocabulary lesson has differentiation of language that targets 3 proficiency level bands (Level 1/Beginner, Levels 2-3/Intermediate, and Levels 4-5/Advanced). These 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.

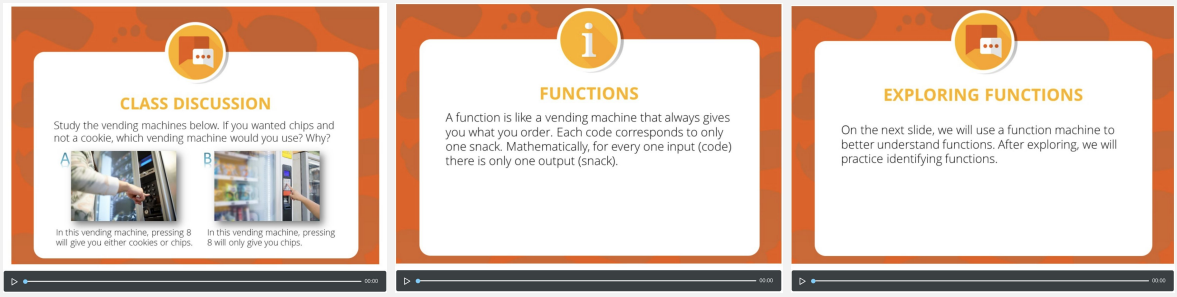
Teacher's Guide at the beginning of every Academic Vocabulary Lesson

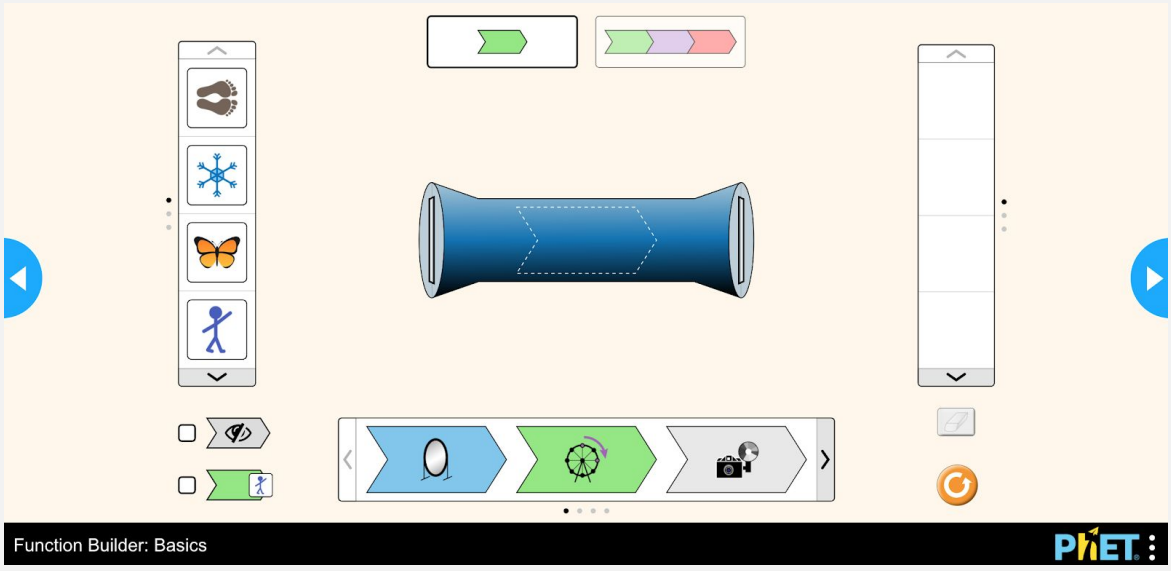


2. Nearpod EL lessons are differentiated across language proficiency levels and supports students linguistically and developmentally at the targeted levels. Using a variety of supports and explicit connections to content standards, each Nearpod lesson is designed to be developmentally appropriate while 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)

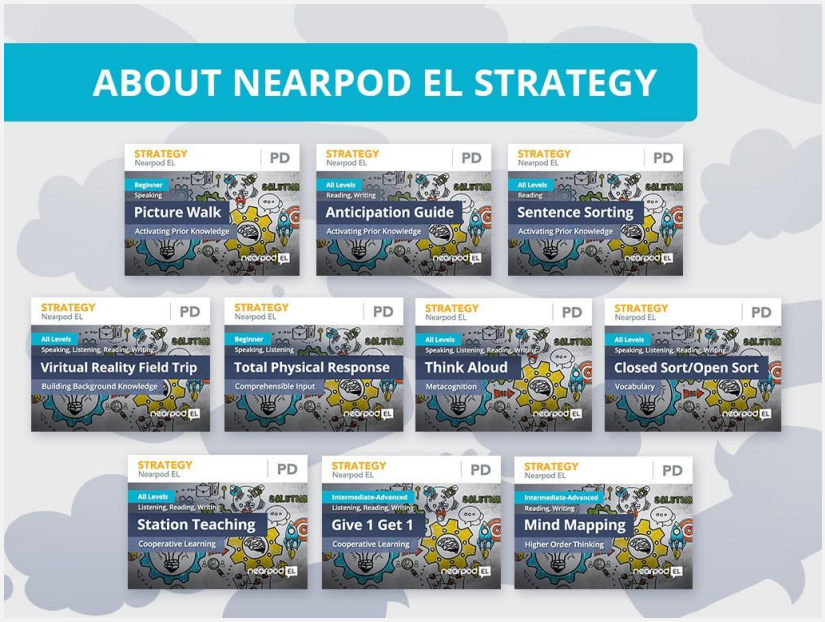




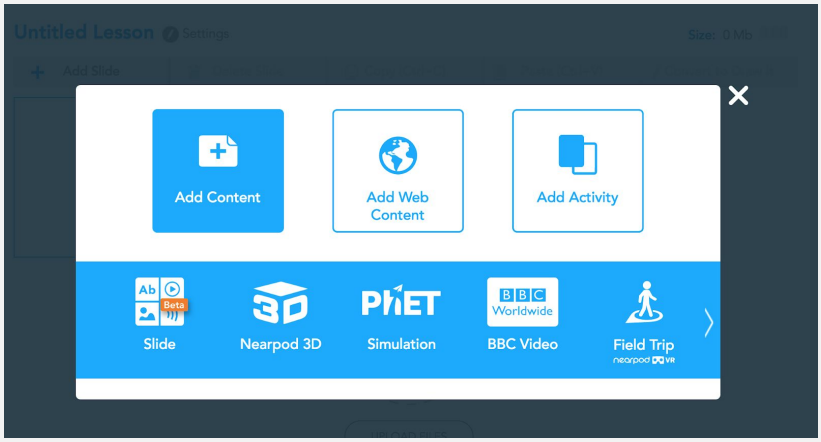


3. The Nearpod EL library offers differentiation that is systematically presented throughout. Every Nearpod lesson follows a gradual release model of responsibility by incorporating opportunities for teacher modeling, partnering, and individual activities. In the lesson cover and/or teacher's guide, 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

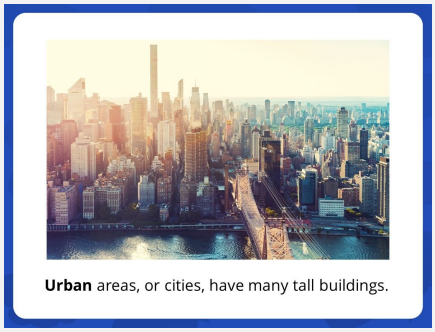
2) **Are the targeted language domains presented within the context of language proficiency levels?** **Yes** No

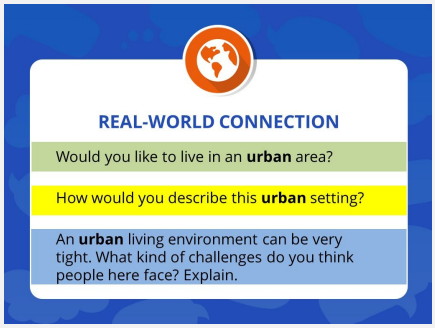
3) **Are the targeted language domains systematically integrated throughout the materials?** **Yes** No

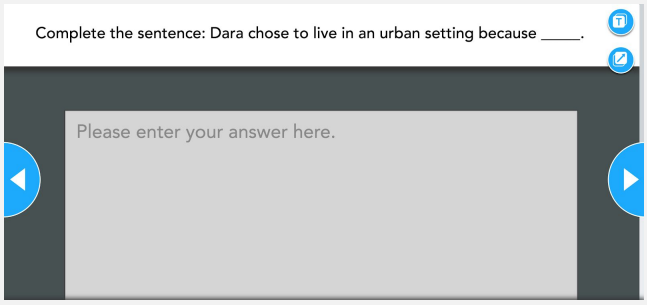
Justification: Provide examples from materials as evidence to support each "yes" response for this section. Provide descriptions, not just page numbers.

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)

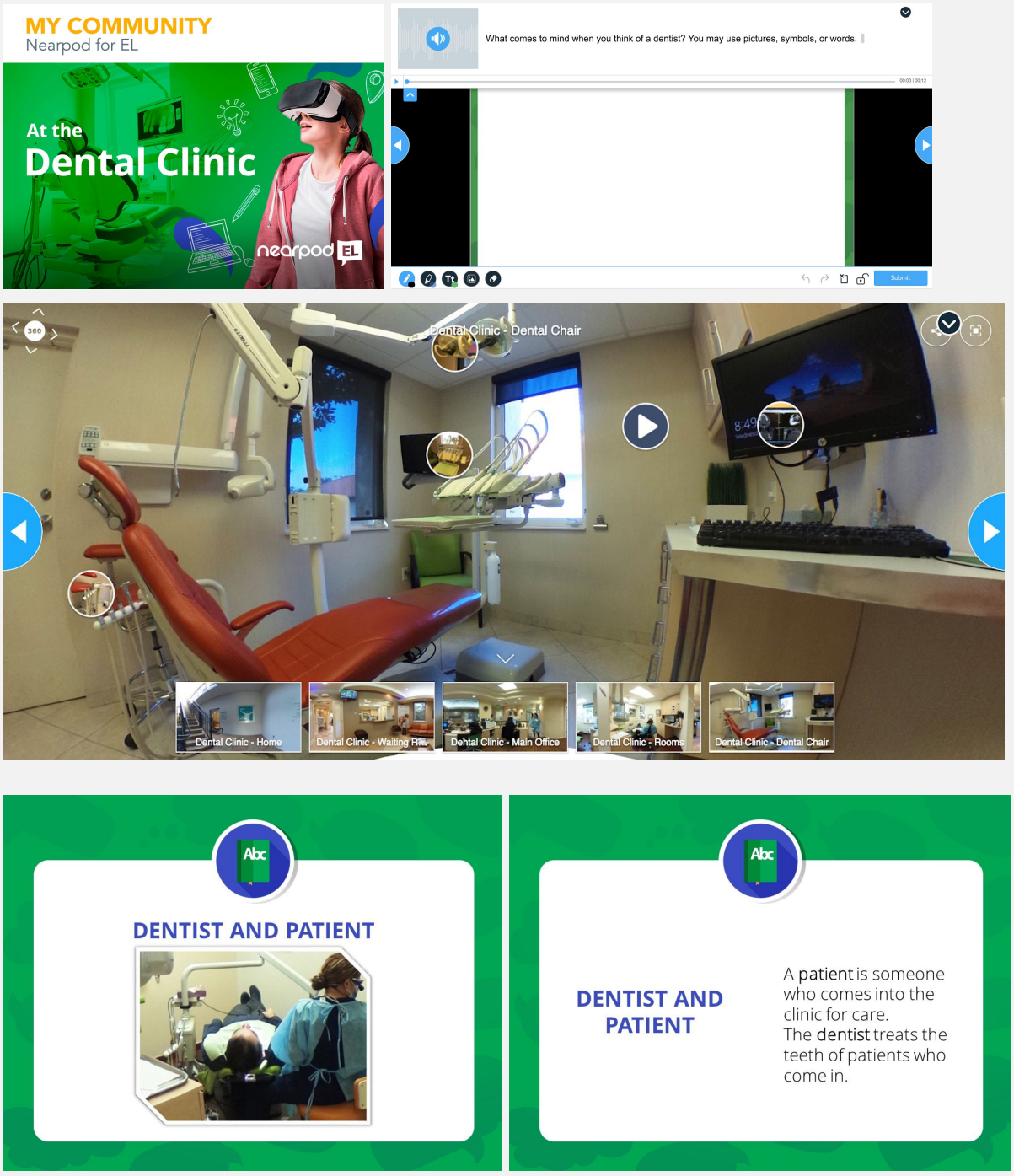






2. The targeted language domains are presented within the context of language proficiency levels. Every Academic Vocabulary lesson designates opportunities for direct teaching and modeling across the four Language Domains by proficiency level bands. Integrating a variety of instructional scaffolds including 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.

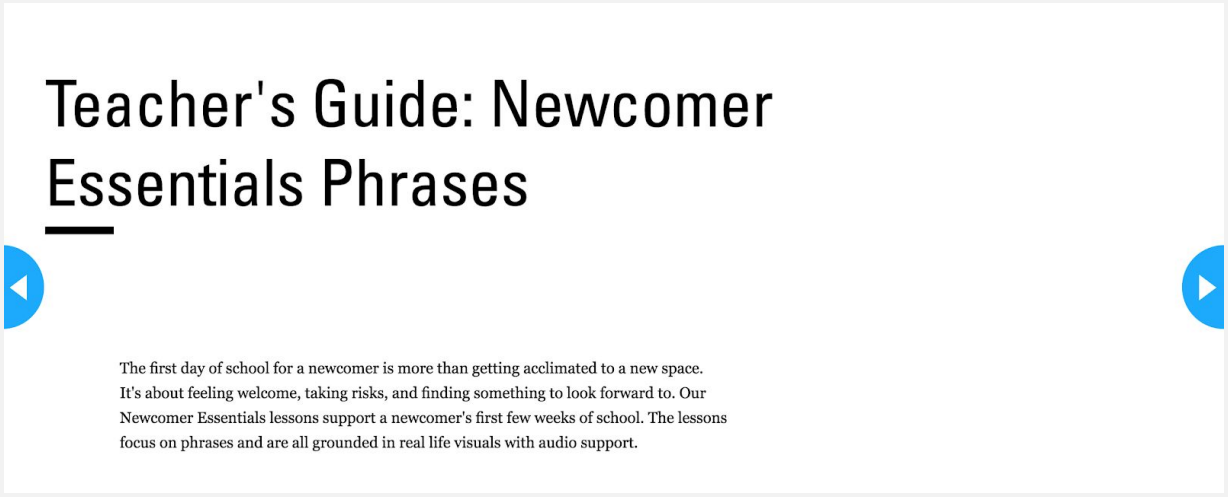
Nearpod EL VR Lessons: “At the Dental Clinic” (slides 7, 13)

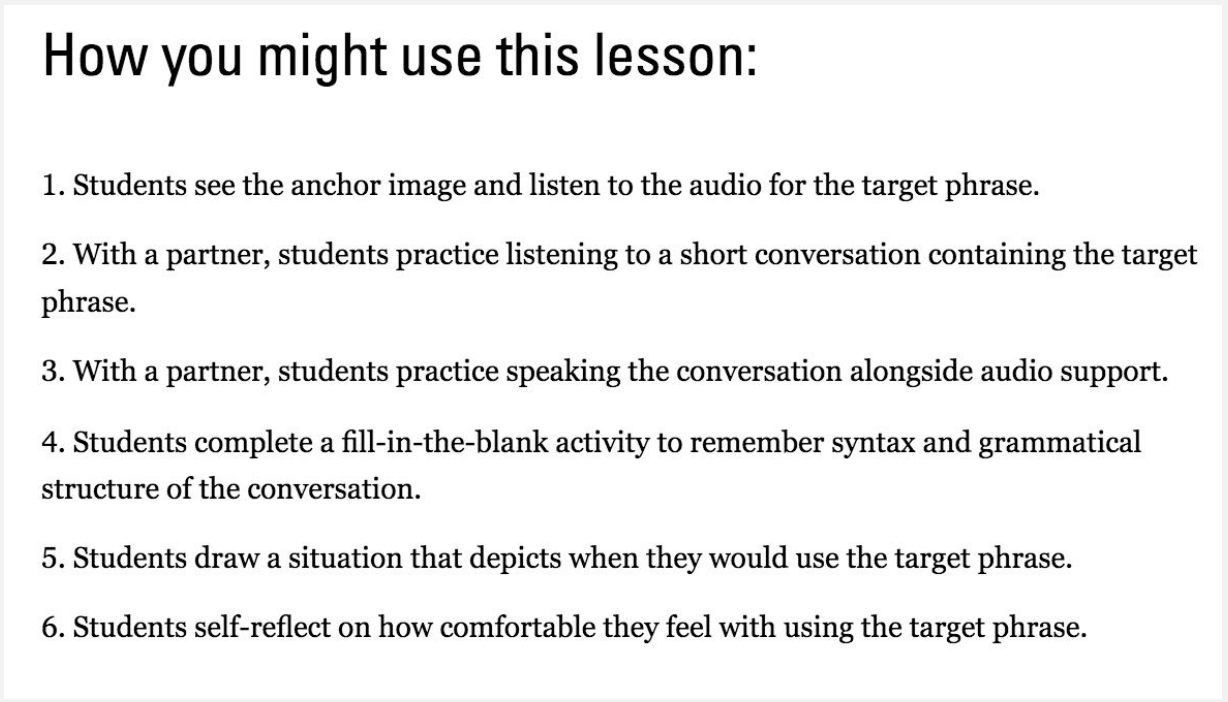


3. All four domains are systematically integrated in all Nearpod EL lessons. Academic Vocabulary lessons follow the same format/sequencing of activities containing opportunities for listening, speaking, reading, and writing. The Virtual Reality lessons for ELs, Newcomer Survival Phrases, and Content 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





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

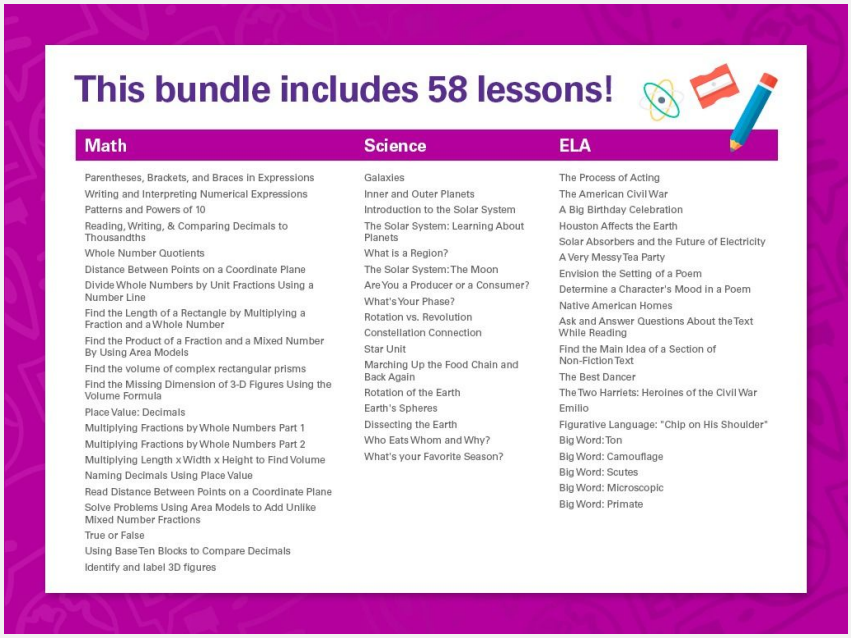
1)	**Do the materials connect the language development standards to the state academic content standards?**	**Yes**	No
2)	**Are the academic content standards systematically represented throughout the materials?**	**Yes**	No
3)	**Are social and instructional language and one or more of the remaining WIDA Standards present 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. 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.

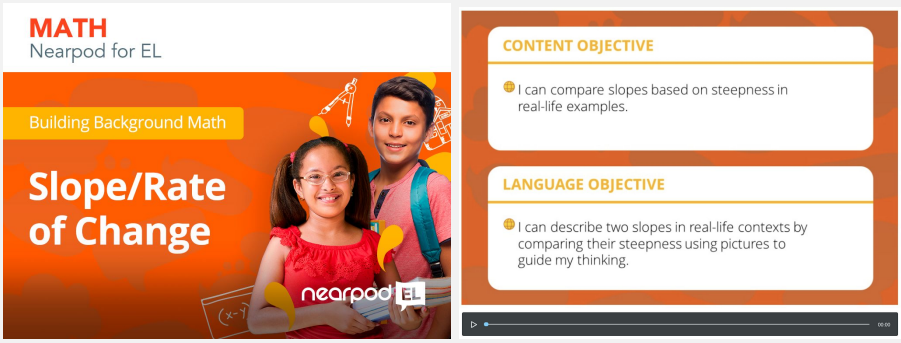
2. Academic content standards are systematically represented throughout the Nearpod EL library. Nearpod EL lessons are organized in bundles sorted by grade level and subject. They are also listed as standards/objectives in every Nearpod EL lesson as well as in the description and meta tags. See below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

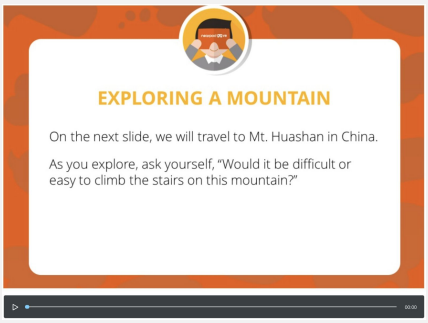
List of lessons in the Nearpod EL 5th Grade Bundle

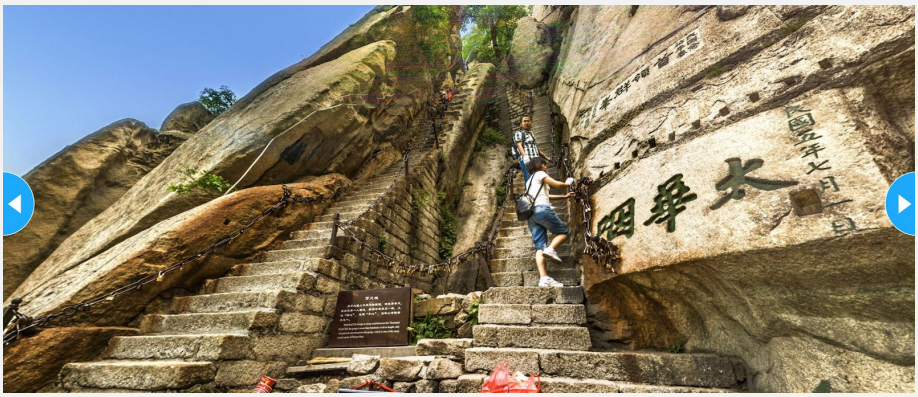


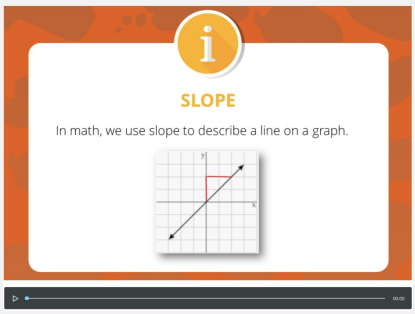
3. Social and Instructional Language and the WIDA standards of the Language of Language Arts, Science, Social Studies, and Mathematics are present in all Nearpod EL content. Social and Instructional Language is embedded in every Nearpod EL lesson. It is explicitly taught in Newcomer Survival Phrases 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)









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

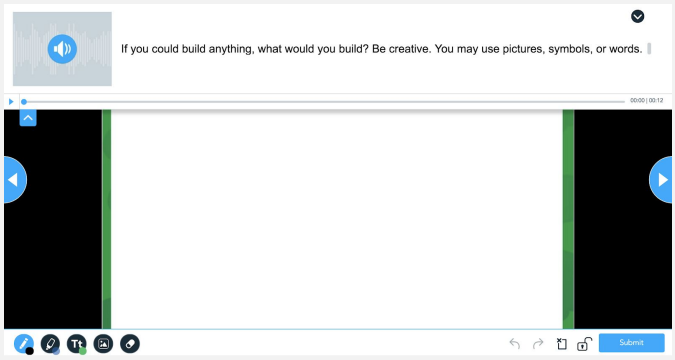
2) **Are opportunities for engaging in higher order thinking systematically addressed in the materials?** **Yes** No

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)



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?** **Yes** No

2) **Do the materials provide scaffolding supports for students to progress from one proficiency level to the next?** **Yes** No

3) **Are scaffolding supports presented systematically 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.

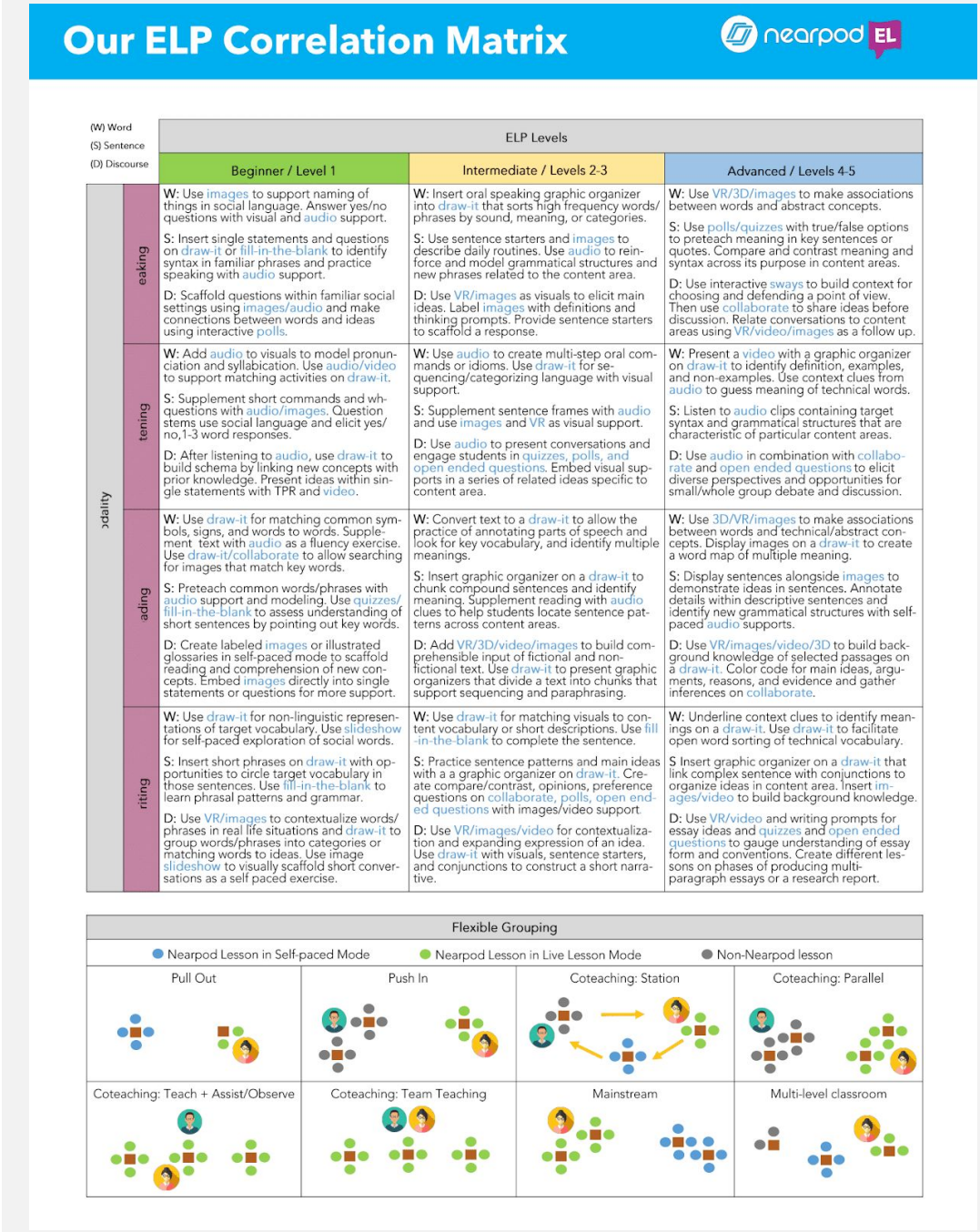
1. Nearpod EL provides scaffolding that supports progress within proficiency level bands. These supports are graphic, interactive, and sensory in nature. They may various types of visual/video, audio, Virtual Reality Field Trips, memory games and more. Each lesson is fully customizable for the easy addition 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



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

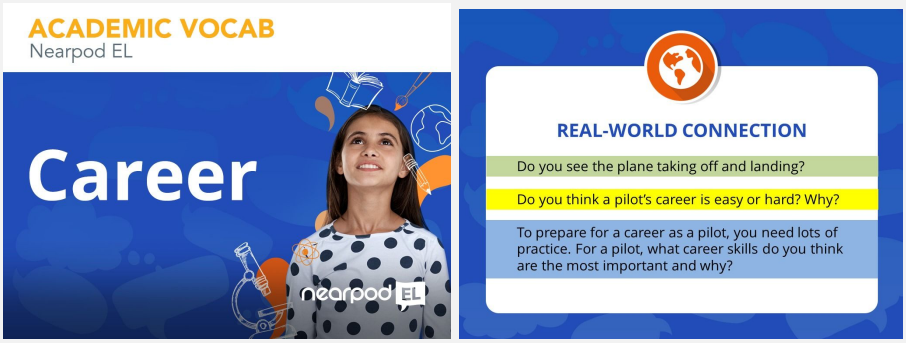
language proficiency?

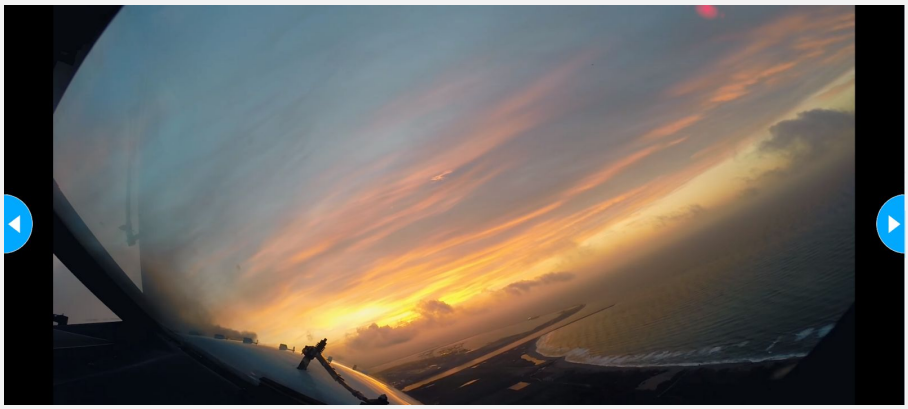
3) **Is the grade-level content systematically presented throughout the materials?** **Yes** No

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

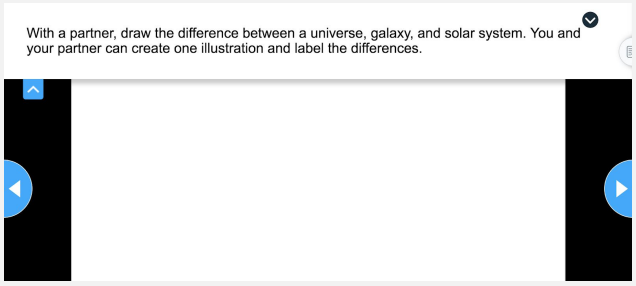
1. The Nearpod EL lessons align to academic content standards. Academic Vocabulary lessons are divided between elementary and secondary. At the secondary level, these lessons include Tier II and III vocabulary aligned to standards from the middle school grades and up. They leverage real life visuals 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)



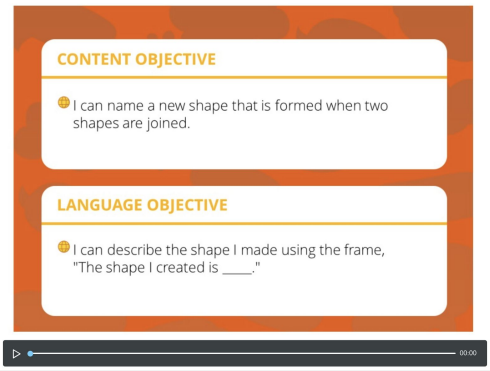


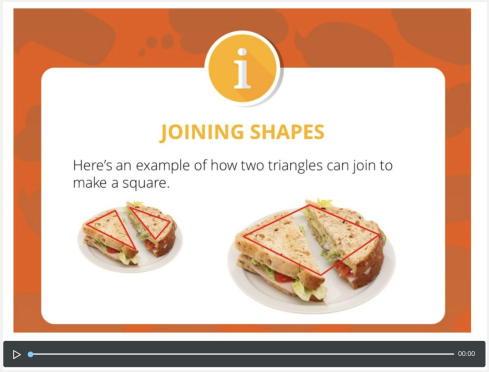
Content Connectors 8th Grade “Universe, Galaxies, Solar System” (slides 16, 17, 18)

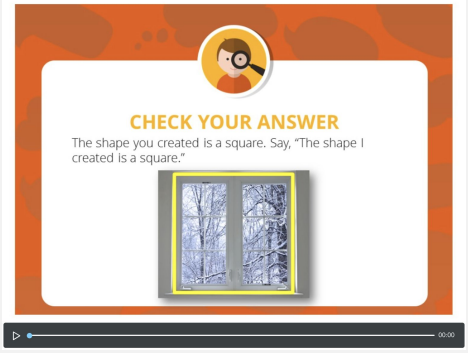


2. All Nearpod EL lessons provide supports for students across targeted levels of language proficiency to still access grade-level content. All Academic Vocabulary lessons are designed intentionally to make Academic Language comprehensible and meaningful to students through its instructional framework 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)







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?** **Yes** No

2) **Are the language functions incorporated into a communicative goal or activity?** **Yes** No

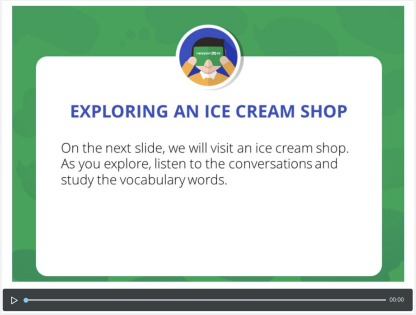
3) **Do the language functions support the progression of language development?** **Yes** No

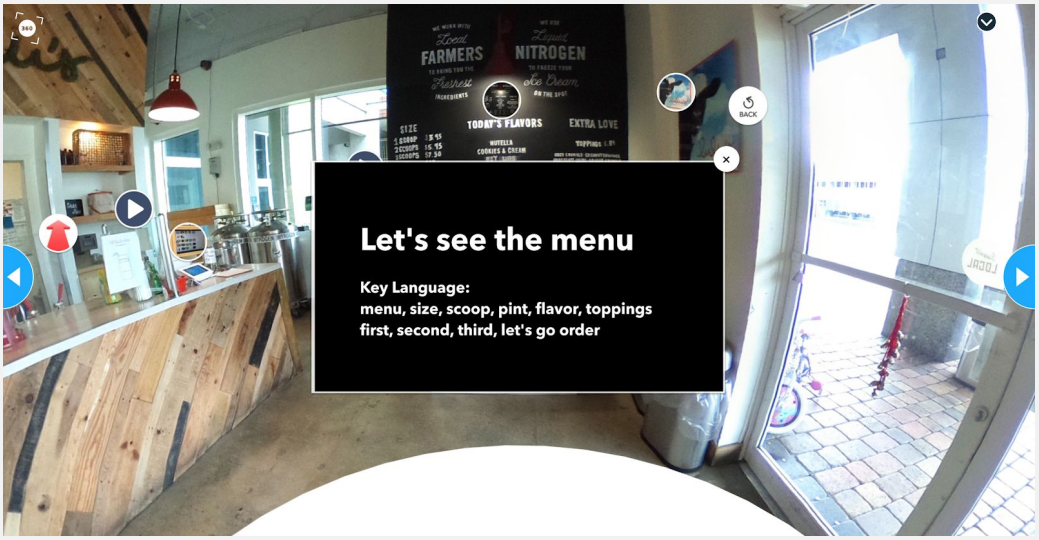
Justification: Provide examples from materials as evidence to support each "yes" response for this section. Provide descriptions, not just page numbers.

1. Nearpod EL presents 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.

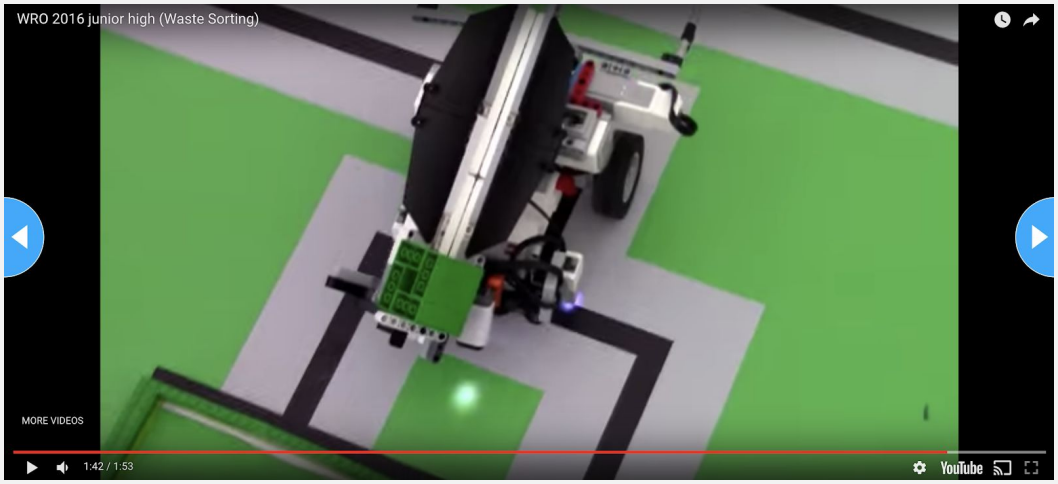
2. All language functions are fully integrated into communicative activities. In each Academic Vocabulary lesson, students practice the language function with a visual scaffold through peer discussion and large class share out. As they respond and share thoughts, students construct meaning through the 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)



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.