PRIME V2™

Protocol for Review of Instructional Materials for ELLs V2

WIDA PRIME V2 CORRELATION

WIDA™

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

Standards Framework Elements Included in the PRIME Inventory
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): Wonders for English Learners

Publisher: McGraw-Hill Education

Materials/Program to be reviewed: ELD Program for Grades 2-6

Tools of Instruction included in this review: Teacher's Edition and Student Book

Intended Teacher Audiences: Teachers of ELL students, Grades 2-6

Intended Student Audiences: ELL students in Grades 2-6

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

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). Language of Language Arts, Language of Science, Language of Social Studies, Social and Instructional Language

WIDA Language Proficiency Levels included: Levels 1-5

Most Recently Published Edition or Website: 2017

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

Wonders for English Learners (K-6) works seamlessly with the core Wonders classroom to teach English to students of all proficiency levels. The program builds oral language proficiency, vocabulary, background knowledge and academic content knowledge while reinforcing foundational reading skills and ensuring access to grade-level contents for English learners. This program uses three levels, *Beginning, Intermediate* and *Advanced*, which correlate to WIDA's Language Proficiency levels in the following manner: *Beginning* corresponds to WIDA's Levels 1 and 2 (Entering and Emerging), *Intermediate* corresponds to WIDA's Levels 3 and 4 (Developing and Expanding), and *Advanced* corresponds most closely with WIDA's Level 5 (Bridging).

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?	<u>Yes</u>	No
2) Are the student assets and contributions systematically considered 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. The materials consider student assets and contributions. Students in Grades 2-6 are asked to share their prior knowledge as they read and discuss various topics and themes. For example, in the Grade 2 Teacher's Edition *Unit Opener* lesson (page 138), students are asked to describe and talk about a photograph that is related to the unit theme ('The Big Idea'), using differentiated sentence frames. The use of different grammar structures is also encouraged according to the level. In this instance, the unit theme is 'How do animals play a part around us?' and students are asked to share what they know about animals as pets, on farms or in the wild. Additionally, in the Grade 4 *Companion Worktext* Student Book, the *Weekly Concept* page allows students to discuss, answer questions, and offer opinions about a photograph (Grade 4, p 63.) Students can also complete a graphic organizer and a sentence frame based on their own knowledge. Lastly, before the reading of many text selections, cognates are pointed out as/when they appear in an effort to aid native Spanish speakers who might be familiar with a certain word. See Grade 4 Teacher's Edition, page 248, right column, third paragraph as an example (cognate: *creativo*).

2. The materials systematically consider students' assets and contributions. Each unit of the 6 units in the Grades 2-6 Teacher's Editions starts with discussion of 'The Big Idea', which is the central theme that will be explored weekly in different ways within that unit. In the *Talk About It* section, students are asked to discuss a photograph in partners or groups before sharing their ideas with the class. Additionally, leveled questions are provided in an effort to provide each level of student a chance to

participate. Then, in the Grades 2-6 *Companion Worktext* Student Book, each week contains one lesson that provides speaking opportunities for students to share information about the topic being discussed in an effort to build background. This weekly lesson spread titled 'Talk About It' offers a graphic organizer, as well as a sentence frame, that helps students share their reactions, thoughts and opinions.

Examples:

Grade 4 Teacher's Editions Unit 4 p 410: The Big Idea: How do different writers treat the same topic? (Talk About It)

Grade 5 Teacher's Editions Unit 5 p 546: The Big Idea: How can discoveries open up new possibilities? (Talk About It)

Grade 2 Teacher's Editions Unit 3 p 274: The Big Idea: What have you learned about the world that surprises you? (Talk About It)

Grade 3 *Companion Worktext* Student Book Unit 6 (Beginning Level) pp 4-5: Talk About It: How do you decide what's important?

Grade 5 *Companion Worktext* Student Book Unit 2 Week 3 (Intermediate/Advanced Level) pp 100-101: Talk About It: How do we investigate questions about nature?

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. The *Wonders for English Learners* program addresses language features at the discourse dimension for all proficiency levels in a consistent manner. In Grades 2-6, text selections vary in genre, structure, length and topic, as do the Writing prompts. The main reading selection, (the 'Shared Read), is offered in two versions: Beginning and Intermediate/Advanced. Each appears in the corresponding Student Book. Another set of text selections, the Differentiated Texts, offer more leveled reading material that each student can read at their own level. In the Teacher's Editions, differentiated questions and prompts are folded into every daily lesson of any given week in the Teacher's Editions for speaking or writing exercises. Prompts are labeled 'Beginning', 'Intermediate', or 'Advanced'. Additionally, the Grades 2-6 *Companion Worktext* Student Books provide Student Models that students can analyze and use for their own writing. These models range from Informative Text, Narrative Text, Opinion and more.

2. The language features at the discourse dimension are addressed systematically throughout all of the units in Grades 2-6. Each weekly lesson in the Grades 2-6 Teachers' Edition addresses all of the four domains at each of the proficiency levels. Days 1-3 begin with an Oral Language lesson that addresses all levels in the speaking and listening domains with discussion of the weekly theme (the 'Essential Question'), review of academic language and vocabulary and finally, discussion of a text selection. The Reading domain is covered on Days 1-4 ('Shared Read, Closed Read, Literature

Anthology, Differentiated Text') with comprehension lessons of grade-appropriate text selections for each level. Writing is also addressed most prominently in the Write to Sources lessons on Days 3 and 4, as well as other Writing assignments throughout the week. The *Companion Worktext* Student Books for Grades 2-6 feature a weekly lesson highlighting selection vocabulary with various listening, speaking, reading and writing exercises (see Grade 3, p. 184 in the Intermediate/Advanced edition as an example). Vocabulary featured in the selection is pre-taught and reviewed with leveled sentence frames that allow students to practice using the vocabulary in context. Day 5 is devoted to monitoring students' progress in the oral and written production realm.

Examples from Unit 1 Week 1 of the Teacher's Edition are indicative of the structure throughout the series and are indicated below:
- 'Oral Language' (All grades, p 6): discuss weekly theme using visuals, a graphic organizer and leveled questions and sentence frames
- 'More Vocabulary' and 'Words and Phrases' (All grades, p. 7): text selection vocabulary is pre-taught and practiced before the selection is read
- 'Shared Read' (All grades, pp 8-11, 16-19): offers differentiated instruction and support for text selection
- Writing (All grades, pp 22 & 26) – write to a prompt
- Literature Anthology – (All grades, pp 23 & 27) offers grade-appropriate, authentic literature
- Differentiated Text – (All grades, pp 24-25) offers leveled text selections that match the weekly genre

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. The materials address language features at the sentence dimension for all proficiency levels. In Grades 2-6 Teachers' Edition, differentiated sentence frames are provided throughout daily lessons to help students of all proficiencies make statements, ask questions or offer opinions during oral or written exercises. The lengths of the frames vary depending on the proficiency level. Longer sentence frames requiring one-word answers are provided for the Beginning level, while shorter ones that require more vocabulary are given to Advanced level students. [For example, Grade 5 Teacher's Edition: p 341, left column, second paragraph; Grade 6 Teacher's Edition, Listening Comprehension section on p 92.) This is also done in the Student Books. (See Grade 5, *Companion Worktext*, pp 44-45 in the Beginning edition and pp 54-55 in the Intermediate/Advanced edition.]

2. Language features at the sentence dimension are appropriate for the identified proficiency levels. In Grades 2-6, students learn the same grammar concept, for instance, with varying levels of support. For example, in learning about compound sentences at Grade 4, Beginning level students review that a compound sentence is made up of independent clauses and a conjunction before going on to circle the conjunction, while Intermediate/Advanced students are guided to identify the actual clauses and conjunction, and then name other conjunctions (G4, Teacher's Edition p 67.) Additionally, sentence frames provided for a Beginning level consist of simple

grammatical constructions, while the Intermediate/Advanced versions feature more complex constructions (or no sentence frames). (See Grade 3, *Companion Worktext* Student Book pp 20-21 of the Beginning edition and pp 364-365 in the Intermediate/Advanced edition.) Also, all grades start the week's lesson with a Day 1/Language Support section entitled 'Oral Language' that addresses the weekly theme and an image that illustrates it. In discussing the weekly theme, Beginning students receive a sentence frame with heavier support, while more proficient levels are asked more open-ended questions. (Grade 3, Teacher's Edition, p 6 as an example.) Furthermore, a second weekly Language Support lesson on Day 1 focuses on Speaking and Writing about a text selection. Teacher modeling, sentence frames and partner work allows students to observe and participate in this speaking and writing activity. Students are paired with partners to compose 2-4 sentences and the expectations for each level are different: sentence frames are provided for Beginning students, Intermediate are encouraged to write their own sentences, while Advanced students are asked to write a short paragraph. (See Grade 5, Teacher's Edition, p 253 as an example.)

3. The language features at the sentence dimension are systematically addressed throughout the materials. Below are some examples of features pulled from Week 1 of Unit 1 Teachers' Edition and which represent the structure found in each unit of the program:

- Grades 2-6 Teachers' Edition: 'Oral Language' p. 6: activities range from partner work to teacher modeling for 'Talk About It'
- Grades 2-6 Teachers' Edition: 'Speaking and Writing' p. 13: leveled instruction provided to help students perform an writing exercise
- Grades 2-6 Teachers' Edition: 'Grammar' p. 15: Grammar concept is covered with different levels of support
- Grades 2-6 Teachers' Edition: 'Write To Two Sources' p. 26: Differentiated sentence frames help students discuss the Writing prompt

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?**	<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
4) **Is the general, specific, and technical[2] language systematically presented 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. The materials address language features at the word/phrase dimension in a consistent manner for all proficiency levels. Every week in the Grades 2-6 Teacher's Editions features several types of vocabulary words, including text selection vocabulary, phrases and academic vocabulary. (Days 1 and 2, Language Support lessons) Teachers can use the 'Define/Example/Ask' routine to pre-teach, discuss and answer questions about leveled sets of vocabulary words. Visual support is also provided for these words in the Grades 2-6 *Companion Worktext* Student Books Beginning and Intermediate/Advanced edition (*More Vocabulary* lesson.) The lesson helps students utilize differentiated sentence frames so they can use the newly learned vocabulary in context. Additionally, a second Language Support lesson ('Speaking and Writing') supports students' usage of vocabulary by listing words that can be included in a weekly Word Wall for students to refer to in their speaking and writing. (See Grade 3 Teacher's Edition p 13 as an

---

[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.

example.) Lastly, an Oral Language lesson on Day 2 focuses on a variety of academic language concepts, such as supporting opinions, asking questions, evaluating language choices, and more. (See Grade 3 Teacher's Edition p 14 as an example.) All activities include scaffolded support.

2. Words, expressions, and phrases are represented in context. The words chosen for the 'More Vocabulary' lesson in the G2-6 *Companion Worktext* Student Book are pulled from that week's reading selection. The same is true for the 'Words and Phrases' lesson. (See Grade 3 *Companion Worktext* Student Book pp 16-17 in the Intermediate/Advanced edition and pp 18-19 in the Beginning edition.) These words are pre-taught and reviewed before the selection is read. Students are also given an oral prompt and an opportunity to use the newly learned words. (See page 13 in the Teacher's Edition.)

3. The general, specific and technical language is appropriate for the targeted proficiency levels. Vocabulary ranges from general to more specific, technical language that is related to a text selection's subject matter. For example, a Grade 5 Nonfiction text selection about patterns in nature includes vocabulary such as 'accumulate, effects, patterns, depositing, forces and substance.' (see G5 *Companion Worktext* Student Book Intermediate/Advanced edition, p 164, for example of vocabulary used during a theme-related lesson.) Domain words are highlighted among each set of words (for instance, *sedimentary rock*).

4. The general, specific, and technical language is systematically presented throughout the Wonders for ELD program. The following examples from Week 1 of Unit 1 in the Grades 2-6 Teacher's Edition, as well as the Grades 2-6 *Companion Worktext* Student Book are indicative of the structure found throughout the program:

   - Grades 2-6 Teacher's Editions: 'More Vocabulary' p. 7: offers differentiated support for the corresponding page in the Student Edition
   - Grades 2-6 Teacher's Editions: 'Words and Phrases' p. 7: offers differentiated support for the corresponding page in the Student Edition
   - Grades 2-6 Teacher's Editions: 'Speaking and Writing' p. 13: students respond to an oral prompt using words from the Word Wall
   - Grades 2-6 Teacher's Editions: 'Oral Language' p. 14: offers support for various academic language concepts
   - Grades 2-6 Teacher's Editions: 'Vocabulary' p. 15: secondary review of text vocabulary with scaffolded support
   - Grades 2-6 Teacher's Editions: 'Vocabulary' p. 20: vocabulary is reviewed in anticipation of writing exercise
   - Grades 2-6 *Companion Worktext* Student Book: 'More Vocabulary' pp 16-17: vocabulary related to the weekly theme is discussed and reviewed

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. The Teacher's Editions for Grades 2-6 differentiates between the language proficiency levels. Every daily lesson identifies a language proficiency level (Beginning, Intermediate or Advanced) and supplies the appropriate instruction, including sentence starters that help students respond to questions, make statements or offer opinions. This strategy also allows teachers to review the weekly theme with the necessary amount of support for each level. Notably, reading selections are differentiated into a Beginning version and an Intermediate/Advanced version. Finally, the Level Up chart at the end of each unit (all grades, p 135) helps teachers evaluate the current level of the students and decide whether they may be eligible to move up to the next level.

2. The differentiation of language proficiency is developmentally and linguistically appropriate for each of the designated language levels. The Grades 2-6 Teacher's Editions includes scaffolding methods such as sentence frames, choral reading, partner reading, modeling conversations and the selection of different vocabulary words. Additionally, a weekly Diagnose and Prescribe Chart is included that helps teachers assess students' responses and work for that week (p. 29). Lastly, all students use a Student Book that is differentiated according to level; the instruction for each of these pages is also differentiated

in the corresponding lesson in the Teacher's Edition.

3. The differentiation of language is systematically addressed throughout the *Wonders for ELD* program. For example, in Unit 1, Week 1, Day 3 of the Grade 5 Teacher's Edition, two separate, differentiated lessons helps both Beginning and Intermediate/Advanced students respond to a Writing Prompt (p 20). The steps within the lesson are the same (Review the Graphic Organizer, Examine Student Model, Talk About It, Connect Ideas), but the support is differentiated. Similarly, oral language frames are provided on page 6 to help students respond to the Essential Question (weekly theme). Writing lessons on Days 2 and 3 offer individual lessons for each level (pp 21, 22, 26). Lastly, the Diagnose and Prescribe chart at the end of every week (p. 27) provides suggestions on how to address each level's performance, as well as suggestions for how to provide support.

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?	<u>Yes</u>	No
2) Are the targeted language domains presented within the context of language proficiency levels?	<u>Yes</u>	No
3) Are the targeted language domains systematically integrated 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 four of the language domains are targeted in the Wonders for ELD program. Days 1-3 of the Grades 2-6 Teacher's Editions start with a Language Support lesson that addresses the listening and speaking domains. Students discuss the weekly theme using a graphic organizer, visuals, vocabulary review, and perform various whole group activities such as discussion of an academic language concept or a text selection. Reading is addressed during the Shared Read lesson (Days 1 and 2), and the Literature Anthology lesson (Days 3 and 4). Writing is addressed primarily on Days 3-4, with support for the Writing prompts. The Grades 2-6 *Companion Worktext* Student Books also target the four domains through various activities. Each week consists of 12 pages that feature visuals, sentence starters, a student model, a text selection and a graphic organizer. These activities allow students to listen, speak, read and write about text selections, vocabulary or the weekly grammar skill. (See pp. 14-25 in the Intermediate/Advanced edition and pp 4-15 in the Beginning edition.)

2. Language proficiency levels are addressed within each of the language domains in the Grades 2-6 Teacher's Editions. There is differentiated support for almost every listening, speaking, reading and writing activity; the levels are explicitly labeled 'Beginning', 'Intermediate' and 'Advanced'.

3. Listening, speaking, reading and writing are targeted systematically throughout the program materials. The following example of a weekly lesson pattern from

Unit 1 of the Grade 2 Teacher's Edition is a representation of the structure found in the rest of the Grade 3-6 Teacher's Editions:

- Week 1, Day 1, pp. 6-7: 'Language Support' – students look at a visual and discuss the weekly theme. They also review text selection vocabulary. The differentiated versions of the text selection 'Shared Read' (pp. 8-9, 10-11), are read and discussed. On Day 2, pp. 14-15, 'Language Support' students discuss academic language concepts, practice using new vocabulary words, review the grammar concept and focus on fluency. A Close Read of the main selection is also conducted (pp 16-19). The lessons on Day 3, pp. 21-22 ('Write to Sources', 'Literature Anthology') has students listening, speaking, reading and writing about a story. Day 4, (pp. 24-25) includes all four domains ('Differentiated Texts', 'Writing' and 'Literature Anthology'. A final Writing lesson is conducted on Day 5.

- The following breakdown of a weekly lesson in Unit 1 in the Grade 3 *Companion Worktext* Student Books represents the structure in the rest of the book and in the rest of the grades 2-6: students can listen, speak and write about the weekly theme during the 'Weekly Concept' exercise (Intermediate/Advanced edition, p. 14-15; Beginning edition, p. 4-5); students listen, speak, and write about vocabulary concepts during the 'Words and Categories' and 'Words and Phrases' lessons (pp. 6-7, Beginning edition and pp. 16-17, Intermediate/Advanced edition); students can listen, read and write about a text selection on pp 18-25, Intermediate/Advanced edition, and 8-13, Beginning edition. Students listen, speak and write about a text selection in the 'Write to Sources' lesson on pp. 26-27, Intermediate/Advanced edition, and 14-15, Beginning edition.

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. The materials connect the language development standards to state academic content standards for Grades 2-6. The six units in each of these grades cover grade-level content related to science, social studies, or language arts/literature concepts. For example, the Grade 4 Unit topics include themes such as: *Think it Through, Amazing Animals, That's the Spirit, Fact or Fiction?, Figure It Out*, and *Past, Present and Future.* For example, *That's the Spirit* deals with social studies concepts such as making friends, community spirit, making a difference in the community and societal changes. This unit also deals with the science concept of how scientific advances can be helpful or harmful to society. Similar units in Grades 2-6 include: *Getting From There to Here, It's Up to You, Linked In (Grade 5), Changes, Taking Action, Challenges (Grade 6), Friends and Family, Live and Learn, Let's Make a Difference (Grade 2).* The unit *Let's Make a Difference* grapples with social studies topics about how we can be good citizens, how we can help preserve the earth and how cooperation works. The text selections for all of these units offer content connections that are accessible to students.

2. The academic content standards are systematically represented throughout the materials. Each unit in the Grades 2-6 Teacher's Editions (as well as the corresponding *Companion Worktext* Student Books) commences with a unit opener that discusses 'The Big Idea', a statement or question related to the unit topic. Students discuss a visual related to this statement, using leveled sentence starters. Weekly lessons expand on the unit theme with the appropriate grade-level content.

3. The *Wonders for English Learners* program is organized into units that relate to the study of social and instructional language, as well as the study of language arts. The weekly lessons that support the unit topics vary in content related to science, social studies or language arts. Daily lessons guide students to listen, speak, read and write about a given topic. Differentiated support allows students of all proficiencies to access content, use their prior knowledge and develop their academic language. As an example, pages 2-3 of the Grades 2-6 Teacher's Editions exemplify how the unit theme is supported weekly and through which domain.

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?** <u>Yes</u> No

2) **Are opportunities for engaging in higher order thinking systematically addressed 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. The materials in the *Wonders for English Learners* program present opportunities for English learners to engage in various cognitive functions at all proficiency levels. Every weekly lesson in a unit includes reading comprehension exercises ('Close Read') that are related to a text selection. In the 'Oral Language' section of the Day 1 lesson (p. 6-9 of the Grades 2-6 Teacher's Editions), students respond to questions about a visual that elicit prior knowledge, as well as completion of a related graphic organizer. Differentiated sentence frames are provided throughout the lesson to enable each student to participate. The Shared Read lessons on Day 1 and 2 (pp. 8-11; pp. 16-19) takes students through a close read of the text, having them read and respond to a variety of comprehension questions about character, plot, and setting, cause and effect, compare and contrast, or main idea and details. The lesson also calls for students to discuss the selection in relation to the weekly theme. In the 'Respond to the Text' section of the lesson, students complete the corresponding lesson about the text selection in their *Companion Worktext* Student Books (p. 22 in Grades 2-6 Intermediate/Advanced editions; p. 12 in the Grades 2-6 Beginning edition). For example, on page 17 of the Teacher's Edition for Grade 4, Beginning level students are asked to apply the theme concept to a character's actions using sentence frame that are provided in their Student Books. Intermediate and Advanced level students respond to

the same question, using a sentence frame with slightly less support on page 19. Lastly, the Literature Anthology lesson on Days 3 and 4 (pp. 23-27 in all grades) offers higher-order comprehension questions related to the more complex, authentic literature selections.

2. Opportunities for engaging in higher order thinking are systematically addressed in the materials. Comprehension questions comprise every Close Read lesson from the start to the end of the program. The rigor is increased as the school year progresses. The comprehension questions in Grade 2 Unit 1 Week *Companion Worktext* p. 22 progress from straightforward plot questions to more complex questions as shown on p. 389. Similarly, for the Grade 5 Student Book, questions range from straightforward plot questions on p. 32 ('*Reread the fourth paragraph. Circle the text that tells Marta's solution to the problem. Describe the results of Marta's solution.'* Sentence frames are provided.) to more complex questions on p. 303 ('*Reread the third paragraph. Underline the effect of using a telescope. Write about it.'* No sentence frames.)

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. The materials provide scaffolding supports for students to advance within a proficiency level. This program is designed to provide English learners support and access to the same content as Core readers. Lessons in the Teacher's Editions for Grades 2-6 are designed to help students master vocabulary, academic language development, and reading comprehension skills. Students can work in groups, with a partner or independently, as appropriate, according to the complexity of the designated task. Scaffolding is provided for comprehension questions and activities, and the wide variety of lesson activities ensures that the needs of all proficiency levels are met. The weekly Progress Monitoring lesson on Day 5 (p. 133, as an example) helps teachers gauge student's individual progress within their level, in relation to that week's lesson content. Lastly, the Diagnose and Prescribe chart (p. 27, as an example) at the end of every week in the Grades 2-6 Teacher's Editions offers teachers guidance on how to help students maintain or advance to the next proficiency levels. Strategies for classroom discussions are also offered on (pp. vi-vii) to ensure participation from all levels of students.

2. The materials provide scaffolding supports for students to progress from one proficiency level to the next. For example, the Literature Anthology lessons in the Grades 2-6 Teacher's Editions offers interactive and visual supports to students in a whole group setting (Day 3, p. 23 example). Activities are leveled so that all students can participate in the lesson and interact with the text. In an effort to encourage all students to feel comfortable reading, the text is first choral read, before leveled questions and sentence frames are offered. The

Level Up chart (p. 125, as an example) at the end of every unit in the Grades 2-6 Teacher's Editions offers teachers guidance on their leveling up decisions. Additional assessment and re-teaching information (including information on outside sources) is referenced on page 134 of the Unit Progress Monitoring spread. Suggestions for how to create and maintain a Student Profile allows teachers to compile data that will help students progress to the next level.

3. Scaffolding supports are presented systematically throughout the materials, in every week of every unit, for every level of proficiency. In order to facilitate student's comprehension of text selection, the Comprehension lessons on Day 2 and 3 (pp. 8-9, 10-11 in Grade 5, as an example) provide leveled lessons for each of the leveled selections. During this lesson, vocabulary, comprehension and discussion tasks that engage students are conducted. Differentiated sentence frames are provided within each lesson to help students respond. The Shared Read section within the Student Books offers various routines and prompts to help students interact with the text as they read the selection. (For instance, comprehension points, as well as specific vocabulary, are highlighted as focal points for students to think about as they read the text.) Another example of a scaffolding support is found in the 'Writing' lesson on Day 3 (pp. 21-22, all grades). Two separate lessons address the Beginning and Intermediate/Advanced levels so that they can both answer and write to the same Writing prompt. Using different Student Models, breaking down the language and highlighting different points enables each level to get the support it needs. Lastly, the Progress Monitoring spread in the Grade 2-6 Teacher's Edition (pp. 134-135, as an example) at the end of every unit offers assessment assistance and guidance to help teachers track student's progress.

D. Accessibility to Grade Level Content

1) **Is linguistically and developmentally appropriate grade-level content present in the materials?** <u>Yes</u>   No

2) **Is grade-level content accessible for the targeted levels of language proficiency?** <u>Yes</u>   No

3) **Is the grade-level content systematically presented 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. Linguistically and developmentally appropriate grade-level content is present in the *Wonders for English Learners* program. Literature Anthology reading selections such as 'See How They Run' (Grade 4 Teacher's Edition, Unit 4 Week 1, p. 431) or 'Who Wrote the U.S. Constitution?' (Grade 5 Teacher's Edition, Unit 2, Week 1, p. 159), 'The Science of Silk' (Grade 6, Unit 5 Week 3, p. 604) as well as the Interactive Read-Aloud selections such as 'Wild Animal Families' (Grade 2, Unit 2 Week 4, p. 228) are appropriate for students in these respective grades. Illustrations and content are engaging and grade-appropriate.

2. Grade-level content is accessible for the targeted levels of language proficiency. Differentiated instruction throughout the Teacher's Edition of Grades 2-6 allows students to access story or text content (found in the Literature Anthology, Shared Read or the Interactive Read-Aloud selection (at Grade 2 only), respond to comprehension questions, and access prior knowledge related to the story content. Additionally, in order to ensure that students of all proficiency levels can practice close reading and respond to a text at their own level, three levels of differentiated text tied to weekly themes (for Beginning, Intermediate, Advanced English Learners) were created exclusively for this program (as opposed to the texts mentioned above which are picked up from the Core ELA program.) These Differentiated Text stories offer grade-level content with the reading skill of each proficiency level in mind. Support for these stories is offered on Day 4 of the Grades 2-6 Teacher's Edition (for example, p. 24-25).

3. The grade-level content is systematically presented throughout the materials. The Literature Anthology lessons on Days 3 and 4 of the Teacher's Edition for Grades 2-6 offers weekly leveled support of a reading selection in all of the

units of the program. The Shared Read, a grade-appropriate text selection is supported on Days 1 and 2 of the weekly lesson, as is the Differentiated Text on Day 4 (and Interactive Read-Aloud selection in Grade 2 on Day 2) of every week throughout the program. Each of these lessons offers a variety of activities and exercises including comprehension questions, partner activities, choral reading, picture walks or writing exercises. A 'Respond to the Text' lesson for the Shared Read reading selection appears in both editions of the *Companion Worktext* Student Book.

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. The materials include a range of language functions, such as describing, comparing, identifying, sorting, predicting, completing sentence starters (writing), completing graphic organizers, offering opinions and engaging in dialogue. Exercises in the *Companion Worktext* Student Book for all grades contain a variety of these exercises during any given week of any unit. Instruction in the Teacher's Edition for all grades offers the same.

2. The language functions are incorporated into a communicative goal or activity in the program. As students participate in lessons such as Close Read (comprehension), Language Support (Vocabulary), Grammar or Writing, they develop academic language in the context of a specific content area. (See Unit 1 Week 1 of the Grades 2-6 Teacher's Edition.)

3. The language functions support the progression of language development in the *Wonders for English Learners* program and materials. In the Grades 2-6 Teacher's Editions, the weekly theme taught in the Core program is reviewed, discussed and supported with scaffolding, whole group discussion, oral language development activities and group exercises. The literature selections (Shared Read, Literature Anthology and the Interactive Read-Aloud at Grade 2) from the Core program are also supported throughout the year. Students are prompted with comprehension questions throughout these reads to ensure an understanding of the story's concepts and purpose. For example, the Shared Read lesson on Day 1 (all grades) conducts a simple comprehension check of a reading selection that they will have already been exposed to during their Core ELA time. At this point, the teacher asks questions about the plot or main details, in an effort to gauge their understanding and review spots where they need support. Then the next day, parts of the text are examined more closely,

with the teacher providing scaffolded questions that have been differentiated to accommodate each proficiency level. After this reading, students are asked to respond to the text, completing a page in their Student Book that pertains to this text selection. They are also prompted to talk about the story in their own words. The weekly Writing prompt helps student consider the reading selection and then write about it. Interactive and independent activities are provided.