Protocol for Review of Instructional Materials for ELLs 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

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PRIME Part 1: Provide Information about Materials

Provide information about each title being correlated.

Publication Title(s): *Collections* © 2017

Publisher: Houghton Mifflin Harcourt

Materials/Program to be Reviewed: *Collections* ELD Resources: Language Workshop


Intended Teacher Audiences: Teachers of ELD and ELLs, Grades 6–12

Intended Student Audiences: Grades 6–12 ELD and ELLs

Language domains addressed in material: Vocabulary, 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).
Social and Instructional Language Standard 1, Language of Language Arts Standard 2

WIDA Language Proficiency Levels included:
The Emerging, Expanding, and Bridging proficiency levels align with WIDA levels in the following manner: Emerging (Level 1 Entering, Level 2 Emerging), Expanding (Level 3 Developing, Level 4 Expanding), Bridging (Level 5 Bridging, Level 6 Reaching).

Most Recently Published Edition or Website: © 2017

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

A primary part of the *Collections* ELD suite, the Language Workshop provides differentiated instruction to English Language Learners. It is a systematic program that coincides with the core instruction and is designed to be utilized at specific times when developing English language skills is the point of concentration. The Teacher Guide and Workshop Resources are used in tandem to supplement the core materials. Each Language Workshop lesson is segmented into five different daily instructional activities and features instruction targeting three levels of academic proficiency: Emerging, Expanding, and Bridging. These proficiency levels align with multiple systems of proficiency level designation, including WIDA.
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) Student assets and contributions are considered in the materials. In the Language Workshop Teacher’s Guide, students are commonly asked to connect their own ideas and experiences with themes and Essential Questions in the text materials. For example, in G7 L27 p. 482, students are asked to “share a time when a want felt like a need.” See also the following example in which students are asked to share information from their own experiences (G7 L4 p. 63):

   Expanding • Have students silently read lines 19–23 and then work as a group to find the main idea of the paragraph. Ask them to share relevant information from the text or their own experiences.
   • If necessary, provide sentence frames to help students explain their inferences: This sentence suggests ____.

2) Student assets and contributions are not systematically considered throughout the materials. While the program occasionally addresses this component, it is not addressed consistently throughout.
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?

1. Yes 2. No

2) Are the language features at the discourse dimension addressed systematically throughout the materials?

1. Yes 2. No

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

1) The instructional materials address language features at the discourse dimension in a consistent manner for all identified proficiency levels. Students answer questions about texts and respond to discussion prompts in each lesson of the Language Workshop. See the following example from G7 L27 p. 482:
2) The language features at the discourse dimension are addressed systematically throughout the materials. Each lesson in the Teacher’s Guide includes five parts: Connect to Text, Collaborate, Interpret, Produce, and Reflect. Each section offers students opportunities to engage in discourse to practice language skills. For example, see the following Scaffolded Conversations activity from G8 L4 p. 63. Formative Assessments give instructors regular opportunities to assess discourse skills and provide assistance.

SCAFFOLD CONVERSATIONS

• Explain that small groups will have their own conversations about a topic related to school. Distribute copies of a Main Idea and Details Graphic Organizer. Group students and give them the following prompt: What is a topic related to school that interests you?

• As a class, discuss and list possible topics, such as school lunch, recess, the school recycling program, gym class, after-school clubs, etc. Ask students to pick a topic they know well, so they can fill out the Graphic Organizer.

DIFFERENTIATE

Emerging

Have small groups choose a topic related to school. Ask: What is the most important thing you would like people to know about this topic? Have students discuss the answer and then write it as the main idea in their Graphic Organizer. Provide sentence frames to help students think of supporting details. For example, Gym is important because ______. Have students continue the conversation, asking each other simple questions and adding their own information. As students share and decide on their details, guide them to continue filling in their organizer.

Expanding

Bridging

Have small groups choose a topic related to school. Ask: What is the most important thing you would like people to know about this topic? Have students discuss the answer, and then guide them to write it as the main idea in their organizer. Direct students to continue their conversation by asking relevant questions, affirming others’ contributions, paraphrasing ideas, and adding their own information. Remind students to refer to their prior knowledge when they hear something confusing. As students share and decide on their details, guide them to continue filling in their organizer.

As small groups discuss, circulate to listen to conversations. Use the formative assessment items below to identify student strengths and challenges in exchanging information and ideas.

FORMATIVE ASSESSMENT

• Can student identify a main idea and related details for a topic?
• Does student ask questions, affirm others, paraphrase ideas, and add ideas that are relevant to the conversation?

RETEACHING STRATEGY

If students need additional support, review the main idea and details in the Model Conversation. Note that the main idea should include the topic and an interesting idea or fact about it. The details should all give more information about the main idea. Then guide students to complete their own organizer.
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) The Language Workshop addresses language at the sentence dimension in a consistent manner for all identified proficiency levels. Activities offer language instruction to support and ensure access for all learners, regardless of proficiency level. Throughout the program, students engage in a variety of differentiated reading and sentence-building exercises, whether using sentence frames to complete simple declarative sentences or connecting words and phrases to create complex sentences. See the following example from G8 L4 p. 69:
2) The language features at the sentence dimension are appropriate for the identified proficiency levels. Activities offer differentiated language instruction to support and ensure access for all ELLs. Throughout the program, students engage in a variety of sentence-reading and sentence-building exercises, whether using sentence frames to complete simple declarative sentences or connecting words and phrases to create complex sentences. See the following example from G7 L4 p. 59:

![Differentiate Example]

3) The language features at the sentence dimension are addressed systematically throughout the Language Workshop Teacher’s Guide. Differentiated activities throughout each grade-level lesson provide practice with reading and building sentences for a variety of purposes, including conversation, writing, and unpacking sentences for meaning. See the following example from G9 L4 p. 33:
C. Word/Phrase Dimension (multiple meanings of words, general, specific, and technical language)

1) Do the materials address language features at the word/phrase dimension in a consistent manner for all identified proficiency levels?

2) Are words, expressions, and phrases represented in context?

3) Is the general, specific, and technical language appropriate for the targeted proficiency levels?
4) **Is the general, specific, and technical 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) The Language Workshop Teacher’s Guide provides both written and oral activities for ELLs to learn, practice, and integrate new vocabulary skills at the word/phrase dimension. Differentiated instruction activities in each lesson provide scaffolded instruction and support for students of varied proficiency levels. *Zoom in on Words and Phrases* elements provide new words and phrases that students will learn and practice in each lesson. See the examples from G9 L4 pp. 30 & 32:

![Zoom In on Words and Phrases](image)

![Differentiate](image)
2) Words, expressions, and phrases are addressed in context. Each lesson includes activities that provide opportunities to connect words and phrases with read materials and with the student experience. See the following example from G9 L28 p. 188:
3) The general, specific, and technical language is appropriate for each proficiency level. Each Language Workshop lesson provides activities that focus on elements of vocabulary and word study and are differentiated to reach learners of different skill levels. See the following example from G8 L6 p. 95:

![Differentiate](image)

4) The general, specific, and technical language is systematically presented throughout the materials. Each lesson provides a differentiated Vocabulary Network feature. The Vocabulary Network focuses on a brief word list with a shared context, such as Words About Inventions. Once the lesson introduces the network, students have opportunities to expand their understanding of the new vocabulary by studying graphic organizers, completing sentence frames, or creating original sentences. See the following example from G9 L28 p. 185:
INTRODUCE VOCABULARY NETWORK

USE STUDENT-FRIENDLY EXPLANATIONS AND EXAMPLES

• Explain to students that they will learn and practice words about epic heroes: *apprehend*, *formidable*, *reckless*, and *vanquish*.

• Display Vocabulary Card 9.28 and share the student-friendly explanation and example for each word.

• Ask students to share examples of each vocabulary word. **Ask:**
  – *Why are police agencies trying* to apprehend *drug dealers?*
  – *Are there any formidable obstacles standing in the way of your dreams?*
  – *What kinds of activities would you consider to be reckless?*
  – *Does the hero always vanquish the villain? Explain.*

EXPAND VOCABULARY NETWORKS

• Provide each student with a copy of the blank Vocabulary Network. Have students fill in the center with “Words About Epic Heroes” and fill in the four vocabulary words: *apprehend*, *formidable*, *reckless*, and *vanquish*.

• Pair or group students and have them brainstorm examples, synonyms, antonyms, phrases, collocations, etc., using classroom resources, such as dictionaries and thesauruses. Circulate to offer support, using the Vocabulary Network on page 184 of this guide as a resource.

SHARE VOCABULARY NETWORKS

• Have volunteers share some of the additions they made to their Vocabulary Network.

• As volunteers share, encourage other students to ask questions for clarification. Remind students to add words to their Vocabulary Network as they listen.

• Encourage students to continue to add to their Vocabulary Network as they encounter additional information linked to words about epic heroes.
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) The *Collections* ELD Resources differentiate between proficiency levels. The Language Workshop uses strategic scaffolding methods to provide differentiated instruction for Emerging, Expanding, and Bridging English Language Learners at each of the Connect to Text, Collaborate, Interpret, Produce, and Reflect phases in each grade-level lesson. See the following example from G8 L13 p. 223:
2) Differentiation of language proficiency is developmentally and linguistically appropriate for the designated language levels. As stated above, the Language Workshop provides scaffolding and differentiated instruction to ELLs of varied proficiency levels. See the following scaffolding exercise from G8 L13 p. 225:

**SCAFFOLD CONVERSATIONS**

- Explain to students that they will now have their own conversations about main ideas in “What Is the Horror Genre?”
- Distribute a Main Idea and Details Graphic Organizer to each student. Then group students by learning level and give each group the following conversation prompt: Identify a main idea in “What Is the Horror Genre?” and find at least one reason in the text that supports the idea.

**DIFFERENTIATE**

- **Emerging**
  - Have students share their opinions about one main idea in lines 1–50. As students share opinions, remind them to justify their opinions with details from the text and their own knowledge of the horror genre.
  - Encourage students to ask speakers for details or examples to support their opinions. Students should also add relevant details. Remind students to communicate their ideas by combining clauses.
  - Students should then add their chosen main idea to their Graphic Organizer, along with reasons or details that support the idea.

- **Expanding**
  - Have students work in small groups to offer and justify their opinions about the main ideas in lines 1–50. Encourage students to be as persuasive as possible when expressing and supporting their opinions. Remind them to acknowledge others' opinions using a variety of phrases that combine clauses, such as *I heard you say ___*, and that's a good point. I still think ___, though, because ___.

- **Bridging**
  - Have students add their chosen main idea to their Graphic Organizer, along with at least two supporting reasons. Tell students to note the line numbers when they refer back to specific details in the text to support their opinions.

3) Differentiation of language is systematically addressed throughout the Language Workshop. The program provides both written and oral activities for ELLs to learn, practice, and integrate new language skills. As illustrated above, differentiated instruction and scaffolding occur in each of the Connect to Text, Collaborate, Interpret, Produce, and Reflect phases in each grade-level 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) The four language domains are targeted in the materials. At each grade level of the Language Workshop, ELLs are provided opportunities to practice listening, speaking, reading, and writing skills. For example, the instructional materials provide a variety of activities for listening engagement, such as the Listen to the Text activity on Day 1 and careful practice listening and responding to others’ ideas during discussions. Students also practice reading, writing, and speaking skills throughout the grade-level lessons. See the following examples from G9 L28:

- **Emerging**
  - Work with students to **reflect on their own draft**. Read the draft aloud as they listen carefully. **Ask: Can you see, hear, and feel what was happening based on this description?** Guide students in making revisions as needed.
  - Have partners **read aloud their draft** to each other. Tell them that they should be able to visualize what is happening. Have them work together to identify any part of the draft that is unclear and add details that will help readers better visualize the events.

- **Differentiate**
  - **Emerging**
    - Provide students with this sentence: *The sheep bleats.* Ask students whether the verb is present or past tense. *(present)* Then have them rewrite the sentence in past tense.
  - **Expanding**
    - Provide students with the sentence above. Ask them to rewrite the sentence using **past simple, past perfect, and present progressive verbs**.
  - **Bridging**
    - Provide students with the verbs **tell and argue**. Have students write original sentences for each verb, using **present progressive tense**.
    - Check to make sure the sentences are correct. Then have students exchange their sentences with a partner. Have the partner rewrite the sentence in **past perfect tense**.


2) The language domains are presented within the context of language proficiency levels. Throughout each Language Workshop lesson, differentiated instruction materials provide guidance and suggestions for supporting and challenging students at all language proficiency levels. The Differentiate feature uses scaffolds, such as sentence frames, discussion prompts, and proficiency-specific questions and responses, to address lesson Objectives and to support ELLs at their individual proficiency levels. See the following example from G11 L3:
3) The language domains are systematically integrated throughout the materials. As illustrated above, each grade level of the Language Workshop provides ELLs with opportunities to practice listening, speaking, reading, and writing skills. For example, the instructional materials provide a variety of daily activities related to the current reading selection. Meanwhile, students are also given daily practice in the areas of writing, listening, and speaking across the grade-level lessons.

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 do not connect the language development standards to state academic content standards.

2) The academic content standards are not systematically represented throughout the materials.

3) Social and instructional language standards and one or more of the remaining WIDA Standards are not present in the materials. While the Emerging, Expanding, and Bridging proficiency levels designated in the *Collections* ELD materials do align with the levels designated by WIDA, the WIDA standards are not present in the materials.

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
1) The materials effectively challenge students to achieve higher order thinking. Each lesson in every grade level provides activities that provide ELLs with practice in higher-order thinking skills, such as those represented by Bloom’s taxonomy. See the following example in which students demonstrate text comprehension by performing higher order thinking skills such as explain, discuss, and summarize.

(G11 L1 p. 9)

2) Opportunities for engaging in higher order thinking are systematically addressed in the materials. As stated above, each grade-level lesson of the Language Workshop integrates the language of higher order thinking into the differentiated instruction.
activities and assessments. See the following examples in which higher order terms such as identify, explain, identify, review, discuss, write, and share are incorporated for student learning. (G12 L14 pp. 96–97)

**FORMATIVE ASSESSMENT**

- Is the student able to identify words that produce effects?
- Is the student able to explain why the author has chosen certain words in his essay?

**RETEACHING STRATEGY**

If students need additional support in analyzing word choice, choose sentences with adjectives or verbs with strong connotations (e.g., glorious, repulsed, relinquished) and read them with weaker substitutions (e.g., impressive, opposed, delivered) Discuss how the meaning of the sentence changes with different words.

**REFLECT ON LEARNING**

- Have students review the excerpt and what they learned about Paine’s arguments against the British.
- Have pairs work together to write short paragraphs from Paine’s point of view, telling the British king his opinions.
- Ask volunteers to share their paragraphs with the class. Discuss how Paine would change his language if he were to address the king directly.

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**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.

The Language Workshop program is designed to scaffold instruction and accelerate student progress within and between proficiency levels. See the following literature from the Language Workshop implementation guide regarding student progress at the three designated proficiency levels (Teacher’s Guide p. 15)

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**Emerging Level**

At the **emerging level**, English learners enter with limited ability to communicate receptively and productively in English both in social and academic contexts.

English learners typically progress through this level rather quickly. They begin to respond to various communication tasks both in conversational and academic English using learned words or phrases with increasing ease.

As students exit from the emerging level, students can communicate in English in both social and academic contexts on a basic level. Students at the early stages of the emerging level generally require substantial support in order to communicate effectively in challenging or complex activities. As they become more familiar with English or if a task or topic is familiar to the student, the support required may only be moderate or light.

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**Expanding Level**

As they enter the **expanding level**, English learners are encouraged to increase their knowledge of English and use it in a variety of academic and social contexts appropriate for their age and grade level.

As English learners progress through this level, they move beyond using English only for immediate communication and learning needs and can begin to use the English language in more complex and intellectually challenging ways.

When students exit from the expanding level, they are able to use English to communicate and learn in a range of situations using a wider vocabulary and more complex linguistic structures. In the early stages of the expanding level, students require moderate support in order to communicate effectively in challenging or complex activities. As they become more familiar with English or if a task or topic is familiar to the student, the support required may only be light.

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**Bridging Level**

At the **bridging level**, English learners enter with the ability to communicate appropriately on a wide variety of tasks with multiple purposes and various audiences.

As they progress through this level, English learners are encouraged to advance their English language skills in order to make the transition to full communicative engagement across all academic disciplines without requiring designated ELD instruction.

Students that exit the bridging level are able to effectively communicate across a broad range of complex and new topics and tasks across multiple disciplines. In the early stages of the bridging level, students require light support in order to communicate effectively in complex tasks or topics. As students develop firmer understanding of English, support may only be occasional or not necessary.

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1) **The materials provide scaffolding supports for students to advance within a proficiency level.** As stated previously, the Differentiate feature uses scaffolds, such as sentence frames, discussion prompts, and proficiency-specific questions and responses, to support ELLs at their individual proficiency levels and to help them extend their skills. See the following example from G7 L4 p. 58:
The materials provide scaffolding supports for students to progress from one proficiency level to the next. Again, the Differentiate feature uses scaffolds, such as sentence frames, discussion prompts, and proficiency-specific questions and responses, to support ELLs at their individual proficiency levels. These exercises and Formative Assessments help ELLs extend their skills to the next level of proficiency. Reteaching Strategy aides give instructors extra support in ensuring students have command of fundamental concepts that will allow them to succeed at the next level. See the following example from G10 L32 p. 208:

**FORMATIVE ASSESSMENT**

- Is the student able to find context clues for unfamiliar words?
- Is the student able to use context clues to determine word meaning?

**RETEACHING STRATEGY**

If students need additional support using context clues, work as a class to determine the meaning of other words in the poem, such as *rock* (line 17), *back* (line 25), and *hands* (line 26).
3) The scaffolding supports are presented systematically throughout the materials. As shown above, each lesson in Language Workshop uses the Differentiate feature to scaffold instruction, monitor progress, and offer support of ELLs of varied proficiency levels.

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 language proficiency?**
   - Yes
   - No

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) Linguistically and developmentally appropriate grade-level content is present in the Language Workshop materials. Each day, students analyze authentic, complex, and grade-appropriate texts from the HMH *Collections* program. Beginning with the Language X-Ray, in which students focus on words and phrases from the current reading selection, Language Workshop provides focused instruction of the reading to ELLs of varied proficiency levels. See the example from G10 L11 p. 74. In this lesson, students are reading *The Metamorphosis*, by Franz Kafka:

Use the Language X-Ray below to help students focus on the language in the novella *The Metamorphosis*. Refer to Student Edition pages 93–95, lines 1–58.

**Zoom In on the Genre**

In *The Metamorphosis*, Kafka sets the scene of his novella very quickly. In the opening paragraph, he reveals that Gregor, the main character, has been transformed overnight into an insect. This opening immediately indicates to readers that this story will have unusual, fantasy-type elements. Kafka also uses word choices that control the pacing in this text to build tension and surprise.
2) Grade-level content is accessible for the targeted levels of language proficiency. Again, the Language Workshop scaffolds instruction to target students at the Emerging, Expanding, and Bridging levels of proficiency. See the following ELD Differentiate section from G9 L2 p. 20, in which students receive differentiated instruction of concepts related to “My Favorite Chaperone”:

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LISTEN TO THE TEXT
Focus on the conversation between Mr. Shanaman and Maya’s father, with Maya acting as the translator. Begin on page 11, and read lines 288–337.

DIFFERENTIATE

**Emerging**
- Read aloud the excerpt through line 300. Ask: How is what Maya told her father different from what Mr. Shanaman originally said? As appropriate, use simplified language to help students understand the text. (For example, Maya was asked to say Mr. Shanaman’s English words in Russian.)
- Continue reading aloud the excerpt, stopping occasionally to check for student understanding and answer questions. Help students understand that the author uses past-tense verbs—such as involved, was, and needed—to show that the characters are discussing events that happened in the past. Then, when the characters discuss what needs to happen in the future, the author shows this by using words in the future tense, such as will.
- After you have read aloud the excerpt, have pairs take turns reading it aloud. Circulate to provide assistance as needed.

**Expanding**
- Have students choral read the excerpt as you read aloud. Stop at various points to clarify information and check understanding.

**Bridging**
- Then pair students and have them take turns reading the passage aloud. Have students summarize the passage. Instruct students to make a three-column chart labeled Events that Happened in the Past, Events that Are Happening Now, and Events that Will Happen in the Future. Have students discuss the events and write each event in the correct column. Tell students to identify how they determined when the events occur.
- Finally, have students discuss why the author includes a scene in which Maya translates and explains the principal’s words to her father. Students should consider what the scene tells readers about both Maya and her father.
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3) As previously shown, grade-level content is present in the Language Workshop materials and is systematic in its presentation. Each week, students analyze authentic, complex, and grade-appropriate texts from the HMH Collections program. Beginning with the Language X-Ray, in which students focus on words and phrases from the current reading selection, Language Workshop provides focused instruction of the selection to ELLs of varied proficiency levels. The differentiated five-day lesson system is continuous throughout each grade level.
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) Students practice and develop a range of language functions in every lesson of the Language Workshop. The Language X-Ray builds on the Text X-Ray in the Collections core program, giving access and support to ELLs. Teachers and students use this tool to analyze genre, understand words and phrases, and recognize cultural references encountered in the selections. The Vocabulary Network features use graphic organizers to aid student comprehension of new words and phrases. The Unpack the Text feature helps students deconstruct a sentence to identify its meaning. See the following examples from the text:
Use the Language X-Ray below to help students focus on the language in “The Monkey’s Paw.” Refer to the scene in which the family returns home after burying their son. See Student Book pages 113–114.

**Zoom In on the Text**

“The Monkey’s Paw” is a classic horror story in which a man makes three wishes that have unforeseen consequences. He first wishes for money; this wish results in the death of his son. Distraught, the man’s wife begs him to wish for their son to come back to life. The man makes the wish but then is terrified when he hears a loud knocking at the door. He is so sure something bad will happen that he uses his final wish to undo his second wish. Because this story was written in 1902, students may need support with language and references that are specific to the time period and no longer familiar today.

**Zoom In on Words and Phrases**

- **state of expectation** = a feeling that something is going to happen
- **steeped in shadow and darkness** = sad and silent because their son died
- **lighten this load** = make something hard easier
- **days were long to weariness** = the couple was exhausted from being so sad
- **died away in his ears** = he could no longer hear her
- **in the parlor, on the bracket** = a bracket is a shelf; a parlor was a room used for entertaining
- **wish our boy alive again** = wish that their son were alive
- **you are mad** = British slang for “you are crazy”
VOCABULARY

Use the Vocabulary Graphic Organizer below to help students expand their understanding of the Vocabulary Words in Lesson 9. This organizer breaks words into their affixes and roots/base words, and it helps students understand how the parts’ meanings make up the whole meaning.

- **Impossible**
  - **Prefix**: im-
  - **Root/Base**: possible
  - **Meaning**: im- (not) + possible (able to be done) = impossible (not possible)

- **Cunningly**
  - **Prefix**: cunning (a sneaky skill)
  - **Suffix**: -ly (having the quality of)
  - **Meaning**: cunningly (to do something with great skill)

- **Unperceived**
  - **Prefix**: un-
  - **Root/Base**: perceived
  - **Meaning**: un- (not) + perceived (able to be seen) = unperceived (not seen or observed)

- **Pulsation**
  - **Prefix**: pulse (beating)
  - **Suffix**: -ation (an act of)
  - **Meaning**: pulsation (the act of beating)

(G8 L9 p. 150)
UNPACK THE TEXT

Use the Text Unpacking graphic below to help students unpack a sentence from "The Tell-Tale Heart." In this sentence, the narrator reveals to the police what really happened to the old man.

UNPACKING THE TEXT
Direct students’ attention to Student Book page 94. Read aloud lines 192–194.

FOCUS ON MEANING
Ask students to explain the sentence. Use the following to help students understand:
• This sentence is the resolution of the story. It is the point where the conflict ends or is resolved.
• The narrator calls the police officers villains because he suspects they are lying about not hearing the beating heart.
• To dissemble is to hide one’s true motives or feelings
• Even though the author chooses to end the story with the narrator’s confession, the reader can infer that the police officers will arrest him.

FOCUS ON DRAWING INFERENCES
Ask: Why do you think the narrator finally confesses his crime? (Answers will vary. Some may say the narrator is just crazy; others may say that he feels guilty and that the imaginary beating heart is a symbol of that guilt.) Remind students that they always should support inferences with text evidence, and that they can use verbs such as shows that, based on, suggests that, or indicates that to express their inferences.

IN OUR OWN WORDS . . .
Prompt students to tell what the sentence means in their own words.

(G8 L9 p. 155)
2) The language functions are incorporated into communicative goals and activities. In each week of the Language Workshop, the stated Objectives are met with differentiated instructional activities, sometimes collaborative, that include interactive discussions. See the following Differentiate activity from G12 L27 p. 180:

**RETURN TO THE TEXT**

Point out to students that the author uses special language and printing to convey the problems Tom has communicating to the rest of the world because of his health problems. Note that the italics signal to readers that this idea is important or different from the author’s narrative.

**Say:** Look at the conversation in lines 535–539. The author wrote this dialogue in italics to show it was spoken out loud. Note that part of line 541 is also written in italics. **Ask:** Is this part of the conversation? (No, it is a thought that Tom has, remembering something the nurse said earlier.)

**DIFERENTIATE**

**Emerging**

- **Ask:** Why does the author have some lines written in a slanted type of printing called italics? (to show that it is in some way different from what is printed in the usual or Roman letters)
  **Ask:** What tells you that some of the sentences in italics are what Tom or Ruby is saying? (says Tom in line 535 and Tom in line 538)

- Have students tell why they think Tom whispers the sentence in italics in line 541. (It is what he is thinking; so Ruby doesn’t hear him.)

**Expanding**

- Have students point out the lines on page 447 that are written in italics and have them offer suggestions as to why the author used a different kind of print. **Ask:** What clues show readers that the sentences in italics are different? (They are dialogue.)

- Have small groups discuss the different ways the author uses italics throughout the story.

**Bridging**

- **Ask:** How does the author use italics in the story? (to indicate dialogue, to show the contents of letters, for Tom to repeat things he has heard) Have students find examples and discuss the effect of the author’s use of italics.

- Have partners look at lines 390 and 399 where the author doesn’t use italics but could. Have students offer suggestions as to why the author did this. (for effect)
3) The language functions support the progression of language development. Each weekly lesson in the Language Workshop begins by introducing the objectives and target skills. Students then learn to apply new vocabulary and language skills for a variety of functions, aided by scaffolding. From the initial Connect to Text activities, to the Collaborate, Interpret, and Produce activities, and then to the Reflect activities, English Language Learners progressively gain fundamental language skills from the Anchor Text Lessons that will help them as they move through the Collections core program. This is also true for the Supporting Selection Lessons (Connect the Text, Acquire Vocabulary, Discuss the Text, Analyze the Text). The introduction to the Language Workshop Teacher’s Guide summarizes each daily program:

**DAY 1: CONNECT TO TEXT**

Each lesson begins by revisiting a critical selection from the core Journeys program, with an emphasis on comprehending and analyzing the author's use of English.

**DAY 2: COLLABORATE**

Student collaboration is central to Day 2 of the lesson. Students work with their peers to expand their knowledge of the Vocabulary Network and to engage in meaningful conversations about the lesson topic and text.

**DAY 3: INTERPRET**

Each lesson's third day focuses on developing students' interpretive skills, as they apply to both text and vocabulary comprehension.

**DAY 4: PRODUCE**

Each lesson's fourth day is dedicated to facilitating the development of narrative or informational writing or speaking products that demonstrate understanding of each language skill students have practiced in the lesson.

**DAY 5: REFLECT**

Each lesson's fifth day guides students through the process of reflection about what they have learned over the course of the lesson.