PRIME V2™

Protocol for Review of Instructional Materials for ELLs V2

WIDA PRIME V2 CORRELATION
Introduction to PRIME

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

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

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

New in This Edition

PRIME has been expanded to include

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

Primary Purposes

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

Primary Audience

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

At WIDA, we have a unique perspective on how to conceptualize and use language development standards. We welcome the opportunity to work with both publishers and educators. We hope that in using this inventory, publishers and educators will gain a keener insight into the facets involved in the language development of language learners, both in the
U.S. and internationally, as they pertain to products.

**Overview of the PRIME Process**

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

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

**PRIME at a Glance**

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PRIME Part 1: Provide Information about Materials

Provide information about each title being correlated.

Publication Title(s): ConceptLinks Literacy® Teachers Guides and the four leveled nonfictional informational student books and eBooks for each of these 20 different topics – Animals, Cells, Earth’s Changing Surface, Ecosystems, Energy, Force and Motion, Geography, Globalization, Healthy Body, Light and Sound, Managing Your Money, Oceans, Our Civic Life, Our Solar System, Plants, Properties of Matter, Stars and Galaxies, Volcanoes and Earthquakes, and Weather and Climate. The review also includes the Vocabulary Boosters™ product, which is a series of over 8,000 interactive digital flash cards with Basic (tier 1 and tier 2) vocabulary and tier 3 Academic Vocabulary words.

Publisher: Summit K12 Holdings, Inc.

Materials/Program to be Reviewed: ConceptLinks Literacy®, Vocabulary Boosters™

Tools of Instruction included in this review: Printed books, eBooks, teacher’s guides, lesson plans, assessments, worksheets, graphic organizers, pictures and photos, illustrations, diagrams, drawings, charts, graphs, timelines, interactives, manipulatives, and audio books.

Intended Teacher Audiences: 2nd-8th grade teachers of Reading, ELA, Science, and Social Studies, Reading Specialists, ELL support teachers, SPED teachers and specialists, Bilingual and Dual Language teachers, interventionists, and Newcomer teachers including High School teachers with newcomers or struggling readers

Intended Student Audiences: English Language Learners, Students with Special Needs, any students not reading on grade level or to be used as an enrichment resource

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

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

☐ WIDA Spanish Language Development Standards

☒ WIDA English Language Proficiency Standards

WIDA Language Development Standards addressed: (e.g. Language of Mathematics). Social and Instructional Language, and the Language of Language Arts, Mathematics, Social Studies, and Science

WIDA Language Proficiency Levels included: 1 Entering – 2 Emerging – 3 Developing – 4 Expanding – 5 Bridging

Most Recently Published Edition or Website: 2016; www.summitk12.com
In the space below explain the focus or intended use of the materials:

Differentiated Instruction in a general education classroom, targeted support for ELL, SPED, 504, and Newcomer Students, tier 2 intervention, before school, after school, and/or summer school; guided reading program, nonfiction bookroom collection, sheltered instruction, dual language and bilingual classrooms.

*ConceptLinks®* builds literacy and develops language through rich nonfiction texts that introduce core concepts in science and social studies. Comprised of 20 standards-based modules (covering 16 science topics and 4 social studies topics), *ConceptLinks®* provides robust differentiated instruction that develops students’ proficiencies across the domains of speaking, listening, reading, and writing. Each module topic is presented through four leveled Student Books, with the vocabulary, language, and concept load increasing at each level. The Teacher’s Guide for each module provides in-depth, scaffolded support for vocabulary and language development, concept knowledge, close reading and higher-order thinking skills, and writing. Additional resources such as the Vocabulary Boosters, Concept Boosters, Newcomer Lessons, visual aids, multilingual worksheets, and leveled assessment tools support and extend student learning. *ConceptLinks®* provides differentiated instruction for the general education or dual-language classroom and provides targeted support for ELL, SPED, 504, Tier 2 intervention, and Newcomer students.
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. Students assets and contributions are considered throughout the ConceptLinks Literacy program in activities that connect the student to the content, and through discussions that encourage students to share prior academic knowledge as well as personal life experiences. Before students begin each set of books, they participate in a prior knowledge and background building activity called Concept Connector. Content related images are presented to the class, and leveled and open-ended questions that ask them to relate the to their own experiences and knowledge guide the discussion. See a representative example of the type of questions presented in Concept Connector from the “Ecosystems” unit:

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**Ecosystems Concept Connector Poster, Side A—Discussion Notes**

**Access and Assess Prior Knowledge**
Display the images on Side A. Use these teaching notes to guide a group discussion. Begin with questions that help students’ access their prior knowledge about ecosystems

- Have you ever been in a desert? What was it like?
- What can you see and hear in the desert?
- What things do you notice in this scene?

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A pre-reading vocabulary building activity considers student assets and contributions uses questioning strategies to help develop connections to the science and social studies terms. See a representative example:
Student assets and contributions are also considered in numerous instructional features including worksheets that incorporate open ended questions, writing that encourages creating opinions, and academic discussions. View a representative end of chapter activity called Make Connections that encourages students to connect personally to content, contribute original ideas, personal experiences, and opinions. Example from “Plants: Growing and Using Energy.”

At the end of each book, a lesson called Career Explorations presents an occupation associated with the content of the book. In “Plants: Growing and Using Energy” the lesson describes the duties of work in a Botanical Garden. Students are asked if they would like or dislike this profession. The Teacher’s Edition (TE) includes extensions that ask students to conduct research, interviews, and share their results with the class regarding the occupation. See examples:
2. Opportunities for students to contribute and share their academic, cultural, and personal knowledge are found systematically throughout the ConceptLinks Literacy program. The program has a structured design that repeats throughout the books and levels. Pre-reading, during reading, and post-reading activities follow a formulaic manner that promotes consistent pacing. For example, the Concept Connector activity that establishes prior knowledge and builds background is first activity in every unit.

2. Academic Language

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

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

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

| Yes | No |

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

| Yes | No |

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

1. ConceptLinks Literacy provides consistent opportunities to practice discourse for all targeted proficiency levels. Each student book presents a range of speaking and writing activities that promote thoughtful communication and the sharing of ideas. At the beginning of the units, teachers lead a guided and open ended discussion that activates prior knowledge and builds background. In the pre-reading feature Develop Language, students discuss the content of images while practicing new vocabulary and language. All books contain 3 chapters, and each chapters ends with Your Turn practice activities that encourage peer discussions and cooperative learning. The books conclude with a series of content connections to the real world and language activities that promote discourse. See representative examples from “Properties of Matter: Chemical Reactions:”
Writing lessons are located after the chapters, at the end of the book, and in the TE. They range in complexity from completing a graphic organizer to writing a persuasive speech. End of unit Writing Workshops promote a 5 step writing process including peer discussion and review. See representative examples of student book writing activities found in “Plants SB3: Growing and Using Energy.”

2. Discourse level language features are presented systematically throughout the program. In all levels, language lessons are placed in the identical textual order. Books begin with a Develop Language activity, chapters conclude with Your Turn lessons that include writing and speaking exercises, and books end with lessons that deepen understanding of the content and practice new language. View the table of contents from two representative books that show the systematic presentation of language activities.
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. Each leveled book and TE includes sentence dimension language speaking and writing features that are leveled and supported for all targeted language proficiencies. Readings contain language practice, discussions, comprehension questions, and writing that practices a variety of grammatical structures. The TE presents further practice with activities like Learning Master worksheets and Writing Workshops that utilize an intensive 5-step writing process. See examples from the unit “Oceans.”

**Communicate**

England is located far to the north. But its climate is mild. Temperatures in winter are usually not very cold. Explain to a friend how ocean currents help produce this mild climate.

1. The Gulf Stream
2. The warm water
3. The warm air

**Adjectives that Compare**

When you compare two things, you can use adjectives that end in -er.
When you compare three or more things, you can use adjectives that end in -est.

If the adjective ends in two consonants, add -er or -est.
- cold + er = colder
- cold + est = coldest

If the adjective ends in one consonant, double the consonant and add -er or -est.
- big + er = bigger
- big + est = biggest

If the adjective ends in y, change y to i and add -er or -est.
- salty + ier = saltier
- salty + iest = saltiest

**Examples**

- The Atlantic Ocean is bigger than the Arctic Ocean.
- The Pacific Ocean is the biggest ocean.

Look back through the book. With a friend, talk about the places where the ocean water is the deepest, the coldest, and the brightest.

**Write a Comparison**

Find out more about two of Earth’s oceans. Compare the two oceans.
- For each ocean, find out the size.
- Tell how deep each ocean is.
- Find out the temperature of each ocean.

**Words You Can Use**

- smaller than
- deeper than
- warmer than
- colder than
2. Language features at the sentence level are made accessible to multiple learning levels through differentiated instruction, instructional supports, and embedded instructional scaffolds. Newcomer lessons that are translated into 5 languages, are available for each unit and teach word/phrase/and sentence level basic language. Supports like graphic organizers, audio supports, on-page Spanish translations for all Key Ideas, interactive comprehension questions, and language and writing models are numerous and frequently presented throughout the program.

Students can click on the Key Idea feature to see a translation in Spanish.
3. Language features at the sentence dimension are addressed systematically throughout the ConceptLinks program. Unit TE’s and leveled texts have a well organized and systematic design that creates a natural flow to the non-fiction topics and language development activities. The Concept Connector lesson begins each unit and uses guided and open-ended questions to activate prior knowledge and build background knowledge through whole class discussions. Before each reading, new vocabulary is practiced in sentence level activities that build language skills. After each chapter, the Your Turn lessons include sentence level communication and writing practice. End of chapter lessons relate content to real-world professions, then ask students to share their thoughts and opinions regarding the job. The Writing Workshop in the TE ends every unit, and uses a rigorous 5 step writing process that includes peer review and collaboration.

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? \(\text{Yes} \quad \text{No}\)

2) Are words, expressions, and phrases represented in context? \(\text{Yes} \quad \text{No}\)

3) Is the general, specific, and technical language appropriate for the targeted proficiency levels? \(\text{Yes} \quad \text{No}\)

4) Is the general, specific, and technical\(^2\) language systematically presented throughout the materials? \(\text{Yes} \quad \text{No}\)

\(^1\)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.
Justification: Provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

1. Each ConceptLinks TE and leveled text presents language features at the word/phrase level consistently and systematically. Unit instruction begins with a whole class activity called the Concept Connector that activates prior knowledge, reviews relevant language, and introduces new academic vocabulary. Before students begin reading their leveled book, academic, technical, and specific vocabulary is introduced with audio support. A pre-reading language lesson presents the vocabulary in context, with graphics, and with a discussion activity. All examples in this section are found in the unit “Animals.”

In the TE, Learning Master worksheets and lessons build new vocabulary knowledge in words, phrases, and sentence based practice. During reading, vocabulary is highlighted, defined on page, and presented with graphic supports like illustrations or photographs.
Vocabulary is practiced and used in speaking, listening, and writing activities throughout the unit. See representative examples:

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**Invertebrates**

All animals can be immediately classified into two groups by a trait called a backbone. A backbone is a line of bones down the middle of an animal's back. Animals that have backbones are **vertebrates**. Animals that do not have backbones are **invertebrates**.

**Some Invertebrate Groups**

<table>
<thead>
<tr>
<th>Example</th>
<th>Shared Traits of Each Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sponges</td>
<td>• no backbone&lt;br&gt;• adults do not move</td>
</tr>
<tr>
<td>Annelids</td>
<td>• no backbone&lt;br&gt;• soft bodies with segments</td>
</tr>
<tr>
<td>Mollusks</td>
<td>• no backbone&lt;br&gt;• most have soft bodies with a muscle like foot</td>
</tr>
<tr>
<td>Echinoderms</td>
<td>• no backbone&lt;br&gt;• covered with rough skin and spines</td>
</tr>
<tr>
<td>Arthropods</td>
<td>• no backbone&lt;br&gt;• hard outer covering, or exoskeleton, for protection</td>
</tr>
</tbody>
</table>

**Ectothermic Vertebrates**

Vertebrates are animals with backbones. Usually a vertebrate's backbone is part of a larger internal skeleton called an endoskeleton. An endoskeleton grows as the vertebrate grows.

Some vertebrates and all invertebrates are **ectothermic**. These animals do not produce enough heat inside their bodies to control their body temperature. This means their body temperature changes with the temperature of their surroundings.

For example, if it is cool outside, the body of an ectothermic animal cools down. This also slows its activities. The turtle in the photo below is sitting in the sun to warm up. If the turtle's body temperature is too low, the turtle cannot move enough to find food.

**Ectothermic Vertebrate Groups**

<table>
<thead>
<tr>
<th>Example</th>
<th>Shared Traits of Each Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fish</td>
<td>• backbone&lt;br&gt;• fins for swimming</td>
</tr>
<tr>
<td>Amphibians</td>
<td>• backbone&lt;br&gt;• need water for part of their life cycle&lt;br&gt;• may have gills during part of their life cycle</td>
</tr>
<tr>
<td>Reptiles</td>
<td>• backbone&lt;br&gt;• lungs for breathing for entire life</td>
</tr>
</tbody>
</table>

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**Write a Description**

Choose an animal in this book. Find out more about this animal's traits. Write a description of the animal.

- Give the animal's scientific name.
- Describe at least four of the animal's traits. Give details about the traits.
- Tell whether the animal is a vertebrate or an invertebrate.
- Tell whether the animal is ectothermic or endothermic.

---

**CLASSIFY**

Look at the photos on this page and classify them into the chart below. Mark whether each animal is ectothermic or endothermic.

<table>
<thead>
<tr>
<th>Vertebrate</th>
<th>Photo</th>
<th>Ectothermic</th>
<th>Endothermic</th>
</tr>
</thead>
<tbody>
<tr>
<td>fish</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>amphibian</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>reptile</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>bird</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>mammal</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**MAKE CONNECTIONS**

Do you think you are ectothermic or endothermic? Explain your answer.
2) Academic words, expressions, and phrases are presented within the context of the reading content, or are related to the language domain lessons. They are first presented in a prior knowledge activity that promotes connection to the language and content. During the readings and language domain practice, terms are presented in activities, with graphic supports, and defined on-page.

3) ConceptLinks presents general, specific, and technical language appropriate for the targeted proficiency levels. Specific and technical language is supported with graphics, audio, and multilingual flashcards in 20+ languages. Additionally, the end of chapter feature Expand Vocabulary is a word study lesson that extends word meanings. View examples:

4) ConceptLinks practices basic and academic language systematically in every leveled text. General language is practiced in discussions, cooperative activities, writing practice, and readings throughout the program. Newcomer lessons are available for all units in 5 languages and teach general language and technical language in graphically supported and interactive lessons. Specific and technical language is presented in the systematic methods described in part 1.

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. Concept Links Literacy is a leveled program program with 80 interactive books (64 Science titles, 16 Social Studies titles) that allows students to start at their appropriate level, makes science and social studies concepts accessible, and moves students toward grade-level literacy. All books are leveled using multiple scales including Lexile, TESOL, DRA, Guided Reading, and Reading Recovery. There are four levels in the program: Blue, Green, Orange, and Purple. Blue aligns with 2-3rd grade reading levels, Green to 3rd-4th grade, Orange to 4th and 5th, and Purple aligns to 5th and 6th grade reading levels. The content includes standard aligned content from grades 3rd-8th, but the reading levels correspond to 2nd-6th grades. See the following explanatory charts:

![Explanatory Charts](image)

Teachers place students into the appropriate level using the Place Your Students guide located in each TE. A Placement Guide that uses WIDA levels and performance descriptors is currently in development. See example:
The Social Studies and Science content is spiraled through the levels. The Blue level covers core objectives, and concepts then spiral and expand as the student advances through the higher levels. In the Science series, each e-book covers a Physical Science, Earth Science, or Life Science topics like Chemical Changes, Our Solar System, or Plants. The topic is covered in all four levels with the spiraling content. See and overview of spiraled content in a representative series:
Additionally, there is a Newcomer e-book. It is designed for students with little or no proficiency in English and includes vocabulary development, audio support, and worksheets that are translated into 5 languages. Newcomer lessons provide 5 to 10 days of instruction at around 20 minutes per day. View the systematic structuring of the Newcomer lessons:

View Newcomer lesson worksheets from the Force and Motion module in English, Spanish, Arabic, and Vietnamese:
2. Differentiation of content is linguistically and developmentally appropriate for the targeted levels and is made accessible with a range of instructional scaffolds and interactive, graphic, and sensory-rich supports. These include but are not limited to newcomer lessons for each unit, on-page translated vocabulary and key ideas, interactive vocabulary flashcards translated into 20+ languages, workbook activities translated into numerous languages, and cooperative activities that include whole class and partner discussions. Content is enriched and supported with frequent graphic aids, primary source materials, interactive activities, and extension lessons that include state-specific resources.

3. The leveled program is structured systematically and provides supports and differentiation of content in the same way throughout the series. For example, each book promotes consistent pacing with 24 pages of content, 3 chapters, with similarly structured pre and post reading activities. As stated in part 1, the books are leveled using multiple national scales to insure the levels are accessible to the targeted proficiency levels.
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. ConceptLinks Literacy content includes targeted practice in all language domains. Reading skills are developed through guided or independent leveled nonfiction texts with embedded reading comprehension strategies and language development lessons.

Writing activities are found throughout the texts and intensive Writing Workshops are available for every unit in the TE. Writing Workshops include 4 writing prompts and follow a 5-step process that includes preparing for writing, drafting, revising, editing, publishing, and presenting. Students practice writing in a range of genres including writing to persuade and to describe, and projects that involve research. Writing and oral presentation rubrics provide consistent grading. An adapted WIDA rubric for writing and speaking is available, and is easy to use for a professional implementing WIDA. See representative examples from the unit Weather TE and Student Book:
Students build listening and speaking skills in activities that involve discussions, cooperative learning, practicing new language, and presenting projects. See examples from the unit Weather:
To promote fluency and vocabulary development, students can click an audio icon to have books and vocabulary read to them in the audio supported e-books.
2) All listening, speaking, reading, and writing activities are appropriate for the targeted proficiency levels. The leveled program engages students at their own reading level and integrates instructional scaffolding and interactive/graphic/sensory supports. For example, texts are highly visual and include a multitude of graphics that support the science and social studies content. Writing workshops are leveled and include leveled instructional supports like graphic organizers and writing models. Speaking/listening activities often include guided questions and language starters to assist communication.

View examples of differentiated instruction and supports in the Writer’s Workshop in the unit Weather:

<table>
<thead>
<tr>
<th>Writing Ideas</th>
<th>Graphic Organizers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Image Bank Flash Drive</td>
<td>Resource Drive</td>
</tr>
<tr>
<td><strong>BLUE LEVEL</strong></td>
<td><strong>GREEN LEVEL</strong></td>
</tr>
<tr>
<td>Images of weather during different times of the day</td>
<td>Images of different climates in different locations around the world</td>
</tr>
<tr>
<td>Two-column chart to sequence daily weather changes</td>
<td>Three-column chart to describe a location’s climate</td>
</tr>
</tbody>
</table>

If students need to do further research, provide access to reference materials or Internet resources.

**Draft**

Allow time for students to write a first draft of their assignments. Scaffold the writing according to their proficiency levels:

- Students at lower levels can use the Writing Model as a framework, copying the model and replacing all the underlined words with their own ideas.
- Students at higher proficiency levels can refer to the Writing Model as a guide for their own original writing.

**HOME LANGUAGE SUPPORT**

Students may write more extensively in English if they first use their home language to generate writing ideas.
3) ConceptsLinks Literacy presents listening, speaking, reading, and writing activities systematically throughout the program. Books, e-books, resources, and the TE are structured the same in every unit. Pre-reading, during reading, and after reading language domains are structured in the same way in every book. For example, each unit begins with a discussion activity that taps into prior knowledge and builds background knowledge and ends with the Writer’s Workshop. View the systematic presentation of domain activities in the Table of Contents from Weather and Animals:
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. Academic content standards were systematically used to compose language development content, choose science and social studies content, and guide instructional routines throughout ConceptLinks. The 4 social studies topics (Geography, Globalization, Managing Your Money, Our Civic Life) and 16 science topics (including Weather, Volcanoes and Earthquakes, Plants, Animals, and other topics) are TEKS, NGSS, and ELDS-aligned. Reading, writing, and listening/speaking content align with grade level Common Core State Standards, and fulfill the nonfiction requirements. Science and social studies content is spiraled through the levels. The beginning level covers core objectives, and concepts then
spiral and expand as the student advances through the 3 higher levels. Assessments track student progress in both content skills as well as language skills development. See below for a sampling of the assessments included in each unit.

View correlations to all fifty states and National Standards like the Common Core, NGSS, and TESOL at the SummitK12 website: [https://www.summitk12.com/about-summit-k12/standards-page/](https://www.summitk12.com/about-summit-k12/standards-page/)
2. Content that aligns to national language and content standards is systematically presented in each leveled book and throughout the series. Each unit consists of 4 leveled books with a consistent structure that presents information related to the same topic like Weather. The different levels provide a spiraled content but the overlapping content doesn’t register as redundant, but rather as large themes with complex and abundant information. Instructional objectives and connections to the standards are listed in the TE of each unit.

3. Social and Instructional Language and the WIDA standards of the Language of Language Arts, Science, Social Studies, and Mathematics are present in the ConceptLinks Literacy program. It can be used as a tool to form cross content academic connections and develop literacy. Classroom instruction promotes collaborative work, and small group or whole class discussions that provide engaging social and academic interactions. In both online and classroom instruction, students encounter systematic instructional language that guides them through the activities, projects, and assessments. The WIDA standards of Science and Social Studies are represented in the non-fiction reading content. The language of Mathematics is found in the academic vocabulary and non-fiction charts and illustrations that demonstrate content. See examples from the unit Weather:

4) 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

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

2) Are opportunities for engaging in higher order thinking systematically addressed in the materials? 

   - Yes  
   - No
1) ConceptLinks Literacy encourages students to apply higher order thinking skills in every leveled book and throughout the unit. In class and peer discussion activities, like the pre-reading feature Concept Connector, students answer question types that connect personal life to content and develop skills like reflecting, comparing, analyzing, and evaluation. The nonfiction Science and Social Studies readings include comprehension strategies that promote evaluation of the material and comprehension activities that practice using textual evidence. Writing lessons teach language that persuade and develop arguments based on facts and evidence. Additionally, the TE includes extension lessons that requires students to ask questions and do follow up research. These activities act to personalize the lessons so that students can deepen their understanding of the content and present/share/teach new knowledge to peers.

See representative examples:

Students visualize and analyze images based on personal observation.

Students compare and contrast throughout the levels.
Properties of Matter, Purple Level (Bridging) Animals, Blue Level (Emerging)

Students compare, analyze, make connections, and share ideas.

**COMMUNICATE**

Look at the animals in this book. Choose two animals that move in different ways. Write sentences and draw pictures to explain how each animal moves. Discuss how each animal is adapted to move that way.
View an overview of strategies and skills that include higher-order skills like analyzing and comparing practiced in the Social Studies series:

<table>
<thead>
<tr>
<th>ConceptLinks® Module Topics</th>
<th>Comprehension Strategy</th>
<th>Language Development</th>
<th>Social Studies Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography</td>
<td>Ask Questions</td>
<td>Use Analogies</td>
<td>Read Maps</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Words that Explain</td>
<td>Summarize</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Words that Compare</td>
<td>Compare</td>
</tr>
<tr>
<td>Globalization</td>
<td>Make Inferences</td>
<td>Statements and Examples</td>
<td>Interpret Data</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sequence Words</td>
<td>Analyze Cause and Effect</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Words that Persuade</td>
<td>Make Decisions</td>
</tr>
<tr>
<td>Managing Your Money</td>
<td>Determine Importance</td>
<td>Words that Ask Questions</td>
<td>Make Decisions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Words that Compare</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Examples that Explain</td>
<td></td>
</tr>
<tr>
<td>Our Civic Life</td>
<td>Synthesize</td>
<td>Words that Persuade</td>
<td>Infer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use Persuade</td>
<td>Summarize</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Compare</td>
<td>Make Decisions</td>
</tr>
</tbody>
</table>

2) ConceptLinks integrates lessons that develop critical thinking systematically in each leveled book and TE. The following example features are representative of lessons found in every thematic unit and leveled book:

Career Explorations: End of book feature where students evaluate, research, ask questions, and reflect. See example:

Lesson extensions encourage students to share knowledge and give feedback.
5) Supports for Various Levels of Language Proficiency

1) Do the materials provide scaffolding supports for students to advance within a proficiency level?  
   Yes  No

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

3) Are scaffolding supports presented systematically throughout the materials?  
   Yes  No

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

1. ConceptLinks is a leveled program that provides a multitude of scaffolding supports for students to advance within a proficiency level. E-book readings and lessons include graphic, interactive, and sensory supports like illustrations, scientific renderings, photographs, graphic organizers, interactive comprehension questions, and activities that ask students to draw, discuss, and respond with opinions. E-book readings and vocabulary activities are audio supported. Within the readings, students can click on key concepts and vocabulary to see a translation into Spanish. Vocabulary is taught in context, with graphic and language supports, and defined in English and Spanish. Interactive and multilingual vocabulary flashcards are available in over 20 languages, and are supported with graphics. Extension lessons in the TE are leveled and include instructional scaffolding like cooperative activities, graphic supports, and interactive projects. For example, the Writing Workshop is supported with writing models, peer reviews, graphic organizers, and language starters specific to the writing genre. Additionally, Newcomer lessons are available in over 5 languages and include at home resources for family participation.
2. The program provides scaffolding supports that move students from one level to the next. For example, after students read and complete the skill practice in their leveled book, they are encouraged to read a higher leveled book with support. Supports include working in groups, with a more proficient partner, or using the audio support embedded into the e-book. Pre and post unit tests, chapter formative assessments, end of book science tests, language skills assessments, reading comprehension assessments, and student self assessments monitor student development throughout the program and provides data that identifies when students need extra support or enrichment.

3. Scaffolding supports are presented systematically throughout all lessons in ConceptLinks. The following examples from the unit “Animals” are representative of the types of supports found throughout the program.
Reading content and new vocabulary are supported with illustrations, photographs, examples, and audio tracks.
Students can click on the feature Key Idea for a translation into Spanish.

Vocabulary flashcards are translated into 20+ languages.

Graphic organizers like diagrams and charts are used in the instructional language, readings, comprehension lessons, language practice, and writing lessons.
Resources like extension lessons, worksheets, interactive games, online Concept Boosters lessons, and cooperative research projects are found throughout every TE. The digital Teacher’s Guide will provide links to many of the visual aids found in the e-books as well as additional worksheets. See representative examples of worksheets from the Animals Newcomer lesson:
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) ConceptLinks presents linguistically and developmentally appropriate grade-level content throughout the program. The leveled texts cover reading levels for grades 2-5 and standards-based science and social studies content that interests students in grades 2-8+. This instructional design enables students to master grade-level science and social studies standards regardless of their reading levels. View a chart that correlates the leveled texts (Blue, Green, Orange, Purple) to reading levels and grade-level content:

![ConceptLinks Building Blocks](image)

Topics and content closely correlate to grade-level national and state standards. View correlations to all fifty states and National Standards like the Common Core, NGSS, and TESOL at the SummitK12 website: [https://www.summitk12.com/about-summit-k12/standards-page/](https://www.summitk12.com/about-summit-k12/standards-page/)

High-interest topics are supported with visuals and interactive features that help to engage a large range of grade-levels while promoting active learning. Reading comprehension activities, extensions lessons, writing workshops, and whole-class/small group discussions that surround reading content are appropriate for the targeted grade levels and provide additional scaffolding and extensions for students working above or below level. Graphics including illustrations and photographs are relatable to a range of ages and not specific to a certain age group. See example topics, content, and visuals from Level Blue and Level Purple in the unit “Force and Motion:”
Blue Level - Reading Levels 2-3rd Grades

Purple Level - Reading Levels 5-6th Grades
2) Grade-level content is made accessible to the targeted proficiency levels by providing leveled and supported texts that make core science concepts and grade-level content accessible to all learners. Students start in their appropriate level and move toward grade-level competencies in literacy, language, science, and social studies. Differentiation of content, instructional scaffolding, and interactive, graphic, and sensory supports are found in every lesson in the student books and TE. Examples include but are not limited to illustrations, informational graphics, vocabulary supports like multilingual flashcards, language models, writing models, cooperative learning activities, and on-page vocabulary and key idea supports that are translated into Spanish.

3) Grade-level content is systematically presented throughout the ConceptLinks program. The 16 standards-based science modules and the 4 standards-based social studies modules include four differentiated student e-books on the same topic. Content in the Blue level contains the fundamental concepts, and as the levels advance the content spirals to more advanced and higher grade-level standards. This method is of spiraled grade-level content is consistent over each unit and throughout the program.
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. ConceptsLinks Literacy presents a range of WIDA defined language functions like classify, compare, and observe throughout the instructional language that guides the readings and surrounding lessons in every leveled book. ConceptsLinks instructional language applies language functions that include but are not limited to: explore, develop, restate, describe, share, draw, label, tell, expand, explain, collect, discuss, observe, and combine. Example activities using language functions might be “Describe the animals and then make comparisons” or “Label each class of vertebrates.” See representative examples of instructional language using language functions from the “Animals” book series:

- **Write a Comparison**
  Choose two animals in this book. Find out more about the animals. Describe the animals and then make comparisons.
  - Tell some of the traits the animals have.
  - Tell how they are alike and different.

- **Words You Can Use**
  but and so is and so does

- **EXPAND VOCABULARY**
  The Latin name for the class of birds is Aves. Find out about the following words. Explain their connection to birds by writing sentences and drawing pictures.

- **SHARE IDEAS**
  Describe some other animals and their habitats that you know about.

- **COMMUNICATE**
  Make a poster. Draw a picture of an animal from each of the 5 classes of vertebrates. Label each class. Tell one thing about the animals in each class.
2. Language functions are always attached to a context and are incorporated into all of the lesson activities and guide instruction throughout the leveled texts. They are used to title the activities, and in the descriptive instructional language. Language functions are often presented with visual supports like illustrations, photographs, and graphic organizers.

Additionally, the Strategy Focus reading comprehension activity concentrates on a skill like visualize, restate, or describe that is practiced and applied through the book. View examples:

3. Language functions are presented systematically in the instructional language throughout the program. WIDA defined language functions are present in all activities including the teacher guided language used in classroom discussions, and in the practice worksheets and activities. The examples presented in part 1 and 2 are representative of how language functions are presented throughout all levels.