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**

<table>
<thead>
<tr>
<th>Standards Framework Elements Included in the PRIME Inventory</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Asset-based Philosophy</strong></td>
</tr>
<tr>
<td>A. Representation of Student Assets and Contributions</td>
</tr>
<tr>
<td><strong>2. Academic Language</strong></td>
</tr>
<tr>
<td>A. Discourse Dimension</td>
</tr>
<tr>
<td>B. Sentence Dimension</td>
</tr>
<tr>
<td>C. Word/Phrase Dimension</td>
</tr>
<tr>
<td><strong>3. Performance Definitions</strong></td>
</tr>
<tr>
<td>A. Representations of Levels of Language Proficiency</td>
</tr>
<tr>
<td>B. Representations of Language Domains</td>
</tr>
<tr>
<td><strong>4. Strands of Model Performance Indicators and the Standards Matrices</strong></td>
</tr>
<tr>
<td>A. Connection to State Content Standards and WIDA Language Development Standards</td>
</tr>
<tr>
<td>B. Cognitive Challenge for All Learners at All Levels of Language Proficiency</td>
</tr>
<tr>
<td>C. Supports for Various Levels of Language Proficiency</td>
</tr>
<tr>
<td>D. Accessibility to Grade Level Content</td>
</tr>
<tr>
<td>E. Strands of Model Performance Indicators</td>
</tr>
</tbody>
</table>
**PRIME Part 1: Provide Information about Materials**

Provide information about each title being correlated.

<table>
<thead>
<tr>
<th>Publication Title(s):</th>
<th>ESL ReadingSmart</th>
</tr>
</thead>
<tbody>
<tr>
<td>Publisher:</td>
<td>Edmentum</td>
</tr>
<tr>
<td>Materials/Program to be Reviewed:</td>
<td>ESL ReadingSmart Program</td>
</tr>
<tr>
<td>Tools of Instruction included in this review:</td>
<td>All Levels of the Program and Supplemental Resources</td>
</tr>
<tr>
<td>Intended Teacher Audiences:</td>
<td>Curriculum Administrators &amp; Teachers Grades 4-12</td>
</tr>
<tr>
<td>Intended Student Audiences:</td>
<td>4th Grade – Adult Learners</td>
</tr>
<tr>
<td>Language domains addressed in material:</td>
<td>Listening, Speaking, Reading, Writing</td>
</tr>
<tr>
<td>Check which set of standards will be used in this correlation:</td>
<td></td>
</tr>
<tr>
<td>☐ WIDA Spanish Language Development Standards</td>
<td></td>
</tr>
<tr>
<td>☑ WIDA English Language Proficiency Standards</td>
<td></td>
</tr>
<tr>
<td>WIDA Language Development Standards addressed: (e.g. Language of Mathematics):</td>
<td>Social and Instructional Language, Math, Social Studies and Science</td>
</tr>
<tr>
<td>WIDA Language Proficiency Levels included:</td>
<td>Newcomers-Advanced (Entering-Reaching)</td>
</tr>
<tr>
<td>Most Recently Published Edition or Website:</td>
<td><a href="http://www.eslresdingsmart.com">www.eslresdingsmart.com</a></td>
</tr>
<tr>
<td>Program Description:</td>
<td></td>
</tr>
<tr>
<td>ESL ReadingSmart is a web-based program that supports English-language acquisition and academic success for 4th grade through adult English language learners through diagnostic capabilities, standards-aligned activities, and supplemental teacher resources.</td>
<td></td>
</tr>
<tr>
<td>Examples in this correlation are taken from the Student and Teacher Sections of the program and include all levels.</td>
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</tr>
</tbody>
</table>
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) ESL ReadingSmart considers student assets and contributions by providing many opportunities for students to connect to content and share personal experiences. Before each reading, teachers guide discussions that encourage students to share prior knowledge of the topic. For example, in Level 1 the first reading topic is about Martial Arts. In a whole-class discussion, students are asked if they have seen any movies or studied martial arts. They share their experiences and demonstrate martial arts moves. In lesson writing activities, students are often able to choose topics based on their personal experiences, interests and culture. Activities that promote student connection to the materials surround the writing lessons and include discussing, brainstorming and sharing. In addition, ESL ReadingSmart presents reading selections organized into world regions like North America, Latin America, Europe, Asia and Africa. Each region includes selections in multiple genres like myths & legends, short stories, poetry and biographies. By adding these readings, ESL ReadingSmart helps bring student culture into classroom discussions and shared activities. View reading selections by region in the Teacher Section/Lesson Plans/By Regions.

2) Students assets and contributions are systematically considered throughout the program in speaking and writing lessons. View the representative examples:
Teacher Section/Level 1/Martial Arts: Students write about their favorite sport. They add personal details like who they play with, where, when, how and why.

### Writing Objectives

The student will:

- Write to express
- Use description effectively
- Revise paragraphs for logical order
- Use the writing process

### Procedures

1. **Prewriting:** Have students name their favorite sports. Write these on the board in a word bank. Add nouns, adjectives, and verbs to the word bank. Include figurative language such as similes (as fast as a speeding bullet, as strong as an ox, etc.)

2. **Writing (Rough draft):** Have students write a paragraph about their (one) favorite sport. They should tell who they play with, where, when, why, and how. Require students to use adjectives, adverbs, vivid verbs, and figurative language in their paragraphs.

3. **Revising:** Have students work with a partner to see if sentences make sense and are in logical order. Monitor student pairs as they work on this and assist as needed. Allow students to sit in the “Author’s Chair” and read aloud their paragraphs to the class. The class may offer further constructive comments on improving description or logical order. Be sure students offer their comments in a polite manner. Encourage the class to tell the “author” what is particularly good or effective about their writing. This helps students improve their ability to judge their own writing objectively.

4. **Editing:** After revisions have been made, have students choose new partners to work on editing for capitalization, spelling, and punctuation. Monitor to ensure all errors are corrected.

5. **Publishing:** Students should rewrite their paragraphs neatly and illustrate them for display.

Teacher Section/Level1/Salsa: Students are asked to describe dance unique in their own cultures.

### Procedures

1. **Provide a specific example for students of a dance that is unique to the class’s specific state or region.**

2. **Ask students to write a 3-5 sentence response to this question in their journals:**

   What specific type of dance is unique or popular in your native country or region? Describe it.

3. **Initiate a class discussion over the different types of dances that the students included in their journal entries.**

Teachers Section/Lesson Plans/By Region/Latin America/Poetry: The poem *Angelitos Negros* by the modernist Venezuelan poet Andrès Eloy Blanco is translated from Spanish. Students learn the poets background, the background of the modernist movement and discuss their personal relationships with religious icons.
4. Discuss the following questions with the class:

- What is the tone of the speaker in "Angelitos negros"?
- Ask the students to describe and discuss their own impressions and experiences of religious icons.
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)

<table>
<thead>
<tr>
<th>1) Do the materials address language features at the discourse dimension in a consistent manner for all identified proficiency levels?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

| 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) ESL ReadingSmart consistently includes language features at the discourse level in speaking, listening, and writing activities. Writing lessons cover a range of genres and include narrative, descriptive and exposition. All levels include whole group and peer discussions in every lesson module. Levels 1-4 lessons include teacher guided pre-reading activities that discuss prior knowledge and background knowledge of the reading content. In the Newcomer level, students will discuss and share knowledge of the lesson topic. Discussion and writing routines are consistently guided and supported with instructional scaffolds. Supports include teacher guided questioning, language frames, graphic organizers and classroom tools like maps.

2) Language features at the discourse level are presented systematically in lesson modules throughout the program. Each lesson begins with discussion about the topic or reading content. Further discussions, cooperative activities and writing lessons give additional opportunities to practice discourse throughout the lesson. See representative examples:

Teacher Section/Newcomer Level/Jobs and Careers Discussion Activity:
Teachers Section/Level 2/

**I Love Him Anyway: Discussion Activity**

2. Discuss the following questions with the class:
   - Have you ever taken a class like Las Mujeres Hispanas, which focused on the heritage of a particular gender and cultural group?
   - If so, what kinds of things did you discuss? Do you think a class like this would be useful? Why? (Here, mention possible classes related to the various backgrounds of your students.)
   - What kind of poem is “I Love Him Anyway”?
   - Have you ever read a poem like it before?
   - If students have studied Robert Burns’s “A Red, Red Rose”, ask them how the two poems are similar/different.

Teachers Section/Level 3/

**Anansi and the Sky God’s Daughter: Cooperative Learning and Writing Activities**

### Writing Objectives

The student will:

- Use the writing process for assigned writing
- Use her/his knowledge of the folktale genre to write a new ending to a folktale
- Write to express, develop, reflect on ideas, and to problem solve

### Procedures

1. Divide the class into groups of three. Tell the class that they will write a new ending for Anansi and the Sky God’s Daughter.

2. Tell the students that they will create a new ending by changing the Anansi story in two ways:
   - Anansi will be a hero, a good character who wins in the end.
   - Anansi will solve a serious or frightening problem.

3. Pass out the Story Map Activity Sheet. Tell the students that they will use the story map to organize and plan their new ending to the Anansi story.
   
   **NOTE:** Go over the Story Map with the class first if students are unfamiliar with this type of activity.

4. Allow the groups time to brainstorm, draft, edit, and revise.

5. Have each group present its new ending for the Anansi and the Sky God’s Daughter to the entire class.
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) ESL ReadingSmart addresses language features at the sentence level for all proficiency levels. In the Newcomer Level, learners acquire new vocabulary and practice using the words/phrases in sentence level speaking and writing activities. In Levels 1-4, beginning through advanced learners practice sentence level language in leveled speaking, reading, and writing activities. Lessons begin with discussions about prior and background knowledge of the topic. Cooperative activities like peer writing projects support social and academic language development. Writing lessons teach the writing process across levels, building well structured sentences across genres. Grammar, conventions and wordy study are taught throughout the program in reading and writing lessons.

2) Sentence dimension language features are appropriate to the proficiency level in which they are practiced. Language instruction includes scaffolds like language frames, guided questioning, leveled questions, cooperative learning and is often supported with interactive, sensory and graphic supports.

3) ESL ReadingSmart lesson modules are structured in the same manner in each level. Lessons present speaking, listening, reading and writing activities that practice language at the sentence level. View a representative example of
sentence level language features in Teacher Section/Level 2/ Muhammad Ali:

Writing lessons includes grammar and word study instruction.

Writing Objectives

The student will:

- Write sentences with synonyms, antonyms, and homonyms
- Produce legible work that shows accurate use of the English alphabet, accurate spelling and correct use of the conventions of punctuation and capitalization
- Examine the origins of words
- Evaluate writing for mechanics and content
- Respond productively to peer review of work

Procedures

1. Introduce or review the terms synonym, antonym, and homonym, and define. Also introduce the term homophone as an equivalent of homonym. If appropriate for your students, distinguish the meanings of the word parts syn-, -onym, anti-, homo-, -phone. Find examples of each from the story (printable) and list these on the board.

2. Remind students about the importance of subject-verb agreement; correct spelling, and correct punctuation and capitalization in writing. Assign students to write 10-20 sentences using synonyms, antonyms, and homonyms from the story or from their own knowledge. Each sentence should contain two synonyms that are underlined, two antonyms that are underlined, or two homonyms that are underlined. It would be best to provide students with a few examples to help them understand the directions. Examples:
   a. We did not have time to go to the store to buy thyme. (homonyms)

Student Section Example

Reading section includes a group activity with a graphic organizer and discussion.

4. Read the first sentence of the biography to the students: "Muhammad Ali was one of the greatest boxers of all time." Using the KWL Activity Sheet, assign students to work individually or in small groups to fill out the sections "What We Know About Muhammad Ali" and "What We Want to Know About Muhammad Ali." After students have had time to do this, discuss the answers with the whole class. Collect the papers for completion later.

In the Other Activities section, lessons include presenting research and writing a short speech.
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?  
   Yes  No

2) Are words, expressions, and phrases represented in context?  
   Yes  No

3) Is the general, specific, and technical language appropriate for the targeted proficiency levels?  
   Yes  No
4) **Is the general, specific, and technical\(^2\) language systematically presented throughout the materials?**

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

1) ESL ReadingSmart addresses language features at the word/phrase level in every leveled lesson. Vocabulary is presented in context with supports appropriate to the targeted proficiency level. In the Newcomer level, vocabulary is presented with graphic and interactive supports like games. Throughout the levels, word/phrase level supports include bolded terms with roll over definitions, interactive activities and comprehension oriented workbook lessons. Lessons in word study like multiple meaning words and root words help to support comprehension throughout the program. See examples: Student Section/Newcomer Level/Family: Many lessons include interactive games and activities.

![Image of ESL ReadingSmart](image)

Student Section/Level 2/ *Muhammed Ali*: Words and phrases are bolded with on

\(^2\)General language refers to words or expressions not typically associated with a specific content areas (e.g., describe a book).
Specific language refers to words or expressions used across multiple academic content areas in school (chart, total, individual).
Technical language refers to the most precise words or expressions associated with topics within academic content areas in school and is reflective of age and developmental milestones.
2) Words, expressions and phrases are presented in context throughout ESL ReadingSmart. The above example in the Muhammad Ali Lesson illustrates the way in which all vocabulary is presented in a textual reading. The Newcomer level presents words with graphic supports like narrative illustrations. Activities that practice vocabulary comprehension often use the terms in sentences and in varying contexts. See examples:

Student Section/Level 1/Martial Arts: Teaching vocabulary in context.
3) General, specific, and technical language is always appropriate to the ESL ReadingSmart level. Specific and technical language are introduced and practiced in the web-based program as well as in teacher guided vocabulary lessons. Teachers are provided with vocabulary lists and extra resources in the Teacher Section of the program. Every level includes multi-cultural content with connections to math, science, art, and social studies topics. The varied content gives opportunity for a large range of word/phrase and language study.

4) General, specific, and technical language are presented in a consistent and systematic manner throughout the program. ESL ReadingSmart is a language development program, and vocabulary instruction is a critical feature across all levels. The Newcomer level teaches survival and general vocabulary and language by thematic topic. In levels 1-4, vocabulary is reviewed and discussed prior to reading multi-genre texts. While reading, students have access to definitions of words and phrases on page with the roll over feature. After the reading, vocabulary practice includes speaking, writing, and interactive activities. Students are assessed at the end of all lessons. See the following representative example of general, specific, and technical language instruction in the Student Section/Level 1 science rich reading Fog.
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. ESL ReadingSmart is a leveled program that covers all WIDA levels Entering through Reaching. There are two main sections to the web-based program- Newcomers and the leveled reading program. The Newcomer level teaches basic
vocabulary in 23 lessons that include content like school, directions, shopping, weather, and geography. The Reading Program section consists of 4 levels that cover WIDA levels beginning-reaching.

Newcomer content:

2. Differentiation of language proficiency is developmentally appropriate for the targeted language levels. When learners first access ESL ReadingSmart they complete a 25 question placement test that places them in the appropriate program level. After being placed, students are guided through the program on a suggested route that increases in difficulty and Lexile reading score. In the Teacher Section, reading selections in levels 1-4 are labeled with the appropriate Lexile score. In addition, instructional supports like graphic organizers, language frames, interactive games and cooperative learning activities are consistently presented to help support learning at every level. View an example placement test report:
3. The program systematically differentiates instruction based on proficiency levels. Readings are labeled with Lexile scores, and instruction is appropriate to the targeted proficiency level. View the following examples in the Student Section. Newcomer Level/ Lesson 1/ *The Classroom*: The Newcomer level teaches basic language skills in thematic lessons.
Level 1/ *The Martial Arts* 220L: Levels 1-4 content is reading centered and includes a range of leveled reading genres and activities that reinforce reading skills in the classroom.

You turn on the TV. You see two girls. It looks like they have on big, white *pajamas*. What are they doing? One kicks. The other jumps. Is this a *martial arts tournament*? Don't be surprised if it is.
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) ESL ReadingSmart levels 1-4 contain listening, speaking, reading, writing, and language development lessons in every reading centered lesson. Lessons are supported with vocabulary development, reading comprehension, grammar and word study instruction. Reading content includes the genres myths & legends, short stories, articles, biographies and poetry and contains multi-cultural selections and academic content connections. Newcomer level lessons develop vocabulary and basic language skills and focus on the listening, speaking and writing language domains. In all levels, listening and speaking activities include audio tracts, discussions, and cooperative learning activities. Writing activities are level appropriate and develop skills sequentially over the lessons.

2) Listening, speaking, reading, and writing lessons are leveled are presented within the context of language proficiency. Each instructional level provides a recommended instructional sequence in which readings increase in Lexile score and activities systematically evolve language and academic skills. Lessons are supported with instructional scaffolds that are interactive, sensory rich and graphics supported. These include but are not limited to audio tracks for readings, audio references, graphic organizers, peer and whole class discussions, interactive demonstrations and roll over vocabulary support.

3) Language domains are systematically integrated into every lesson in ESL Reading Smart. See the following examples in the Teacher Section across levels: Newcomer level/ The Classroom
The Classroom

Listening
Writing
Speaking
Vocabulary
Other Activities
Printable

Level 1/Chief Crazy Horse

Chief Crazy Horse 590L
Pre-Reading
Reading
Writing
Other Activities
Printable

Speaking Objectives

The student will:
- Describe immediate surroundings such as classroom, school, or home
- Identify people and objects in the classroom
- Use the indefinite articles "a" and "an" appropriately
- Use appropriate intonation for statements and questions

Procedures

1. Introduce the concept of sentences and the following sentence constructions:
   
   What is this? (Point out that this is a question.)
   It is a ___________. (Indicate that these are statements.)
   This is a ___________.

   Have students note that each sentence begins with a capital letter. (You may also want to explain the use of the period and the question mark, though this is further discussed in the Jumpstart School unit.)
   
   Point out the use of the article "a." Explain that "a" is used before singular nouns beginning with a consonant sound. (You may want to point out that "an" is an indefinite article.) Practice reading the statements chorally, inserting one of the following: chair, book, desk, pencil, table, map, computer, marker, board. Point out that the intonation at the end of a statement goes down.
   
   Distinguish the use of "a" from the use of "an." Point out that when a singular noun begins with a vowel sound, the article "an" is used. Rewrite the statements above, using "an" instead of "a." Read the statements, inserting the word eraser in the blank.
   
   Point out that the intonation at the end of a question is different from that at the end of a statement. The intonation at the end of a question goes up.
   
2. Ask students to point to each object in the classroom. Ask: What is this? Require each student to answer orally in a complete sentence, using one of sentence constructions above.

Pre-Reading Objectives

The student will:
- Share information with others through speaking and listening
- Apply knowledge of letters, sounds, structure, and context to recognize words
- Locate meanings of words in a word list or dictionary
- Draw on experiences to bring meanings to words in context
- Recognize the genre of biography

Procedures

1. Tell students they will be reading a biography of Crazy Horse, a famous Indian chief from South Dakota. He was part of the large group of various Plains Indians tribes that were forced onto reservations in the late 1800s. Remind students what a biography is. Point out South Dakota on a U.S. map.

2. Introduce the vocabulary for the biography. The following activities are suggested:
   - a. Display and discuss the Context Sentences. Tell students to use what they know about letters, sounds, and context to see if they can decode the boldface words and determine their meanings. Divide the words into syllables.
   - b. Use the Verb Conjugation Chart to learn/review the verb tenses.
   - c. Select and pre-teach several key vocabulary words from the Vocabulary List which is provided for teacher use

3. Introduce the activity "Topic Talking." In this activity, students are paired. The teacher will say a word. Then one student will start telling his partner anything he knows that has to do with that word. The goal is to keep talking about it until the teacher says to change. When the teacher says, "Change," the other partner will talk about the word. Students should take turns being first to talk. Allow each student 30-60 seconds. Use these words as topics: Indians, settlers, U.S. Army, South Dakota, forts.
Wolfgang Amadeus Mozart: Notice the use of audio included in the instruction.

**Writing Objectives**

The student will:

- Use the writing process
- Write an obituary for Wolfgang Mozart

**Materials**

Sample obituaries from the newspaper, printed copies of the biography.

**Procedures**

1. Ask students what an obituary is. Read a few examples taken from a newspaper.

2. Prewriting: Clarify what information is included in an obituary. Possibilities include name, birth date and birthplace, parents, education, occupation, surviving family members, date and cause of death, funeral and burial arrangements. Have students summarize which of these facts are known about Mozart.

3. Writing: Have students write a rough draft of an obituary for Mozart.

4. Revising: Have each student read his/her obituary to another student to get suggestions for improving the rough draft.

5. Editing: Proofread for spelling, capitalization, and punctuation.

6. Final copy: Rewrite the obituary with needed corrections and submit for display and/or evaluation. Students may want to publish their obituaries on the ESL ReadingSmart Web site.

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**Materials**

Tape or CD of Mozart's *Requiem*, student journals or paper, copy of the *Vocabulary List*.

**Procedures**

1. Begin the lesson by playing a portion of Mozart's Requiem for the students. Have students free-write in their journals whatever the music brings to mind. Allow 5-10 minutes for this activity.

2. After listening, have volunteers share what they have written. It is likely that the writing will allude to darkness, death, or sadness. Tell students that a requiem is a musical piece written for a funeral mass, and that this one was composed by Wolfgang Mozart. Continue by telling students that Mozart was writing this piece at the time of his own death.
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. ESL ReadingSmart supports WIDA language development standards, aligns to the Common Core State Standards and state ESL standards including Texas, Arizona, Florida, New York, Ohio, Nevada, New Mexico, and North Carolina. To view a full list of correlations, go to the Teacher’s Section under the tab Standards.

2. The academic content standards are systematically presented in every lesson. They are listed as the objectives in every speaking/listening, reading, and writing lesson in the Teacher Section of the program. These standards/objectives are then assessed at the end of each lesson. See examples in the Teacher Section:

Level 2/Prometheus

**Pre-Reading Objectives**

The student will:

- Gain background knowledge of Greek culture
- Expand vocabulary
- Analyze words with the suffix -y
- Compare noun and adjective forms of words
- Use a thesaurus to find synonyms
- List present, past, and past participle tenses of verbs
Reading Objectives

The student will:

- Listen to fluent models of oral reading
- Find main idea
- Find details
- Determine cause and effect
- Draw conclusions, including inferences and chronological sequence
- Set a purpose for reading
- Participate in a discussion about the story
- Read silently
- Discuss the literary present
- Analyze character traits

Level 4/ Twentieth Century Warfare

Writing II Objectives

The student will:

- Write for a variety of audiences and purposes and in a variety of forms.
- Develop drafts by organizing and reorganizing content and by refining style to suit occasion, audience, and purpose.
- Produce work that shows accurate spelling and correct use of the conventions of punctuation and capitalization

3. Social and instructional language in integrated into language arts, mathematics, social studies, arts, and science content throughout the program. Students practice language with their peers in cooperative activities that include academic and social topics. Instructional language is threaded consistently through the program and uses WIDA described language functions like re-tell, summarize, repeat, describe, and evaluate. Reading content varies widely and includes content areas like science, geography, history, and geometry. See a representative lesson that includes social and instructional language and social studies:
B. Cognitive Challenge for All Learners at All Levels of Language Proficiency

1) **Do materials present an opportunity for language learners to engage in various cognitive functions (higher order thinking skills from Bloom’s taxonomy) regardless of their language level?**

   Yes  No

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

   Yes  No

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

1) ESL ReadingSmart presents opportunities for language learners to engage in higher order thinking at all levels. Newcomers practice the processes of remembering, understanding, comparing, and applying new language and
content. Levels 1-4 present activities that require evaluation, organization, synthesizing and evaluating ideas and creating opinions. These activities are present in writing lessons and speaking activities the are teacher guided.

Teacher Section/Level 1/

*I love Him Anyway*: View the process of remembering, understanding, and comparing in this representative activity.

2. Discuss the following questions with the class:
   - Have you ever taken a class like Las Mujeres Hispanas, which focused on the heritage of a particular gender and cultural group?
   - If so, what kinds of things did you discuss? Do you think a class like this would be useful? Why? (Here, mention possible classes related to the various backgrounds of your students.)
   - What kind of poem is “I Love Him Anyway”?
   - Have you ever read a poem like it before?
   - If students have studied Robert Burns’s “A Red, Red Rose”, ask them how the two poems are similar/different.

2) The Newcomer Level is focused on acquiring basic English to support continuous language development allowing them to transition to academic topics and content in levels 1-4. Levels 1-4 consistently give opportunity to practice higher-order thinking skills in both the web-based program and through teacher guided activities. These activities include organizing and sequencing information, drawing conclusions, developing opinions, questioning information, analyzing texts and evaluating and responding to readings. See the following examples:

Teacher Section/Level 2/

*Joan of Arc*: In this writing lesson, students develop arguments, support opinions, and discuss ideas.

6. Tell the class that they will imagine that they are living in the time of Joan of Arc. They will write a letter of protest to the Bishop of Beauvais.

7. Write the following prompt on the board:

   You feel that Joan of Arc should not be on trial. Write a letter of protest to the Bishop of Beauvais explaining why you feel this way. Tell the Bishop, also, how you want the situation changed.

   **NOTE:** Write the first two parts of the letter together as a class if the students have not had much experience with this type of activity.

8. Allow time for the students to brainstorm, organize, draft, revise and edit their letters of protest. Circulate to provide support and feedback. As students draft and then revise, remind them to organize their letters with one or two reasons, that they are writing to an official of the government/church (audience), and the purpose of their letter is to persuade the Bishop to their point of view, so the register they use will be formal and their choice of words/phrases will be respectful and businesslike.

9. Have each group present its letter to the class. Have the class respond to each letter in a class discussion.

Student Section/Level 4/

*Articles Personal Computers*: Interactive games help
students to evaluate statements and draw conclusions.

C. Supports for Various Levels of Language Proficiency

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

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

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

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

1) ESL ReadingSmart provides a large range of scaffolding supports for students to advance within a proficiency level. After the placement test, students are placed in the appropriate level with a linear order of lessons that increase in reading and skill complexity over the course of the levels. Language development, speaking, listening, reading and writing lessons include instructional scaffolds to help support the understanding of content. These include audio tracks with 8 different speakers to vary tone and expression, audio references like music, background knowledge activities, whole-class and peer discussions, cooperative activities,
graphic supports like illustrations and graphic organizers, awards to acknowledge accomplishments and interactive supports like games.

2) Each level is designed to provide a leveled and progressive sequence of activities that support student progress from one proficiency level to the next. When the student is placed into a level, the program generates a recommended lesson order that overlaps levels. See example:

<table>
<thead>
<tr>
<th>Placement Test - Recommended Order Report</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School:</strong> MICHAEL ESL TRIAL</td>
</tr>
<tr>
<td><strong>Teacher:</strong> WIDA Correlator</td>
</tr>
<tr>
<td><strong>Class Name:</strong> Michaels Class</td>
</tr>
<tr>
<td><strong>Level Span:</strong> Newcomer - Level 1</td>
</tr>
<tr>
<td><strong>Starting Lesson:</strong> The Classroom - Newcomers/The Classroom</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Name(s)</th>
<th>Recommended Order</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coordinator, WIDA</td>
<td></td>
</tr>
<tr>
<td>The Classroom - Newcomers/The Classroom</td>
<td></td>
</tr>
<tr>
<td>The School - Newcomers/The School</td>
<td></td>
</tr>
<tr>
<td>People - Newcomers/People</td>
<td></td>
</tr>
<tr>
<td>The Family - Newcomers/The Family</td>
<td></td>
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<tr>
<td>Greetings - Newcomers/Greetings</td>
<td></td>
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<tr>
<td>Identity - Newcomers/Identity</td>
<td></td>
</tr>
<tr>
<td>Places - Newcomers/Places</td>
<td></td>
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<tr>
<td>Numbers - Newcomers/Numbers</td>
<td></td>
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<tr>
<td>Directions - Newcomers/Directions</td>
<td></td>
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<tr>
<td>The Calendar - Newcomers/The Calendar</td>
<td></td>
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<tr>
<td>Time - Newcomers/Time</td>
<td></td>
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<tr>
<td>Life Events - Newcomers/Life Events</td>
<td></td>
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<tr>
<td>House and Home - Newcomers/House and Home</td>
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<tr>
<td>Health and Fitness - Newcomers/Health and Fitness</td>
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<tr>
<td>Shopping - Newcomers/Shopping</td>
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<tr>
<td>Leisure - Newcomers/Leisure</td>
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<tr>
<td>The Car - Newcomers/The Car</td>
<td></td>
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<tr>
<td>Jobs and Careers - Newcomers/Jobs and Careers</td>
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<tr>
<td>Weather - Newcomers/Weather</td>
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<tr>
<td>The Library - Newcomers/The Library</td>
<td></td>
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<tr>
<td>Geography and Landforms - Newcomers/Geography and Landforms</td>
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<tr>
<td>Biomes - Newcomers/Biomes</td>
<td></td>
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<tr>
<td>Map Reading - Newcomers/Map Reading</td>
<td></td>
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<tr>
<td>Martial Arts 220L - Articles</td>
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<tr>
<td>Peers 220L - Articles</td>
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<td>Pledge 230L - Articles</td>
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<td>Canada 230L - Articles</td>
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<tr>
<td>Landforms 240L - Articles</td>
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<tr>
<td>Fog 250L - Articles</td>
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<tr>
<td>African Animals 260L - Articles</td>
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<tr>
<td>Urban Areas 290L - Articles</td>
<td></td>
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<tr>
<td>The Desert is my Mother - Poetry/North America</td>
<td></td>
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<tr>
<td>Fog - Poetry/North America</td>
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<tr>
<td>Bodies of Water 300L - Articles</td>
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<tr>
<td>Desert Creatures 310L - Articles</td>
<td></td>
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<tr>
<td>The Cherry Tree 340L - Myths &amp; Legends/North America</td>
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</tbody>
</table>

Students move through the lessons gaining new language and academic skills that ready them for the upcoming advanced levels. In addition, instructional scaffolds change through the levels to appropriately support the learner. For example, readings in Level 1 are highly supported with illustrations but level 4 lacks abundant narrative graphic supports.

3) Scaffolded supports are presented systematically throughout all lessons in ESL ReadingSmart. The following are representative examples found throughout the
levels:
Student Sensation: Readings are supported with illustrations and audio tracks.

All Levels: Graphic Organizers like Venn Diagrams and KWL charts are used in reading and writing lessons.

A range of supports help students understand content in this representative lesson. Students discuss prior knowledge, use a map, are provided background knowledge, and are given a research extension.

Teacher Section/Level 2/Joan of Arc
Pre-Reading Objectives

The student will:

- Build background knowledge
- Practice active listening skills in an academic situation

Procedures

1. Tell the students that they will be reading a biography of a young woman warrior, a military leader named Joan of Arc. Ask the students what they know about Joan of Arc. Discuss the students’ responses. Write key words on the board.

2. Point out France on a world map. Give the students a brief overview of European life in the Middle Ages. Discuss women and girls’ place in the culture of the Middle Ages.

NOTE: If possible, have the students explore the Middle Ages Web sites listed in the Student Web Resources before they read the biography of Joan of Arc.

Student Section/Family: Interactive Supports example.

D. Accessibility to Grade Level Content

1) Is linguistically and developmentally appropriate  Yes  No
grade-level content present in the materials?

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. ESL ReadingSmart is a standards-based language learning program for grades 4-12. Upper elementary, secondary, and post-secondary learners are targeted with age appropriate cross cultural content that builds language skills. Colorful illustrations, multi-cultural and multi-genre reading activities, and supports like roll over definitions and audio tracks engage upper elementary students. Middle and high school students are helped to master content in academic subjects while learning English. The program also provides university-bound students in intensive English learning programs reading materials that are suitable for adults. 

ESL ReadingSmart closely correlates to grade-level national and state standards. View grade level correlations in the Teachers Section under Standards:

2. Grade level content is made accessible through differentiated instruction, scaffolding, and supports. The program is leveled and students are pre-tested and placed in the appropriate level. Scaffolds and supports include but are not limited to vocabulary supports, audio tracks with 8 different speakers, a range of reading materials from across the world, graphic and interactive supports, and cooperative learning activities.
3. Grade-level content is presented systematically throughout the program. ESL ReadingSmart presents 148 reading centered lessons that contain listening, speaking, writing and language development lessons. Lessons are supported with vocabulary development, reading comprehension and grammar activities. View the range of content in every level in the Teacher Section under Lesson Plans.

See example content from level 3:
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) ESL ReadingSmart includes WIDA defined language functions in every lesson and throughout the levels. Language functions like match, select, predict, inform, explain, persuade, tell, select, represent, choose, sequence, and analyze are used throughout the instructional language. Example activities using language functions include “select the word,” “compare the stories,” or “recognize the pattern.” Comprehension activities are often titled using language functions like Summarize or Identify Text Support. In addition, vocabulary often contain academic terms that include language
functions like cause and process. In addition, language functions are used in the lesson objectives listed before each lesson in the Teacher Section.

2) Language functions are always attached to a context, and used to guide instruction through the units. They are used to define the action involved in the activity, in the descriptive instructions, and used to define lesson goals in the Teacher Section.

3) Language functions are systematically presented throughout the Student and Teacher Sections of the program. See representative examples:

Student Section Example: Activities are labeled using language functions that define goals.

![Workbooks](image1)

Student Section/Level 4/Interchangeable Parts: Language functions are used in instructional language throughout the lessons.

![Articles/Interchangeable Parts](image2)

**Directions:** The author's purpose is to inform/explain, to persuade/convince, or to entertain/tell a story. Select the author's purpose for "Interchangeable Parts".

1. The author probably wrote this article ______

A. to provide information on innovations in manufacturing in the 19th Century.

B. to explain why Eli Whitney was a great inventor.

C. to provide information about the Civil War.

Student Section/Level 3/Simon Bolivar: Language functions are also found in vocabulary sections.
Teacher Section/Level 2 / The Ghost Bride: Lesson objectives that contain language functions are listed before each activity.

**Pre-Reading Objectives**

The student will:

- Connect her/his own experiences, information, insights, and ideas with the experiences of others through speaking and listening
- Use her/his own background knowledge and experience to actively participate in a class discussion
- Recognize the elements of a specific genre
- Use active listening skills
- Compare and contrast elements within a specific genre