Protocol for Review of Instructional Materials for ELLs V2
Introduction to PRIME
WIDA developed PRIME as a tool to assist publishers and educators in analyzing their materials for the presence of key components of the WIDA Standards Framework. PRIME stands for Protocol for Review of Instructional Materials for ELLs.

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

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

New in This Edition
PRIME has been expanded to include
- Correlation to the WIDA Standards Framework
- Connections to English and Spanish Language Development Standards
- Relevance for both U.S. domestic and international audiences

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

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

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

**Overview of the PRIME Process**

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

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

**PRIME at a Glance**

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### PRIME Part 1: Provide Information about Materials

Provide information about each title being correlated.

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<th>Publication Title(s):</th>
<th>English for Success (EFS)</th>
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<td>Publisher:</td>
<td>DynEd International</td>
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<td>Materials/Program to be Reviewed:</td>
<td>Course and Teacher’s Guide</td>
</tr>
<tr>
<td>Tools of Instruction included in this review:</td>
<td>Courseware and EFS Teacher’s Guide</td>
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<tr>
<td>Intended Teacher Audiences:</td>
<td>Classroom teachers, content specialists, language teachers, resource teachers</td>
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<td>Intended Student Audiences:</td>
<td>English language learners and newcomer English language learners, ages 10-17</td>
</tr>
<tr>
<td>Language domains addressed in material:</td>
<td>Listening, speaking, reading and 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>
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</tr>
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<td>WIDA Language Development Standards addressed:</td>
<td>(e.g. Language of Mathematics) Social and instructional language, the language of Language Arts, Mathematics, Science and Social Studies</td>
</tr>
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<td>WIDA Language Proficiency Levels included:</td>
<td>Levels 2-5</td>
</tr>
<tr>
<td>Most Recently Published Edition or Website:</td>
<td><a href="http://www.dyned.com">www.dyned.com</a></td>
</tr>
<tr>
<td>In the space below explain the focus or intended use of the materials:</td>
<td></td>
</tr>
</tbody>
</table>

English for Success is a multimedia course that prepares students to use English at school and in school subject areas like math, science and history. With its multisensory, interactive approach, the course teaches the language of classroom presentations, explanations, questions, homework and tests. In sum, English for Success is really three courses in one: 1) a General English course that focuses on people, places, weather, and daily activities, etc.; 2) a Social and Situational Language course that focuses on typical school and phone conversations between friends; and 3) a Subject Preparation course that develops the English language framework and vocabulary necessary for students to participate in and succeed in all subject areas.
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 X No
2) Are the student assets and contributions systematically considered throughout the materials? Yes X No

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

1) All DynEd courses are to be accessed after an assessment process. There are two Placement Tests: a Kids’ Placement Test (KPT) and a General Placement Test (PT). For students who study English for Success, they will take the PT, which measures language and proficiency. This test has a scale of 0.5 to 2.5, equivalent to a high beginning/low intermediate through pre-advanced level. (Our overall scale at DynEd for this PT is from 0.0 to 3.5, which is correlated to Common European Framework for Reference (CEFR) standards of A1 to C2.)

After taking a short Practice Test, students take the Placement Test, which is in two parts. It is also timed and computer-adaptive, meaning that as students answer questions correctly, the test produces slightly more difficult questions. The converse is also true: easier questions for those that are missed. The test stops automatically when students have reached a threshold –where it locates the true proficiency level.

Assets, therefore, represents the process of assessing each student so that the program assigns a customized study path that will be
followed. Using a spiral syllabus, students are instructed to study at their highest level, because it is where students are likely to be the most motivated and the content will neither be too easy or too difficult. Some lessons, units or modules in this path are unlocked; the rest are locked and as students make progress, subsequent lessons, units and modules will unlock.

Another important factor in assets relates to our brain-based approach to language acquisition, one that focuses on listening and speaking first as foundational skills, and which then helps students to develop their reading and writing skills. All skills are present in all of the materials. Our fundamental goal is to develop students’ long-term memory. By starting with icons or graphics that are instantly familiar to students (as opposed to text), they are able to 'boot-strap' what they already know, and in listening to the words and phrases repeatedly, they etch small memories in the brain, until they can produce the sounds and speak the same words and phrases over and over again using 'control bar’ buttons at the bottom of every screen. This kind of repeated interaction is core to how students use the DynEd program and accelerate their overall fluency process.

2) Students’ assets are constantly being measured as they study. Every click in the program represents their ability to comprehend the content and interact with the content as they develop their four skills and overall fluency. Students who study frequently and use the buttons more efficiently will see their completion percentage rise faster, with higher study scores (-12 to 12), while those with less interaction will see a decrease. As they complete lessons and units, students see previously-locked lessons and units open up automatically, according to their individualized study path.

In its courseware design, DynEd focuses on a student-centered learning process. Using a multimedia approach to language learning, DynEd understands that effective practice is carried out by a well-oriented and motivated student ---and by teachers who receive training as well. Teachers become facilitators, not necessarily knowledge-givers. It’s their job to help guide the student as much as
possible, but to also extend and personalize the content through a blended classroom. DynEd understands that it is ultimately the student who is at the center of learning process.

Specifically, the student needs to be well-informed. Students watch brief orientation (or instructional) videos (available online without a password at www.dyned.com/sov) and these videos can be viewed whenever necessary. One video, for example, shows how students can monitor their progress themselves as they are studying, effectively placing them in the driver’s seat of learning. Teachers become facilitators and active coaches, who provide necessary encouragement and feedback where needed.

Yet DynEd’s approach to language learning does not think that computer-based instruction is enough. Rather, DynEd promotes any effort to take course content and allow it to be reviewed, extended and personalized as a way for students to apply what they have learned. DynEd provides tools that allow teachers to develop ideas and lesson plans to accomplish this. In the EFS Teacher’s Guide, there is an extensive list of resources such as Scopes and Sequences, course scripts, and printable exercises. In addition, inside the Records Manager (learner management system) that is also installed, teachers have access to “Extension Activities” at the course and unit level. These include specific tools that are meant to be used with students in classroom, or even small-group or one-on-one settings where the emphasis should be on speaking. Teachers constantly assess students’ progress. They review current or past material to make sure students have the assets to use the language confidently. For a course like English for Success, this also involves proper use of academic language. Part of the blended learning process suggests greater focus on what the students’ needs are ---how well they understand the material and constant feedback about how they are studying—not on simply assigning material that is perceived as too easy or too difficult.
Teacher’s Guide

DynEd’s Placement Tests
V2.10

SOV - English #2: Evaluating

Student Orientation Video #2 - Evaluating. Introduction to the initial assessment via DynEd’s computer-adaptive Placement Test. The Placement Test quickly places you into the appropriate courses and ensures that you’ll study at the optimum level.

SOV2-Evaluating-EN.mp4
Category2:
EN - English
SOV-Spanish #4: Aprendizaje

Student Orientation Video #4 - Aprendizaje. Esquema de los cursos First English, English for Success, New Dynamic English, Introducción a la barra de control y las técnicas de estudio clave que optimizan su aprendizaje de inglés.

Category:
- SOVs: Spanish
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 X No

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

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

A. English for Success is a multimedia program that addresses linguistic complexity for beginning, developing, expanding, and bridging language learners. The program is composed of twenty units and each unit has five lessons, including Warm Up, School Life, School Subjects, World Talk Cards and Language Extension, and Speaking Up. The lessons and units of English for Success develop in an effective sequence, taking into account the progressing needs of the language learner. The courseware also features a patented “Shuffler” that adjusts the depth or difficulty of certain lessons accordingly by including additional sentences and comprehension questions based on answered questions or completed activities.

1. Language features at the discourse dimension are addressed in a consistent manner for all identified or targeted proficiency levels. Through a Placement Test, students are placed in the appropriate level of English for Success. The Placement Test and Mastery tests ensure that each language learners’ needs are met. The “Shuffler” also provides individualization for each learner based on their performance throughout the program.
2. English for Success systematically addresses these language features at the discourse dimension throughout the program. Learners are led through the program to build language through themes and situations common for everyday communication in social and academic settings. “Dialog” exercises, which appear under “School Life” lessons, all take place in the setting of a secondary-level school environment, which suggest language that is situated in an important sociocultural context.

The dimension of the discourse matters very much as well. In the “School Subjects” lesson types that appear throughout the course, DynEd has organized subjects that students may be taking (or will be taking) in a secondary (middle and high school) school setting. Moreover, these subjects are not necessarily new to the students. In Unit 1, for example, in a sub-topic of “Mathematics” called “Geometry”, learners are exposed to common shapes and figures that virtually all students at that age and grade level have seen: a triangle, a rectangle. In “Operations”, another sub-topic, learners are exposed to a plus sign, a minus sign, a multiplication symbol, etc. Starting gradually, the content presents language using “Key Words” --- simple, appropriate language for that specific proficiency level. In the “Fractions’ lesson, again in Unit 1, DynEd focuses on conceptual understanding, which is in itself, a way to frame an appropriate discourse dimension. The learner is asked to understand the meaning of the key words ‘top’ and ‘bottom’, which is just enough to explain the numbers inside a fraction --- rather than use a level of discourse that is too dense or complex, such as ‘numerator’ and ‘denominator’.
Another aspect of the School Subjects, which is a defining component of this course, is the way in which the subjects are organized. In general, the lower units highlight those subjects that, like Mathematics and Science, can rely more on icons or graphics to deliver contents. As learners move through the course (there are two parts – Basic, Units 1-10; Intermediate, Units 11-20), the discourse dimension adjusts accordingly. Higher units that are related to Social Studies feature School Subject lessons such as
"Economics", "History" (Political Science) and "Psychology":

In sum, English for Success systematically addresses discourse dimension throughout the program. Learners are led through the program to build language through themes and situations common for everyday communication in social and academic settings. Language has been carefully sequenced and units develop sequentially.

Additional examples:

- Teacher’s Guide, Pages 6-10, Scope and Sequence –words, sentences and phrases directly from lessons are shown in scope and sequence. These illustrate language features at the discourse dimension that is appropriate for the student.
- Teacher’s Guide, Pages 17-19, Unit 1: Main Learning Points and Scripts –main learning points and entire scripts for each unit provide examples of discourse dimension.
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 X No

2) Are the language features at the sentence dimension appropriate for the identified proficiency levels? Yes X No

3) Are the language features at the sentence dimension addressed systematically throughout the materials? Yes X No

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

Sentence dimension in English for Success is appropriate for the targeted levels of proficiency. Each targeted language level is provided clear grammar instruction dealing with all types of sentence complexity, all of it in context and also customized to the learner’s needs based on their customized learning path –after having been placed somewhere in the course. As learners progress through the units, the sentence dimension adjusts to reflect the student’s study level –i.e., the ability to answer comprehension questions successfully and pass Mastery Tests, and also interact with the various control bar buttons. More specifically, the “Shuffler” level also caters the program to each learner to ensure that instruction matches the level of proficiency of the learner.

1. Materials in English for Success demonstrate sentence dimension through various grammar-focused which allow learners to practice key structures and language rules. Additional exercises are also provided in the EFS Teacher’s Guide for each unit for grammar and language control practice. Examples provided are indicative of the structure of the entire program/course.
2. Language features at the sentence dimension are appropriate for the learner as the student makes progress and ascends from unit to unit. DynEd underscores this by assigning a “Study Level” to the content that the student is able to reach, especially through courseware practice and successfully answering comprehension questions. “Study Level” typically indicates the degree to which the student can perform confidently at a level that is usually above the initial Placement Level.

- An EFS student enters Unit 1 with a Study Level of 0.5, either because a 0.5 score was received on the initial Placement Test, or because the student worked through the first four units of another course, First English, and now is able to access Unit 5 of First English, but also the first unit of English for Success.
- The language in EFS is necessarily academic because it has a sociocultural context in areas such as register, genre/text type, topic, task/situation, participants’ identities and social roles. This is reflected in sentence dimension primarily in School Subject lessons but also in Language Extension lessons. For the former, School Subjects are described as a function of the kind of language that is required. Thus the language of science and math starts with simple Key Words and graphics, but by Unit 11 (Science-Physics), when the student is now at a higher Study Level (1.5), the sentences in the lessons on sound waves are appropriate with the expected level of difficulty. Key words start easier, then become more complex, until they employ the correct, technical vocabulary that is needed to produce more formulaic expressions that are suited for that subject. Therefore, in the lessons on sound waves, the key words “transverse” and “longitudinal” and others contribute to the
following sentence that test the student’s comprehension without it being too challenging or daunting. This is because the sentences all are presented in context, even if they may look difficult. See the following sentence in the Sound Waves lesson that appears on the screen after the student has clicked on the Text button to see the sentence for confirmation:

Sound is a wave that is produced by vibrations, such as a string on a guitar.

3. Sentence dimension in English for Success that is addressed systematically appears repeatedly throughout the course. Sentences are not only longer, with more complex ideas, with additional clauses and adverbial forms as the student moves through the course. This is necessary for a couple of reasons: one, the student is gaining the ability to chunk language more effectively ---i.e., breaking down ideas and concepts of grammar that the learner listens to and then records repeatedly, until this practice becomes recursive. Therefore, it is not just that English for Success has more difficult and longer sentences. Students encounter these sentences and experience their relative difficulty as a result of achieving that content when they are ready.

• Examples of all sentences in the course appear in the Teacher’s Guide, specifically in the detailed Scope and Sequence and full scripts of all the content –see Pages 6-10
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 X No

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

3) Is the general, specific, and technical language appropriate for the targeted proficiency levels? Yes X No

4) Is the general, specific, and technical language systematically presented throughout the materials? Yes X No

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

1. English for Success teaches and engages language learners with word/phrase dimension within context and are delivered for all identified proficiency levels. The program assumes learners have a background in English, therefore the learner starts at an approximately level 2 on the WIDA 1-5 scale. Learners will access this course with a Placement Test Level of 0.5 and above, and the course will take them to a 2.5 level, which conforms to a level 5 on the WIDA language proficiency scale.

2. Word/phrase dimension in English for Success is represented in words, phrases, and sentences. Each unit begins with a “Warm Up” lesson, followed by “School Life”, “School Subjects”, “World Talk Cards/Language Extension”, and “Speaking Up” lessons. All lessons

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2General 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.
demonstrate word/phrase dimension, though perhaps “World Talk Cards/Language Extension” specifically would fall into this category. The “Warm Up” lessons introduce and extend vocabulary of daily life. The “School Subject” lessons focus on key vocabulary for content areas. In the “Speaking Up” lessons, learners have a chance to speak the new vocabulary and phrases they have learned, and record their voice for replay listening and compare to the native speaker.

One additional note: English for Success also contains challenging, and ultimately motivating Speech Recognition exercises. Learners go through words and phrases and learn to practice listening (repeating) manually, then recording themselves and comparing to the native speaker. After this practice, learners are then challenged to “speak” their answers — into their microphone and the program gives them a visual representation of how well they were recognized.

Typically, these are initially quite challenging. Because the Speech Recognition exercises or sentences have already been studied before, they are by definition ‘review’ phrases. This demonstrates that learners should transfer their assets of repeated practice --- so that the same sentences can be spoken again by the learner. Finally, in English for Success, the Speech Recognition lesson (“Speaking Up”) mirrors the “School Life” dialogues in the even-numbered units; it mirrors the “School Subject” word/phrase dimension in the odd-numbered units. As a bonus, students first have to build the sentence before they say it — and thus being recognized and receiving the 20 points possible.

In sum, the word/phrase dimension is appropriate for the targeted levels of proficiency. Each targeted language level is provided explicit vocabulary instruction in context and customized to the learner’s needs. As learners progress through the units, the level of linguistic complexity increases. The program’s patented “Shuffler” also caters the program to each learner to ensure that instruction matches the level of proficiency of the user. If in Unit 1, the key words for the learner for a lesson on fractions are “top”, “bottom” and “divide”, then for a much more advanced student in Unit 18 in a lesson on political science, then academically-rich words like “autocracy” and “democracy”, which are central to an introductory understanding to that discipline, also seem appropriate, as do phrases using these
All general, specific and technical language in English for Success is appropriate for the targeted proficiency levels. The program generally acquaints the learner with more general vocabulary, even in those lessons where the learner has to understand the language presented in the “School Subjects” lesson. This is because any language has to be practiced through visual icons and then through listening to words and phrases, then longer sentences. In the School Subjects, the learner is developing the sociocultural skills of communicating about the specific subjects in the classroom, in addition to being exposed to more specific terms that surround that subject. Learners feel more confident using this appropriate language, even if the subject itself may not be new to them. Students in Unit 2, School Subjects, especially if they are secondary-level, have been exposed to states of matter — liquids, gases, etc., — that are presented. As a result, the language is entirely appropriate in each School Subject, and the learner understands the proper context in which to use this specific terminology — in a class where these subjects are taught. The fact that secondary students may have taken or are about to take these subjects only reinforces this word/phrase dimension because they are surrounded by it more and more.

General, specific and technical vocabulary is scaffolded throughout the materials and they are systematic in their presentation. Vocabulary is introduced, explicitly taught, practiced and reviewed throughout each lesson and unit.

See complete course for examples of vocabulary and vocabulary section for each unit.

Examples provided are indicative of the structure of the entire program:

- Teacher’s Guide, Pages 7-16, Scope and Sequence — examples of key language and vocabulary provided
- Teacher’s Guide, Pages 23-25, Unit 1, Main Learning Points and
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 X No

2) Is differentiation of language proficiency developmentally and linguistically appropriate for the designated language levels?  
   Yes X No

3) Is differentiation of language systematically addressed throughout the materials?  
   Yes X No

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

A. Performance definitions for WIDA define productive (speaking and writing) and receptive skills (listening and reading) that take place at three dimensions of academic language: discourse, sentence and
word/phrase. English for Success provides support for all these dimensions and the materials systematically integrate students’ assets and contributions as they make progress through the program.

1. English for Success targets four language proficiency levels (2-5). The program contains 20 units of explicit language instruction. Units 1-10 target beginning and developing levels, while units 11-20 transition from developing through bridging. The language content is catered to the learner based on a Placement Test and Mastery Tests. A mechanism called the “Shuffler” adjusts the depth and difficulty of lessons accordingly as learners answer questions and complete activities.

2. The differentiation of language proficiency is developmentally and linguistically appropriate for all targeted levels.

3. Differentiation of language is systematically addressed throughout English for Success. Lessons and units build upon previous lessons and units in a spiral formation, allowing students to progress to the next level.

See complete product for examples of language proficiency levels and overall format.
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 X No

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

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

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

1. Language learners engage in listening, speaking, reading, and writing activities throughout English for Success as they build their language proficiency. Language domains are integrated throughout the multimedia program and engage learners to interact with language. The Warm Up, School Life, School Subjects, World Talk Cards/Language Extensions, and Speaking Up lessons provide listening experiences. Speaking opportunities are explicitly addressed in the Speaking Up lesson of each unit, while also being built into other lessons throughout with the use of a microphone and recording. Learners have the opportunity to listen to their own voice with the playback feature. The control bar that is provided at the bottom of every screen allows learners to listen to each sentence as many times as they need when pressing the Repeat button. Reading opportunities are presented in each lesson with opportunities to read English by utilizing the text button on the control bar (this is activated only after learners have clicked on the Repeat –listening-button once or sometimes twice.) The Teacher’s Guide also provides extensive listening, speaking, reading and writing opportunities in the sections entitled “Teaching Activities” and “Written Activities”. The former appears on Pages 18-21 of the Teacher’s Guide while the latter appear in the last six pages of each unit in the Teacher’s Guide; for Unit 1, for example, these can be found on Pages 26-31. Printable student exercises are provided for each unit to provide reading and
writing practice, Each lesson in each unit provides listening, speaking, reading and writing.

2. The targeted language domains are presented within the context of language proficiency levels. Along with an assessment that is done through the Placement Test, English for Success also uses a Shuffler” level that provides individualization of content for each level of language proficiency.

3. Listening, speaking, reading, and writing are systematically integrated throughout English for Success.

See product for examples of linguistic complexity and format.

Examples provided are indicative of the structure of the entire program.

- Extension Activities, Records Manager: Examples of “Tasks and Activities” for each unit, all of them examples of listening, speaking, reading and writing necessary for long-term language acquisition.
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 X No

2) **Are the academic content standards systematically represented throughout the materials?**

   Yes X No

3) **Are social and instructional language and one or more of the remaining WIDA Standards present in the materials?**

   Yes X No

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

1. *The School Subjects lessons in English for Success represent one of the defining features of the course. In these lessons there is explicit language related to science, mathematics, social science, or language*
arts concepts. While the course does not differentiate between grade levels, the course is situated ideally—at a secondary school level, where students would normally be covering these kinds of subjects in their classes. While the course, technically speaking, may start as early as age 11 (upper elementary), but is best used in a secondary environment in order to extend and personalize the content for better overall fluency. Placing the language in a real world setting for the School Subjects lessons is beneficial for students to reinforce what they are learning; learners communicate more confidently about those subjects. Students also have many opportunities to use language in the School Life lessons in their social context of everyday life in a secondary school like the one they are attending.

Standards matrices, which are organized by standard, grade level and domain (listening, speaking, reading and writing).

2. Each unit in English for Success has five lessons (there are 20 units in the course). Each lesson addresses the content and language proficiency levels of the learners. This process is consistently followed within each unit, and across all the proficiency levels so that the appropriate proficiency level—rather than grade level—content is systematically presented throughout the materials. The materials are not in and of themselves restricted to the course; the materials also can included instructions and lesson plan/classroom extension activities that are found in the English for Success Teacher’s Guide and in the Records Manager. For the latter, these include ways in which teachers can plan and facilitate blended learning lessons in a student-centered environment that helps all students learn, apply, and master the skills and strategies of the program.

3. English for Success encompasses all five WIDA development standards representing language: Social and Instructional Language, The Language of Language Arts, The Language of Mathematics, The Language of Science, and The Language of Social Studies. These are easily reflected in the course’s characteristic “School Subjects” lessons, which appear in each unit. Generally speaking, the order by which the school subjects appear are a function of the learner’s
proficiency level. The School Subjects in the lower units focus more on those subjects for which graphical supports, for example, are more appropriate ---Science and Mathematics. At the other end, the School Subjects in the upper units focus more on subjects that are more discursive in nature ---the language of Social Studies. Graphical supports are present, too, but learners are better prepared for language that is more appropriate for these subjects. Therefore, cognitive function is also present because students are still able to sustain the cognitive demand of an activity as they progress from unit to unit.

See Teacher’s Guide for English for Success for complete scripts by unit, and for listing of all School Subjects that appear in all the units.

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. Opportunities for higher order thinking in English for Success are present for learners of all targeted levels of language proficiency through extension and teaching activities, such as role-playing and summarizing, allowing learners to practice learned language, stimulate further thinking, and extend learning.

In the Records Manager for English for Success, there are also many
“Tasks and Activities” that are specifically designed for teachers to facilitate extension and personalization activities where students are asked to demonstrate higher order thinking. The teacher is given suggestions about how to help students do this ---in describing not just the different activities, but also how these can be done, from role-playing, to small-group activities, to oral presentations. These can be accessed by any teacher as a way of connecting the content to the real world of the student --in short, blended learning.

More general descriptions of how these activities can be presented appear in the English for Success Teacher’s Guide, Pages 17-21.

2. Higher order thinking opportunities are systematically addressed throughout English for Success. Language learners at every level are provided opportunities to extend their learning through these activities. 

Examples provided are indicative of the structure of the entire program.

- Teacher’s Guide, Pages 18-19: Extension —higher order thinking opportunities provided to go along with the Warm Up lesson.
- Teacher’s Guide, Page 19: Role Play and Personalization — higher order thinking opportunities provided to go along with the School Life lesson.
- Teacher’s Guide, Page 19: Extension and Variation —higher order thinking opportunities provided to go along with the School Subjects lesson
C. Supports for Various Levels of Language Proficiency

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

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

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

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

1. **Scaffolding supports provided throughout English for Success help language learners advance within a proficiency level.** The spiral structure of the program provides scaffolding as language learners progress through the content. The lessons contained in each unit are scaffolded within the lesson as well as building knowledge for the next lesson and unit. Each unit starts with a Warm Up, which introduces key language and grammar. The School Life and School Subject sections scaffold language through steps, including words and phrases with pictures, spoken and written word, then using phrases and sentences with the vocabulary word prior to checking students’ comprehension. The World Talk Cards and Speaking Up sections continue to scaffold language through additional practice and comprehension activities. Each lesson includes practice and review of new language learned. There is also an option for learners to go back for continued practice and understanding by using the Repeat and Rewind buttons on the control bar. Finally, the opportunity to review earlier lessons is also always available.

2. **The spiral structure of English for Success provides scaffolding as language learners progress through the content.** The lessons contained in each unit are scaffolded while also building knowledge for the next lesson and unit. Each unit
starts with a Warm Up, which introduces key language and grammar. The School Life and School Subject sections scaffold language through steps, including words and phrases with pictures, spoken and written word, then using phrases and sentences with the vocabulary word prior to checking students’ comprehension. The World Talk Cards and Speaking Up sections continue to scaffold language through additional practice and comprehension activities. Each lesson includes practice and review of new language learned. There is also an option for learners to go back for continued practice and understanding by using the Repeat and Rewind buttons on the control bar. Finally, the opportunity to review earlier lessons is also always available.

3. Scaffolding supports are presented systematically throughout English for Success. Each lesson provides language learners with the information they need to be successful for the next unit, as they master language and progress through language proficiency levels.

See complete product for examples of scaffolding and format.

Examples provided are indicative of the structure of the entire program

• Teacher’s Guide, Scope and Sequence, Pages 7-16
D. Accessibility to Grade Level Content

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

2) Is grade-level content accessible for the targeted levels of language proficiency? Yes X No

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

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

1. *English for Success* is composed of linguistically and developmentally appropriate grade level content for all of the targeted ages, ages 11-17. The content is specific to building English grammar, vocabulary, and language proficiency at all grade levels and targeted language levels. Explicit instruction in these areas allows learners of all targeted grade and ability levels to master appropriate concepts, as well as review and practice in the context of social and instructional language and content area language.

2. Grade-level content is accessible for all targeted proficiency levels. *English for Success* is user friendly for the targeted grade levels.

3. *English for Success* presents grade level content systematically. Lessons build knowledge for subsequent lessons and review is provided throughout lessons, units and levels.

See complete product for examples of grade-level content.

Examples provided are indicative of the structure of the entire program.

- Teacher’s Guide, Pages 7-16, Scope and Sequence –main learning points and topics are listed for each unit.
E. Strands of Model Performance Indicators

1) Do materials include a range of language functions?  
   Yes X No

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

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

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

1. **English for Success contains a range of language functions for all targeted language proficiency levels. The Instructor’s Guide for each unit contains goals and main learning points for each unit, lesson scripts and additional exercises. Language functions are contained in the main learning points as well as the exercise pages. Language functions direct the student on how to engage with the language and include, but are not limited to, define, describe, refer, sequence, and classify. A wide range of language functions are used throughout all lessons.**

2. **All language functions present in English for Success are attached to a context and activity. Each unit is built around topics and a communicative focus. These are the bases for all lessons and activities within the unit.**

3. **Language functions throughout English for Success are presented systematically and comprehensively and support the progression of language development in each level and across levels.**

   See complete course for examples of language functions. Examples provided are indicative of the structure of the entire program.

   • **Teacher’s Guide, Unit 2, Page 32: School Subjects, Science 1 – lessons focus on describing, classifying and**
grouping.