Protocol for Review of Instructional Materials for ELLs V2

WIDA PRIME V2 CORRELATION
Introduction to PRIME

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

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

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

New in This Edition

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

Primary Purposes

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

Primary Audience

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

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

**Overview of the PRIME Process**

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

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

**PRIME at a Glance**

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**PRIME Part 1: Provide Information about Materials**

Provide information about each title being correlated.

<table>
<thead>
<tr>
<th>Publication Title(s):</th>
<th>Florida McGraw-Hill My Math</th>
</tr>
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<tbody>
<tr>
<td>Publisher:</td>
<td>McGraw-Hill</td>
</tr>
<tr>
<td>Tools of Instruction included in this review:</td>
<td></td>
</tr>
<tr>
<td>Intended Teacher Audiences:</td>
<td>K-5 Content area instructors</td>
</tr>
<tr>
<td>Intended Student Audiences:</td>
<td>All K-5 Students</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>
</tr>
<tr>
<td>☒ WIDA English Language Proficiency Standards</td>
<td></td>
</tr>
<tr>
<td>WIDA Language Development Standards addressed: (e.g. Language of Mathematics). Social and Instructional Language, Language of Mathematics</td>
<td></td>
</tr>
<tr>
<td>WIDA Language Proficiency Levels included: The WIDA language proficiency levels are not explicitly named as WIDA levels, but the materials do provide support, activities and descriptors for three levels: Emerging, Expanding, and Bridging. These are the same names as WIDA levels 2, 4 &amp; 5.</td>
<td></td>
</tr>
<tr>
<td>Most Recently Published Edition or Website:</td>
<td>©2020 (This is when the materials will be available to customers)</td>
</tr>
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</table>

In the space below explain the focus or intended use of the materials: Built to rigorous Mathematics Florida Standards (MAFS), *Florida McGraw-Hill My Math* challenges and engages students as they build their skills to communicate mathematically. Customizable to fit different teaching styles, the program allows teachers to seamlessly meet the needs of all learners, all while implementing a program built to Focus, Coherence, and Rigor.
# 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.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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<tbody>
<tr>
<td>1) Are the student assets and contributions considered in the materials?</td>
<td>Yes</td>
</tr>
<tr>
<td>2) Are the student assets and contributions systematically considered throughout the materials?</td>
<td>Yes</td>
</tr>
</tbody>
</table>

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

1) Students’ assets and contributions are considered in the materials. In the Language Development Handbook (LDH) for each grade level, the “Strategies for EL Success” section explains their philosophy about second language acquisition. One of the listed strategies teachers can employ in order to generate excitement and accelerate learning is to “activate EL prior knowledge and cultural perspective.” Additionally, despite this being a math program, there are opportunities for student’s to “talk math,” where they think about and discuss answers to a question or questions posed, as evidenced here on page 392 of Chapter 6, Grade 5 Student Edition:

![Talk Math](image.jpg)

2) Students’ assets and contributions are systematically considered throughout the
materials. An asset-based philosophy is stated as part of the “Strategies for EL Success” mentioned above, but is also considered through the scaffolds and supporting activities which occur in each lesson. At the beginning of each Chapter, there is a “Brain Builders” area called “My Chapter Project,” where the students have an opportunity to engage in a real world activity that will connect to the upcoming math lesson. Sometime the students will do this individually and other times with partners or in small groups. An example of a Chapter project is seen here, from Grade 2, Chapter 6, page 344:

There are also specific resources for English Language Learners, often incorporating Spanish language materials and resources (the dominant L1 in Florida). An example can be seen here, from page xvi of the table of English/Spanish Cognates used in Grade 5:
These tables can be found in each Language Development Handbook for the six grade levels.

The LDH also contains “Multicultural Teacher Tips” throughout, to help teachers better understand the particular needs, strengths, and differences that ELLs bring to the classroom. See example below, taken from page T7 of the LDH for Grade 5:
2. Academic Language

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

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

1) Do the materials address language features at the discourse dimension in a consistent manner for all identified proficiency levels? Yes  No

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

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

1) The materials address language features at the discourse dimension in a consistent manner for all identified proficiency levels. On page xii of the LDH, there is guidance in how to use the Student Edition. The guidance includes an “Inquiry of the Essential Question,” part of which instructs teachers to “Encourage
students to have collaborative conversations as they share their ideas and questions with peers.” An example can be seen below, from page 396 of the Grade 5 Student Edition, Chapter 6:

Additionally, each Lesson in the LDH provides a chart with leveled activities for each of the three identified language levels (Emerging, Expanding and Bridging). These activities address features at the discourse dimension, especially at the Bridging level, as seen here from the Grade 4 LDH, Lesson 4, where the students will be preparing and presenting an explanation of a math process they used:
2) Language features at the discourse dimension are systematically addressed throughout the materials. In each lesson is a “Brain Builders” area which typically contains extra practice and opportunities for additional discourse, as seen here, from page 18, Chapter 1, Grade 3:

The Teacher Edition provides sample answers for these questions.
B. Sentence Dimension (e.g., types, variety of grammatical structures, formulaic and idiomatic expressions; conventions)

1) Do the materials address language features at the sentence dimension for all of the identified proficiency levels?  Yes  No

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

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

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

1) The materials address the language features at the sentence dimension for all identified proficiency levels. Each lesson in the LDH contains a chart, organized by the three identified proficiency levels (Emerging, Expanding, and Bridging) with leveled activities for the lesson topic. In the example below, from the LDH for Grade K, Lesson 8, students have opportunities to use sentence frames and also adjectives to describe attributes and opposites:

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From the LDH for Grade K, Lesson 8, students have opportunities to use sentence frames and also adjectives to describe attributes and opposites.
Additionally, students are provided with many types of graphic organizers throughout the materials to help provide understanding, including Cornell Notes (with the exception of Grade K). According to the description, on page xii of the LDH, Cornell notes “offer students a method to use to take notes, thereby helping them with language structure. Scaffolded sentence frames are provided for students to fill in important math vocabulary by identifying the correct word or phrase according to context.” An example of this method is seen here, from page 5 of the LDH for Grade 4, Lesson 4:
2) The sentence dimension language features are appropriate for the identified proficiency levels. As mentioned above, the LDH contains leveled activities for each lesson, which contain appropriate sentence dimension features. In this example, the teachers are reminded to ask questions based on their student’s level of English comprehension:
3) The features at the sentence dimension are present systematically throughout the materials. Every lesson contains the aforementioned English Language Development Leveled Activities, which address the lesson content in an appropriate manner for each of the three identified proficiency levels. Oftentimes there are additional tips, and language support, as seen here in this example for cooperative learning strategies from Lesson 6 of the LDH, Grade 2, page T7:
C. Word/Phrase Dimension (multiple meanings of words, general, specific, and technical language)

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Do the materials address language features at the word/phrase dimension in a consistent manner for all identified proficiency levels?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2) Are words, expressions, and phrases represented in context?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3) Is the general, specific, and technical language appropriate for the targeted proficiency levels?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4) Is the general, specific, and technical language systematically presented throughout the materials?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

1) The materials address the language features of the word/phrase dimension in a consistent manner for all three identified proficiency levels. There is a relatively strong emphasis on vocabulary development throughout the series. For example, in the English Language Development Leveled Activities chart in the LDH, the Emerging level often targets academic vocabulary. There are also many accompanying graphic organizers to help with these new vocabulary words. An example of a vocabulary word web can be seen below, taken from Grade K, Lesson 1, page 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 | 15 | P a g e
Each LDH also provides a table of English/Spanish cognates used in the grade level materials, which gives students opportunities to connect the vocabulary words to the same word in Spanish, the predominant language of the population of ELL students the materials are targeting. This gives students the opportunity to recognize cognates that may be familiar to them:
Words, expressions, and phrases are represented in context in the materials. Often, at the beginning of each lesson, the Student Edition will have a My Math Words section with review vocabulary in a word bank. Immediately following, there is an activity or graphic organizer to help reinforce the vocabulary, as seen here in Chapter 2, Grade 3, page 54:
The students then encounter the vocabulary within the context of the lesson:
3) The general, specific and technical vocabulary are appropriate for the targeted proficiency levels. The LDH is designed for educators to be able to differentiate the language of math and provide support for students as they navigate the academic content. In the example below, from Grade 5, Lesson 2, the students are learning how to compare and order numbers through millions. At the Emerging level, the teacher will write the English vocabulary work and its Spanish cognate on a cognate chart. The Expanding level has students using a sentence frame to discuss which number is greater and least. At the Bridging level, students are put into bilingual pairs to ask more sophisticated questions of each other to guess what number each student has on a card:
4) The general, specific, and technical language is systematically presented throughout the materials. At the beginning of the Chapters, students see a Review Vocabulary section where they see a list of words that will appear in the upcoming Lesson(s). Following this is a “Making Connections” section that contains a problem, graphic organizer or other review strategy to allow students to practice the vocabulary. Students also have an area to create their own visual vocabulary cards that they can cut out and use as resources for the lesson:
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.
The materials differentiate between the identified language proficiency levels. The Language Development Handbook (LDH) provides differentiated instructional support and guidance for teachers, beginning with an understanding of what skills a student at each level may look like:

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emerging Level EL</td>
<td>New to this country, may have memorized some everyday phrases like, “Where is the bathroom”, “My name is...”, may also be in the “silent stage” where they listen to the language but are not comfortable speaking aloud.</td>
</tr>
<tr>
<td>Expanding Level EL</td>
<td>Is dependent on prior knowledge, visual cuers, topic familiarity, and pretaught math-related vocabulary. Solves word problems with significant support. May procedurally solve problems with a limited understanding of the math concept.</td>
</tr>
<tr>
<td>Bridging Level EL</td>
<td>May struggle with conditional structure of word problems. Participates in social conversations needing very little contextual support. Can mentor other ELs in collaborative activities.</td>
</tr>
</tbody>
</table>

The lessons contain leveled activities, to use with students who are approaching level (AL), beyond level (BL) or are on level (OL). The lessons also provide resources to support any ELLs the teachers may have, as outlined in this example.
2) The differentiation of language proficiency is developmentally and linguistically appropriate for the elementary school target age of the materials. On page vii of the LDH for each grade level, there is a page outlining strategies for EL success. This is a helpful resource for teachers who work with students of varying linguistic abilities. There is a chart for teachers called “Common Problems for English Learners” which can help them understand what pronunciation and grammar issues students from particular countries may have:
The section “How to Use the Teacher Edition” provides instructional strategies that can be used to help scaffold the lesson for the EL, enabling them to participate in classroom discussions, thus building oral competency and confidence in all students:

3) Language differentiation occurs systematically throughout the materials. In the LDH, each lesson contains a section called “English Language Development Leveled Activities.” This chart, seen below, contains specific activities to support the lesson, organized up by proficiency level:
The Front Matter area of the Teacher Guides also describes how the program differentiates instruction and provides individualized learning opportunities for all students, including ELs:

### English Language Development Leveled Activities

<table>
<thead>
<tr>
<th>Emerging Level</th>
<th>Expanding Level</th>
<th>Bridging Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Word Knowledge</strong></td>
<td><strong>Show What You Know</strong></td>
<td><strong>Building Oral Language</strong></td>
</tr>
<tr>
<td>Using four write-on/wipe-off boards, write a different whole number on each. For example: 23,947; 23,955; 39,748; 39,914. Distribute boards to four volunteers and have them stand in order from least to greatest. Ask, Which is least? Which is greatest? Allow students to respond by pointing. Have volunteers remain in their places and replace the comma with a decimal point in each number. For example: 23,947; 23,955; 39,748; 39,914. Explain that although the numbers are now decimals, the numbers are still in order from least to greatest.</td>
<td>Draw a labeled place-value chart on the board that includes ten thousand through thousands. Have a student volunteer write one place value of a digit in the number 54,962. Say, Write nine in the tenths place. After the task is complete, have the student explain what he or she did using the following sentence frame: I wrote _____ in the _____ place. Be sure students are using the correct past tense form of write. Continue until the frame is filled. Repeat with other numbers.</td>
<td>Using a digital stop watch and a chart, record the amount of time it takes volunteers to complete a series of simple tasks, such as sharpening a pencil, getting a book out of a bag, tying a shoe, and so on. As students perform the tasks, record their times using decimal numbers to the hundredths or thousandths of a second, depending on what the stopwatch shows. After all times are recorded, work with students to categorize and order the times from least to greatest. Discuss the results as a group.</td>
</tr>
</tbody>
</table>

### Teacher Notes:

T9 Grade 5 - Chapter 1 Place Value

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**English Language Learner Support**

Plan and scaffold the instruction to support learners at different language levels including:

- Emerging
- Expanding
- Bridging

The English Language Learner Student Guide provides added language support and strategies, including English/Spanish cognates in Dinah Zike's Visual Kinesthetic Vocabulary® and an explanation of the Standards for Mathematical Practice.
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) All four language domains are targeted in the materials. Each lesson provides opportunities for students to engage in all four language domains. Each lesson has a real world theme that begins with a Chapter Project. These often integrate multiple language domains, such as this one from Grade 2, Chapter 6 where the students will work as a group to create a math game:
As would be expected, the Student Editions are filled with problems for the students to solve in writing, as well as fill in the blank-style items. There are also inquiry-based items, and “talk math” activities, where the student needs to explain something related to the topic and also reflect on what they have learned or how it can be applied elsewhere:

2) On page vi of each Language Development Handbook (for all three Courses), there is a chart entitled “Proficiency Level Descriptors” which outlines the three targeted proficiency levels of ELLs and then descriptors at each level, broken down by language domain. This chart, seen below, will guide the teacher as s/he works through the lessons and all four language domains:
Additionally, the lessons themselves in the LDH contain English Language Development Leveled Activities, to allow students at the three levels to engage appropriately with the content. In the example below, students at the Emerging level will be Listening, Reading and Speaking. The Expanding and Bridging level students will be doing the same but at a higher level and also will be writing:
3) The targeted language domains are systematically integrated throughout the materials. The lessons are all detailed and interactive, with opportunities to engage in all four domains every time. At the beginning of each Chapter is a “My Chapter Project” which is an interactive, real-world type activity that engages the students often in all four domains. An example of this is seen below, from Chapter 8 of the Grade 5 Student Edition. Students will be planning a fraction party and will work in groups to decide what foods they can use that can be cut into fractions. They will be listening to each other as they discuss, speaking by sharing their own ideas, writing the math information down in the table, then reading what they’ve written:
**Fraction Party**

1. In your group, discuss the different types of foods that could be cut into fractions. List the 5 foods you will include in your party plan in the table below.

2. In the table, write the number of students each food will feed. (This will be the number of students in your class.)

3. Decide what fraction each food will be cut into. Will you cut it into halves, thirds, fourths, or another fraction? You can use different fractions for different foods. In the table, list the fraction you will use to divide each food.

4. For each food, determine how many fractional pieces you will have and how many of the whole item you will need. For example:

<table>
<thead>
<tr>
<th>Food</th>
<th>Number of Students</th>
<th>Fractional Part</th>
<th>Number of Fractional Pieces</th>
<th>Number of Whole Pieces</th>
</tr>
</thead>
<tbody>
<tr>
<td>apple</td>
<td>29</td>
<td>thirds</td>
<td>30</td>
<td>10</td>
</tr>
</tbody>
</table>

5. Complete the table for your five foods.

<table>
<thead>
<tr>
<th>Food</th>
<th>Number of Students</th>
<th>Fractional Part</th>
<th>Number of Fractional Pieces</th>
<th>Number of Whole Pieces</th>
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</table>

6. Below, list how many leftover parts you’ll have for each food.

4. The Strands of Model Performance Indicators and the Standards Matrices

The Strands of Model Performance Indicators (MPIs) provide sample representations of how language is processed or produced within particular disciplines and learning contexts. WIDA has five language development standards representing language in the following areas: Social and Instructional Language, The Language of Language Arts, The Language of Mathematics, The Language of Science, The Language of Social Studies as well as complementary strands including The Language of Music and Performing Arts, The Language of Humanities, The Language of Visual Arts.

The Standards Matrices are organized by standard, grade level, and domain (Listening, Speaking, Reading, and Writing). The standards matrices make an explicit connection to state academic content standards and include an example for language use. Each MPI includes a uniform cognitive function (adopted from Bloom’s taxonomy) which represents how educators can maintain the cognitive demand of an activity while differentiating for language. Each MPI provides examples of what students can reasonably be expected to do with language using various supports.

A. Connection to State Content Standards and WIDA Language Development Standards

1) Do the materials connect the language development standards to the state academic content standards?  Yes  No

2) Are the academic content standards systematically represented throughout the materials?  Yes  No

3) Are social and instructional language and one or more of the remaining WIDA Standards present in the materials?  Yes  No

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

1) The materials connect the language development standards to the state academic content standards. The Language Development Handbook (LDH) for each
“Surprisingly, content instruction is one of the most effective methods of acquiring fluency in a second language.” The next page goes on to explain: “The Interactive Guide provides scaffolding strategies and tips to strengthen the quality of mathematics instruction.” Each lesson in the LDH connects the Language of Mathematics to the content topic of the lesson, often through an English Learner Instructional Strategy. On page ix of the LDH, this is described as a scaffolding strategy designed to “make each individual lesson more comprehensible for Els by providing visual, contextual and linguistic support to foster students' understanding of basic communication in an academic context." An example of an English Learner Instructional Strategy is seen below, from the Grade 5 LDH, Lesson 3, page T14:

**Lesson 3 Powers and Exponents**

*English Learner Instructional Strategy*

**Sensory Support: Diagram**

Write the words exponent and base and their Spanish cognates, exponente and base, on a classroom cognate chart. Utilize other appropriate translation tools for non-Spanish speaking ELS. Recreate the below diagram on chart paper. Use it as visual support during the lesson and post for future reference. (To color code, refer to the Teacher Edition.)

\[
power \quad BASE^{\text{exponent}} = 4 \times 4 \times 4
\]

*Gesture to the power and say,* Numbers expressed with exponents are called powers. *Point to the base and say,* The base is 4. *Gesture to the product and say,* The base is the number used as the factor. *Point to the exponent and say,* The exponent is 3. *Gesture to the product and say,* The exponent indicates how many times the base is used as a factor.

2) The academic content standards are systematically represented throughout the materials. The Mathematics Florida Standards (MAFS) are identified at the beginning of each Lesson in the Student Edition, after the introductory My Chapter Project, My Foldables and My Vocabulary Cards sections, as seen in the example below, from Grade 3, Chapter 4, Lesson 1:
Additionally, in the Front Matter section for each grade level, there is a chart entitled “Mathematics Florida Standards” which outlines the MAFS by Domain (topic), and the Lesson(s) and Page(s) where the Standards can be found. See an example below, from Grade 5:

3) Although not explicitly identified as the WIDA Social and Instructional Language Standard and the Language of Mathematics Standard, both of these language
standards are represented in the materials. Oftentimes, the math problems are integrated with the social and instructional language of everyday activities, especially the “My Chapter Project” section which often integrates a real world issue with a Math task. An example is seen here, from Grade 3, Chapter 2, entitled “Bake Sale,” where the students work together to plan what item they will sell at a bake sale. They then must decide how many units of the item to sell and at what price. Finally, they sketch a design of the baked good to use on a sign, along with the unit price, thus integrating the Social and Instructional Standard with the Mathematics Standard:
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) The materials present an opportunity for language learners to engage in various cognitive functions and higher order thinking skills. Each chapter presents the student with an Essential Question, which, according to the Front Matter helps students stay motivated and engaged since they know their learning goals. On page xi of the LDH, the description of the Essential Question demonstrates the students will be engaging in various cognitive functions:

**Inquiry of the Essential Question**
As an introduction to the Chapter, the Inquiry of the Essential Question graphic organizer activity is designed to introduce the Essential Question. The activity offers opportunities for students to observe, make inferences, and apply prior knowledge of samples/models representing the Essential Question. Collaborative conversations drive students toward the Inquiry Activity Target which is to make a connection between the “Mathematical Practice of the chapter” and the “Essential Question of the chapter.”

An example of an Essential Question, from the Grade 5, Chapter 1 Student Edition, is seen here:
Each subsequent lesson within the Chapter contains English Language Development Leveled Activities, which allow the students to engage in various cognitive functions regardless of language level. An example is seen below, from Lesson 8 where the Emerging students are writing and using comparative language to discuss which number is least and which is greatest. The Expanding level students will be explaining and the Bridging level students will be categorizing:
Opportunities for engaging in higher order thinking skills are systematically addressed throughout the materials. In each lesson, there are multiple opportunities for students to engage with the material in different ways. Oftentimes, they will be asked to solve problems, then “talk math” where they need to explain or discuss something and then possibly work on other activities that may involve more advanced problem solving (“Brain Builders”) and/or writing. Examples of this can be seen below, taken from the Grade 2 Student Edition, Chapter 6:
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 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) The materials provide scaffolding supports for students to advance within a proficiency level. The LDH is the primary resource for these supports, explaining detailed strategies and activities to use for each lesson and each proficiency level. Oftentimes vocabulary is the focus, where the teachers provide a word wall or word bank and the accompanying activities to promote understanding. In this example from the Grade 5 LDH, Lesson 7, the students are using a graphic organizer to identify, define and give examples of math words used in the lesson:
2) The materials provide scaffolding supports for students to progress from one proficiency level to the next. Each lesson in the LDH gives teachers a three column chart which have activities for each of the three identified language proficiency levels. When a students is ready to move to the next proficiency level, this chart will provide helpful supports and resources for the teacher to use. See the example of the Grade 5, Lesson 9 English Language Development Leveled Activities chart:
Scaffolding supports are presented systematically throughout the materials. On page ix of the LDH, there is a section called “How to Use the Teacher Edition.” This section explains that “the suggested strategies, activities, and tips provide additional language and concept support to accelerate English learners’ acquisition of academic English.” The categories of support are listed here:

**English Learner Instructional Strategy**

Each English Learner Instructional Strategy can be utilized before or during regular class instruction.

Categories of the scaffolded support are:

- Vocabulary Support
- Language Structure Support
- Sensory Support
- Graphic Support
- Collaborative Support

The goal of the scaffolding strategies is to make each individual lesson more comprehensible for ELLs by providing visual, contextual and linguistic support to foster students’ understanding of basic communication in an academic context.

In addition to peer and teacher support, other scaffolding supports include Cornell Notes/Note Taking, Vocabulary Cognates, Guided Writing, Vocabulary Charts, Concept Webs, Definition Maps, and Problem-Solving Investigations. An example
D. Accessibility to Grade Level Content

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

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

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

Justification: Provide examples from materials as evidence to support each “yes”
Linguistically and developmentally appropriate grade-level content is present in the materials. It is an elementary school program and the lessons in the Student Edition all identify the MAFS grade level appropriate content standards, followed by the Essential Question:

Linguistically, there are a variety of differentiated/leveled activities provided in the LDH to help students comprehend the language they are using in the lesson. This language is appropriate for the grade level content being taught. Students are also given a list of vocabulary words (called “My Math Words) they will learn in the lesson along with graphic organizers or other activities to help students understand the meanings of the words:

Grade 5, Chapter 8, page 544
2) Grade level content is accessible for the targeted levels of language proficiency. The LDH provides ways for teachers to help students access the content by using strategies and supports appropriate for their language proficiency level. The main resource is the English Language Development Leveled Activities chart found at the beginning of each Lesson in the LDH, such as this one from Grade 5, Lesson 3, page T4:

![English Language Development Leveled Activities](image)

3) Grade level content is systematically presented throughout the materials. The Teacher Edition contains the Florida Math Standards that will be addressed in each lesson. The Teacher Edition also has a "Focus" section that outlines the Domain (topic), Major Cluster(s), Standards for Mathematical Content, and Standards for Mathematical Practice. An example of this is seen here, from Grade 5, Chapter 1, Lesson 1:
Additionally, the Front Matter of the Teacher Editions for each Grade level contains a chart, organized by Domain (Topic), that outlines the MAFS used, the Lessons where it is used and the page numbers where they are located. An example can be seen here, from Grade 5:
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) The materials include a range of language functions throughout each lesson.
   Oftentimes, the language functions are embedded into the content area standards (MAFS) under the “Focus” section. An example can be seen below, from Lesson 9 of Grade 5, where the students will be understanding, comparing and critiquing:

Additionally, in the LDH there is a description of the Inquiry of the Essential Question. According to the description, found on page xii of the LDH, “Students observe, make inferences, and apply prior knowledge of chapter specific samples/models representing the Essential Question of the chapter.” An example is seen below, from the Grade 5, Chapter 1 LDH:
2) The language functions are incorporated into a communicative goal and/or activity throughout each lesson. The students will be engaged in whole-class, small-group, and partner discussions for each lesson. The English Language Development Leveled Activities chart in each Lesson of the LDH provides support for all students to participate in these conversations as they are linguistically able. Although this is a math curriculum and many times the students will be writing and solving problems, the materials incorporate communicative activities throughout so students can build their language skills and utilize various language functions. An example is below, from Grade 1, Lesson 4, page 30 where the students must explain what happens when you add zero to a number, thus reinforcing the mathematical concept and building language proficiency at the same time:

3) The language functions support the progression of language development. There is an emphasis not only on math comprehension, but also language development as it relates to math. Within each lesson is an area called “Differentiated English Language Learner Instruction” which has specific support for ELLs by the three
identified proficiency levels. Student will be utilizing progressively more difficult language through each leveled activity, as seen here, from Grade 5, Lesson 5, page 187A where the students are Estimating Quotients. At the Emerging Level students will be repeating, at the Expanding level, students will be explaining, and at the Bridging level, students will be evaluating:

<table>
<thead>
<tr>
<th>ELL</th>
<th>Differentiated English Language Learner Support ELL_MA.1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Emerging Level</strong></td>
<td><strong>Expanding Level</strong></td>
</tr>
<tr>
<td><strong>Number Sense</strong></td>
<td><strong>Academic Vocabulary</strong></td>
</tr>
<tr>
<td>Model rounding using the number 476. Write 476 and point to the tens place. Say, <em>We will round to the tens place.</em> Stress round and have students say round chorally. Be sure they are correctly saying the sound. Model rounding to the tens place. 460. Point to the hundreds place. Say, <em>Now we will round to the greatest place, the hundreds place.</em> Have students repeat round chorally again. Model rounding to the hundreds place. 500. Repeat with other three-digit numbers, rounding to different place values for each number.</td>
<td>Write the word estimate and the Spanish cognate, estimar, on a classroom cognate chart. Write $273 \div 9$. Say, <em>We will find an estimate for this expression.</em> Write $270 \div 9$ below the original expression. Say, <em>I rounded $273$ down to $270$.</em> Have students find the quotient of $270 \div 9$. Say, <em>The estimate is $30$.</em> The exact quotient of $273 \div 9$ is $30 \frac{2}{3}$. Write each quotient next to each expression. Ask, <em>Was $30$ a good estimate?</em> Display a sentence frame for students: ______ was/was not a good estimate because ______. Repeat with other division expressions.</td>
</tr>
</tbody>
</table>