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**

<table>
<thead>
<tr>
<th>Standards Framework Elements Included in the PRIME Inventory</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Asset-based Philosophy</td>
</tr>
<tr>
<td>A. Representation of Student Assets and Contributions</td>
</tr>
<tr>
<td>2. Academic Language</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>3. Performance Definitions</td>
</tr>
<tr>
<td>A. Representations of Levels of Language Proficiency</td>
</tr>
<tr>
<td>B. Representations of Language Domains</td>
</tr>
<tr>
<td>4. Strands of Model Performance Indicators and the Standards Matrices</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.

Publication Title(s): Florida Reveal Math
Publisher: McGraw-Hill
Materials/Program to be Reviewed: Florida Reveal Math Course 1, 2 & 3 (Middle School)
Tools of Instruction included in this review: Language Development Handbook, Teacher Edition and Student Edition
Intended Teacher Audiences: Middle School Level Math Teachers
Intended Student Audiences: Middle School Students (Grades 6, 7, & 8)
Language domains addressed in material: Listening, Speaking, Reading, and Writing
Check which set of standards will be used in this correlation:
☐ WIDA Spanish Language Development Standards
☒ WIDA English Language Proficiency Standards
WIDA Language Development Standards addressed: (e.g. Language of Mathematics). Language of Mathematics, Social and Instructional Language
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 sets of levels: Entering/Emerging, Developing/Expanding, and Bridging. These are the same names as WIDA levels 1-5.
Most Recently Published Edition or Website: Materials are labeled as Copyright @2020, which is when they will be available to the public
In the space below explain the focus or intended use of the materials: Florida Reveal Math is a 6-12 math program designed to help reveal the mathematician in every student. Florida’s high academic standards and rigorous courses are designed for each student to reach his or her full potential. This is why Florida Reveal Math has a strong focus on rigor—especially the development of conceptual understanding—an emphasis on student mindset, and ongoing formative assessment feedback loops.
PRIME Part 2: Correlate Your Materials

1. Asset-Based Philosophy

A. Representation of Student Assets and Contributions
The WIDA Standards Framework is grounded in an asset-based view of students and the resources and experiences they bring to the classroom, which is the basis for WIDA’s Can Do Philosophy.

1) Are the student assets and contributions considered in the materials?  
   Yes  No

2) Are the student assets and contributions systematically considered throughout the materials?  
   Yes  No

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

1) Students’ assets and contributions are considered in the materials. In the Language Development Handbook (LDH) for each grade level, the Guiding Principles for Supporting English Learners explain their philosophy about ELLs. One asset-based statement within this description on page vi of the LDH says, “A great many ELLs come to school with a variety of rich linguistic and cultural backgrounds from Spanish-speaking communities and countries all throughout the Americas…The experiences and identities acquired in the context of ELLs’ homes and communities can transform the simplest classroom into a unique cultural and linguistic microcosm.” Additionally, despite this being a math program, there are opportunities for student reflection, as evidenced here on page 329 of the Course 2 Student Edition, Module 6:
Students’ assets and contributions are systematically considered throughout the materials. An asset-based philosophy is stated in the Guiding Principles for Supporting English Learners mentioned above, but is also considered through the scaffolds and supporting activities which occur in each lesson. Throughout the lessons, there are “Explore” activities, where students have opportunities to work with partners or in small groups to “explore a rich, real-world or mathematical problem related to the lesson content” (page iv, Course 1 Teacher Edition Front Matter). 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 xviii of the table of English/Spanish Cognates used in Course 2:
These tables can be found in each Language Development Handbook for each of the three courses.

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 xiii of the LDH for Grade 8:

**Multicultural Teacher Tip**

These tips provide insight on academic and cultural differences you may encounter in your classroom. While math is the universal language, some ELLs may have been shown different methods to find the answer based on their native country, while cultural customs may influence learning styles and behavior in the classroom.
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. The LDH provides a chart on collaborative conversations, because students engage in whole and small group and also partner discussions during each lesson. The chart, seen below, provides frames for these conversations:
In another section of the LDH, called “Strategies for Classroom Discussion,” guidance and sentence frames are provided at each identified level for helping students use discourse in the classroom:
2) Language features at the discourse dimension are systematically addressed throughout the materials. In the margins of the Student Editions are prompts that the students can use to talk about what they’ve just learned. Usually, there is also a prompt for students to think about something also before they discuss. An example can be seen below, taken from page 301 of the Student Edition, Course 2:
The Teacher Edition provides example sample responses 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 contains a chart, organized by the three identified proficiency levels (Entering/Emerging, Developing/Expanding, and Bridging) with leveled activities for the lesson topic. As seen in the example below, there are often sentence frames and other grammatical features, like comparatives and superlatives, used to describe mathematical concepts. This example comes from the LDH, Course 3, Lesson 4, page T10:

![English Language Development Leveled Activities Chart](image)

Additionally, students are provided with many types of graphic organizers throughout the materials to help provide understanding, including Cornell Notes. According to the description, on page xvi of the LDH, Cornell notes “provide students with a method 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 10 of the LDH for Course 3, Lesson 4:
Lesson 4 Notetaking

Estimate Irrational Roots

Use Cornell notes to better understand the lesson’s concepts. Complete each sentence by filling in the blanks with the correct word or phrase.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How do I estimate a square root?</td>
<td>First, I determine if the square root is a perfect square. If not, then I use a number line to determine between which two perfect squares the square root falls between and estimate based on where the square root falls on the number line.</td>
</tr>
</tbody>
</table>

| 2. How do I estimate a cube root? | First, I determine if the cube root is a perfect cube. If not, then I use a number line to determine between which two perfect cubes the cube root falls between and estimate based on where the cube root falls on the number line. |

Summary

How can I estimate the square root of a non-perfect square? See students’ work.

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:
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 from Lesson 4 of the LDH, Course 2, page T10, for using Tiered Questions:
C. Word/Phrase Dimension (multiple meanings of words, general, specific, and technical language¹)

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 technical² language appropriate?  
   
   Yes  No

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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.
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) 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 Entering/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 graphic organizer can be seen below, taken from Course 3, Module 1, Lesson 1:
Another example of a graphic organizer for vocabulary development gives the 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. These activities also give students the opportunity to recognize cognates that may be familiar to them:
Words, phrases and expressions are represented in context throughout the materials. All the vocabulary and phrases used within a lesson connect to the math content it is targeted to. Often, as in the example below from Course 1, Module 8, the students will check off the vocabulary they may already know before beginning the Module:
The students then proceed with the lesson and encounter the words in context:

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 Course 3, Module 1, Lesson 4, the students are learning about zero and negative exponents. At the Entering/Emerging level, students are using a word recognition strategy by having index cards with basic vocabulary such as add, subtract and multiply on them. The students use these cards to work through the problems with the teacher. At the Developing/Expanding level, students will engage in a think-pair-share activity with sentence frames and
oral practice using the more specific vocabulary of the subject area, such as *equivalent*. At the Bridging level, students will be reporting back about how they completed the task using a more sophisticated sentence frame:

<table>
<thead>
<tr>
<th>Entering/Emerging</th>
<th>Developing/Expanding</th>
<th>Bridging</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Word Recognition</strong></td>
<td><strong>Think-Pair-Share</strong></td>
<td><strong>Report Back</strong></td>
</tr>
<tr>
<td>Before the lesson, create a set of index cards with <em>add</em>, <em>subtract</em>, <em>multiply</em>, and <em>divide</em> written on them. Randomly distribute the cards so each student has one. As you work through problems from the lesson, have students guide you by prompting them with either <em>or questions for each step, such as Do I add or subtract these numbers? or Do I multiply the exponents or add them? Have students with the correct cards hold them up, and then choose one of these students to come forward and complete that step with you.</em>*</td>
<td>Before the lesson, use index cards to create matching pairs of expressions with positive and negative exponents, such as $10^3 \cdot 10^{-4}$ and $\frac{1}{10}$. Distribute one card to each student. Say, <em>Find the student with a card showing an equivalent expression</em>. Give students time to find their partners. Then say, <em>Explain why the expressions are equivalent</em>. Display the following sentence frame for students to use when sharing their explanations: ____ and ____ are equivalent because _____.</td>
<td>Assign a problem to each student. Say, <em>Rewrite the problem using multiplication or division, and then simplify the expression</em>. Give students time to complete the task. Then display the following sentence frames for students to use in reporting back on how they arrived at an answer: <em>I rewrote ____ as ____, I [added/subtracted] the exponents. I simplified ____ to ____</em>. Have students evaluate each others’ work and make suggestions when an incorrect answer is shared.</td>
</tr>
</tbody>
</table>

4) The general, specific, and technical language is systematically presented throughout the materials. At the beginning of each module, the students see a section called “What Vocabulary Will You Learn?” which provides a checklist of the vocabulary words presented in the module, and instructions for students to check off what vocabulary they may already know. In this example, from Course 2, Module 9, page 456, the students are presented with a list of vocabulary related to measuring figures:
Following this are explicit definitions, accompanied by graphic support and activities to help understand and apply the meaning of the vocabulary:

**What Vocabulary Will You Learn?**
Check the box next to each vocabulary term that you may already know.

- area
- face
- regular pyramid
- center
- lateral face
- semicircle
- circle
- pi
- slant height
- circumference
- prism
- surface area
- composite figure
- pyramid
- volume
- diameter
- radius

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**Learn Radius and Diameter**

A circle is the set of all points in a plane that are the same distance from a point, called the **center**. The **diameter** is the distance across a circle through its center. The **radius** is the distance from the center to any point on the circle.

Label the parts of the circle with the correct terms.

![Circle Diagram](image)

Since the radius of a circle is the distance from the center to any point on the circle, the length of the diameter is always twice the radius. It also means that the radius is half the diameter.
3. Performance Definitions
The WIDA Performance Definitions define the WIDA levels of language proficiency in terms of the three dimensions of academic language described above (discourse, sentence, word/phrase) and across six levels of language development.

A. Representation of Levels of Language Proficiency

1) Do the materials differentiate between the language proficiency levels? Yes  No

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

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

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

1) The 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 students at each level may look like:
The lessons contain leveled discussion questions, 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 from the Course 1 Teacher Edition, page 3a:
2) The differentiation of language proficiency is developmentally and linguistically appropriate for the middle school target age of the materials. On page x of the LDH for each grade level, there is a page outlining strategies for classroom discussion. This is a helpful resource for helping teachers work with students of varying linguistic abilities. The section “Asking about Meaning” provides sentence frames to use at each of the three proficiency levels in order to encourage all students 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 Activities.” This chart, seen below, contains specific activities to support the lesson, divided up by proficiency level:
English Language Development Leveled Activities

Use the following problem with these leveled activities: Evaluate each expression. Express the result in scientific notation. \((3.9 \times 10^9)(2.3 \times 10^7) = \) __

<table>
<thead>
<tr>
<th>Entering/Emerging</th>
<th>Developing/Expanding</th>
<th>Bridging</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Word Knowledge</strong></td>
<td><strong>Building Oral Language</strong></td>
<td><strong>Exploring Language Structures</strong></td>
</tr>
<tr>
<td>Invite four students forward and assign them as first, second, third, and fourth. Write the problem on the board and then, to the right, write First. Say, First we need to multiply the decimal numbers. Say, first again, have students repeat chorally. Then have the student assigned as first perform the task. Then write Second and repeat the activity for the next step. Continue in this manner for steps three and four. Choose a new problem and repeat the activity with four new students.</td>
<td>Divide students into several small groups to solve the problem. Display the following sentence frames: First _____ Next _____ Then _____ Last _____ Say, Use the sentence frames to record each step as you solve. Give groups time to solve the problem. Then ask a volunteer from each group to read the steps they took to solve the problem.</td>
<td>As you model solving the problem, write out each step using complete sentences, such as I rewrite _____ as _____ 2. I multiply _____ and _____ and so on. Afterward, write another nearly identical problem for students to solve on their own. Then say, Use the sentences I’ve written to describe how you solved the problem, but use the past-tense. Listen for correct usage of the past tense and remodel as necessary.</td>
</tr>
</tbody>
</table>

The 6-8 Florida Reveal Math Program Overview also explains the tools and resources they provide for differentiated instruction, both digitally and in the LDH, Student and Teacher Editions:
Digital Lessons to Support Differentiated Instruction

Arrive Math Take Another Look® digital lessons align with lesson objectives and supplement core instruction, helping teachers provide targeted skill support and extra practice. Florida Reveal Math includes about 100 Take Another Looks per course to provide additional differentiation opportunities for students. These lessons allow for fun and assignable skill support, accessed at point-of-use.

Each 15-minute student-driven, digital lesson contains three parts:

- **Part 1: Model Concept**
- **Part 2: Interactive Practice**
- **Part 3: Data Check**

*Arrive MATH Booster, the new K–8 supplemental intervention program from McGraw–Hill Education, provides access to all 150 Take Another Looks, plus games and hands-on resources. Contact your MH Education Sales Representative for more information about purchasing Arrive MATH Booster to complement Florida Reveal Math.*
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. There is a “Launch the Module” and “Launch the Lesson” feature where the teacher will play a video or introduces the topic for the students to listen to and discuss. As would be expected, the Student Books 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 reflection 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. The example below, from Course 1, Module 8, page 455 shows an example:
On page vii 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 Entering/Emerging level will be Listening, Reading and Speaking. The Developing/Expanding level students will be doing the same but at a higher level and the students at the Bridging level will be writing in addition to engaging in the other three domains:
LDH, Course 2, Module 1, page T3.

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. During the “Launch the Lesson” section, students will typically be listening and possibly speaking. The students also have an opportunity to fill out a “What Will You Learn?” chart, seen below, so they can identify, by content topic, what they know already, what they have heard of, or what they don’t know:
Opportunities for speaking are also present throughout the materials. Several times during the lessons, there is a “Talk About the Example” feature where the students have a chance to process the information they are learning:
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?  
   \(\text{Yes} \quad \text{No}\)

2) Are the academic content standards systematically represented throughout the materials?  
   \(\text{Yes} \quad \text{No}\)

3) Are social and instructional language and one or more of the remaining WIDA Standards present in the materials?  
   \(\text{Yes} \quad \text{No}\)

*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 Course
(Grade Level) is representative of this idea when it states on page vi “McGraw-Hill Education is committed to providing English Learners appropriate support as they simultaneously learn content and language.” Each Lesson in the LDH connects the Language of Mathematics to the content topic of the lesson. An example is seen here, taken from Course 3, Module 1, page 1. The example looks at the vocabulary needed for the lesson on powers and exponents:

### Lesson 1 Vocabulary

**Powers and Exponents**

Use the word bank to identify the parts of the expression. Draw an arrow from the word to the part of the expression it describes. Then use the three column chart to organize the vocabulary. Write the word in Spanish. Then write the definition of each word. Sample answers are given.

<table>
<thead>
<tr>
<th>power</th>
<th>base</th>
<th>exponent</th>
<th>factor</th>
</tr>
</thead>
</table>

![Diagram showing 2³ = 2 • 2 • 2]

<table>
<thead>
<tr>
<th>English</th>
<th>Spanish</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>power</td>
<td>potencia</td>
<td>producto de factores repetidos con un exponente y una base</td>
</tr>
<tr>
<td>base</td>
<td>base</td>
<td>en una potencia, el número que es el factor común</td>
</tr>
<tr>
<td>exponent</td>
<td>exponente</td>
<td>en una potencia, el número de veces que la base se usa como factor</td>
</tr>
</tbody>
</table>

2) The academic content standards are systematically represented throughout the materials. The Mathematics Florida Standards (MAFS) are identified at the beginning of each Module in the Student Edition, as seen in the example below,
Throughout the Module, the Lessons themselves note what “Today’s Standards” are that the student will be working on:

In the Teacher Editions, at the beginning of each Module, the teacher is given an overview of the Standards that are being addressed through the “Focus” section:

**Focus**
- **Domain**: Ratios and Proportional Relationships
- **Major Cluster(s)**: MAFS.7.RP.1 Analyze proportional relationships and use them to solve real-world and mathematical problems. 
  MAFS.7.EE.1 Use properties of operations to generate equivalent expressions.
- **Standards for Mathematical Content**: MAFS.7.RP.1.3 Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.
  MAFS.7.EE.1.2 Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. Also addresses MAFS.7.EE.2.3
- **Standards for Mathematical Practice**: MP1, MP2, MP3, MP4, MP5, MP6

Furthermore, the teachers have a Suggested Pacing guide and a “Coherence”
section which shows a vertical alignment with what Standard the students studied previously, what they are going to study now and what comes next. Examples of these are seen here, from Course 2, Module 2, page 59a:

### Suggested Pacing

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Standards</th>
<th>45-min classes</th>
<th>90-min classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Pretest and Launch the Module Video</td>
<td></td>
<td>1</td>
<td>0.5</td>
</tr>
<tr>
<td>2-1  The Percent Proportion</td>
<td>MAFS.7.RP.1.3, Also addresses MAFS.7.EE.2.3</td>
<td>1</td>
<td>0.5</td>
</tr>
<tr>
<td>2-2  The Percent Equation</td>
<td>MAFS.7.RP.1.3, Also addresses MAFS.7.EE.2.3</td>
<td>1</td>
<td>0.5</td>
</tr>
<tr>
<td>Put It All Together 1: Lessons 2-1 and 2-2</td>
<td></td>
<td>0.5</td>
<td>0.25</td>
</tr>
<tr>
<td>2-3  Percent of Change</td>
<td>MAFS.7.RP.1.3, Also addresses MAFS.7.EE.2.3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2-4  Percent Error</td>
<td>MAFS.7.RP.1.3, Also addresses MAFS.7.EE.2.3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2-5  Commission and Fees</td>
<td>MAFS.7.RP.1.3, Also addresses MAFS.7.EE.2.3</td>
<td>1</td>
<td>0.5</td>
</tr>
<tr>
<td>2-6  Tax</td>
<td>MAFS.7.RP.1.3, MAFS.7.EE.12, Also addresses MAFS.7.EE.2.3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2-7  Tips and Markups</td>
<td>MAFS.7.RP.1.3, MAFS.7.EE.12, Also addresses MAFS.7.EE.2.3</td>
<td>1</td>
<td>0.5</td>
</tr>
<tr>
<td>2-8  Discounts</td>
<td>MAFS.7.RP.1.3, MAFS.7.EE.12, Also addresses MAFS.7.EE.2.3</td>
<td>1</td>
<td>0.5</td>
</tr>
<tr>
<td>2-9  Interest</td>
<td>MAFS.7.RP.1.3, Also addresses MAFS.7.EE.2.3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Put It All Together 2: Lessons 2-5 through 2-9</td>
<td></td>
<td>0.5</td>
<td>0.25</td>
</tr>
<tr>
<td>Module Review</td>
<td></td>
<td>1</td>
<td>0.5</td>
</tr>
<tr>
<td>Module Assessment</td>
<td></td>
<td>1</td>
<td>0.5</td>
</tr>
<tr>
<td><strong>Total Days</strong></td>
<td></td>
<td><strong>17</strong></td>
<td><strong>8.5</strong></td>
</tr>
</tbody>
</table>

Finally, in the Teacher Edition Front Matter, which provides an overview of the entire course, there are several pages of a table that shows all the MAFS, the topic they cover and the Lesson the Standard(s) corresponds to:
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, such as these examples of multi-step problems, from Course 2, Module 2, page 76:

**Multi-Step Problems**

12. The sub sandwich sale for the soccer team’s fundraiser is shown in the table. This year, the selling price of a sub sandwich is 5% greater than last year’s price. If the team earns 38% of the sales each year, in which year did they earn more money? How much more did they earn?

<table>
<thead>
<tr>
<th>Price ($)</th>
<th>Number of Subs Sold</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last Year</td>
<td>?</td>
</tr>
<tr>
<td>This Year</td>
<td>5.25</td>
</tr>
</tbody>
</table>

| 800 | 760 |

13. The table shows the results of a school survey about students’ favorite type of take-out food. Based on the data, predict out of 1,800 students how many more would favor pizza than chicken and sandwiches combined.

<table>
<thead>
<tr>
<th>Type of Food</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Burritos</td>
<td>32</td>
</tr>
<tr>
<td>Chicken</td>
<td>16</td>
</tr>
<tr>
<td>Pizza</td>
<td>40</td>
</tr>
<tr>
<td>Sandwiches</td>
<td>12</td>
</tr>
</tbody>
</table>

There is also a strong language focus throughout the materials. This example, from
Course 3, Lesson 4, page 15 demonstrates how the materials integrate the language of math and everyday social and instructional language by using a flow chart to write and solve multi-step equations:

### 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**

   - **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. The LDH provides guidance for facilitating classroom discussions and offers multiple strategies for each level of proficiency that is identified. Teachers are given sentence frames to use with students to, among other things, talk about their level of understanding, justify their reasoning, and agree or disagree with some else’s reasoning. Page xi of all three LDHs provide this guidance:
2) 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 think further about an answer to how to apply it in another situation or to also talk about or justify their reasoning. The example below comes from page 605 of the Course 3 Student Edition:
Some of the Practice areas, designed as homework for the students, will contain higher-order thinking problems, as seen here:
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) 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 LDH Course 3, page 1, students have a word back and an equation to label, then they fill in a chart with the English word, the Spanish translation of it and the definition:

<table>
<thead>
<tr>
<th>Word Bank</th>
</tr>
</thead>
<tbody>
<tr>
<td>power</td>
</tr>
<tr>
<td>base</td>
</tr>
<tr>
<td>exponent</td>
</tr>
<tr>
<td>factor</td>
</tr>
</tbody>
</table>

\[ 2^3 = 2 \cdot 2 \cdot 2 \]

<table>
<thead>
<tr>
<th>English</th>
<th>Spanish</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>power</td>
<td>potencia</td>
<td>producto de factores repetidos con un exponente y una base</td>
</tr>
<tr>
<td>base</td>
<td>base</td>
<td>en una potencia, el número que es el factor común</td>
</tr>
<tr>
<td>exponent</td>
<td>exponente</td>
<td>en una potencia, el número de veces que la base se usa como factor</td>
</tr>
</tbody>
</table>

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 student 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 Course 2, Lesson 4 English Language Development Leveled Activities chart:
Scaffolding supports are presented systematically throughout the materials. On page xii 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 word cards, vocabulary squares, three-column charts, definition maps, concept webs and Cornell notes. An example and description of the last two can be found on
D. Accessibility to Grade Level Content

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

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

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

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

1) Linguistically and developmentally appropriate grade-level content is present in
the materials. It is a middle school program and the courses (1, 2, 3) correspond to the middle school grade levels (6, 7, 8). The lessons all identify the MAFS grade level appropriate content standards. There is a nice self-assessment at the beginning of each lesson that allows the students to see the topics that will be covered and assess whether they know it, have heard of it, or don’t know it:

**What Will You Learn?**
Place a checkmark (✓) in each row that corresponds with how much you already know about each topic before starting this module.

<table>
<thead>
<tr>
<th>KEY</th>
<th>Before</th>
<th>After</th>
</tr>
</thead>
<tbody>
<tr>
<td>— I don't know.</td>
<td>— I've heard of it.</td>
<td>— I know it</td>
</tr>
</tbody>
</table>

- constructing scatter plots
- interpreting scatter plots
- drawing lines of best fit
- making conjectures using lines of best fit
- writing equations for lines of best fit
- constructing two-way tables
- finding and interpreting relative frequencies
- finding relative frequencies to determine associations

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 they will learn in the lesson and again, asked to identify what they already know:

**What Vocabulary Will You Learn?**
Check the box next to each vocabulary term that you may already know.

- bivariate data
- cluster
- line of best fit
- outlier
- relative frequency
- scatter plot
- two-way table

Course 3, page 580

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 Course 3, Module 2, page T8:

Students have multiple opportunities within each lesson to engage with the content in a variety of ways. They can talk about the problems, pause and reflect on their work, think about different ways to solve a problem and go online to find extra examples for further support.

3) Grade level content is systematically presented throughout the materials. Both the Teacher and StudentEditions contain 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 Course 1, Lesson 5-5, page 325a:

**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 within each Lesson. Oftentimes the language functions are embedded into the content area standards (MAFS). An example, seen below, will have the students applying, evaluating and reasoning.

Course 1, Module 5, page 289a

Additionally, there is a Collaborative Conversations chart on page ix of the LDH that provides a framework for students to engage in these conversations during each lesson. The “Core Skills” column are language functions the students can use, along with supporting prompt and response frames:
2) The language functions are incorporated into a communicative goal and/or activity throughout each lesson. As stated above, the students will be engaged in whole-class, small-group, and partner discussions for each lesson. The chart above 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 Course 1, Module 5, page 299 where the students must explain why multiplication and division must be performed in order from left to right, thus reinforcing the mathematical concept and
building language proficiency at the same time:

**Talk About It!**

Use the expression $12 \div 3 \times 4$ to explain why multiplication and division must be performed in order from left to right.

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. In the LDH there are two pages of resources under the heading “Strategies for Classroom Discussion.” These pages provide some overarching language functions (justify, elaborate, ask) along with strategies and leveled sentence frames/prompts for the teacher to use. This framework allows for the progression of language development as the teacher can move from one level to the next seamlessly as s/he recognized the student is ready. These two pages, x and xi, are shown below:
Strategies for Classroom Discussion

Providing multiple opportunities to speak in the classroom and welcoming all levels of participation will motivate English learners to take part in class discussions and build oral proficiency. These basic teaching strategies will encourage whole class and small group discussions for all language proficiency levels of English learners.

**Wait time/Different Response**
- Be sure to give students enough time to answer the question. They may need more time to process their ideas.
- Let them know that they can respond in different ways depending on their levels of proficiency. Students can:
  - Answer in their native language, then you can rephrase in English.
  - Ask a less proficient EL to repeat the answer in English.
  - Answer with nonverbal cues.

**Asking about Meaning**
- Repeating an answer offers an opportunity to clarify the meaning of a response.
- Repeating an answer allows you to model the proper form for a response. You can model how to answer in full sentences and use academic language.
- When you repeat the answer, correct any grammar or pronunciation errors.

- ENTERING/EMERGING
  - What is ________?
  - What does ________ mean?
  - ________
  - ________ means ________

- DEVELOPING/EXPANDING
  - Could you tell me what ________ means?
  - ________ is similar to ________.
  - ________ is another way of saying ________

- BRIDGING
  - Could you give me a definition of ________?
  - Can you point to the evidence from the text?
  - What is the best answer? Why?

**Talk about Level of Understanding**

- ENTERING/EMERGING
  - I understand. / I got it.
  - I don't understand this word/sentence.

- DEVELOPING/EXPANDING
  - Could you tell me what ________ means?
  - ________ is another way of saying ________

- BRIDGING
  - I think I understand most of it.
  - I'm not sure I understand this completely.

**Justify Your Reasoning**

- ENTERING/EMERGING
  - I think ________

- DEVELOPING/EXPANDING
  - My reasons are ________

- BRIDGING
  - I think ________ because ________

**Agreeing with Someone’s Reasoning**

- ENTERING/EMERGING
  - I agree with your reasons or point.

- DEVELOPING/EXPANDING
  - I agree that ________

- BRIDGING
  - I have the same reasons as ________ I think that ________

**Disagreeing with Someone’s Reasoning**

- ENTERING/EMERGING
  - I don't agree with your reasons.

- DEVELOPING/EXPANDING
  - I don't agree that ________

- BRIDGING
  - I can see your point. However, I think that ________