



PRIME V2TM

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

Standards Framework Elements Included in the PRIME Inventory
1. Asset-based Philosophy
A. Representation of Student Assets and Contributions
2. Academic Language
A. Discourse Dimension
B. Sentence Dimension
C. Word/Phrase Dimension
3. Performance Definitions
A. Representations of Levels of Language Proficiency
B. Representations of Language Domains
4. Strands of Model Performance Indicators and the Standards Matrices
A. Connection to State Content Standards and WIDA Language Development Standards
B. Cognitive Challenge for All Learners at All Levels of Language Proficiency
C. Supports for Various Levels of Language Proficiency
D. Accessibility to Grade Level Content
E. Strands of Model Performance Indicators

PRIME Part 1: Provide Information about Materials

Provide information about each title being correlated.

Publication Title(s): **Grammar in Use: Intermediate**

Publisher: **Cambridge University Press**

Materials/Program to be Reviewed: **Student Book and Workbook**

Tools of Instruction included in this review: **Student Book and Workbook**

Intended Teacher Audiences: **Secondary 9-12, Adult**

Intended Student Audiences: **Secondary 9-12, Adult**

Language domains addressed in material: **Writing**

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

WIDA Spanish Language Development Standards

WIDA English Language Proficiency Standards

WIDA Language Development Standards addressed: (e.g. Language of Mathematics). **Social Instructional Language, Language of Language Arts**

WIDA Language Proficiency Levels included: **The WIDA Language Proficiency Levels are not included. The Intermediate Level Book is aligned to Levels B1-B2 of the Common European Framework of Reference for Languages (CEFR)**

Most Recently Published Edition or Website: **2019**

In the space below explain the focus or intended use of the materials:

Grammar in Use-Intermediate (Fourth Edition) is a self-study book with simple explanations and lots of practice exercises. It is also trusted by teachers and used as supplementary text in classrooms. This current edition is available in both printed and digital formats. The eBook includes audio and an easy-to-use answer key.

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.

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|--|-----|------------------|
| 1) Are the student assets and contributions considered in the materials? | Yes | <u>No</u> |
| 2) Are the student assets and contributions systematically considered throughout the materials? | Yes | <u>No</u> |

- 1) There is no evidence that student assets and contributions are considered in the materials.
- 2) There is no evidence that student assets and contributions are systematically considered throughout the materials.

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)

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|---|-----|------------------|
| 1) Do the materials address language features at the discourse dimension in a consistent manner for the identified proficiency levels? | Yes | <u>No</u> |
| 2) Are the language features at the discourse dimension addressed systematically throughout the materials? | Yes | <u>No</u> |

- 1) There is no evidence that the materials address language features at the discourse dimension in a consistent manner for all identified proficiency levels (proficiency levels are not present). However, the CEFR levels reflect B1-B2.
- 2) There is no evidence that the language features at the discourse dimension are addressed systematically throughout the materials.

B. Sentence Dimension (e.g., types, variety of grammatical structures, formulaic and idiomatic expressions; conventions)

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|---|-------------------|----|
| 1) Do the materials address language features at the sentence dimension for the identified proficiency levels? | <u>Yes</u> | No |
| 2) Are the language features at the sentence dimension appropriate for the identified proficiency levels? | <u>Yes</u> | No |
| 3) Are the language features at the sentence dimension addressed systematically throughout the materials? | <u>Yes</u> | No |

- 1) There is evidence that the materials address language features at the sentence dimension for the identified proficiency level of CEFR B1-B2. Since this is a grammar text, there are multiple opportunities and activities presented at the sentence level. An example of this is seen on p. 25, Exercise 12.3 where students are asked to: Read the situations and complete the sentences.

Sentence #1 states, "It's raining. It's been raining since lunchtime. It _____ at lunchtime."

- 2) There is evidence that the language features at the sentence dimension are appropriate for the identified proficiency levels. The sentences are reflective of CEFR B1-B2 as seen in this example from p. 131, Exercise 65.1 where students are asked to: Complete the sentences with the verb in the correct form.

Sentence #1 states, "Tom doesn't have the keys. He ____ them to Liz."

- 3) There is evidence that language features at the sentence dimension are addressed systematically throughout the materials. The CEFR level identified for the text is systematically represented throughout the text as can be seen in this example from p. 207, Exercise 103.5 where students are asked to: Use the words on the right to complete the sentences.

Sentence #1 states, "I like to travel light. The ___ luggage, the better."

C. Word/Phrase Dimension (multiple meanings of words, general, specific, and technical language¹)

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

- 1) There is evidence that the materials address language features at the word/phrase dimension in a consistent manner for all identified proficiency levels (CEFR B1-B2). There are chapters in the text that focus on verbs, adjectives, and adverbs. An example of this is seen in this example from p. 95, Exercise 47.1 where students are asked to: Make questions with “who” or “what.”

Sentence #1 states, “Somebody hit me.” Students are asked to take the sentence and make a question with it using “who” or “what.”

- 2) Words, expressions, and phrases are represented in context. An example of this is reflected on p. 15, Unit 7 when student are asked to: Study examples in conversation (present perfect—I have done).

Sentence #1 states, “**Have** you **traveled** a lot, Liz?”

¹ General language refers to words or expressions not typically associated with a specific content areas (e.g., describe a book). Specific language refers to words or expressions used across multiple academic content areas in school (chart, total, individual). Technical language refers to the most precise words or expressions associated with topics within academic content areas in school and is reflective of age and developmental milestones.

- 3) There is evidence that the general, specific, and technical language is appropriate for the targeted proficiency levels. The general, specific, and technical language is reflective of the specific proficiency level CER B1-B2. An example of this is seen on p. 169 Exercise 84.1 when students are asked to: Complete the sentence with no, none or any.

Sentence #3 states, "We had to walk home. There were _____ taxis."

- 4) The general, specific, and technical language is systematically presented throughout the materials. The same format for the directions and layout of the text are consistent and contain the same type of directions and activities.

In this example, students are asked to: Complete these sentences. Use "by" and choose from the box (on the right hand side of the page).

Sentence #5 states, "We lost the game because of a mistake_____."

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

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|--|----------------------|
| 1) Do the materials differentiate between the WIDA language proficiency levels? | Yes <u>No</u> |
| 2) Is differentiation of language proficiency developmentally and linguistically appropriate for the designated language levels? | <u>Yes</u> No |
| 3) Is differentiation of language systematically addressed throughout the materials? | Yes <u>No</u> |

- 1) Although the materials do not differentiate between the WIDA language proficiency levels, proficiency is considered in the context of the CEFR levels, which, for this intermediate level include B1 and B2.

Intermediate: B1-B2

- 2) There is evidence of differentiation of language proficiency that is developmentally and linguistically appropriate for the designated language levels based on the descriptors below.

INDEPENDENT USER	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.

- 3) There is no evidence of differentiation of language being systematically addressed throughout the materials. The introduction to the materials (p. viii) state that the units in the book are not in order of difficulty and it is not intended for it to be used from start to finish. Instead, the student should use the book to help with grammar that is difficult for them.

B. Representation of Language Domains

WIDA defines language through expressive (speaking and writing) and receptive (reading and listening) domains situated in various sociocultural contexts.

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|---|-----|------------------|
| 1) Are all language domains (listening, speaking, reading, and writing) targeted in the materials? | Yes | <u>No</u> |
| 2) Are the targeted language domains presented within the context of language proficiency levels? | Yes | <u>No</u> |
| 3) Are the targeted language domains systematically integrated throughout the materials? | Yes | <u>No</u> |

- 1) There is no evidence that the language domains (listening, speaking, reading, and writing) are targeted in the materials. The purpose of the text is specifically to assist students with specific grammar concepts. Since this is the case, the language domains are not explicitly addressed. However, students are asked to read and engage in short answer responses in writing.
- 2) There is no evidence that the targeted language domains are presented within the context of the language proficiency levels.
- 3) There is no evidence that the language domains are systematically integrated throughout the materials. However, there are opportunities for students to read and provide short written responses.

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

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|--|-----|-----------|
| 1) Do the materials connect the WIDA language development standards to the state academic content standards? | Yes | <u>No</u> |
| 2) Are the academic content standards systematically represented throughout the materials? | Yes | <u>No</u> |
| 3) Are social and instructional language and one or more of the remaining WIDA Standards present in the materials? | Yes | <u>No</u> |

- 1) There is no evidence that the materials connect the WIDA language development standards to the state academic content standards. The CEFR levels are addressed.
- 2) There is no evidence that the academic content standards are systematically represented throughout the materials. While the materials did not explicitly identify content standards because it is strictly a grammar book, standards could be linked to College and Career Readiness Standards for ELA which are connected to grammar.

- 3) There is no evidence that the social and instructional language and one or more of the remaining WIDA Standards are present in the materials.

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**

- 1) There is no evidence that the 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.
- 2) There is no evidence of opportunities for engaging in higher-order thinking systematically addressed in the materials.

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**

- 1) There is no evidence that the materials provide scaffolding supports for students to advance within a proficiency level. This text is strictly a grammar practice book so scaffolding is not available.
- 2) There is no evidence that the materials provide scaffolding supports for students to progress from one proficiency level to the next.
- 3) There is no evidence of scaffolding supports presented systematically throughout the materials.

D. Accessibility to Grade Level Content

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|---|-----|------------------|
| 1) Is linguistically and developmentally appropriate grade-level content present in the materials? | Yes | <u>No</u> |
| 2) Is grade-level content accessible for the targeted levels of language proficiency? | Yes | <u>No</u> |
| 3) Is the grade-level content systematically presented throughout the materials? | Yes | <u>No</u> |

- 1) There is no evidence of linguistically and developmentally appropriate grade-level content present in the materials. While the materials did not explicitly identify grade level content standards because it is strictly a grammar book, standards could be linked to College and Career Readiness Standards for ELA which are connected to grammar.
- 2) There is no evidence that grade-level content is accessible for the targeted levels of language proficiency. However, the connection could be made to the College and Career Readiness Standards for ELA.
- 3) There is no evidence that grade-level content is systematically presented throughout the materials.

E. Strands of Model Performance Indicators

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|---|-----|------------------|
| 1) Do materials include a range of language functions? | Yes | <u>No</u> |
| 2) Are the language functions incorporated into a communicative goal or activity? | Yes | <u>No</u> |
| 3) Do the language functions support the progression of language development? | Yes | <u>No</u> |

- 1) There is no evidence that the materials include a range of language functions.
- 2) There is no evidence that language functions are incorporated into a communicative goal or activity.
- 3) There is no evidence that the materials include a range of language functions.