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.

Publication Title(s): Journeys © 2017

Publisher: Houghton Mifflin Harcourt

Materials/Program to be Reviewed: Journeys ELD Resources: Language Workshop


Intended Teacher Audiences: Teachers of ELD and ELLs, Grades K–6

Intended Student Audiences: Grades K–6 ELD and ELLs

Language domains addressed in material: Vocabulary, Reading, Writing, Listening, Speaking

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 and Instructional Language Standard 1, Language of Language Arts Standard 2

WIDA Language Proficiency Levels included:
The Emerging, Expanding, and Bridging proficiency levels align with WIDA levels in the following manner: Emerging (Level 1 Entering, Level 2 Emerging), Expanding (Level 3 Developing, Level 4 Expanding), Bridging (Level 5 Bridging, Level 6 Reaching).

Most Recently Published Edition or Website: © 2017

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

A primary part of the Journeys ELD suite, the Language Workshop provides differentiated instruction to English Language Learners. It is a systematic program that coincides with the core instruction and is designed to be utilized at specific times when developing English language skills is the point of concentration. The Teacher Guide and Workshop Resources are used in tandem to supplement the core materials. Each Language Workshop lesson is segmented into five different daily instructional activities and features instruction targeting three levels of academic proficiency: Emerging, Expanding, and Bridging. These proficiency levels align with multiple systems of proficiency level designation, including WIDA.
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) Student assets and contributions are considered in the materials. In the Language Workshop Teacher’s Guide, students are commonly asked to connect their own ideas and experiences with themes and Essential Questions in the text materials. For example, in G3 U1 L3 p. 50, students are asked to “think about a time they volunteered in the community.” See also the following example (G3 U5 L22 p. 453):

2) Student assets and contributions are not systematically considered throughout the materials. While this program occasionally addresses this component, it is not addressed consistently throughout.
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 instructional materials address language features at the discourse dimension in a consistent manner for all identified proficiency levels. Students answer questions about texts and respond to discussion prompts in each lesson of the Language Workshop. See the following example from G6 U5 L24 p. 500:

<table>
<thead>
<tr>
<th>DIFFERENTIATE</th>
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<tbody>
<tr>
<td><strong>Emerging</strong></td>
</tr>
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</table>
| • Have students work in small groups. Ask them to discuss the topics from the list. Provide sentence frames:
  * I want to tell about ____.
  * This person is interesting to me because ____.
  * People would find ____ interesting because ____.

<table>
<thead>
<tr>
<th><strong>Expanding</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bridging</strong></td>
</tr>
</tbody>
</table>
| • Have students evaluate the topics by placing check marks next to ones they prefer.
• Have students work in groups to discuss their choices. Provide sentence frames:
  * The person who interests me is ____.
  * This person is interesting because ____.
  * This person’s goals ____.
  * An audience would find this person is ____.
2) The language features at the discourse dimension are addressed systematically throughout the materials. Each lesson in the Teacher’s Guide includes five parts: Connect to Text, Collaborate, Interpret, Produce, and Reflect. Each section offers students opportunities to engage in discourse to practice language skills. Formative Assessments give instructors regular opportunities to assess discourse skills and provide assistance. See G3 U1 L4 P. 63:

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**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  
   Yes  

2) **Are the language features at the sentence dimension appropriate for the identified proficiency levels?**  
   
   Yes  
   Yes  

3) **Are the language features at the sentence dimension addressed systematically throughout the materials?**  
   
   Yes  
   Yes  

*Justification: Provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.*
1) The Language Workshop addresses language at the sentence dimension in a consistent manner for all identified proficiency levels. Activities offer language instruction to support and ensure access for all learners, regardless of proficiency level. Throughout the program, students engage in a variety of differentiated reading and sentence-building exercises, whether using sentence frames to complete simple declarative sentences or connecting words and phrases to create complex sentences. See the following example from G1 U2 L7 p. 131:

**IDENTIFY CONNECTING WORDS IN SENTENCES**

- Write the following sentence on the board: *Prairie dogs greet family members when they see them.* Read the sentence aloud as you point to the word *when* and say: The word *when* is a connecting word. It joins the sentences Prairie dogs greet family members and they see them. It can connect two sentences to show when something happens or why something happens.

- Next, write this sentence on the board: *Babies cry when they are hungry.* Ask: What is the connecting word in this sentence? (when) Which phrases is it connecting? (Babies cry; they are hungry) Invite children to suggest additional sentences about animals using the connecting word *when.*

2) The language features at the sentence dimension are appropriate for the identified proficiency levels. Activities offer differentiated language instruction to support and ensure access for all ELLs. Throughout the program, students engage in a variety of sentence-reading and sentence-building exercises, whether using sentence frames to complete simple declarative sentences or connecting words and phrases to create complex sentences. See the following example from G6 U1 L4 p. 63:

**USE SENTENCE FRAMES TO SCAFFOLD CONVERSATIONS**

- Explain to students that they will work in small groups to have their own conversations about listening and hearing. Group students, and give each small group the following prompt: Sometimes we can hear fine, but we don’t really listen. When and why do we sometimes have trouble listening?

**DIFFERENTIATE**

- **Emerging**
  - Display sentence frames and have each student complete them: *I don’t always listen when ______. We have trouble listening if ______.*
  - After a student offers sentences, have students respond using appropriate phrases, such as I agree, I understand, and I see.

- **Expanding**
  - Provide sentence frames to help students begin a conversation: *I sometimes don’t listen well when ______. If I hear ______, I need to listen because ______.*
  - Point out that they are adding relevant information after the word *because.* Encourage speakers to add relevant information so listeners understand their reasons for listening carefully.

- **Bridging**
  - Display sentence frames to help students begin a conversation: *I need to listen carefully when ______. Even though I hear ______, I am not listening if ______.*
  - As students share their responses, remind them to add relevant information to further explain their opinions.
  - Remind listening students to offer useful feedback to show the speaker how well they are listening.
3) The language features at the sentence dimension are addressed systematically throughout the Language Workshop Teacher’s Guide. Differentiated activities throughout each grade-level lesson provide practice with reading and building sentences for a variety of purposes, including conversation, writing, and unpacking sentences for meaning. See the following example from G4 U6 L27 p. 551:

![Example of unpacking a sentence]

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

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

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

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

4) Is the general, specific, and technical language 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) The Language Workshop Teacher’s Guide provides both written and oral activities for ELLs to learn, practice, and integrate new vocabulary skills at the word/phrase dimension. Differentiated instruction activities in each lesson provide scaffolded
instruction and support for students of varied proficiency levels. *Zoom in* on Words and Phrases elements provide new words and phrases that students will learn and practice in each lesson. See the examples from G4 U6 L30 pp. 596 & 599:

<table>
<thead>
<tr>
<th>Zoom in on Words and Phrases</th>
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<tbody>
<tr>
<td><em>hunch</em> = a feeling or guess</td>
</tr>
<tr>
<td><em>squashed</em> = crushed or squeezed</td>
</tr>
<tr>
<td><em>crouched</em> = bent down</td>
</tr>
<tr>
<td><em>jutted out over</em> = hung over</td>
</tr>
<tr>
<td><em>crevice</em> = a crack in a rock</td>
</tr>
<tr>
<td><em>investigating</em> = looking for information</td>
</tr>
<tr>
<td><em>scanned</em> = looked over quickly</td>
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2) Words, expressions, and phrases are addressed in context. Each lesson includes activities that provide opportunities to connect words and phrases with read materials and with the student experience. See the following example from G6 U2 L6 p. 93:

**DIFFERENTIATE**

**Emerging**
Display the vocabulary words and read them aloud again. Help students make associations between the new words and more familiar words and phrases. Have students respond with the correct vocabulary word as you ask these questions:
- *Which word goes with* dirty? (pollute)
- *Which word goes with* use again? (recycle)
- *Which word goes with* nature? (environment)
- *Which word goes with* value? (respect)

**Expanding**
Have students use vocabulary words to respond to the questions above. Then ask them to say a definition of each word, using the associated words and phrases. Provide this sentence frame:

________ means _______.

**Bridging**
Have students use vocabulary words to respond to the questions above. Then ask them to use each word and its associated word or phrase together in a sentence. Provide this sentence frame:

*When you _____, you _____.*
Read aloud the passage on page 168. Ask: Why is the media focusing so much attention on the small town of Dillontown and its losing baseball team? (The media is there to share the story of the Dillontown Wildcats, a losing team that is challenged by a local landowner to win its first game against the all-star neighboring team.) What words and phrases does the author use to describe this media attention? (The author uses words and phrases like droves of reporters; crews roamed the grounds; jammed both sides with satellite trucks, microwave trucks, radio vans, and SUVs; All around the ball field; and crews set up.)

3) The general, specific, and technical language is appropriate for each proficiency level. Each Language Workshop lesson provides activities that focus on elements of vocabulary and word study and are differentiated to reach learners of different skill levels. See the following example from G6 U5 L22 p. 455:

**DIFFERENTIATE**

- **Emerging**
  - Have students work in small groups to associate one of their vocabulary words with a presented word or phrase. Ask:
    - Which word could be used to describe the Wright brothers’ first flying machine? (original)
    - Which word tells what an inventor does before building a new invention? (design)
    - Which word tells what an inventor does when he or she discovers something wrong with the invention? (modify)
    - What does an inventor do to share an invention? (unveil)
  - Encourage students to refer to the Vocabulary Card as needed to help them answer the questions.

- **Expanding**
  - Have students work in pairs. Have partners discuss each word, and then complete the activity above. Ask them to make personal connections when possible. For example, they may describe sharing a painting as they are unveiling it.

- **Bridging**

**EXPLORE LANGUAGE: HOW ENGLISH WORKS**

**INTRODUCE THE SKILL: EXPAND NOUN PHRASES TO ADD DETAILS**

Say: Noun phrases include nouns with their modifiers, or describing words. Together, the noun and its modifier function as a noun phrase. Display the following sentences, underlining as shown:

- Steven’s invention changed the way go-carts are built.
- A loose dog can really frustrate a new owner.

Say: In the first sentence, the noun is invention. The possessive noun Steven’s tells whose invention it is. The subject is the noun phrase: Steven’s invention. The second sentence has two noun phrases. Dog and owner are both nouns. The other words are added to give details about the dog and the owner.

Discuss how the added modifiers help us more clearly understand each sentence.
4) The general, specific, and technical language is systematically presented throughout the materials. Each lesson provides a differentiated Vocabulary Network feature. The Vocabulary Network focuses on a brief word list with a shared context, such as Words About Inventions. Once the lesson introduces the network, students have opportunities to expand their understanding of the new vocabulary by studying graphic organizers, completing sentence frames, or creating original sentences. See the following example from G2 U1 L3 p. 43:

**EXPAND VOCABULARY NETWORK**

- Remind children of the lesson’s Vocabulary Network: Words About Caring for Dogs. They will be growing their Vocabulary Networks by adding more words about caring for dogs. Use the Vocabulary Network provided on page 42 of this guide for additional information about each vocabulary word.

- Pair children and distribute a blank copy of the Vocabulary Network to each pair.

**DIFFERENTIATE**

**Emerging**
Assign children the word companion and have them write it in the center of one of the four word webs. Have children think of a synonym for the vocabulary word. Ask them to name people and/or pets that are their companions. Offer this sentence frame:

_____ is my companion.

**Expanding**
Assign children the words companion and nutrition and have them write the words in the center of two of the word webs. Have children think of one or two synonyms or related forms for each vocabulary word. Encourage them to say sentences containing the vocabulary words. Use these sentence frames:

_____ is my companion.

A dog needs _____ for good nutrition.

**Bridging**
Assign children the words companion, nutrition, exercise, and secure and have them write the words on the four word webs. Have them find two or three synonyms, antonyms, or related forms for each vocabulary word and write them on the webs. Encourage them to say sentences containing the vocabulary words. Use these sentence frames:

A dog feels secure when _____.

A dog needs good nutrition to _____.

A dog is a good companion because _____.

Exercise is important because _____.

- Circulate to listen to child sentences and redirect if children are using target words incorrectly. Offer access words to help struggling children to better understand the words’ meanings. (friend, gym, carrots, comfortable)
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) Journeys ELD Resources differentiate between proficiency levels. The Language Workshop uses strategic scaffolding methods to provide differentiated instruction for Emerging, Expanding, and Bridging English Language Learners at each of the Connect to Text, Collaborate, Interpret, Produce, and Reflect phases in each grade-level lesson. See the following example from G6 U5 L24 p. 500:
2) Differentiation of language proficiency is developmentally and linguistically appropriate for the designated language levels. As stated above, the Language Workshop provides scaffolding and differentiated instruction to ELLs of varied proficiency levels. See the following scaffolding exercise from G4 U3 L11 p. 225:

![USE SENTENCE FRAMES TO SCAFFOLD CONVERSATION](image)

3) Differentiation of language is systematically addressed throughout the Language Workshop. The program provides both written and oral activities for ELLs to learn, practice, and integrate new language skills. As illustrated above, differentiated instruction and scaffolding occur in each of the Connect to Text, Collaborate, Interpret, Produce, and Reflect phases in each grade-level lesson.

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) The four language domains are targeted in the materials. At each grade level of the Language Workshop, ELLs are provided opportunities to practice listening, speaking, reading, and writing skills. For example, the instructional materials provide a variety of activities for listening engagement, such as the Listen Actively objective in the Interpret (Day 3) materials and the Listen Attentively exercises in the Collaborate (Day 2) materials. Students also practice reading, writing, and speaking skills throughout the grade-level lessons. See the following examples from G2 U4 L17:

   **OBJECTIVES**
   - Share knowledge about a topic
   - Closely read and summarize a passage
   - Acquire and use vocabulary
   - Use conjunctions

   **Expanding**
   **Bridging**
   Introduce the Collaborate skill: Listen Attentively by explaining that listening carefully, or attentively, to others is a key to being a good conversation partner. Say: By listening carefully to the other person, we can contribute to the conversation and move it along. Today we will practice listening attentively. Ask children to explain the importance of attentive listening in their own words.

   Explain to children that they will work as a group to write an informational report about someone they admire who worked hard to overcome a difficult situation. Say: An informational report is a kind of writing that presents information about a topic. Explain that writing a text together as a group requires them to discuss and agree on the details they want to include.

   Ask children to name a sports figure they admire. Have them explain why. Then have them discuss how Jackie Robinson influences Luke.
2) The language domains are presented within the context of language proficiency levels. Throughout each Language Workshop lesson, differentiated instruction materials provide guidance and suggestions for supporting and challenging students at all language proficiency levels. The Differentiate feature uses scaffolds, such as sentence frames, discussion prompts, and proficiency-specific questions and responses, to support ELLs at their individual proficiency levels and to help them extend their skills. See the following example from G5 U2 L17 p. 160:

3) The language domains are systematically integrated throughout the materials. As illustrated above, each grade level of the Language Workshop provides ELLs with opportunities to practice listening, speaking, reading, and writing skills. For example, the instructional materials provide a variety of daily activities related to the current reading selection and include Extended Reading exercises to round out Lessons 10, 20, and 30 at each grade level. Meanwhile, students are also given daily practice in the areas of writing, listening, and speaking across the grade-level lessons.

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

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 do not connect the language development standards to state academic content standards.
2) The academic content standards are not systematically represented throughout the materials.
3) Social and instructional language standards and one or more of the remaining WIDA Standards are not present in the materials. While the Emerging, Expanding, and Bridging proficiency levels designated in the Journeys ELD materials do align with the levels designated by WIDA, the WIDA standards are not 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) The materials effectively challenge students to achieve higher order thinking. Each lesson in every grade level provides activities that provide ELLs with practice in higher-order thinking skills, such as those represented by Bloom’s taxonomy. See the following example in which students demonstrate text comprehension by performing higher order thinking skills such as explain, discuss, summarize, and recall. (G6 U5 L24 p. 490)

CHECK TEXT COMPREHENSION
Check understanding and build language with the questions below. If students respond very briefly, encourage them to expand their answers by using sentence frames based on the responses in parentheses.

**Emerging**

Ask students the following questions to check their understanding:

1. What is this section of the text about? (Harriet Tubman makes her way at night to reach a house where she is to stop. The man at the house hides her in his wagon before taking her to her next stop.)

2. What words and phrases show that Harriet is worried and fearful? (crouching whenever she heard a sound; kept going; hesitated, suddenly suspicious; might betray her)

3. Why is Harriet surprised that she trusts the farmer? (She knows he can take her straight back to the master.)

Discuss with students what Harriet’s goal is. Ask: What is it about this trip that is so hard? (She must travel at night; she must trust strangers to help; she must overcome her own fears.)

**Expanding**

Ask students the following questions to check their understanding:

1. What is this section of the text about? Summarize the text. (Harriet escapes through the woods, afraid she will be caught. She is easily recognizable. She makes it to the house where she is to stop. The farmer hides her in his wagon before taking her to the next stop.)

2. Harriet was suspicious of the woman at the house. What did she decide to do? (Sweep like she was told so she looked like she belonged on the place.)

3. Once Harriet is in the wagon, what surprises her? (She is surprised by her lack of fear; she readily trusts these strangers.)

Ask: What was Harriet’s goal? (to get to freedom) Discuss details in the passage that show how difficult this goal is for Harriet. Then have students share their experiences about a time they were determined to reach a goal.

**Bridging**
2) Opportunities for engaging in higher order thinking are systematically addressed in the materials. As stated above, each grade-level lesson of the Language Workshop integrates the language of higher order thinking into the differentiated instruction activities. See the following exercises incorporating the instructive terms analyze and model. (G6 U5 L24 p. 498)

**ANALYZE EXPRESSIONS**
- Call students’ attention to the phrase *for all she knew* in the last sentence on page 713. Read the complete sentence together. Tell students that *for all she knew* isn’t referring to everything that Harriet knew or all of her knowledge. Say: It means “according to the information she had at the time,” or “probably didn’t have all the needed information.”

**MODEL THE STRATEGY AND PROVIDE EXAMPLES**
- Model how you determine the meaning of expressions such as *for all she knew.* Say: To understand an expression, I usually can’t figure it out from the words. I can look at the context in the text, but I may have to learn and remember the expression. When I reread the sentence from the passage, I see that this meaning makes sense.

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**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.

The Language Workshop program is designed to scaffold instruction and accelerate student progress within and between proficiency levels. See the following literature from the Language Workshop implementation guide regarding student progress at the three designated proficiency levels (Teacher’s Guide p. 15)
Emerging Level

At the **emerging level**, English learners enter with limited ability to communicate receptively and productively in English both in social and academic contexts.

English learners typically progress through this level rather quickly. They begin to respond to various communication tasks both in conversational and academic English using learned words or phrases with increasing ease.

As students exit from the emerging level, students can communicate in English in both social and academic contexts on a basic level. Students at the early stages of the emerging level generally require **substantial** support in order to communicate effectively in challenging or complex activities. As they become more familiar with English or if a task or topic is familiar to the student, the support required may only be moderate or light.

Expanding Level

As they enter the **expanding level**, English learners are encouraged to increase their knowledge of English and use it in a variety of academic and social contexts appropriate for their age and grade level.

As English learners progress through this level, they move beyond using English only for immediate communication and learning needs and can begin to use the English language in more complex and intellectually challenging ways.

When students exit from the expanding level, they are able to use English to communicate and learn in a range of situations using a wider vocabulary and more complex linguistic structures. In the early stages of the expanding level, students require **moderate** support in order to communicate effectively in challenging or complex activities. As they become more familiar with English or if a task or topic is familiar to the student, the support required may only be light.

Bridging Level

At the **bridging level**, English learners enter with the ability to communicate appropriately on a wide variety of tasks with multiple purposes and various audiences.

As they progress through this level, English learners are encouraged to advance their English language skills in order to make the transition to full communicative engagement across all academic disciplines without requiring designated ELD instruction.

Students that exit the bridging level are able to effectively communicate across a broad range of complex and new topics and tasks across multiple disciplines. In the early stages of the bridging level, students require **light** support in order to communicate effectively in complex tasks or topics. As students develop firmer understanding of English, support may only be occasional or not necessary.

1) The materials provide scaffolding supports for students to advance within a proficiency level. As stated previously, the Differentiate feature uses scaffolds, such as sentence frames, discussion prompts, and proficiency-specific questions and responses, to support ELLs at their individual proficiency levels and to help them extend their skills. See the following example from G5 U1 L4 p. 57:
2) The materials provide scaffolding supports for students to progress from one proficiency level to the next. Again, the Differentiate feature uses scaffolds, such as sentence frames, discussion prompts, and proficiency-specific questions and responses, to support ELLs at their individual proficiency levels. These exercises and self-monitoring instructions within help ELLs extend their skills to the next level of proficiency. See the following example from G5 U5 L29 p. 579:
3) The scaffolding supports are presented systematically throughout the materials. As shown above, the Language Workshop uses the Differentiate feature to scaffold instruction, monitor progress, and offer support of ELLs of varied proficiency levels.

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 Language Workshop materials. Each week, students analyze authentic, complex, and grade-appropriate texts from the HMH Journeys program. Beginning with the Language X-Ray, in which students focus on words and phrases from the current reading selection, Language Workshop provides focused instruction of the reading to ELLs of varied proficiency levels. See the example from G1 U1 Back to School p. 2. In this lesson, students are reading Jack’s Talent:

2) Grade-level content is accessible for the targeted levels of language proficiency. Again, the Language Workshop scaffolds instruction to target students at the
Emerging, Expanding, and Bridging levels of proficiency. See the following ELD Differentiate section from G1 U1 Back to School p. 3, in which students receive differentiated instruction of concepts related to Jack’s Talent:

READ THE TEXT ALOUD
Use the Language X-Ray provided on page 2 of this guide to help children understand the selection and any challenging language.

DIFFERENTIATE

Emerging
Read aloud pages 4–5 of Jack’s Talent. Ask: How many days have the children been in school? (one day) Direct children’s attention to the illustrations as you read and as needed, use simplified language to guide children in understanding these pages. (This is the first day of school. The children and the teacher are talking. The teacher wants to talk about things the children do well.)
Continue reading aloud through page 11, stopping occasionally to check understanding. Invite children to ask questions.

Expanding
Read aloud pages 4–11 of Jack’s Talent. Stop after each sentence to direct children’s attention to the illustration as you check understanding and clarify any misunderstandings. Encourage children to make connections to the text by thinking about their own first day of school.

Bridging
Read aloud pages 4–11 of Jack’s Talent. Encourage children to monitor their own understanding and to ask themselves questions as they listen, questions such as How long have the children been in school? What is the teacher telling the children? What is her talent?

3) As previously shown, grade-level content is present in the Language Workshop materials and is systematic in its presentation. Each week, students analyze authentic, complex, and grade-appropriate texts from the HMH Journeys program. Beginning with the Language X-Ray, in which students focus on words and phrases from the current reading selection, Language Workshop provides focused instruction of the selection to ELLs of varied proficiency levels. The differentiated five-day lesson system is continuous throughout each grade level.

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**
1) Students practice and develop a range of language functions in every lesson of the Language Workshop. The Language X-Ray builds on the Text X-Ray in the *Journeys* core program, giving access and support to ELLs. Teachers and students use this tool to analyze genre, understand words and phrases, and recognize cultural references encountered in the selections. The Vocabulary Network encourages students to learn new words that are related by topic. Sentence Unpacking helps students deconstruct a sentence to identify its meaning. See the following examples from the text:

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Use the Language X-Ray below to help children focus on the language in *Diary of a Spider*. Refer to the diary entries for April 12–May 7. See Student Book pages 114–116.

**Zoom in on the Genre**

*Diary of a Spider* is humorous fiction. One way to create humor is to place common, everyday things in an unusual context, or setting. In this story, the author creates humor by showing everyday life through the eyes of a spider.

**Zoom in on Words and Phrases**

- vacuum (or vacuum cleaner) = a machine used to clean floors
- run like crazy = run very, very fast
- drill = practice doing something
- sleeping over = spending the night at a friend’s or relative’s house
- too big for my own skin = this can be said about a child who forgets to act respectfully to adults
- molted = lost skin. As spiders and insects grow, they lose their old skin.

**Zoom in on Cultural References**

School children are taught the fire safety rule: *stop, drop, and roll*. If your clothes catch on fire, you should stop what you are doing, drop to the ground, and roll to put out the fire. In the story, the spider children learn a similar safety rule—*stop, drop, and run*—to avoid vacuum cleaners, which are dangerous to them.
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VOCABULARY NETWORK

Use the Vocabulary Network below to help students expand their understanding of the vocabulary words in Lesson 24. This network shows the relationships among the vocabulary words, related forms, synonyms, antonyms, phrases, common collocations, alternate meanings, and cognates.

Words About Civil Rights

pensioned
persistence

by
last
cese

stop

stubbornly persist

persistence (Soranzhi)

pension
pERSISTENT
endure
persist
prevail
discontinue
surrender

longed
longing

hope

ache

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measuring in length or time (adj.)

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UNPACK A SENTENCE

Display the sentence below and read it aloud to students. Tell students that the class will work together to take the sentence apart, or unpack it, to learn about its meaning. In this sentence, the author tells what the master might say if he were asked about Harriet’s appearance.

SENTENCE UNPACKING

The master would say she was wearing rough clothes when she ran away, that she had a bandanna on her head, that she was muscular and strong.

FOCUS ON MEANING

Ask students to explain the sentence. Use the following to help them:

- The sentence combines several ideas. The connecting word when shows that Harriet was wearing rough clothes at the time she ran away.
- Rough clothes means that her clothes were not fancy; they were work clothes in poor condition.
- The master would remember what Harriet was wearing and that she was muscular and strong. This latter part must be distinctive; perhaps most slave women were not as muscular and strong as Harriet.

FOCUS ON FORM

Tell students that the sentence contains more than one idea; in fact, it contains several ideas. Say: The first part gives a supposition; if the master was asked, then he might say this. The other clauses add details about her dress and her physical appearance. The connecting words are when, that, and that. The repeating pattern of the last two clauses reinforces just how identifiable she is; there are many details the master could tell about her.

Direct students to look back at the sentence. Ask: What would the effect be if the author had written the same ideas as four or five separate sentences? (The sentences might be easier to read but would sound choppy and unconnected.)

IN OUR OWN WORDS . . .

Prompt students to tell in their own words what the sentence means.
2) The language functions are incorporated into communicative goals and activities. In each week of the Language Workshop, the stated objectives are met with differentiated instructional activities, sometimes collaborative, that include interactive discussions. See the following paired activity from G4 U3 L13 p. 259:

EXPAND VOCABULARY NETWORK

- Remind students of the Vocabulary Network for this lesson: Words About Interdependence. Tell students they will be adding to their Vocabulary Networks by writing more words about interdependence. Use the Vocabulary Network provided on page 258 of this guide for additional information about each vocabulary word.

- Pair students and distribute a blank copy of the Vocabulary Network to each pair.

DIFFERENTIATE

**Emerging**
Assign students the word defend and have them write it in the center of one of the four word webs. Have students find one related form for the vocabulary word. Students may use classroom resources such as thesauruses. Encourage students to say a phrase or sentence containing the vocabulary word. Offer the following sentence frames:
*Defend means _____.
A bird might defend its nest by _____.

**Expanding**
Assign students the words damage and flourish and have them write the words in the center of two of the four word webs. Have students find one to two synonyms or related forms for each vocabulary word. Students may use classroom resources such as thesauruses. Encourage students to use the vocabulary words in oral sentences. Offer the following sentence frames:
*One way in which humans damage the environment is by _____.
To help animals in Antarctica flourish, humans can _____.

**Bridging**
Assign students the words damage, defend, flourish, and predator and have them write the words on the four word webs. Have students find two to three synonyms, antonyms, or related forms for each vocabulary word and write them on the webs. Students may use classroom resources such as thesauruses. Encourage students to use the vocabulary words in oral sentences. Offer the following sentence frames:
*Because people have damaged the environment, _____.
You can help to defend the environment by _____.
The word flourish makes me think of _____.
To protect against a predator, an animal may _____.

- Circulate to listen to student sentences and redirect if students are using vocabulary words incorrectly. Offer access words to help struggling students better understand the words' meanings. (animals, injure, thrive, help)

- When students finish, have volunteers share their work.

3) The language functions support the progression of language development. Each
weekly lesson in the Language Workshop begins by introducing the objectives and target skills. Students then learn to apply new vocabulary and language skills for a variety of functions, aided by scaffolding. From the initial Connect to Text activities, to the Collaborate, Interpret, and Produce activities, and then to the Reflect activities, English Language Learners progressively gain fundamental language skills that will help them as they move through the *Journeys* core program. The introduction to the Language Workshop Teacher’s Guide summarizes each daily program:

**DAY 1: CONNECT TO TEXT**
Each lesson begins by revisiting a critical selection from the core *Journeys* program, with an emphasis on comprehending and analyzing the author’s use of English.

**DAY 2: COLLABORATE**
Student collaboration is central to Day 2 of the lesson. Students work with their peers to expand their knowledge of the *Vocabulary Network* and to engage in meaningful conversations about the lesson topic and text.

**DAY 3: INTERPRET**
Each lesson’s third day focuses on developing students’ interpretive skills, as they apply to both text and vocabulary comprehension.

**DAY 4: PRODUCE**
Each lesson’s fourth day is dedicated to facilitating the development of narrative or informational writing or speaking products that demonstrate understanding of each language skill students have practiced in the lesson.

**DAY 5: REFLECT**
Each lesson’s fifth day guides students through the process of reflection about what they have learned over the course of the lesson.