PRIME V2™

Protocol for Review of Instructional Materials for ELLs V2

WIDA PRIME V2 CORRELATION

WIDA™
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):
Learning A-Z, ELL Edition

Publisher:
Learning A-Z

Materials/Program to be Reviewed:

Tools of Instruction included in this review:

Intended Teacher Audiences:
Educators of Tier 1 ESL students receiving ELD instruction in the mainstream classroom, small supported group settings, or remote learning opportunities grades K-5.

Intended Student Audiences:
Tier 1 ESL students receiving ELD supported instruction in the mainstream classroom small supported group settings, or remote learning opportunities

Language domains addressed in material:
Reading, Writing, Listening and 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).
Standard 1, Social and Instructional Language; Standard 2, Language of Language Arts; Standard 3, Language of Mathematics; Standard 4, Language of Science; Standard 5, Language of Social Studies

WIDA Language Proficiency Levels included:
English Language Proficiency Level 1, Entering to Level 5 Bridging
Most Recently Published Edition or Website:
**Learning A-Z, ELL Edition** [https://www.learninga-z.com/site/what-we-do/ell](https://www.learninga-z.com/site/what-we-do/ell)

**Learning A-Z, Raz Plus PreK-5 ELL Edition**

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

*Learning A-Z ELL Edition* collection provides a variety of resources and tools to support English Language Learners and ESL programming. The *Learning A-Z ELL Edition* collection provides research-based resources and teaching tools specifically designed to support language and literacy development in the preK-5th grade classroom. The *Learning A-Z ELL Edition* provides access to the digital subscription platform, *Raz-Plus* with resources organized to support content-area language development. *Learning A-Z ELL Edition* provides the following:

- Content based-and thematic-based resources for students across all four language domains (Reading, Writing, Listening and Speaking)
- Contextualized instruction for content specific academic vocabulary
- Evaluative tools to help educators both monitor student's language and literacy progression and adapt instruction to best meet their needs.
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) Learning A-Z ELL Edition and Raz-Plus ELL Edition collection offer consistent considerations for student’s linguistic assets in both a digital platform and teacher guided classroom support materials. The resources, instructional tools, and guided independent practice provide a myriad of opportunities for students to achieve both social and academic English. The Learning A-Z ELL Edition and Raz-Plus ELL Edition provides individualized support based on student’s assets and contributions. The Learning A-Z ELL Edition and Raz-Plus ELL Edition curriculum is specifically created with resources designed for a variety of possible implementations including whole-group teacher guided instruction, small-group supported instruction, guided independent practice and home-learning extensions.

The Kindergarten Content Picture Pack example highlights how Learning A-Z ELL Edition and Raz-Plus ELL Edition collection offer consistent considerations for student’s linguistic assets in the context of a social-emotional learning lesson:
The following example highlights overall resources found in the collection to support student’s linguistic assets in both a digital platform and teacher guided classroom materials:

2) The learning materials offered in the *Learning A-Z ELL Edition and Raz-Plus ELL Edition* collection provide opportunities for students to engage with core content. The students thematic reading, listening comprehension components, grammar and vocabulary development ensure the students make personal connections with the content, new vocabulary and concepts. Highlighted below are the essential elements in the Learning A-Z suite of resources to support the multilingual student: *Science A-Z* (The Science A-Z resources provide scaffolded support for English Language Learners to learn about Science concepts through a series of nonfiction books focused on the following key concept areas; Life Science, Earth and Space, Physical Science and Process Science), *Writing A-Z* (The Writing A-Z suite of resources provides scaffolded support across a variety of genres, and
Headsprout (Headsprout is an adaptive, online reading program with a specialized focus on phonics, phonological awareness, fluency and phonemic awareness).

In the examples, Learning A-Z ELL Edition collection provides a multitude of opportunities for students to engage with core content:

The example illustrates differentiated ELP level support:

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 *Learning A-Z ELL Edition* and *Raz-Plus ELL Edition* materials address language features at the discourse dimension in a consistent manner. The *Learning A-Z ELL Edition* and *Raz-Plus ELL Edition* provides differentiation within each targeted unit of study and each lesson has modifications to best support language and literacy development at ELP Level 1 through ELP Level 5. The teacher resources guide educators with ways to provide strategic whole group instruction, small instructional groups or individualized supported exploration.

The resource example illustrates a Kindergarten Language Arts ELL Content Picture Pack to support language at the discourse dimension:

![Resource Example](image)

Highlighted the *Learning A-Z ELL Edition* ELL Leveled Reader Lesson Plan includes specific guidance to build background knowledge and discourse dimension.
discussions (Level D, Bats Day and Knight, ELL Leveled Reader Lesson Plan):


The unit example highlights the discourse dimension support features in the Learning A-Z ELL Edition and Raz-Plus ELL collection:
Unit Examples (Fall Things_GK-5)
In the example, the ELL collection support language development at the discourse level:

**Raz-Plus ELL collection Resource Overview:**
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 *Learning A-Z ELL Edition* and *Raz-Plus ELL Edition* materials address language features at the sentence dimension in a consistent manner for English Language Proficiency Level 1, Beginning to Level 5, Bridging. The *Learning A-Z ELL Edition and Raz-Plus ELL Edition* collection provides differentiation within each targeted unit of study and each lesson addresses student language needs across all four language domains. Within each of the ELL Edition collection resources: EL Grammar Resource, ELL Grammar Resources, ELL Content Picture Packs, ELL Reader Packs, ELL Assessments, ELL Comic Conversations and ELL vocabulary power packs provide educators to ways to provide strategic access to students at their individual language acquisition levels.

The following examples demonstrate *Learning A-Z ELL Edition* collection to address language features at the sentence dimension:

<table>
<thead>
<tr>
<th>Text Information</th>
<th>Write a sentence using and or but.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catepillars are larvae.</td>
<td>Maggots are larvae.</td>
</tr>
<tr>
<td>A tick bug has a three-stage life cycle.</td>
<td>A moth has a four-stage life cycle.</td>
</tr>
<tr>
<td>Some insects lay eggs in pools.</td>
<td>Others lay eggs underground.</td>
</tr>
</tbody>
</table>

The language features at the sentence dimension are appropriate for the identified proficiency levels in the *Learning A-Z ELL Edition* and *Raz-Plus ELL Edition* materials. The multilingual learner is supported with a variety of language and literacy-based activities focused on grammatical support activities embedded into a thematic unit of study.

The following example illustrate the *Learning A-Z ELL Edition* collection of resources to support writing with cloze sentence vocabulary practice for key unit vocabulary:

2) The language features at the sentence dimension are appropriate for the identified proficiency levels in the *Learning A-Z ELL Edition* and *Raz-Plus ELL Edition* materials. The multilingual learner is supported with a variety of language and literacy-based activities focused on grammatical support activities embedded into a thematic unit of study.
The following examples illustrate the *Learning A-Z ELL Edition* collection of grammatical structure worksheets:

3) The language features at the sentence dimension are addressed systematically throughout the *Learning A-Z ELL Edition* and *Raz-Plus ELL Edition* collection. The collection of ELL resources is sequenced around units of study with opportunities across all four language domains: Listening, Reading, Writing and Speaking within the sentence dimension. The *Learning A-Z ELL Edition* and *Raz-Plus ELL Edition* materials provide additional sentence dimension scaffolded support as highlighted in the teacher tips differentiated according to English Language proficiency level.
Highlighted the *Learning A-Z ELL Edition* scaffolded teacher tips with teaching strategies and possible dialogue frames:

<table>
<thead>
<tr>
<th>Lesson 1</th>
<th>Levels L-2</th>
<th>Levels L-4</th>
<th>Levels L-6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Additional Language Objective</strong></td>
<td>Focus on sentence and story development.</td>
<td>Focus on sentence accuracy and polishing sentence content.</td>
<td>Focus on sentence accuracy and polishing sentence content.</td>
</tr>
<tr>
<td><strong>Teaching Strategies</strong></td>
<td>Provide multiple examples of the powerful output and feedback given.</td>
<td>Encourage students to analyze their own writing and feedback from their peers.</td>
<td>Encourage students to analyze their own writing and feedback from their peers.</td>
</tr>
<tr>
<td><strong>Dialogue Frame: What if you were the bug?</strong></td>
<td>I was a bug. I was a bug.</td>
<td>I was a bug. I was a bug.</td>
<td>I was a bug. I was a bug.</td>
</tr>
<tr>
<td><strong>Dialogue Frame: How do you do it?</strong></td>
<td>People one way; objects in sentences.</td>
<td>People one way; objects in sentences.</td>
<td>People one way; objects in sentences.</td>
</tr>
<tr>
<td><strong>Grammar Notes</strong></td>
<td>C. Word/Phrase Dimension (multiple meanings of words, general, specific, and technical language)</td>
<td>C. Word/Phrase Dimension (multiple meanings of words, general, specific, and technical language)</td>
<td>C. Word/Phrase Dimension (multiple meanings of words, general, specific, and technical language)</td>
</tr>
</tbody>
</table>

The example illustrates *Learning A-Z ELL Edition* Teacher Reference resource, Grammatical Structure Notes for Insect Life Cycle, Level L unit:

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**C. Word/Phrase Dimension (multiple meanings of words, general, specific, and technical language) 1)**

1) Do the materials address language features at the word/phrase dimension in a consistent manner for

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\(^2\) 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) Language features at the word/phrase dimension are addressed in a consistent manner for all identified proficiency levels. *Learning A-Z ELL Edition and Raz-Plus ELL Edition* supports Language Proficiency Level 1, Beginner to Level 5, Bridging. Each language and literacy unit of study identifies tiered academic vocabulary at a tier 1 (the most common basic words used in everyday language), tier 2 (high-frequency words and multiple-meaning words across the content areas), tier 3 (low-frequency words that are used in specific content area or domains) as aligned to the level of complexity. Academic tiered vocabulary is addressed to provide students both context and cross-curricular contexts. Additionally, the *Learning A-Z ELL Edition and Raz-Plus ELL Edition* collection has embedded grammar and English convention word work strategies including: identifying parts of speech, identifying root words, defining words based on the root word, identifying and demonstrating word relationships contextualized by unit concepts.

\(^2\)General language refers to words or expressions not typically associated with a specific content areas (e.g., describe a book).

Specific language refers to words or expressions used across multiple academic content areas in school (chart, total, individual).

Technical language refers to the most precise words or expressions associated with topics within academic content areas in school and is reflective of age and developmental milestones.
The following example highlights the ELL Leveled Reader Lesson Plan, *I live in the City, Level H* supporting language features at the word dimension:

The following example highlights the ELL Leveled Reader Teacher Reference, Vocabulary Chart for the lesson *I live in the City, Level H* supporting language features at the word dimension:

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2) Words, expressions, and phrases are represented in context. Each unit of study provides educators with a vocabulary focus in which there is the contextualized
introduction to unit terms, guided practice, independent practice opportunities and check for understanding embedded throughout a unit. Students engage with unit vocabulary across all four language domains: Listening to terminology introduced and modeled, reading new vocabulary in guided unit passages, practicing and discussing new vocabulary with peers, and writing the new terms in unit guided practice.

The following Example highlights the ELL Leveled Reader Lesson Plan, Vocabulary Practice, *Insect Life Cycle*, Level L supporting language features at the word dimension:

The following Example highlights the Vocabulary Power Pack resource embedded in the *Learning A-Z ELL Edition* collection of resources:
3) The general, specific, and technical language are appropriate for the targeted proficiency levels. *Learning A-Z ELL Edition and Raz-Plus ELL Edition* collection has resources for English Language Proficiency Level 1, Beginning to Level 5, Developing. Tiered academic language is addressed within each cross-curricular unit of study providing students multiple exposures and opportunities to learn the vocabulary in a variety of contexts. Additionally, the *Learning A-Z ELL Edition* collection and vocabulary power pack provides students with scaffolded supports. The vocabulary power pack resources provide visual supports and graphic organizer tools for student to complete word activities.

The following Example highlights the Teacher Reference, Vocabulary Chart for *Insect Life Cycle, Level L* supporting general, specific, and technical language development:
4) The general, specific, and technical language is systematically presented throughout the Learning A-Z ELL Edition and Raz-Plus ELL Edition collection. The collection of resources provides grade-level differentiation and leveling to specifically address the unique language levels in a classroom. In each unit of study students focus on word work, grammar and English conventions and writing using newly acquired unit vocabulary:

Highlighted below an example of the Learning A-Z ELL Edition vocabulary cards to support general, specific, and technical language development with visual support cues:

Highlighted below an example of the Learning A-Z ELL Edition vocabulary assessments:
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 Learning A-Z ELL Edition and Raz-Plus ELL Edition collection differentiate between all of the WIDA language proficiency levels. Throughout each of the teacher guided resources there are tips for differentiating instruction. For example, the ELL Vocabulary power packs are designed to be used with all ELP levels with specific guidance about how to structure support.

Highlighted below the Learning A-Z ELL Edition, Vocabulary Power Pack Lesson including differentiated instructional tips for ELP Levels:
Highlighted below the *Learning A-Z ELL Edition*, ELL Leveled Reader Pack, Narrative Writing Rubric instructional tips for ELP Levels:
Highlighted below the *Learning A-Z ELL Edition*, ELL Comic Conversation, Role-Play Performance Rubric instructional tips for ELP Levels:

### Role-Play Performance Rubric

<table>
<thead>
<tr>
<th></th>
<th>Approaching Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Preparation</strong></td>
<td>Uses minimal vocabulary in written conversations and does not focus on the language function</td>
<td>Uses some vocabulary in written conversations and sometimes focuses on the language function</td>
<td>Uses key vocabulary in written conversations and clearly focuses on the language function</td>
</tr>
<tr>
<td><strong>Vocabulary and Pronunciation</strong></td>
<td>Makes frequent pronunciation errors with unfamiliar or multisyllabic words</td>
<td>Makes pronunciation errors with unfamiliar or multisyllabic words</td>
<td>Makes few or no pronunciation errors with unfamiliar or multisyllabic words</td>
</tr>
<tr>
<td><strong>Expression and Fluency</strong></td>
<td>Speaks at a distracting pace or tempo, either too fast or too slow</td>
<td>Speaks with an unnatural tone or inflections that impair understanding of the character’s feelings</td>
<td>Speaks at a natural pace and tempo that is not distracting</td>
</tr>
<tr>
<td><strong>Presentation</strong></td>
<td>Other references the script or requires frequent prompting</td>
<td>Interacts with the group during the role-play</td>
<td>Speaks without referencing the script or requiring prompts</td>
</tr>
</tbody>
</table>

2) The differentiation of language proficiency is developmentally and linguistically appropriate for the designated proficiency levels. The *Learning A-Z ELL Edition and Raz-Plus ELL Edition* collection provides scaffolded support for English Language Proficiency Level 1, Beginning to Level 5, Developing.

The example below in *Learning A-Z ELL Edition* illustrates the Language Art, ELL Content Picture Packs scaffolding support:
The differentiation of language is systematically addressed throughout the materials. Learning A-Z ELL Edition and Raz-Plus ELL Edition collection provides scaffolded support for English Language Proficiency Level 1, Beginning to Level 5, Bridging. As highlighted in the examples below the teacher resources indicate how to direct and support instruction to best meet the needs of the student’s English Language Proficiency Level.

Highlighted below Learning A-Z ELL Edition, the ELL Vocabulary Book, Science-Beyond Earth highlighting the content and language objectives scaffolded to systematically address various English Language Proficiency levels:
The following example in Learning A-Z ELL Edition, the ELL Vocabulary Book, Social Studies, Economics tips for differentiating discussions:

**Economics**

**Tips for Differentiating Instruction**

**Overview:** The ELL Vocabulary Power Packs are designed to be used with all levels of English language learners. Each power pack includes three levels of cards along with corresponding questions. Teachers can differentiate the lesson plan and support student learning by modifying the lesson objectives and using the tips provided. Dialogue frames are especially useful for providing extra language support. In the chart below, examples of leveled dialogue frames for parts of the lesson that require more support, or are relevant across the pack, are provided as a model.

**Leveling Key:** The tips for differentiating instruction are divided by student language levels in the chart below. Students with emerging, emerging, or beginning English language proficiency levels are referred to as levels 1-2. Students with developing, expanding, or intermediate English language proficiency levels are referred to as levels 1-4. Students with bridging or advanced English language proficiency levels are referred to as level 5.

<table>
<thead>
<tr>
<th>Lesson 1</th>
<th>Levels 1-2</th>
<th>Levels 3-4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Additional Language Objective</strong></td>
<td>Use single sentences or parts to pictures on the cards when answering questions.</td>
<td>Use compound sentences when answering questions.</td>
<td>Use complex sentences to explain answers in the text.</td>
</tr>
<tr>
<td><strong>Teaching Strategies</strong></td>
<td>Have students practice the Power Words in real-life contexts. Select a few sentences from the text and have them work together. Constructing discussions and help students paraphrase the text. Set short periods or clarify misunderstandings.</td>
<td>Have students to repeat on their own. Ask students to provide a few ideas and then help them think through. Discourage students from coming up with several real-world applications of the Power Words.</td>
<td>Have students work in pairs and then help them think through. Enlist students to answer how a story-ended question. Ask students to provide examples of original sentences and paragraphs information from the text.</td>
</tr>
<tr>
<td><strong>Dialogue Frames:</strong></td>
<td>I can analyze ______ I can evaluate ______.</td>
<td>I can evaluate ______.</td>
<td>I can evaluate ______.</td>
</tr>
<tr>
<td><strong>Step 2</strong></td>
<td>Why can I analyze ______ I can evaluate ______.</td>
<td>Why can I evaluate ______.</td>
<td>Why can I evaluate ______.</td>
</tr>
<tr>
<td><strong>Step 3</strong></td>
<td>What can students do?</td>
<td>What can students do?</td>
<td>What can students do?</td>
</tr>
<tr>
<td><strong>People use economic systems?</strong></td>
<td>People use economic systems</td>
<td>People use economic systems</td>
<td>People use economic systems</td>
</tr>
<tr>
<td><strong>How are goods and services different?</strong></td>
<td>Goods and services are different. A good is ______. A service is ______.</td>
<td>Goods and services are different. A good is ______. A service is ______.</td>
<td>Goods and services are different. A good is ______. A service is ______.</td>
</tr>
<tr>
<td><strong>How are goods and services different?</strong></td>
<td>Goods and services are different. A good is ______. A service is ______.</td>
<td>Goods and services are different. A good is ______. A service is ______.</td>
<td>Goods and services are different. A good is ______. A service is ______.</td>
</tr>
</tbody>
</table>
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.


The example illustrates opportunities in the Learning A-Z ELL Edition for shared reading:
The example illustrates opportunities in the *Learning A-Z ELL Edition* collection for exposure to multiple domains within a singular activity (Paired Reading and Discussion):
The example illustrates opportunities in the *Learning A-Z ELL Edition* collection for practice and application, supporting rich discussion regardless of language proficiency levels:

**Step 3: Practice and Application**

Display and distribute Describing Cards A, B, and C.

**Introduce and Model:** Show students Describing Card A. Point to and read aloud the two questions at the top of the card. Model for students how to respond to the questions. For example, for a Describing Card about the topic *animals*, say: *The first question asks me to name what I see in the picture. I need to think about what words I know that I can use to name what I see in the picture.* Post on the board and read aloud the first question-and-answer frame:

What do you see in the picture? I see ____.

Provide an example answer based on the picture.

Next, point to and read aloud the second question. For example, for the topic *animals*, say: *The second question asks what the animals are doing.* I know that I need to think about details about what is happening in the picture and about the actions, or what the animals are doing. Model answering the question using words, phrases, or sentences. Post the second question on the board and record an example answer.

For example, for the topic *animals*, record the following:

What are they doing? They are ____.

Read aloud the question-and-answer frame with the students and model an answer.

The example illustrates opportunities in the *Learning A-Z ELL Edition* collection for listening and following multi-step directions:

**Collaborative Practice:** Display and distribute Directions Card B and the Picture Cards for Directions Card B from the Teacher Script. Have students cut out the picture cards or you may choose to precut the cards for the students.

Explain to students that they will work with a partner to complete questions 1 and 2 on Directions Card B. First, ask students to listen to the directions for question 1 as you read them aloud. Repeat the directions one additional time as needed. Remind students to listen for key words in the directions. Invite student pairs to help each other to follow the directions and have each student draw a picture.

Next, explain to students that they will continue working with their partner to complete question 2. Remind students to listen for key words in the two-step directions. Read aloud the directions for question 2 (skill L19) from the Teacher Script. Repeat the directions one additional time as needed.

Post the following dialogue frames on the board to encourage discussion and review them with students:
2) The targeted language domains are presented within the context of the language proficiency levels throughout the *Learning A-Z ELL Edition* and *Raz-Plus ELL Edition* collection. The instructional tips and resources support scaffolded instruction across all four language domains and with specific consideration for each language proficiency level.

The example below highlights the *Learning A-Z ELL Edition Kit ELL Assessments and Language Skill Packs, Listening Scoring Rubric (Kindergarten), Speaking Scoring Rubric (Grades 3-5) and Writing Scoring Rubric (Grades 3-5)*:
3) The targeted domains are systematically integrated throughout the Learning A-Z ELL Edition and Raz-Plus ELL Edition collection. Each integrated unit of study has embedded practice with Listening comprehension, Reading, Speaking and Writing.

The following sequence highlights integrated activities to support language and content learning across all four language domains:
Step 3: Paired Practice

Display the Wordless Comic:

Explain to students that they will make predictions about the pictures, listen closely to the conversation, and answer questions with a partner. Have students examine the pictures.

Say: Marty is a friendly robot who is learning to speak English. In this comic, Mia and Pedro describe the Moon’s phases to Marty. What is Pedro doing in panel 2? What do you think Mia is saying in panel 3? Invite students to make predictions about the pictures with a partner.

Use a copy of Marty and the Moon to read the comic aloud to students. Point to each character speaking on the Wordless Comic as you read. Then, write the following dialogue frames on the board, and review them with students. Explain to students that they will answer the questions with a partner after hearing the comic read aloud again. Read the comic once more.

Student 1: What is Mia observing?
Student 2: Mia is observing ________.
Student 1: Which phase of the Moon does Mia say is happening now?
Student 2: Mia says ________.

Ask students to take turns asking and answering the questions on the board with a partner. After students practice, invite volunteers to model using the dialogue frames in front of the class.

Next, have students take turns reading the entire comic aloud slowly to a partner and then at a natural pace. Walk around the classroom as students read, noting any words students have difficulty pronouncing. After students practice, review the pronunciation of any difficult words as a class.

<table>
<thead>
<tr>
<th>ELL Comic Conversation</th>
<th>Rate-Play Performance Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Preparation</strong></td>
<td>![Image] Rate-Play Script</td>
</tr>
<tr>
<td></td>
<td>![Image] Marty and the Book</td>
</tr>
</tbody>
</table>

| Narrator               | Marty is a robot. He is learning about books. |
| Mr. Dean               | Today, we’ll read chapter 2. First, find the table of contents. |
| Marty                  | What’s the table of contents? |
| An                     | It tells what’s inside a book. |
| Mr. Dean               | Now, turn to chapter 2. |
4. The Strands of Model Performance Indicators and the Standards Matrices

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

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

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

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

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

1) The materials connect the language development standards to the state academic content standards. The *Raz-Plus ELL Edition* Teacher area provides educators with the alignment documentation to both Common Core Standards, State standards and alignment to WIDA English Language Proficiency standards. The *Learning A-Z ELL Edition and Raz-Plus ELL Edition* collection provides educators with the English
Language Arts standards alignment resources: Close Reading Packs, Project-Based Learning Backs, resources for Learning Centers (Phonological Awareness Centers, Fluency Centers, Phonics Centers, Grammar and Mechanics Centers, Word Work Centers, and Writing Centers), Decodable books and phonics lessons.

The example illustrates the *Learning A-Z ELL Edition* state-standard alignment correlation information.
Highlighted below the Raz-Plus ELL Edition standards-aligned resources:

The Literacy Curriculum Map includes a guiding unit question with a weekly focus. Throughout each unit of study, students are provided integrated exposure to language across all four domains:
2) The academic content standards are systematically represented throughout the materials. *Learning A-Z ELL Edition and Raz-Plus ELL Edition* collection provides scaffolded support for English Language Proficiency Level 1, Beginning to Level 5, Bridging in all four language domains. *Learning A-Z ELL Edition and Raz-Plus ELL*
Edition collection. The Learning A-Z ELL Edition and Raz-Plus ELL Edition curriculum is specifically created with resources designed for a variety of possible implementations including whole-group teacher guided instruction, small-group supported instruction, guided independent practice and home-learning extensions.

The example shows how the Learning A-Z ELL Edition and Raz-Plus ELL Edition collection is designed for PreK to 5th graders ranging from English Language Proficiency Level 1, Entering to Level 5, Bridging:


Highlighted below the Learning A-Z ELL Edition and Raz-Plus ELL Edition collection assessment tools:
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

Yes  No
Are opportunities for engaging in higher order thinking systematically addressed in the materials?  

Yes  No

1) The materials present an opportunity for language learners to engage in various cognitive functions as appropriate for the targeted audience. *Learning A-Z ELL Edition and Raz-Plus ELL Edition* collection are designed with embedded scaffolding to differentiate language and literacy instruction. Throughout each unit of study, students are exposed to depth of knowledge questions within the following sequence of lesson activities; building background understanding, in-depth small group or whole class introductory discussions, listening comprehension sequence with new unit vocabulary, shared writing and grammar activities, targeted genre reading and comprehension questions, reflections and writing activities and a culminating assessment.

The following *Learning A-Z ELL Edition* ELL Content Picture Pack lesson presents an opportunity for language learners to engage in various cognitive functions as appropriate for the indicated target audience:
2) The opportunities for engaging in higher order thinking are systematically addressed in the *Learning A-Z ELL Edition* and *Raz-Plus ELL Edition* collection. Each of the ELL Leveled Reader lesson plans provides an instructional focus with clear language and literacy objectives, opportunities for cross-curricular language development across all four language domains.

Lesson plan highlighting opportunities for engaging in higher order thinking:
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 an English Language Proficiency Level. The Learning A-Z ELL Edition and Raz-Plus ELL Edition collection supports include an instructional focus, a language objective, a vocabulary focus, resources to build background and context for the multilingual learner, paired, guided and independent practice with strategic remediation. The Learning A-Z ELL Edition and Raz-Plus ELL Edition collection highlights a strategic language function with strategic practice across all four language domains.

Highlighted below the Learning A-Z ELL Edition collection teacher resource bundle:
Highlighted below the Learning A-Z ELL Edition collection student resource bundle:
2) The materials provide scaffolding supports for students to progress from one English language proficiency level to the next. *Learning A-Z ELL Edition and Raz-Plus ELL Edition* collection are designed with embedded scaffolding to differentiate language and literacy instruction. *Learning A-Z ELL Edition and Raz-Plus ELL Edition* collection is designed for English Language Proficiency Level 1, Entering to Level 5 Bridging PreK to 5th Grade.

The examples highlighted demonstrate the collection of assessment tools to drive individualized language and literacy to promote progress from English language proficiency level to the next:
3) The scaffolding supports are presented systematically throughout the Learning A-Z ELL Edition and Raz-Plus ELL Edition collection. The introduction to each theme-based lesson incorporates academic language and targets content-specific vocabulary. Each activity scaffolds students initial understanding and background knowledge with assistance through visual supports, targeted direct instruction and modeling, along with cultural contextual connections.

The example provided below shows the scaffolded support presented systematically through the ELL collection (Leveled Cards and Quizzes):
An example of the scaffolded support presented systematically through the ELL collection (Tips for Differentiating Instruction):
An example of the scaffolded support presented systematically through the ELL collection (Vocabulary Power Pack Rubric):

<table>
<thead>
<tr>
<th>Listening Rubric</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehension</td>
<td>Pay little attention to speaker</td>
<td>Attempts to pay attention to speaker, but is distracted at times</td>
<td>Pays attention to speaker</td>
<td>Pays close attention to speaker</td>
<td>Pays active attention to the speaker (leans in, makes eye contact, nods head)</td>
</tr>
<tr>
<td></td>
<td>Frequently interrupts speaker</td>
<td>Interrupts speaker</td>
<td>May ask for clarification</td>
<td>Waits for speaker to finish before talking</td>
<td>Waits politely for speaker to finish before talking</td>
</tr>
</tbody>
</table>

An example of the scaffolded support presented systematically through the ELL collection (Vocabulary Power Pack Rubric, Listening and Speaking):

<table>
<thead>
<tr>
<th>Speaking Rubric</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language</td>
<td>Uses simple or short sentences</td>
<td>Uses complex sentences that are simple or compound</td>
<td>Uses complete sentences that are simple or compound</td>
<td>Uses complete sentences that are simple or compound</td>
<td>Uses complete sentences that are simple or compound</td>
</tr>
<tr>
<td>Content</td>
<td>Includes limited details that are high quality</td>
<td>Includes essential details that are high quality with limited accuracy</td>
<td>Includes some appropriate and relevant details and includes some high quality details with limited accuracy</td>
<td>Includes some appropriate and relevant details and includes some high quality details with limited accuracy</td>
<td>Includes many appropriate and relevant details and includes many high quality details with limited accuracy</td>
</tr>
</tbody>
</table>

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”
The linguistically and developmentally appropriate grade-level content is present in the Learning A-Z ELL Edition and Raz-Plus ELL Edition collection. The students thematic reading, listening comprehension components, grammar and vocabulary development ensure the students make personal connections with the content, new vocabulary and concepts. Highlighted below are the essential elements in the Learning A-Z suite of resources to support the multilingual student: Science A-Z. The Science A-Z resources provide scaffolded support for English Language Learners to learn about Science concepts through a series of nonfiction books focused on the following key concept areas: Life Science, Earth and Space, Physical Science and Process Science.

The example below highlights the linguistically and developmentally appropriate grade-level content present in the Learning A-Z ELL Edition and Raz-Plus ELL Edition collection:

Raz-Plus and the ELL Edition combine to engage multilingual students in reading, writing, speaking, and listening skills in English. Raz-Plus offers printable, projectable, digital books in multiple languages including (Spanish, French, Polish, Ukrainian, and
Vietnamese.

The ELL Collection supports the multilingual learner through a variety of classroom configurations:

- The whole-Class (The ELL Leveled Reader Pack with 5-day lesson plan sequences, activities and rubrics focused on a single leveled text)
- The small-Group (The Raz Plus project-based learning packs structure, collaborative, inquiry-based activities to support small leveled groups)
- Independent Practice (Online ELL vocabulary packs are designed to support the individual student with content-specific vocabulary)
- Assessment Resources (The printable ELL assessments track students’ language literacy skill progress throughout the year to support individualized support)
- Reporting Teacher Resources (The Raz-Plus dashboard helps educators understand their individual students’ progression with assignments completed and highlight skill areas students may require additional scaffolded support)

2) The grade-level content in the Learning A-Z ELL Edition and Raz-Plus ELL Edition collection is accessible for the targeted levels of language proficiency. The ELL collection combines Raz-Plus ELL, Writing A-Z, Science A-Z, Vocabulary A-Z and Headsprout. The grade level content is scaffolded with supports at each English Language Proficiency level to help students build critical thinking skills as they learn to analyze and respond and identify evidence. The Investigation files provided in the Science A-Z resources encourage students to collaborate and discuss close-reading texts with specific clues to solve a variety of scientific mysteries. The reporting features in the Learning A-Z ELL Edition and Raz-Plus ELL Edition collection illustrate whole-class and individual progress with target grade level language arts skills.

The example below highlights the linguistically and developmentally appropriate grade-level content present in the Learning A-Z ELL Edition and Raz-Plus ELL Edition with the top 5 resources to support the multilingual learner:
1. Read Out Loud

Raz-Plus allows your English language learners to gain confidence through fluency practice. When students choose a leveled book to read, they can listen to an audio version first. As the program reads the book out loud, it also highlights words as they’re being spoken so students can connect spoken and written English.

Raz-Plus audio books are a great way for students to hear correct English pronunciation. When students are ready to read books out loud, they can record themselves reading and send you a recording to grade fluency. The ability to listen to audio books, hear correct pronunciation, and practice pronunciation with read-alouds increases an ELL’s confidence with reading fluency.

2. Level Up!

All students—including ELLs—read at their own unique ability level. Raz-Plus has books at 29 different reading levels, so students can read high-interest texts that are right for them. Using Kids A–Z, students can take quizzes on a specific number of texts at a particular reading level. When they master that reading level, they "Level Up!" to continue honing their skills. In addition to the satisfaction of seeing their reading level increase, students will also love the Kids A–Z digital incentives and rewards. Students can earn points with each activity and use those points to build a Raz Rocket with colorful gadgets or to personalize their own robot avatar.

3. Language Translations

Of the 2,000+ leveled eBooks on Raz-Plus, a large portion of them are translated into Spanish, French, Polish, Ukrainian, and Vietnamese. As of September 2017, there are 992 translated Spanish books; 450 French books; 195 Polish books; 195 Ukrainian books; and, 93 Vietnamese books. Students who speak these languages at home will benefit from additional home language practice that builds bilingual literacy.
3) The grade-level content in the *Learning A-Z ELL Edition and Raz-Plus ELL Edition* collection is presented systematically through the grade-level scope and sequence. The ELL Edition is specifically designed to provide research-based resources and teaching strategies to support the multilingual student achieve success with social and academic English. The ELL collection of resources appeals to a variety of learning styles supporting students by providing strategic home language support. Visual multilingual learners are provided access to the ELL Content Picture Packs. The kinesthetic multilingual learners are supported with language and literacy resources in the Reader’s Theater scripts to experience language in action. The auditory multilingual learners are supported with a variety of recorded leveled books.

The example below highlights the grade-level content resources present in the *Learning A-Z ELL Edition and Raz-Plus ELL Edition*:
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 Learning A-Z ELL Edition and Raz-Plus ELL Edition collection include a range of language functions. Each integrated unit, lessons and support activities integrates all four language domains: Listening, Speaking, Reading and Writing. The ELL content picture packs, leveled books, Reader’s Theater Scripts, Science A-Z, Writing, A-Z, the ELL Language Skill Packs and ELL Comic Conversations provides
lesson plans that provide additional opportunities for differentiation. Each of the teacher resources provides a learning and language objective with assessment rubrics highlighting target skills to support the individual multilingual learner. The ELL Collection assessments can help to modify the content to best meet the language and literacy skills of the individual student. Examples of language functions found throughout the Learning A-Z ELL Edition and Raz-Plus ELL Edition: collection materials include identify, classify, states, restates, list, describe, explain, argue, and justify.

Highlighted below the Learning A-Z ELL Edition and Raz-Plus ELL Edition high leverage language functions and target language-based outcomes in each of the lessons (ELL Assessment, Vocabulary Assessment example):
2) Language functions are incorporated into a communicative goal throughout the *Learning A-Z ELL Edition* and *Raz-Plus ELL Edition* materials. Each integrated unit, lessons and support activities integrates all four language domains: listening, speaking, reading and writing. The ELL Collection of materials provide students with project-based and hands-on opportunities to explore grade level concepts. The ELL Language Skills Packs, the ELL Comic Conversations, and the ELL Vocabulary books incorporate best practices for supporting the multilingual learner at all levels of proficiency with an emphasis on content-based themes.

Highlighted below the *Learning A-Z ELL Edition*, Comic Conversations with specific language functions incorporated into the activity communicative goal:
Step 3: Paired Practice

Display the Wordless Comic

Explain to students that they will make predictions about the pictures, listen closely to the conversation, and answer questions with a partner. Have students examine the pictures.

Say: Marty is a friendly robot who is learning to speak English. In this comic, Mia and Pedro describe the Moon’s phases to Marty. What is Pedro doing in panel 2? What do you think Mia is saying in panel 3? Invite students to make predictions about the pictures with a partner.

Use a copy of Marty and the Moon to read the comic aloud to students. Point to each character speaking on the Wordless Comic as you read. Then, write the following dialogue frames on the board, and review them with students. Explain to students that they will answer the questions with a partner after hearing the comic read aloud again. Read the comic once more.

Student 1: What is Mia observing?

Student 2: Mia is observing ______.

Student 1: Which phase of the Moon does Mia say is happening now?

Student 2: Mia says ______.

Ask students to take turns asking and answering the questions on the board with a partner. After students practice, invite volunteers to model using the dialogue frames in front of the class.

Next, have students take turns reading the entire comic aloud slowly to a partner and then at a natural pace. Walk around the classroom as students read, noting any words students have difficulty pronouncing. After students practice, review the pronunciation of any difficult words as a class.


The examples highlighted below demonstrate the collection of assessment tools to support the progression of language development: