



PRIME V2TM

Protocol for Review of
Instructional Materials for ELLs V2

WIDA PRIME V2 CORRELATION



PRIME V2™

Introduction to PRIME

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

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

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

New in This Edition

PRIME has been expanded to include

- Correlation to the WIDA Standards Framework
- Connections to English and Spanish Language Development Standards
- Relevance for both U.S. domestic and international audiences

Primary Purposes

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

Primary Audience

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

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

Overview of the PRIME Process

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

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

PRIME at a Glance

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| C. Supports for Various Levels of Language Proficiency |
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PRIME Part 1: Provide Information about Materials

Provide information about each title being correlated.

Publication Title(s): Speak Agent

Publisher: Speak Agent

Materials/Program to be Reviewed: Speak Agent online academic language learning solution

Tools of Instruction included in this review: Scrambled Sentences Game, Story Spin Game, Tall Tales Game, Vocab Lab Game

Intended Teacher Audiences: This program is designed for teachers of all content areas, including grades K–6 teachers of ELD and ELLs.

Intended Student Audiences: ELDs and ELLs, Grades K–6

Language domains addressed in material: Vocabulary, Reading, 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, Language of Mathematics Standard 3, Language of Science Standard 4, Language of Social Studies Standard 5

WIDA Language Proficiency Levels included:

The materials do not specifically reference WIDA Language Proficiency Levels.

Most Recently Published Edition or Website: <https://www.speakagent.com>

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

The Speak Agent online academic language learning solution employs the Academic Language Learning Model (ALLM) to build academic language in three progressive stages: reading fluency, isolated comprehension, and integrated comprehension. The tool provides games and activities to familiarize students with target words to improve decoding. Students learn to recognize words and analyze their traits and relationships using semantic mapping and other tools. Students who engage with the Speak Agent online tool are expected to demonstrate ability to apply language creatively in academic and discourse contexts and in multiple contexts.

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 not considered in the materials. The tool is customizable for teaching academic language across curriculum and in any context. Inclusion of student assets is incumbent upon the instructor.
- 2) Student assets and contributions are not systematically considered throughout the materials.

2. Academic Language

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

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

- 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) Speak Agent addresses language features at the discourse dimension in a consistent manner for all identified proficiency levels. Games and activities offer language instruction to support and ensure access for all learners, regardless of proficiency level. The platform requires student-users to demonstrate that she or he can apply vocabulary to create and read varied types of passages in extended, connected text. See the Scrambled Sentences Game: <https://www.youtube.com/watch?v=xiJMwLfahKY&feature=youtu.be>
See the Tall Tales Game: https://youtu.be/iu2V_VFqpe4
- 2) The language features at the discourse dimension are not addressed systematically throughout the materials.

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) Speak Agent 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. The platform requires student-users to demonstrate that she or he can create and comprehend sentences in a variety of structures and contexts. For example, the Scrambled Sentences Game requires students to put words in their proper order to form complete sentences. <https://www.youtube.com/watch?v=xiJMwLfahKY&feature=youtu.be>
- 2) The language features at the sentence dimension are appropriate for the identified proficiency levels. Instructors may use their own classroom materials for engaging ELDs in the Scrambled Sentences Game. <https://www.youtube.com/watch?v=xiJMwLfahKY&feature=youtu.be>
- 3) The language features at the sentence dimension are addressed systematically

throughout the materials. The Scrambled Sentences, Tall Tales, and Story Spin Games each require students to engage in the construction of complete sentences.

See the Scrambled Sentences Game:

<https://www.youtube.com/watch?v=xiJMwLfhKY&feature=youtu.be>

See the Tall Tales Game: https://youtu.be/iu2V_VFgpe4

See the Story Spin Game:

Provides built-in supports for ELLs and finger-peckers.



On a student's turn, she or he is prompted to write a sentence using one or more words from your wordlist around the wordlist theme. Students can free write, but they can also access target words from the wordlist with a single click or tap to speed things along! (For early learners, try using a language experience approach.)

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

- | | | |
|---|------------|----|
| 1) Do the materials address language features at the word/phrase dimension in a consistent manner for all identified proficiency levels? | Yes | No |
| 2) Are words, expressions, and phrases represented in context? | Yes | No |
| 3) Is the general, specific, and technical language appropriate for the targeted proficiency levels? | Yes | No |
| 4) Is the general, specific, and 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) Speak Agent addresses language features at the word/phrase dimension in a consistent manner for all identified proficiency levels. Educators create content-specific word lists and generate instructional activities for ELLs of varying levels of proficiency. Educators may also use existing word lists or create edited versions to meet their exact specifications. Activities offer vocabulary instruction to support and ensure access for all learners, regardless of proficiency level. The platform requires student-users to demonstrate that she or he can apply vocabulary in discourse and academic contexts and in multiple contexts.

1

See word list creation: https://youtu.be/QJXRtR2V8_Q

See creating a lesson from a word list: <https://youtu.be/DIaT8dh07Uc>

Using the Vocab Lab game, ELDs learn academic language by using nuanced meanings and words they already know. <https://youtu.be/nq-7ludwPUQ>

- 2) Words, expressions, and phrases are addressed in context. The Story Spin Game teaches academic language in the context of any content area using teacher-created word lists. The Scrambled Sentences Game engages students in academic language learning in the context of any content area using classroom reading materials. See the Scrambled Sentences Game:

<https://www.youtube.com/watch?v=xiJMwLfahKY&feature=youtu.be>

The Tall Tales Game engages students in learning academic language in the context of math, science, history, language arts, and other content areas. See the Tall Tales Game: https://youtu.be/iu2V_VFgpe4

- 3) The general, specific, and technical language is appropriate for each proficiency level. Educators create content-specific word lists to create instructional activities for ELLs of varying levels of proficiency. See word list creation: https://youtu.be/QJXRtR2V8_Q

See creating a lesson from a word list: <https://youtu.be/DIaT8dh07Uc>

The Scrambled Sentences Game has four levels of complexity for engaging ELLs of varied proficiency. See the Scrambled Sentences Game:

<https://www.youtube.com/watch?v=xiJMwLfahKY&feature=youtu.be>

- 4) The general, specific, and technical language is systematically presented throughout the materials. Each game and activity in the Speak Agent tool is based on teacher-created word lists that relate to a focused area of content. See word list creation:

https://youtu.be/QJXRtR2V8_Q

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 | Yes | No |

designated language levels?

- 3) **Is differentiation of language systematically addressed throughout the materials?**

Yes **No**

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

- 1) The materials do not differentiate between proficiency levels. Targeting and monitoring proficiency levels is incumbent upon the teacher creating the lessons. Teachers can design word lists and related lessons based on grade and skill levels. They can then monitor progress using real-time, measurable data. See Speak Agent Reports: <https://www.speakagent.com/reports>
- 2) Differentiation of language proficiency is not systematically addressed in the materials.
- 3) Differentiation of language is not systematically addressed throughout the materials.

B. Representation of Language Domains

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

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|---|-----|----|
| 1) Are 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. For example, the Scrambled Sentences Game engages ELLs by requiring students to put words in the proper order to create sentences. Although students are not generating their own writing, they are combining sentences to create a story. Students then read the completed story aloud or listen to the story read aloud to them.
<https://www.youtube.com/watch?v=xiJMwLfahKY&feature=youtu.be>
The Tall Tales Game also targets the four language domains. Students select words to complete a story. Students then read the completed story aloud or listen to the story read aloud to them.
https://www.youtube.com/watch?v=iu2V_VFgpe4&feature=youtu.be
- 2) The language domains are not presented within the context of language proficiency levels.
- 3) The language domains are not systematically integrated throughout the materials.

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

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

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

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

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|---|------------|-----------|
| 1) Do the materials connect the 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 materials are designed for all content teachers and, thus, can help support teaching the language of any content area, language standards are not explicitly present in the materials.

B. Cognitive Challenge for All Learners at All Levels of Language Proficiency

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|---|------------|-----------|
| 1) Do materials present an opportunity for language learners to engage in various cognitive functions (higher order thinking skills from Bloom’s taxonomy) regardless of their language level? | Yes | No |
| 2) Are opportunities for engaging in higher order thinking systematically addressed in the materials? | Yes | No |

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

- 1) The materials do not present an opportunity for language learners to engage in higher order thinking.
- 2) Opportunities for engaging in higher order thinking are not systematically addressed in the materials.

C. Supports for Various Levels of Language Proficiency

- | | | |
|--|------------|----|
| 1) Do the materials provide scaffolding supports for students to advance within a proficiency level? | Yes | No |
| 2) Do the materials provide scaffolding supports for students to progress from one proficiency level to the next? | Yes | No |
| 3) Are scaffolding supports presented systematically throughout the materials? | Yes | No |

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

- 1) The materials provide scaffolding supports for students to advance within a proficiency level. Targeting and monitoring proficiency levels is incumbent upon the teacher creating the word lists and related lessons. While the materials do not explicitly differentiate among proficiency or language levels, the teacher manipulate the materials to target groups and individuals on a specific level. The Scrambled Sentences, Story Spin, and Tall Tales Games contain built-in supports.

Provides built-in supports for ELLs and finger-peckers.



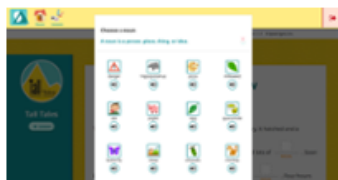
On a student's turn, she or he is prompted to write a sentence using one or more words from your wordlist around the wordlist theme. Students can free write, but they can also access target words from the wordlist with a single click or tap to speed things along! (For early learners, try using a language experience approach.)

Includes built-in supports.



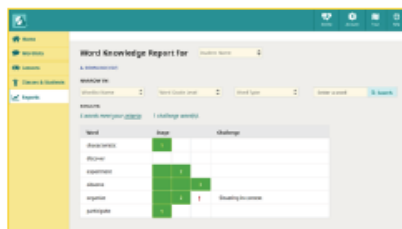
Clues help students decipher word order. At level 1, some words start in the correct position. Puzzle shapes, case, and punctuation also offer clues. If a student does not know a word, she can select the word and hear it spoken.

Engages students with fun visuals and audio supports.



Students complete the story by choosing a word for each blank. With a single click or tap, the words automatically go into the right place. Each word has a visual and an audio play button to help ELLs and other students who aren't familiar with the vocabulary yet.

- 2) The materials provide scaffolding supports for students to progress from one proficiency level to the next. Teachers are able to use real-time data to monitor student progress in language proficiency.



Measure your students' vocabulary growth.

Speak Agent measures academic vocabulary growth in English, STEM, and social science subjects throughout the school year. We assess on multiple facets of concept knowledge so that we provide a confident picture of progress toward mastery. We embed formative assessment right in the learning games, so it doesn't displace instructional time.

The Scrambled Sentences, Story Spin, and Tall Tales Games contain built-in supports.

Includes built-in supports.



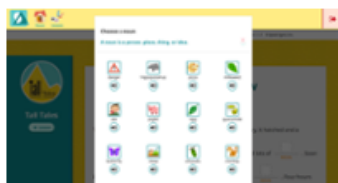
Clues help students decipher word order. At level 1, some words start in the correct position. Puzzle shapes, case, and punctuation also offer clues. If a student does not know a word, she can select the word and hear it spoken.

Provides built-in supports for ELLs and finger-peckers.



On a student's turn, she or he is prompted to write a sentence using one or more words from your wordlist around the wordlist theme. Students can free write, but they can also access target words from the wordlist with a single click or tap to speed things along! (For early learners, try using a language experience approach.)

Engages students with fun visuals and audio supports.



Students complete the story by choosing a word for each blank. With a single click or tap, the words automatically go into the right place. Each word has a visual and an audio play button to help ELLs and other students who aren't familiar with the vocabulary yet.

- 3) The scaffolding supports are presented systematically throughout the materials. The Scrambled Sentences, Story Spin, and Tall Tales Games contain built-in supports.

Includes built-in supports.



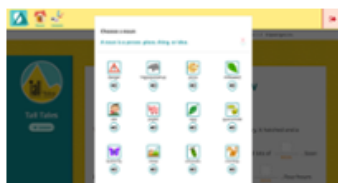
Clues help students decipher word order. At level 1, some words start in the correct position. Puzzle shapes, case, and punctuation also offer clues. If a student does not know a word, she can select the word and hear it spoken.

Provides built-in supports for ELLs and finger-peckers.



On a student's turn, she or he is prompted to write a sentence using one or more words from your wordlist around the wordlist theme. Students can free write, but they can also access target words from the wordlist with a single click or tap to speed things along! (For early learners, try using a language experience approach.)

Engages students with fun visuals and audio supports.



Students complete the story by choosing a word for each blank. With a single click or tap, the words automatically go into the right place. Each word has a visual and an audio play button to help ELLs and other students who aren't familiar with the vocabulary yet.

D. Accessibility to Grade Level Content

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

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

- 1) Linguistically and developmentally appropriate grade-level content is present in the materials. Teachers create ELD lessons to target specific grade levels. See the Tall Tales Game: https://youtu.be/iu2V_VFqpe4
See creating a lesson from a word list: <https://youtu.be/DIaT8dh07Uc>
- 2) As previously stated, teachers may use these materials to help students learn the

language of content areas and move through language proficiency, yet the materials do not explicitly target or differentiate levels of language proficiency.

See creating a lesson from a word list: <https://youtu.be/DIaT8dh07Uc>

- 3) Grade-level content is systematically presented throughout the materials. Each ELD game and activity gives students opportunities to learn and practice language skills. See the Tall Tales Game: https://youtu.be/iu2V_VFqpe4 See the Scrambled Sentences Game: <https://www.youtube.com/watch?v=xiJMwLfahKY&feature=youtu.be> Each game, such as the Vocab Lab Game, has a suggested grade level range.

How to Use This Game

- **Suitable Grades:** Best for grades 1 to 5, but first- and second-graders may need help getting started.

E. Strands of Model Performance Indicators

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

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

- 1) The materials include a range of language functions. Speak Agent provides games and activities that address oral language, reading, writing, and listening. It offers cross-curricular language practice in a broad variety of contexts and helps students practice a variety of expressive and receptive cognitive functions, particularly in the Analyze and Create categories of the cognitive process dimension. Students compose sentences, give feedback, and apply editing skills in the Story Spin Game.

Now edit the story as a team.



The last step is to collectively edit all the sentences written by the students. In this step the writers' names are hidden so as to avoid embarrassing them. Once all the word order, misspellings, and other issues are fixed, you can play back your story using text-to-speech or read it aloud!

Students follow instructions and practice word arrangement to build sentences in the Scrambled Sentences Game.

Students have a blast unscrambling the story.



The game presents one sentence at a time from your reading excerpt. Students need to put the words back in the right order to solve the puzzle.

- 2) The language functions are incorporated into a series of games and activities. The Scrambled Sentences, Tall Tales, and Story Spin Games each require students to engage in the construction of complete sentences. See the Scrambled Sentences Game: <https://www.youtube.com/watch?v=xiJMwLfahKY&feature=youtu.be>
See the Tall Tales Game: https://youtu.be/iu2V_VFqpe4
- 3) The language functions support the progression of language development. The Speak Agent online academic language learning solution employs the Academic Language Learning Model (ALLM) to build academic language in three progressive stages: reading fluency, isolated comprehension, and integrated comprehension. Speak Agent's real-time formative assessment uses ten success measures for each word to support each student's learning.

See the research behind Speak Agent and the ALLM:

<https://www.speakagent.com/research>

See the Speak Agent reports feature for monitoring student progress:

<https://www.speakagent.com/reports>