Protocol for Review of Instructional Materials for ELLs V2
Introduction to PRIME

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

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

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

New in This Edition

PRIME has been expanded to include

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

Primary Purposes

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

Primary Audience

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

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

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

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

PRIME at a Glance

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

Provide information about each title being correlated.

Publication Title(s): Summit Learning

Publisher: Summit Learning

Materials/Program to be Reviewed:
Sampling of Grades 4-12 Standards Based Summit Program and the Summit Platform including the on-line Accessibility Resources Bank and Summit Learning Considerations for English Language Development (ELD) in Summit Learning Brief

Tools of Instruction included in this review:
Summit Learning Base Curriculum (Standards based projects/units for Grades 4-12 on the Summit Learning Platform) and the Teacher Resources in the Accessibility Resource Bank

Intended Teacher Audiences:
Summit Learning schools provide a personalized approach to teaching and learning. Summit Learning is a free program that provides educators across the United States with tools, resources, and training needed to implement the instruction approach in a way that meets each community’s individual needs, values and vision.

Intended Student Audiences:
Summit Learning grade-level content provides students with an individualized learning pathway

Language domains addressed in material:
Listening, Reading, Writing and Speaking integrated into grade-level project-based learning.

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).
WIDA Standard 1: Social-Instructional Language
WIDA Standard 2: Language of Language Arts
WIDA Standard 3: Language of Mathematics
WIDA Standard 4: Language of Science
WIDA Standard 5: Language of Social Studies

WIDA Language Proficiency Levels included:
Summit Learning Grades 4-12 English, History, Math, Science and World Language (Grades 9-12 Spanish) does not specifically address WIDA English Language Proficiency levels. The Summit Learning Considerations for English Language Development resource provides language-based support considerations within each Summit project-based module. Summit learning indicates specific differentiation strategies for the Emergent level of English Proficiency, the Expanding level of English Proficiency, and the Bridging Level of English Proficiency. Additionally, Summit Learning provides an accessibility resource bank; a curated selection of research-based resources that teachers can use to increase access to classroom content for all learners--especially those with Foundations needs.

Supporting English Learners along the Path to Biliteracy
Summit Learning’s approach to meeting the Foundations needs of our students as they are learning English manifests in three ways: through support on the Platform, through intervention and through Mentoring.

Proficiency Level Definitions

<table>
<thead>
<tr>
<th>Language Proficiency Levels</th>
<th>Emerging</th>
<th>Expanding</th>
<th>Bridging</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Language Assessment</td>
<td>ELPAC 1</td>
<td>ELPAC 2/3</td>
<td>ELPAC 3/4</td>
</tr>
<tr>
<td></td>
<td>CELDT 1</td>
<td>CELDT 2/3</td>
<td>CELDT 4/5</td>
</tr>
<tr>
<td></td>
<td>WIDA 1/2</td>
<td>WIDA 3/4</td>
<td>WIDA 5/6</td>
</tr>
<tr>
<td></td>
<td>ELPAC 1/2</td>
<td>ELPAC 3/4</td>
<td>ELPAC 5/6</td>
</tr>
<tr>
<td></td>
<td>TELPAS 1</td>
<td>TELPAS 2/3</td>
<td>TELPAS 4</td>
</tr>
</tbody>
</table>

Type of Support: Substantial, Moderate, Light

Most Recently Published Edition or Website: [https://www.summitlearning.org/](https://www.summitlearning.org/)

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

*Summit Learning establishes a learning environment which recognizes language learners’ native languages and cultures as assets they bring to their education and to their learning community. Summit learning program provides schools across the United States with the tools, resources, and trainings they need to implement the instruction approach in a way that meets each community’s individual needs, values and vision. Summit Learning program is free to schools. Summit Learning provides resources and tools to help schools implement programming suited for the unique community. Access to Summit Learning Program includes access to the following; professional development, ongoing support, and the Base Curriculum with in the Summit Learning platform. The internet based Summit Learning Base Curriculum includes a Project/Unit Overview (inclusive of activities, resources, checkpoints, final products), project calendar, cognitive skills and standards covered by the project. The Summit Learning*
Program helps educators by providing a cohesive community employing personalized learning with their students.
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)

The Summit Learning program considers student assets and contributions by providing many opportunities for students to connect personally to content. The program surrounds each project overview with essential questions and enduring understandings that promote student connection to the materials through individualized projects, extension activities and opportunities for collaboration. Each project overview provides the following components; Essential Questions, Enduring Understanding, a Description, cognitive skills addressed with an accompanying rubric, focus areas, pacing information, standards, support materials for the teacher, and a section on adaptations and Modifications. Embedded into each project and individualized lesson there is a reflection activity that encourages students to write reflections, work collaboratively in the classroom with peers. In addition to embedded checkpoints for understanding and learning, there are support tools for students to write and peer-edit. The Summit Learning program provides each student life skills that they can apply to real-world situations.

2)

Student assets and contributions are systematically considered throughout the program. The following examples are representative of features found in each project overview and unit of Summit Learning. All examples in this correlation will be taken from the grade 6 program. Summit Learning provides project units for grades 4-12 in the following content areas; English, History, Math, Integrated Science and Spanish (9-12).

View the following examples from 2019 English 6, Stories and Storyboards
At the beginning of each project the feature **what is this project about?** Explores essential questions, enduring understanding, scope and sequence, pacing, resources and foundations supports that increase accessibility.

**What is this project about?**

**Essential Question**

How do stories teach people about life?

**Enduring Understanding**

- Fiction authors connect to readers by offering hidden meanings in their stories and by sharing themes about life and the world.
- The themes and deeper meanings develop little by little throughout a story and within the characters, events, and ideas.
- When you analyze the themes of a text, you can convince others to agree with you by selecting relevant evidence.
- You can make yourself more clear and show the strength of your analysis by explaining your evidence, breaking down meanings, and giving your reasoning.

**Description**

Have you ever thought about what it would be like to work behind the scenes, writing a television show? In this project, you find out! You work for the writing team at a famous animation company that creates cartoon television shows. Your team has decided to create a new TV show based on the novel *Holes* by Louis Sachar. Your director loves this idea, but she wants to be sure that the show meets her goal for the company: to make educational TV that teaches people important life lessons. Here is the big question for you: How do stories teach people about life? It is your job to figure it out, finding the lessons in the novel and expressing them in your cartoon. You do that by studying the novel carefully, using a number of reading strategies, and documenting all that you find. Once you are done with the book, you work with your team to break the novel into parts and plan each TV episode. Then, you create a STORYBOARD. Your storyboard is for one episode of your cartoon, and it includes captions and quotations from the novel. At the end of the project, you need to convince your director that you got the job done. You do this by writing an explanation of how your episode reveals an important message (a theme) to viewers. So, are you ready? Lights, camera, action!

**Cognitive Skills**  [View Rubric]

- Theme/Central Idea
- Selection of Evidence
- Explanation of Evidence
- Conventions

**Focus Areas - Power**

- Reading Strategies 6
- Plot
- Punctuation 6
- Mechanics 6
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

Yes  No
identified proficiency levels?

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)

Summit Learning consistently includes language features at the discourse level in speaking, listening, and writing activities for the emerging English Language Proficiency level with substantial support structures, the expanding English Language Proficiency level with moderate support and the bridging English Language Proficiency level with light support. The Summit Learning project-based learning is designed to include individual, partner, small and large group discussions within the learning. Discussion and writing routines are supported with instructional scaffolds including lexile or reading levels, decoding and fluency support, collaborative approaches to comprehension, strategies for building background knowledge, word banks, guided questions, sentence frames, and content-language differentiation.

See example from Grade 6, English Project Stories and Storyboards and the Checkpoint 3

<table>
<thead>
<tr>
<th>Checkpoint 3</th>
</tr>
</thead>
</table>
| Plans  
| Day 7 | Day 8 | Day 9 | Day 10 | Day 11 |

Team Plan

Use this tool to plan the plot and theme for each episode of your team’s TV show. Make sure that each team member is in charge of ONE episode. Then, brainstorm and share ideas, discussing each episode. When you are finished, write a theme and explanation about your episode.

What is the focus of this checkpoint? View Rubric

Theme/Central Idea

Students identify events, characters, and details that shape a theme in a group discussion and then on their own.

Resources from: Four Stage Rocket- Designing Groupwork
Additional discourse support is found through language differentiation, resources and the Accessibility Resource Bank and guidance for assignment of targeted scaffolding outline in each project guide.

Four Stage Rocket

Stage 1: **Conciseness** is getting quickly to the point.

- Keep on discussing for five minutes.
- The timekeeper makes sure that each person talks for only **fifteen seconds** at a time.

Stage 2: **Listening**

Each person must pass for 3 seconds between each spoken comment.

Stage 3: **Reflecting** is repeating out loud to the group something that the person before has said.

- Choose a new timekeeper
- Keep on discussing for five minutes, making sure each person talks for only fifteen seconds, waits three seconds after the person before has spoken.
- This time, **everyone who spoke must be repeated to the group something that was said by the person who spoke immediately before**.
Language features at the discourse level are presented systematically across the curriculum throughout the Summit Learning project-based program. Each unit of study begins with an overview of the project, essential questions, enduring understandings, support resources for discussions that encourage prior knowledge connections and build background knowledge. Each project-based unit of study includes group and peer discussion (Speaking), collaborative learning opportunities (Listening/Reading) and to provide additional opportunities to practice discourse level academic conversations.

Grade 6 Examples below from Projects and Storyboards unit highlight an example of student work reflecting on the discussion theme: *Things are not always as they first appear to be. The Bremen Town Musicians.*
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

   Yes  
   No
dimension appropriate for the identified proficiency levels?

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) Summit Learning project-based program addresses language features at the sentence-level for the emergent, expanding and bridging levels. Each individualized project begins with exploration and discussion that activate prior knowledge of the topic. Cooperative learning strategies include peer discussion to support specific academic conversations. English Language Development resources in the provided to educators in the Summit resource bank are highlighted below;

Entrance and Exit criteria for an English Language Development program is defined by your school’s state regulations. A state’s Language Proficiency testing determines the English Proficiency Level of English language Learners and this information is used to provide data-driven instruction with an appropriate level of support. Due to the variety of proficiency-level descriptors used in assessments and standards across the nation, Summit Learning refers to three general categories of proficiency for the purpose of common language among our partner schools.

**Emergent Level of English Proficiency:** English learners enter the Emerging level having limited receptive and productive English skills. As they progress through the Emerging Level they start to respond to more varied communication tasks using learned words and phrases with increasing ease. Upon exit from the Emerging level, students have basic English communication skills in social and academic context. 

*Requires Substantial Support*

**Expanding Level of English Proficiency:** As learners progress through the Expanding level they move from being able to refashion learned phrases in English to meet their immediate communication and learning needs toward being able to increasingly engage in using the English language in more complex, cognitively demanding situations. Upon exit from the expanding level students can use English to learn and communicate about a range of topics and academic content areas. 

*Requires Moderate Support*
Sentence dimension language features are grade level appropriate and supported with scaffolds and supports for the *emergent, expanding, and bridging* language proficiency levels. Language instruction includes the following scaffolds; content specific word-banks, graphic organizational tools, mind-maps, sentence frames, guided questions, leveled activities, opportunities for collaborative grouping and learning in addition to interactive sensory and graphic supports. Summit Learning advises that emerging level students receive additional language development beyond what is provided in the base curriculum through strategic interventions.

This is an example of how language routines can be incorporated daily in Summit Math courses. This screen shot shows a Math lesson overview including instructional routines, and specifically a Math Language Routine, that will be used during that particular lesson. When teachers click on the MLR7: Compare and Connect, they can see a description that serves as a reminder for what that routine's purpose is and what it looks like in class.

**Math 8 Unit: Rigid Transformations Lesson 1**

---

**Bridging Level of English Proficiency:** As English learners progress through the Bridging level they move from being able to communicate in ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. Over time, learners move towards being able to refine and enhance their English language competencies in a broader range of settings. Upon exit from the Bridging level, students can communicate effectively with various audiences on a wide range of familiar and new topics to meet academic demands in a variety of disciplines.

*Requires Light Support*
Summit Learning incorporates listening, speaking, reading and writing level features throughout each project plan. Each grade level project provides some of the following support structures within a project. Projects and Concept Units, Self-Directed Learning, and support structures provide opportunities for the Emerging Level English Proficiency, the Expanding Level English Proficiency, and the Bridging Level English Proficiency. Additionally, each project unit provides English Language Development support through Mentoring. Mentoring is described as a critical space for English Learners to develop their Habits of Success, particularly in the areas of growth Mindset, Sense of belonging, and Self Efficacy. The visual captured below highlights how the emergent level benefits from the support structures built through mentoring:

<table>
<thead>
<tr>
<th>English Language Development Support through Mentoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentoring is a critical space for English Learners to develop their Habits of Success, particularly in the areas of Growth Mindset, Sense of Belonging, and Self Efficacy.</td>
</tr>
</tbody>
</table>

**Emerging English Proficiency**
Students build relationships in heterogenous mentor groups where their emerging biliteracy is recognized as an asset and they experience an environment in which they feel safe and encouraged to speak.

**Expanding English Proficiency**
Guidance for goal setting around earning recognition for their Biliteracy and relationship building cultivates positive mindsets and builds habits of success.

**Bridging Proficiency**
A relationship with a mentor and peers fosters a sense of academic belonging. The mentor helps cultivate Self Efficacy as the student learns to identify as having the skills of Biliteracy. Upon graduation the student is awarded recognition for their Biliteracy.

### 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 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**
   - Yes
   - No
appropriate for the targeted proficiency levels?

4) Is the general, specific, and technical\(^2\) language systematically presented throughout the materials? 


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

1) Summit Learning Project-based content consistently address language features at the word/phrase level. Each project begins with a unit overview, essential questions, enduring understanding, description, key academic vocabulary or terms to activate prior knowledge. Students engage with content-specific academic vocabulary with each unit of student. Academic vocabulary and terminology are presented in context with real-world examples. Word study instruction includes the use of cognates, root words, and multiple meaning words. Each unit of study provides a variety of digital, adaptive and engaging resources including gaming, videos, peer-modeling and possible L1 translation.

See Examples from Grade 6 English Units.

Below is an overview of the unit of study and elements covered;

\(^2\)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.
Below is an example objective in which students explore key academic vocabulary to create inferences and better understand the terminology

**Objective 3**
*Use the relationship between particular words (cause/effect, part/whole, item/category) to better understand each of the words.*

**Questions**
- ☑️ Which of the following two words indicate a cause and effect?

**Diagnostic Question**

**Resources**
- ☑️ Working with Analogies
- ☑️ Word Relationships
- ☑️ Word Relationships
- ☑️ Analogies

2) The following examples are representative of features found in each project overview and unit of Summit Learning. All examples in this correlation will be taken from the grade 6 program. Summit Learning provides project units for grades 4-12 in the following content areas; English, History, Math,
Integrated Science and Spanish (9-12).

Words, expressions, and phrases are presented in context throughout the Summit Learning platform and then explored in individual, peer, and whole group discussions and collaborative learning activities. For example, projects begin with the essential question, enduring understanding, cognitive skills, and specific focus areas, cognitive skills. See Example below of the cognitive skill rubric used for the Grade 6, Module Stories and Storyboards.

<table>
<thead>
<tr>
<th>Cognitive Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Domain</strong></td>
</tr>
<tr>
<td>Analysis &amp; Synthesis</td>
</tr>
<tr>
<td>Identifying Patterns and Relationships</td>
</tr>
<tr>
<td>Comparing Contrasting</td>
</tr>
<tr>
<td>Modeling</td>
</tr>
<tr>
<td>Interpreting Data</td>
</tr>
<tr>
<td>Making Connections &amp; Inferences</td>
</tr>
<tr>
<td>Comparing the Reasoning of Others</td>
</tr>
<tr>
<td>Justifying &amp; Constructing an Explanation</td>
</tr>
</tbody>
</table>

This is an additional example of how key terms are introduced visually in a 9th grade Science Project called Ecosystem Health. The following examples are two slides in a student facing key word relationships slide deck:

Students use the slides to complete an entry in their Scientist Notebook.
3) General, specific, and technical language is always appropriate in the Summit Learning project-based learning platform. Specific and technical cross curricular language is introduced and practiced throughout a learning project with specific academic vocabulary lessons. All projects include and cultural connections with specific opportunities for students to individualize practice and explore real-world connections. To help differentiate content for the emergent, expanding, and bridging English language proficiency levels teachers are provided a large pool of resources in the Accessibility Resource Bank. The following is a variety of reading resources;
General, specific and technical language are presented in a consistent and systematic manner throughout the Summit Learning platform. Specific and technical language is presented in the projects/units with a specific focus on both academic content-specific vocabulary and usage. General language is practiced throughout the project through individualized multiple exposures, with a peer and with whole class discussions and collaborative learning opportunities that practice new content language alongside new content learning.

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)

Summit Learning supports the multilingual student in three specific ways; through support within the platform, through teacher-initiated intervention and through mentoring. The support structures embedded in the Summit Learning platform include a teacher facing accessibility resource bank, student-facing assistive technology included in the project-based unit of study and differentiated resources for a targeted assignment. The Summit Learning Platform provides specific language-based differentiation for the emerging, expanding and bridging English proficiency level.
Differentiation is linguistically appropriate for grade-level (grades 4-12) students working both above and below level. Access to the curriculum is increased by using instructional strategies, tools and resources found throughout the Summit Accessibility Resource Bank. The Resources support the following teacher-based strategies and scaffolds including; *multi-modal materials with an emphasis on visual content, discussion participation techniques enhanced by L1 translation and sentence templates, Tier 1-3 academic vocabulary emphasis, assistive technology, sentence frames, outline guides, graphic organizers and some lower lexile reading resources.*

Throughout the Summit Learning Platform teacher-based resources and the accessibility resource bank there is a virtual filing cabinet of instructional resources, providing immediate access to detailed lesson plans, resources and digital tutorials for students performing, below grade level.
**Language Resources**

<table>
<thead>
<tr>
<th>Conversation Support</th>
<th>Sentence Frames</th>
<th>Vocabulary Acquisition</th>
<th>Auditory Processing Strategies</th>
<th>Equity of Voice</th>
<th>Assistive Technology for Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiate and perpetuate academic discourse, including verbal and nonverbal communication, by using placemats, posters, and/or a conversation wheel</td>
<td>Reference these task aligned sentence frames and utilize protocols to achieve maximum participation &amp; rigor.</td>
<td>Encourage engagement with visual and interactive vocabulary sets and offer vocabulary workshops.</td>
<td>Provide structured time to process auditory inputs, and facilitate opportunities to write or speak before sharing with a larger audience.</td>
<td>Encourage equitable oral participation by employing participation tracking, role assignment, discussion structures, and turn-taking strategies.</td>
<td>Promote literacy and develop language skills by enabling a translation extension, using captioned media, and encouraging voice recording.</td>
</tr>
</tbody>
</table>

**Writing Resources**

<table>
<thead>
<tr>
<th>Planning &amp; Organization Tools</th>
<th>Support for Writing a Draft</th>
<th>Strategies for Revising Content</th>
<th>Strategies for Editing Conventions</th>
<th>Guided Writing Lessons</th>
<th>Strategies for Composing Through Alternative Media</th>
</tr>
</thead>
<tbody>
<tr>
<td>Help students prepare to write by providing pre-writing tools for planning and text organization.</td>
<td>Employ assistive technology, sentence frames, and other methods to help students produce a coherent draft.</td>
<td>Provide students with post-writing strategies to clarify ideas and improve organization.</td>
<td>Provide students with post-writing strategies for editing conventions of spelling, grammar, capitalization, and punctuation.</td>
<td>Use the guided writing template to plan workshops that teach strategies for use at each stage of the writing process.</td>
<td>Offer alternatives when a skill can be assessed without writing; options include expression through speech or visual representation.</td>
</tr>
</tbody>
</table>

**Mathematics Resources**

<table>
<thead>
<tr>
<th>Calculation Aids</th>
<th>Manipulatives &amp; Visual Aids</th>
<th>Numeracy Supports</th>
<th>Literacy Strategies in Mathematics</th>
<th>Assistive Technology for Math</th>
<th>Mathematical Mindsets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide calculation tools to students developing numeracy and fluency.</td>
<td>Deepen abstract, conceptual understanding by equipping students with concrete and pictorial aids.</td>
<td>Strengthen learners' ability to flexibly work with and understand numbers by deepening numeracy and number sense.</td>
<td>Utilize literacy supports and problem-solving techniques to help students comprehend word problems and academic vocabulary.</td>
<td>Leverage technology, such as Desmos, EquatIO or virtual math apps, to assist in the development of mathematics concepts.</td>
<td>Transform a student's productive math disposition by creating a mathematics environment that values and instills a growth mindset.</td>
</tr>
</tbody>
</table>

**Self Directed Learning Resources**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Support students in maintaining focus while navigating a task, activity, or routine.</td>
<td>Provide structures that help students complete a task within a predetermined timeline, create steps to reach a time-bound goal, and decide what to prioritize.</td>
<td>Aid student engagement, production, and goal attainment with strategies and tools to reduce and manage emotional triggers.</td>
<td>Help students understand, relate to, and engage with peers during learning activities.</td>
<td>Set students up to persist through challenging work and respond to setbacks.</td>
<td>Utilize structures and practices to promote productive Self-Directed Learning.</td>
</tr>
</tbody>
</table>

3) Differentiation is built in Summit Learning systematically throughout each grade level, Grade 4-Grade
12. The Summit Learning program provides each student a caring mentor, habits of success that can apply to real-world situation, and the ability to use self-direction to develop self-confidence by understanding their strengths and weaknesses and prepare them for life beyond graduation.
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) Summit Learning presents the language domain of listening, speaking, reading, and writing with consistent Read, Write, Think, Discuss and collaborative organizational features addressed in each project/unit of study. Each project and unit of study includes opportunities for students to learn individually and cooperatively through discussion and project-based collaboration that develop communications skills through both listening and speaking. Reading is represented throughout each project of study with supported with either lexile leveled or scaffolded resources for differentiation, digital resources, graphics, illustrations, and models. Writing lessons are incorporated into each project-based unit of study. The writing activities provide opportunities to explore both language construct and creation. The Summit learning base curriculum provides a range of differentiated resources to support various groups of learners over a course of a project. Educators can individually assign their students specific skill-based supports and resources in addition to creating strategic skill-based groups.

Here is a screen shot from the Accessibility Resource Bank that gives an overview of writing supports available for differentiated support:
2) Language domain activities are supported with instructional scaffolds and differentiated instruction to make content accessible for the emergent, expanding, and bridging English Language proficiency levels.

3) Reading, Writing, Listening, and Speaking are systematically presented in each lesson. Students discuss, collaborate, read and answer real-life problems, and use writing activities to brainstorm and reflect. View examples from the Grade 6 content to see how domain instruction is presented throughout each module of study;
Reading/ Writing; Example from a differentiated reading activity for students with the target text, Holes. Students are to explore the text through a shared-reading, watching a movie, and respond with predictions and other journal entries. All videos in the Summit Learning Base Curriculum provide captions and the google translate extension can be used to translate captions and all other text on the Platform.

Listening/ Speaking

Example of a Book Chat, Book Storm. This shared discussion and active listening activity highlights how the Summit Learning Base Curriculum infuses these receptive and productive domains into each and student project and daily activity.

Additionally, the Math Curriculum has been designed with a framework that takes into account the needs of multilingual learners.
Framework

This framework includes four design principles for promoting mathematical language use and development in curriculum and instruction. The design principles and related routines work to make language development an integral part of planning and delivering instruction while guiding teachers to amplify the most important language that students are expected to bring to bear on the central mathematical ideas of each unit. The design principles, elaborated below, are:

Design Principle 1: Support sense-making

Design Principle 2: Optimize output

Design Principle 3: Cultivate conversation

Design Principle 4: Maximize linguistic and cognitive meta-awareness

These four principles are intended as guides for curriculum development and planning and execution of instruction, including the structure and organization of interactive opportunities for students, and the observation, analysis, and reflection on student language and learning. The design principles motivate the use of mathematical language routines, described in detail below, with examples. The eight routines included in this document are:

1. MAKE
2. Observe and Learn Each Time
3. Make a Counterpoint and Connect
4. Make a Mathematical Statement
5. Observe, Connect, and Clarify
6. Make an Information Gap
7. Engage in Questions and Problems
8. Make Three Reads
9. Make Comparison and Connect
10. Make Discussion Supports

ELL Design
Understanding Language: Enrich Meaning
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 Summit Learning Base Curriculum was designed to align to the CCSS Standards and can be correlated to the following State language assessments; ELPAC, CELDT, WIDA, ELPA21 and TELPAS. The Summit learning project-based content focuses on building both language and conceptual and understanding as demanded by CCSS. Summit learning students develop the language of reasoning...
through lessons and projects that use real-world problem solving and by providing ongoing opportunities for rigorous higher-order thinking, collaborative learning and discourse. The embedded checkpoints and assessments throughout each project provide opportunities for both self-assessment and teacher-directed remediation.

2)

Academic standards-aligned content is presented systematically throughout the project-based materials. The standards that correlate to each content activity are listed at the beginning of each unit of study and embedded with specific activities. View examples from Grade 6 English,

<table>
<thead>
<tr>
<th>(2019) Stories and Storyboards Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Search</td>
</tr>
<tr>
<td>CCSS.ELA-LITERACY.RL.6.1</td>
</tr>
<tr>
<td>CCSS.ELA-LITERACY.RL.6.10</td>
</tr>
<tr>
<td>CCSS.ELA-LITERACY.RL.6.2</td>
</tr>
<tr>
<td>CCSS.ELA-LITERACY.RL.6.3</td>
</tr>
<tr>
<td>CCSS.ELA-LITERACY.RL.6.5</td>
</tr>
<tr>
<td>CCSS.ELA-LITERACY.RL.6.6</td>
</tr>
<tr>
<td>CCSS.ELA-LITERACY.SL.6.1</td>
</tr>
<tr>
<td>CCSS.ELA-LITERACY.SL.6.1.A</td>
</tr>
<tr>
<td>CCSS.ELA-LITERACY.SL.6.1.C</td>
</tr>
<tr>
<td>CCSS.ELA-LITERACY.SL.6.1.D</td>
</tr>
<tr>
<td>CCSS.ELA-LITERACY.SL.6.1.E</td>
</tr>
<tr>
<td>CCSS.ELA-LITERACY.SL.6.1.F</td>
</tr>
<tr>
<td>CCSS.ELA-LITERACY.SL.6.5</td>
</tr>
</tbody>
</table>

View examples from Grade 6 Math

<table>
<thead>
<tr>
<th>(2019) Math 6 Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Search</td>
</tr>
<tr>
<td>CCSS.MATH.CORES.RAT.B.5</td>
</tr>
<tr>
<td>Focus areas: (2019) Math 5 Review</td>
</tr>
<tr>
<td>CCSS.MATH.CORES.RAT.B.6</td>
</tr>
<tr>
<td>Focus areas: (2019) Math 5 Review</td>
</tr>
<tr>
<td>CCSS.MATH.CORES.RAT.B.7</td>
</tr>
<tr>
<td>Focus areas: (2019) Math 5 Review</td>
</tr>
<tr>
<td>CCSS.MATH.CORES.RAT.B.8</td>
</tr>
<tr>
<td>Focus areas: (2019) Math 5 Review</td>
</tr>
<tr>
<td>CCSS.MATH.CORES.RAT.B.9</td>
</tr>
<tr>
<td>Focus areas: (2019) Math 5 Review</td>
</tr>
<tr>
<td>CCSS.MATH.CORES.RAT.B.10</td>
</tr>
<tr>
<td>Focus areas: (2019) Math 5 Review</td>
</tr>
<tr>
<td>CCSS.MATH.CORES.RAT.B.11</td>
</tr>
<tr>
<td>Focus areas: (2019) Math 5 Review</td>
</tr>
</tbody>
</table>

30 | Page
3) The Summit Learning platform systematically integrates social and instruction language with the language of language arts, the language of mathematics, the language of social studies, and the language of science. Social and instructional language is used in the practice and application of all academic language, academic skills addressed in each project through both individual exploration and cooperative learning and discourse. Examples below highlight the application of social and instructional language through content area exploration;

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

Yes  No
taxonomy) regardless of their language level?

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)

Summit Learning project-based curriculum provides opportunities for English language learners to engage in higher order thinking at the emergent, expanding and bridging academic English language proficiency levels. Students practice identifying, understanding and comparing, and applying new content, as well as complete activities that require evaluation, organization, prediction, synthesis. The project-based activities are presented across all four language domains and differentiate content for all levels. Throughout each of the individualized course work, students engage in depth of knowledge discussion and reflections individually and with a classmate.

2)

Students in the Summit Learning Program are provided daily opportunities to engage in higher order thinking. Each individualized Self-Directed learning time provides additional opportunities for Summit students to extend and deepen content understanding through guided questioning and self-reflection exercises. View examples of rubrics used throughout each English Project associated with the Stories and Storyboard module;

The Summit Learning student completes each project by showing master in the following
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 Summit Learning Platform provides scaffolded support to the following Language Proficiency Levels; Emerging, Expanding and Bridging. The Summit Platform highlighted below demonstrates how the Summit Learning approach to meeting the unique needs of the multilingual student through embedded supports on the platform, through timely intervention and through Mentoring. The Summit Learning Program defines the emerging levels as equivalent to the WIDA ELP Level 1 and 2, the expanding level as equivalent to the EIDAL ELP 2 and 3, and finally the bridging level as equivalent to the WIDA ELP 5 and 6. Through the Summit Learning Platform Emerging English Learners have access to targeted grade-level
assignments through Projects, Units and Focus area work, and have access to assistive technology scaffolds including translation, text to speech, and speech to text. Emergent level students also receive additional language development interventions beyond what is included in the Base Curriculum. The expanding English learner needs can be met through the learners’ page that can facilitate assignment of differentiated resources and scaffolds beyond the supports available in the base curriculum and Teachers employ strategies and scaffolds found in the Accessibility Resource Bank. Teachers can also assign and create additional resources specifically adapted to the individual student need. Finally, the bridging English learners receive the light support they require as teachers make use of existing personalized supports and scaffolds available in the Summit Learning Base Curriculum.

The Learners’ Tab allows teachers to group students by need and the Project Plans Tab allows teachers to assign differentiated resources based upon individual or group needs

To assign an Activity or Resource to a group of students:

1. Navigate to the Project’s Plans tab
2. Activities and Resources with tags will have a hand symbol 
3. Click Assign to the right of the Activity or Resource title
4. If a Learner’s group exists for the tag, those students will be assigned by default. You can customize the assignment by checking the boxes next to student names
The embedded scaffolded supports in the Summit Learning Curriculum and the comprehensive accessibility resource bank assist student progression from one English language proficiency level to the next. The overall of grade-level content complexity in English Language Arts, Math, Social Studies and the Sciences, facilitate progress in foundational grade-level skills, academic content-specific vocabulary, and language development that further deepens content comprehension. The Summit Learning platform provides systematic checkpoints for both student self-reflection and as a progress monitoring tool for teachers throughout a unit of study.

Scaffolding supports are presented systematically throughout the Summit Learning Platform. Scaffolds available in the Summit Accessibility Resource bank can be integrated within each content area throughout the curriculum;

What is the Accessibility Resource Bank?

What is the Accessibility Resource Bank?
Understand the purpose of this bank, who it is for, and how the resources are organized

What Is The Accessibility Resource Bank?
The Summit Teacher Accessibility Resource Bank is a curated selection of resources teachers can reference as they consider methods for increasing access to classroom content for all students, particularly students developing foundational skills in a variety of domains including Reading, Writing, Language (Speaking & Listening), Mathematics, and Self Directed Learning.
# How To Choose A Resource From The Bank

Internalize the scaffold decision-making process to choose an appropriate resource.

<table>
<thead>
<tr>
<th>What</th>
<th>When</th>
<th>How</th>
<th>Why</th>
</tr>
</thead>
</table>

## What Is The Scaffold Decision Making Process?

The Scaffold Decision-Making Template is a document that you can complete in order to guide the choice and utilization of a scaffold with a student or group of students. Use the template to conduct a learner-task analysis that ensures your choice of scaffold—from the Resource Bank or elsewhere—matches both student need and the classroom task the student is required to complete. The template also prompts you to consider where and how this scaffold will be utilized, and if and when gradual removal will be appropriate.

## When Can The Scaffold Decision Making Process Be Used?

When students developing Reading, Writing, Language, Mathematics or Self Directed Learning Foundations require support beyond what is available for differentiated and targeted assignment in the Base Curriculum, teachers will use the Scaffold Decision Making Process to decide which tools may be necessary to meet a need.

Data may indicate that students are developing foundational knowledge in one or more of these domains: Reading, Writing, Language (Speaking & Listening), Mathematics, and/or Self Directed Learning.

Due to the combination of a particular task type and the presence of a student's Foundations need, the scaffold decision making process may lead to a supporting choice for any of the following types of Summit Learning experiences:

<table>
<thead>
<tr>
<th>Whole Group Experiences</th>
<th>Partial Group Experiences</th>
<th>Paired Learning Experiences</th>
<th>Individual Learning Experiences</th>
</tr>
</thead>
</table>

## Why Is The Scaffold Decision Making Process Effective?

Scaffolds boost student achievement (Fisher & Frey, 2010), and the use of scaffolds helps ensure that students with Foundations needs are able to access the exact same classroom tasks and practice the exact same Cognitive Skills, Math Concepts, and disciplinary content as all students. For students with more severe disabilities who have modified curricular plans, such scaffolds provide maximal access to the core curriculum—a main tenant of inclusive education practice (McLeskey et al., 2018). Efficacy is dependent on the choice of appropriate scaffolds. The decision-making process is effective because it helps educators choose scaffolds that accurately match the requirements of classroom tasks and students' needs, and which are within a student's Zone of Proximal Development (ZPD), where they are most likely to be effective (Vygotsky, 1978).

## Citations


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) The Summit Learning curriculum grade 4-grade 12 is organized and correlates to a multitude of state content standards and state language proficiency frameworks including ELPAC, CELDT, WIDA, ELPA21 and TELPAS. Each grade standards-aligned customizable project provides connections to English Language Arts, Mathematics, Social Studies, Science, and the Arts. Each customizable Summit Learning platform was created by teachers for teachers. Reading, writing, listening, and speaking language domains are systematically practiced throughout each project unit of study encouraging both individualized exploration and collaborative learning opportunities.
Grade-level content is made accessible to the targeted proficiency levels; *emergent, expanding and bridging* through embedded differentiated instruction, instructional support structures highlighted throughout the *accessibility resource bank*, and finally through strategic mentorship. Instructional supports available to students in the Summit Learning platform including the following but not exhaustive list; L1 first language support and translation, individualized and targeted assignments during a student’s individual learning time, text to speech support, speech to text support, interactive, graphic and sensory scaffolds including cooperative learning structures, manipulatives and interactive digital resources, graphic organizational tools, illustrations and supported academic vocabulary development. Differentiated instruction for language is leveled (emergent, expanding, and bridging language development levels) is systematically provided in every lesson. See a highlight of the Summit Learning 16 Habits of Success embedded throughout the project-based learning modules;

**The Habits of Success include:**

<table>
<thead>
<tr>
<th>Self Direction</th>
<th>Curiosity</th>
<th>Purpose</th>
<th>Resilience</th>
</tr>
</thead>
<tbody>
<tr>
<td>I drive forward the actions needed to achieve my goals, with or without help.</td>
<td>I am interested in lots of things and want to understand more, even if that is challenging.</td>
<td>I am charting a course for my life that is meaningful and will have an impact on the world.</td>
<td>I can bounce back and deal with challenging or harmful situations.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Agency</th>
<th>Academic Tenacity</th>
<th>Growth Mindset</th>
<th>Self Efficacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can make my own decisions and act on them.</td>
<td>I can overcome distractions and persevere towards longer term goals.</td>
<td>I believe that I can grow my intelligence, that I’m not just born with a fixed amount of it.</td>
<td>I believe that I can do something successfully.</td>
</tr>
</tbody>
</table>
Grade-level and standards-aligned content is presented systematically throughout the Summit Learning platform. Before each project-based unit of study, the students and educators are aware of the project theme, essential project question, enduring
understandings, standards address, and cognitive skills considered.

### E. Strands of Model Performance Indicators

<table>
<thead>
<tr>
<th></th>
<th>Do materials include a range of language functions?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1)</td>
<td>Are the language functions incorporated into a communicative goal or activity?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>2)</td>
<td>Do the language functions support the progression of language development?</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

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

1) Summit Learning project-based learning scope and sequence include the WIDA-defined language functions throughout projects/units of study. Language functions like *identify, illustrate, label, demonstrate, show, explain, describe, compare, contrast, highlight, reflect, discuss, solve, explain, model, process, infer, predict, create and apply* are just some of the instructional high-leverage language functions modeled throughout projects/units of study with appropriate language-based scaffolded language supports to support rich academic content-specific conversations. Resources in the Vocabulary Acquisition and Conversation Support sections of the Accessibility Resource Bank support teacher implementation.
Language functions are always attached to a context and used to guide instruction through units of study. They are used to define the action involved in each project-based activity and highlighted throughout the student-centric instruction to define both the lesson goal and how it is connected to the essential project question and enduring understandings.

Language functions support the Summit Learning defined progression of language development for the emergent, developing, and bridging language proficiency levels. As presented earlier the emergent language level learner would be exposed to tasks requiring modeled words and phrases to engage in communication tasks. Whereas the expanding and bridging learner would be provided scaffolded supports to encourage a discourse-level response through description, explanation and creation.