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.

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PRIME Part 1: Provide Information about Materials

Provide information about each title being correlated.

Publication Title(s): System 44 Next Generation

Publisher: Houghton Mifflin Harcourt

Materials/Program to be Reviewed: System 44 Next Generation: Upper Elementary & Secondary

Tools of Instruction included in this review: Teacher eBook, Teacher Resources, Student eBook, Online Book Expert, Student Resources

Intended Teacher Audiences: Teachers of ELD and ELLs, Grades 3–12

Intended Student Audiences: Grades 3–12 ELD and ELLs

Language domains addressed in material: Listening, Thinking, Speaking, and Writing

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

☐ WIDA Spanish Language Development Standards

☒ WIDA English Language Proficiency Standards

WIDA Language Development Standards addressed: (e.g. Language of Mathematics). Social and Instructional Language Standard 1, Language of Language Arts Standard 2, 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: © 2014 (Print Copy)

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

The System 44 program provides carefully scaled instruction based on reading abilities. Each module offers three core texts that aid student progress in each of the language domains. System 44 teaching modules contain multiple lessons devoted to specific literacy skills in grammar, writing, and speaking. These modules employ unique content, such as interviews and creative projects, from diverse perspectives, to help students develop skills and seek mastery of literacy concepts.
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 program provides considerations for student assets at the beginning of each lesson plan. Every unit begins with a Do Now section that encourages students to activate prior knowledge. This information reveals relative background knowledge, including previous learning of literacy skills, opinions, and personal experiences. Teachers can also scaffold the instruction to elicit simple yes/no answers or complete sentences. (Example: Upper Elementary, Module 1, Text 2, p. 20)

**Do Now**

During Whole-Group Introduction, have students set a purpose for reading the Nomination Guidelines:

- **Have you ever filled out a form? Write about a time when you did. Include the purpose of the form and what kind of information it asked you to fill out.**
- **One time, I filled out a form for __________. I wrote information about __________.**

Share responses with RED Routine 5: Idea Wave.

When learning new vocabulary, students rank their knowledge of each word. This data enables teachers to adjust instruction for each module based on background knowledge. (Example: Upper Elementary, Module 4, The Search for Lost Worlds, p. 78)
2) Materials consistently offer opportunities for student contributions to be considered. Both lesson plans and supplemental resources connect to student assets. Do Now activities and vocabulary knowledge ratings are available across all modules throughout the program. Additional support, such as Parent Letters, help bridge learning into unique households. Each letter informs parents about upcoming units, assessments, and events. The example below discusses how parents can help improve reading fluency. Parent Letters are available in alternative languages to accommodate diverse learning environments. (Example: Teacher Resources, Parent Letters, Follow-Up Family Letter)

Below are the results of your child's test.

<table>
<thead>
<tr>
<th>Test Date:</th>
<th>Decoding Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I am using the results of this test to provide your child with instruction in the skills he or she needs to become a proficient reader.

Here are some ways you can support your child's reading development at home:

- **The Daily Read** Make reading a daily activity by reading to or with your child for 20 minutes each day.
- **Fast and Fun Reads** Use magazines, newspapers, comic books, recipes, TV schedules, travel guides, and road signs as reading opportunities—wherever you are and whatever you and your child are doing.
- **The Movie or the Book** Rent videos or DVDs on topics that interest your child. Help your child find books on similar topics.
- **Read and Ride** Listen to books on tape or CD while traveling by car, or bring a personal player with headphones for your child to listen to books on a bus, train, or plane.
- **Read and Chat** Talk with your child about what he or she is reading. Ask questions about the characters and events in the story.

Please feel free to contact me with any questions. Thank you for your support.

Sincerely,

Teachers can also identify eBooks for students that align with personal interests and account for cultural diversity. The Book Expert Online search filters help instructors identify texts that connect students with emotions and experiences akin to more authentic learning. (Example: Book Expert Online)
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 materials address language features at the discourse dimension consistently for all proficiency levels. While the materials do not outline levels of proficiency, students with varied proficiency are able to participate in all phases of the content study and are supported by materials for differentiation. The System 44 program and core texts are founded on instruction for English Language Learners of different experiences and language skills. Each text increases incrementally in length and complexity of language. While texts are scaled to address proficiency levels, added supports are provided to ensure all students have access to one or multiple leveled texts. Supplemental stretch texts challenge advanced readers while offering varying supporting materials. These scaffolding tools, such as audible narration, graphic
organizers, and reading routines, ensure that the discourse dimension is consistently covered across each text or proficiency level.
(Example: Upper Elementary, Module 4, Text 3, p. 90)

<table>
<thead>
<tr>
<th>Text 3</th>
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</thead>
<tbody>
<tr>
<td><strong>Lost Pyramids in Saqqara</strong></td>
</tr>
</tbody>
</table>
| The **satellite images of Egypt** appeared to show **pyramids lost to time**. They showed more than 1,000 tombs. There were many other hidden structures. The images were like snapshots of the past.

*Dr. Pancak went to Saqqara, where two pyramids were seen. The only way to be sure the pyramids existed was to excavate, or dig them up. The government decided to help. They sent archaeologists to dig.*

*Dr. Pancak continued. Dr. Pancak was excited. What if the images were wrong? Then, the archaeologists found one pyramid. Soon, they found another. Dr. Pancak was right. The satellite images revealed a forgotten ancient Egyptian civilization.*

<table>
<thead>
<tr>
<th>Hidden Treasures</th>
</tr>
</thead>
</table>
| **Dr. Pancak also visited the lost city of Tanis. She watched archaeologists dig the city out of the sand. They uncovered a 3,000-year-old house. Dr. Pancak recognized the house. She had seen it in the satellite images. It was a (satisfactory) match.**

**Dr. Pancak knew this was just the beginning. She believed there were many more treasures buried in Egypt.**

**The Future of Archeology**

**Satellite images are an important archeological tool. They have made it easier to locate, or find, evidence of the past.**

**Dr. Pancak hopes technology will interest young people in archeology. “We’ve moved on from Indiana Jones,” she says.**

**Future archeology is the (incredible) future of unveiling the past.**

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2) The discourse dimension is regularly addressed throughout all materials in the System 44 program. Using a wide range of texts, including novels, news articles, interviews and photographs, the program’s text library is comprised of a wide variety of materials. Each module gives ELLs opportunities to explore core and stretch texts of varied text structure and density. The expansive digital library provides texts for all identified proficiency levels and helps provoke discourse and interaction. Throughout each module, students also create written responses to questions or discussions based on the texts. Each module provides writing assessments in which students practice their skills in informative, argumentative, and narrative writing. In the research project in each module, students may be asked to create a survey or brochure, participate in a debate, or script a commercial. Students are also provided opportunities to engage in complex discourse by writing speeches or holding focused discussions. The program contains materials that address the discourse dimension effectively and consistently.
(Example: Upper Elementary, Module 6, Research Report, p. 141) (Additional example: Secondary, Module 8, Research Report, p. 184)
**TV Show Title:** Man-Made Monsters!

<table>
<thead>
<tr>
<th>Frame #1</th>
<th>Images:</th>
<th>Dialogue:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Vampire, witch, Bigfoot</td>
<td>“Man-Made Monsters! They're coming into your living room on April 15.”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Frame #2</th>
<th>Images:</th>
<th>Dialogue:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Count Dracula with his fangs showing</td>
<td>“Discover the origins of vampires. Why do they love human blood?”</td>
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</table>

<table>
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<tr>
<th>Frame #3</th>
<th>Images:</th>
<th>Dialogue:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Salem Witch Trials painting</td>
<td>“Find out when a town went crazy—witch crazy!”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Frame #4</th>
<th>Images:</th>
<th>Dialogue:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Photo of Bigfoot sneaking through the woods</td>
<td>“Some people say Bigfoot stalks the woods. Are you afraid?”</td>
</tr>
</tbody>
</table>
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) Each module incorporates the sentence dimension into materials and provides students opportunities to improve grammar and language skills. Students regularly practice proper usage and placement of academic words or phrases. Each module integrates grammatical or formulaic expressions of increasing complexity. Early modules might ask students to place common nouns in simple sentence frames, while later modules typically address more complex concepts and skills. In this example, students are required to develop verb phrases to complete ideas. As each module progresses, students with varying proficiency levels can choose to use more or fewer supports based on individual needs. While there are no explicit proficiency levels identified in the program, the sentence dimension is effectively covered across System 44’s tiered texts. In this manner, students are provided supports at the sentence dimension on multiple proficiency levels through scaffolded readings. (Example: Secondary, Module 3, Argument Writing, p. 73) (Additional example: Upper Elementary, Module 1, Argument Writing, p. 29)
2) System 44 language features offer considerations for students at different learning levels. While the materials do not outline levels of proficiency, students with varied proficiency are able to participate in all phases of the content study and are supported by materials for differentiation. The System 44 differentiated core texts use appropriate scaffolds to reach learners of varied ability. Activities provide frames for teachers to scaffold expressions that students can use in conversations. Guiding questions and brainstorming activities allow students with different language levels to collaborate. Graphic organizers provide differentiation for students as they interact at the sentence dimension. In the example below, students create sentences or thoughts that story characters might share. Each organizer is customizable, allowing the teacher to scaffold conversational expressions as necessary. The materials connect effective learning tools to maintain content that is appropriate for intended audiences. (Example: Student Resources, Graphic Organizers, Cool Jobs in Basketball)

![Cool Jobs in Basketball](image)

3) Materials throughout each module provide comprehensive considerations at the sentence dimension. Lessons regularly task students to use evidence and opinions in short phrases or sentences to respond to texts. Support frames typically limit the length of responses, requiring students to display a level of concision and precise reasoning when writing and speaking. S.M.A.R.T. lessons require students to determine key elements of grammatical structures. Activities might require students to segment words into syllables, determine correct verb tense in a given sentence, or revise sentences for pronoun-antecedent agreement. The sentence dimension is addressed in lessons throughout all modules, engaging students in composition of short responses using grammatical and evidence-based expressions in response to core texts. (Example: Upper Elementary, Module 5, Text 3 Website, p. 112)
**Text-Based Questioning**

**Comprehension**

1. Why is the hurricane hunters’ data important for people living in the storm’s path?
   
   The data is important because the people living in the storm’s path learn how they can best prepare for the storm.

2. Does the author think the hurricane hunters’ work is worth the risk?
   
   The author thinks their work is worth the risk because he describes how the data they collect can help people survive storms.

**Vocabulary & Language**

3. How does the suffix -ings change the meaning of the word find in paragraph 1?
   
   The suffix -ings makes the verb find a noun that means information collected.

**Back on the Ground**

¶1 Scientists at the National Hurricane Center enter the hunters’ findings into a computer. They analyze it to make a forecast.

¶2 If the storm is severe, the Center scientists decide if people should evacuate, or leave the area. Then the information is broadcast to the public via the Internet, radio, and TV.

¶3 People living in the storm’s path hear the forecast. The forecast says how intense the hurricane will be. It tells how much time there is before the hurricane hits. People find out if they need to stock up on food and water. If necessary, they can prepare to evacuate their homes.

**All in a Day’s Work**

¶4 Hurricane hunters collect data that is inaccessible to scientists on land. Their work helps many people prepare for the worst. It helps keep them out of the hurricane’s path. It’s an important job.
C. Word/Phrase Dimension (multiple meanings of words, general, specific, and technical language)

1) Do the materials address language features at the word/phrase dimension in a consistent manner for all identified proficiency levels?

Yes  No

2) Are words, expressions, and phrases represented in context?

Yes  No

3) Is the general, specific, and technical language appropriate for the targeted proficiency levels?

Yes  No

4) Is the general, specific, and technical language systematically presented throughout the materials?

Yes  No

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

1) Consistent differentiation features are provided throughout the System 44 program, and the texts address language features at the word/phrase dimension. While the materials do not outline levels of proficiency, students with varied proficiency are able to participate in all phases of the content study and are supported by materials for differentiation. Prior knowledge rankings, definition frames, and opinion-based responses give students at different proficiency levels extensive support for learning new vocabulary. Although specific proficiency levels are not stated, vocabulary instruction utilizes multiple methods for engaging students, ranging from visual images to complex sentence agreement. Students of different language abilities are provided the same scaffolds when learning unknown words or phrases. (Example: Secondary, Module 5, Fear Factor, p. 100)
2) System 44 integrates new vocabulary, expressions, and phrases consistently in easily understandable contexts. Support frames are included in nearly every activity, providing scaffolded instruction to students. These frames appear across each domain and scale in amount of context provided throughout each lesson. Students respond to questions using single words, phrases, and full sentences using these context frames. In this example, the lesson provides effective context for word, phrase, and sentence responses. (Example: Secondary, Module 2, Special Forces, p. 33) (Additional example: Upper Elementary, Module 6, Monsters Everywhere, p. 121)

3) While the materials do not reference specific proficiency levels, access to different types of academic language is consistently supported throughout differentiated core texts and vocabulary lessons. Instructional routines offer multiple methods of differentiation while introducing new terms and phrases. Students use familiar language to describe unknown words, develop understanding through peer discussions, and reference scaling graphic organizers. These techniques and supports allow students of different language abilities to engage with varied language forms. While this routine is intended for vocabulary-based lessons, these routines are adaptable for any lesson dependent on student need. (Example: RED Routine 3, Teaching Vocabulary)
Each System 44 module introduces grammatical phrases, content-related vocabulary, and general discussion-based language. Teacher frames and discussion activities utilize general language to communicate and collaborate. Research projects require students to communicate using multiple types of language during each activity. Groups present arguments in general academic language, while citing evidence through specific terms or ideas. During writing assessments, students synthesize grammatical rules, content terminology, and background experiences to craft arguments related to the text. Students consistently integrate general, specific, and technical language across all System 44 materials. (Example: Upper Elementary, Module 3, Informative Writing, pp. 62–63)
3. Performance Definitions
The WIDA Performance Definitions define the WIDA levels of language proficiency in terms of the three dimensions of academic language described above (discourse, sentence, word/phrase) and across six levels of language development.

**A. Representation of Levels of Language Proficiency**

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<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>1) Do the materials differentiate between the language proficiency levels?</td>
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<td></td>
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<tr>
<td>2) Is differentiation of language proficiency developmentally and linguistically appropriate for the designated language levels?</td>
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<td></td>
</tr>
<tr>
<td>3) Is differentiation of language systematically addressed throughout the materials?</td>
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</table>

**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 the language proficiency levels. While the materials do not outline levels of proficiency, students with varied proficiency are supported in all phases of the content study and are aided by materials for differentiation. System 44 core texts scale in complexity across each module. Lesson assessments and comprehension checks remain consistent across all texts. Differentiation occurs through the changes to sentence length and structure, and language complexity. The program offers content at different language levels with the same differentiated instruction tools. While core texts offer differentiation between language levels, several other aspects of the program fail to include unique language considerations. For example, higher-function tasks, such as organizing ideas for a debate, include no differentiation for students who may struggle to form personal ideas or voice opinions. While System 44 effectively scaffolds materials for reading comprehension, the program does not consider proficiencies across all language domains. See the example from Secondary, Module 4, Research Project, p. 97.

![Example of debate activity](image)
2) While the materials do not outline levels of proficiency, System 44 delivers linguistically and developmentally appropriate materials to students of varied experience and ability. Each text, including stretch texts, meant for advanced supplemental reading, scales effectively with the intended reading level. A module’s initial text typically offers limited content that is presented using conversational tones or narration. The subsequent texts gradually incorporate more complex vocabulary, source quotes, and relative concepts. One module explores fear caused by watching horror movies. While the initial text is an informal interview with a filmmaker, the subsequent selections explore how brain functions lead to neurological reactions to fear. Since each text acts as a differentiated version of content information, the language evolution of each text provides appropriate text for each language level. (Example: Secondary, Module 5, Text 2 Diagram, p. 108)

Read Infographics

When you are in serious danger, you need to respond fast! This diagram shows how the brain processes scary situations.

For example, you might see something long and thin in the grass. Your thalamus says it’s a snake. You start to run away. Then, your visual cortex catches up. It provides detailed information about the danger to the rest of the brain. It tells you the snake is really just a stick.

3) Differentiation of language is systematically addressed throughout the materials. Each
A lesson in each series offers differentiated instruction in Vocabulary Development, Word Study, and Fluency. Teachers can use data and the Contrastive Analysis features to focus support in articulation and linguistic transfer. S.M.A.R.T. lessons consider different learning styles when discussing topics. Likewise, each Module in the new 44Book includes a pair of writing tasks focused on Common Core writing skills: informative and argumentative. The text provides a greater degree of scaffolded support in the earlier writing exercises, gradually leading students to independence by offering fewer supports.

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) Each System 44 module includes lessons, texts, and support materials that target all four language domains. At the start of each module, Anchor Media texts provide video and audio introductions to upcoming themes. For example, in a module that explores the Armed Forces, the Anchor Media profiles specially trained dogs that are used for unique purposes. Students watch each video multiple times, stopping to discuss key details with peers and take notes using graphic organizers. Students who struggle with phonetic fluency may use the Sound & Articulation DVD. Students listen to pronunciation of specific letters and spoken words. Writing lessons demonstrate methods for writing styles, vocabulary agreement, and grammatical rules across all modules. Writing exercises task students in every lesson with practicing new skills or summarizing textual information. (Example: Secondary, Module 2, Special Forces Anchor Media, p. 33)
2) Proficiency adaptations enable students to practice skills in each language domain throughout the program. While no proficiency levels are directly stated for each language domain, all activities provide instruction to reach students with varying abilities. When students read core texts, for instance, teachers may exclude certain words, highlight key vocabulary, or allow for auditory narration. These variables provide both assistance and challenges for ELLs during readings that address multiple proficiencies. Although no specific proficiency levels are stated for each domain, considerations for diverse learners connect all learning activities and materials to each respective language domain. (Example: Secondary, Module 5, Text 3 Magazine Article, pp. 110–111; Additional examples: Secondary, Module 3, Text 1 Magazine Article, pp. 58–59; Secondary, Module 7, Text 3 Op-Ed, pp. 154–155)
3) All language domains are regularly included throughout the System 44 materials, and both formal and informal opportunities to address each domain arise regularly. Modules follow the same pattern. They engage students across themed texts, helping ELLs develop skills for specific writing tasks and facilitating discussions that integrate text-based evidence. These activities incorporate address the four language domains with regularity and with appropriate content. Lesson planning guides identify activities that connect with each language domain. (Example: Upper Elementary, Module 8, Planning Guide)

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) While no specific state academic standards are targeted in the System 44 materials, all units clearly state the goals of each lesson or module. Every lesson states concise Student Objectives that cover both content and language learning goals. These goals closely parallel most academic content standards in both terminology and emphasis. Although these objectives effectively connect educational materials to specific literacy
skills, the program does not explicitly correlate to academic learning standards. (Example: Secondary, Module 4, Research Project, p. 96)

### Student Objectives

**Content Goals**
- Analyze the features of model debate notes.
- Collaborate to identify advantages and disadvantages of reality television.
- Prepare for a debate and take notes that convey information clearly.

**Language Goals**
- Use precise language and concrete details to develop the topic.
- Participate in a debate using a public voice.
- Provide peer feedback in a collaborative discussion.

2) Teacher planning guides offer overviews for each module, mapping all activities and learning objectives. Modules follow the same pattern throughout the System 44 program. These guides preview the intended duration, texts, and learning objectives targeted in each language domain. Objectives are systematically presented within each module overview. While precise learning goals are consistently represented, no specific academic standards are stated before each module or lesson. (Example: Secondary, Module 2, Planning Guide)

<table>
<thead>
<tr>
<th>Reading</th>
<th>Decoding</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read a text two times to develop fluency and support comprehension.</td>
<td>Identify and contrast words with short and long vowel sounds.</td>
<td>Write an informative paragraph to examine and convey information clearly and accurately.</td>
</tr>
<tr>
<td>Discuss and record key ideas about special forces using academic and domain-specific vocabulary accurately.</td>
<td>Identify long vowel sounds.</td>
<td>Demonstrate command of the conventions of standard English grammar when writing.</td>
</tr>
<tr>
<td>Ask questions and use adjectives in simple sentences.</td>
<td>Distinguish between short and long vowel sounds.</td>
<td>Use adjectives and nouns in simple sentences.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Speaking and Listening</th>
<th>Language: Academic Vocabulary</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss a text using adjectives and formal English in simple sentences.</td>
<td>Generate written examples for domain-specific vocabulary in complete sentences.</td>
<td>Expose students to social language.</td>
</tr>
<tr>
<td>Language: Academic Vocabulary</td>
<td>Read previously taught words in context.</td>
<td>Additional WIDA language standards, such as those for technology, health, and math, serve as the focus for many texts in the extensive program library. (Example: Upper Elementary, Module 6, Argument Writing, p. 138)</td>
</tr>
</tbody>
</table>

3) Social and instructional languages are covered effectively throughout System 44. Instructional language is used every lesson, as teachers model techniques for brainstorming, active reading, and communication. Activities within each lesson incorporate guiding questions and responses that help students understand each step of the process in detail. These supports integrate a narrated thought process that carefully explains instructional words, ideas, and activities. Students regularly implement and practice social language skills during classroom discussions and group activities. Lessons typically include Think-Pair-Share routines in which students collaborate to discuss opinions and ideas. Students connect background information and text evidence in their own words through scaffolded conversations. Informal texts, such as interviews and Anchor Media, utilize more conversational tones that expose students to social language. Additional WIDA language standards, such as those for technology, health, and math, serve as the focus for many texts in the extensive program library. (Example: Upper Elementary, Module 6, Argument Writing, p. 138)
Do Now

During Whole-Group Introduction, have students create a T-chart. Then have them look back at Text 1 on pages 124–125 for five words with an open first syllable and five words with a closed first syllable:

- Look back at Text 1 on pages 124–125 for words with open and closed first syllables. If the word has an open first syllable, write it in the first column. If the word has a closed first syllable, write it in the second column.

Share responses with RED Routine 5: Idea Wave.

Prewrite

During Small-Group Instruction, read the writing prompt.

- Unpack the Prompt  The prompt asks us to tell if we think creatures like Bigfoot really exist. We will return to the text to find evidence to support our position.

- Find Evidence  Have students review Text 3 on pages 132–135. Read like a detective to find evidence for or against the existence of these wild creatures. Put a star by the evidence. Choose two pieces of evidence to copy into the chart.

- Paraphrase  Explain that writers use their own words to make a claim, supported by evidence. Read aloud the sample evidence and paraphrased words. Additional sample response:

  “Long ago, Native Americans told stories of a beast named Sasquatch.”  →  A story about the creature Sasquatch has been told by Native Americans for a long time.
B. Cognitive Challenge for All Learners at All Levels of Language Proficiency

1) **Do materials present an opportunity for language learners to engage in various cognitive functions (higher order thinking skills from Bloom’s taxonomy) regardless of their language level?**

   - Yes
   - No

2) **Are opportunities for engaging in higher order thinking systematically addressed in the materials?**

   - Yes
   - No

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

1) Opportunities to engage with higher-order language functions arise for all ELLs during each lesson. Cognitive functions are addressed in multiple ways that target different learning styles and capabilities. Vocabulary routines, as shown in the example below, exercise cognitive abilities for diverse ELLs. Students with limited language capabilities can use visual context clues to aid vocabulary comprehension. Next, the text provides methods for identifying word parts. Lastly, students add affixes to base words to create new words. This activity provides practice of several cognitive functions from Bloom’s taxonomy. (Example: Secondary, Module 6, S.M.A.R.T. Lesson, pp. 126–127)

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   - Each module of System 44 provides opportunities for engaging in higher-order thinking in a progressive fashion. Modules begin by having students identify, discuss, and summarize various texts and vocabulary. These activities generally utilize text-
based evidence in order to task students to interpret new facts, stories, and themes. Students develop individual writing responses that connect personal ideas to evidence extracted from discussions and readings. Students then synthesize recently obtained concepts and knowledge into unique ideas. Each module culminates with research projects in which the creation of new ideas takes an additional step by including collaboration and discourse. This process unfolds systematically throughout the program, ensuring students are provided with opportunities to progress through higher-order cognitive functions. (Example: Upper Elementary, Module 1, Planning Guide)
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) Proficiency levels are not explicitly stated for learning materials in the System 44 program. Although the program provides teachers with a system of differentiated instruction to help English Language Learners improve and master language skills, levels of proficiency are not identified. The program does include scaffolding supports that assist students through lighter progressions with a core text. For instance, while reading a selection, students might consider narration to aid fluency. Conversely, students can choose to omit certain words to encourage advanced use of context clues. Multiple supports are available to help students read each core text; specific proficiency levels, however, do not exist for scaffolding purposes.

2) Proficiency levels are not explicitly stated for learning materials across System 44. Although the program provides teachers with a system of differentiated instruction to help English Language Learners improve and master language skills, levels of proficiency are not identified. By deconstructing or highlighting parts of each reading, teachers can help students understand the demands required to decode and comprehend the next tier of core texts. Scaffolded supports are available for students ranging between differentiated texts. However, explicit proficiency levels are not established for all differentiations and materials.

3) Scaffolding supports are provided for all activities and language domains throughout System 44 learning materials. While no specific proficiency levels are specifically listed, many scaffolding supports are used consistently throughout the lessons. Reading activities offer fluency tools, such as narration with highlight text. Text can also be manipulated or omitted to focus on comprehension and context clues. When collaborating with others during discussions or research projects, guiding questions or responses can be employed to differentiate an individual’s contributions to the group. Writing activities may encourage use of sentence frames, graphic organizers, or oral adaptations. These scaffolds are present consistently across all modules. (Example: Secondary, Module 6, Research Project, p. 141)
Write Your Survey

Discuss Text Structure Tell students that the questions on their surveys should reflect the issues they read about in the three readings.

- Explain that including the different question types makes the survey more interesting and provides a variety of data. Discuss the advantage of each type of question: Which question type gives the most information about people’s opinions? (open-ended) Which question type helps people complete a survey quickly? (yes/no) Which question type helps measure how people feel about an issue? (rating scale)
- Have students write their surveys, referring to their charts on page 146 as needed.

DAY 2

Present Your Survey

Present Ideas Demonstrate an effective presentation using the model survey.

- Explain the importance of using clear pronunciation. *Make sure you pronounce sounds properly. For example, say “going to” instead of “gonna.” Try to sound natural. Present the model survey with mumbled pronunciation. Then present it using clear pronunciation.*
- Ask students to share what they noticed. “I noticed that you...” This (was/was not) effective because...
- Have students present their surveys using clear pronunciation.

Communicate and Collaborate Provide frames for students to give peer feedback after each presentation:

- A strong question in your survey is ___ because ___.
- You could improve your survey by ___.

USING DATA TO DIFFERENTIATE (1 DAY)

Use the Groupinator on the Teacher Dashboard to form differentiated instruction groups based on software performance. During Small Group Instruction, reteach a phonics skill with half of the students while the other half reads independently. On the next day, switch students.
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) Content across the System 44 program effectively coincides linguistically and developmentally with appropriate grade levels. Modules throughout the Upper Elementary course utilize more simplistic writing styles, additional graphics, and typically fact-based information. Early texts in Upper Elementary modules, as evidenced in the example, utilize simple sentences to convey information. (Example right: Upper Elementary, Module 3, Text 1 Magazine Article, p. 59) In the Secondary course, students are expected to read selections with more complex structures and concepts. One module from the Secondary course presents an opinion article from a major newspaper. The following example depicts how sentence structure varies from simple to complex to evoke a specific tone. The materials provide appropriate content for intended grade levels throughout the program. (Example: Secondary, Module 6, Text 1 Op-Ed, pp. 124–125)
2) System 44’s three core texts scale in length and complexity within each module. While the materials do not outline levels of proficiency, students with varied proficiency are able to participate in all phases of the content study and are supported by materials for differentiation. By scaling the difficulty of each text, students at varying language levels still gain access to thematic ideas and literacy skills. Scaffolding methods, such as removal of key words or emphasizing specific vocabulary terms, further differentiate the texts to provide students at similar proficiencies some variance. System 44 provides unique texts that engage all language levels with comparable grade-level content. (Example: Secondary, Module 2, Overview, p. 32C)

3) System 44 provides unique texts and materials that focus on content appropriate for the intended grade level. Each module is comprised of six texts (one Anchor Media, three scaling core texts, and two stretch texts) providing a range of complexity and length to suit diverse reading levels. The program allows for specialization when selecting texts. Book Expert Online enables teachers and students to browse texts that meet teacher-selected criteria. The search engine, as demonstrated below, has three different reading scales that allow instructors to select appropriate texts. The program consistently offers both core and supplemental materials that target grade-level content. (Example: Book Expert Online)
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) System 44 incorporates a wide range of language functions within activities that challenge students on a daily basis. Language functions include, but are not limited to, summarize, analyze, identify, determine, revise, gather, present, and discuss. All lessons use multiple language functions within each language domain. (Example: Secondary, Module 3, Argument Writing, p. 72) (Additional example: Upper Elementary, Module 3, Text 2 Cartoon, p. 65)
2) Objectives connected to language functions in each lesson are clearly detailed throughout the program. Many lesson objectives utilize specific language functions in their wording. The example below demonstrates how the text directly points to multiple language functions for the upcoming lesson. These goals are consistently used throughout the program to challenge students in every lesson. (Example: Upper Elementary, Module 4, Text 2 Photographs, p. 86)

(Example: Upper Elementary, Module 4, S.M.A.R.T. Lesson, p. 92)

3) System 44 language functions help students systematically develop formal writing and speaking skills. Students apply these skills at the end of each module in the form of a research project. Students synthesize the information, vocabulary, and grammatical rules gained from each module into collaborative presentations. Digital assessments, such as writing responses and reading quizzes, also provide teachers with data that can accurately gauge the progression of language development. Educators use this data to connect positive or negative trends associated with various language functions and activities. (Example: Secondary, Module 3, Research Project, p. 74)
**Create Your Presentation**

Discuss Text Structure: Tell students that their slide shows will include both information and visuals. Each slide should explain how video games are helpful.

- Explain that the title slide is an introduction to the slide show. A good title slide will preview the rest of the presentation.
- Have students create their slide shows, referring to their notes on page 74 as needed.

**DAY 2**

**Present Your Slide Show**

Present Ideas: Demonstrate an effective presentation using the model slide show.

- Explain the importance of using proper pace in an oral presentation. When you give a presentation, you want your audience to follow what you say. When you want them to pay attention to a point, you can pause for emphasis. Using appropriate pace can also help you avoid fillers such as um, so, or like. Present the model slide show with a rushed pace. Then present it at an appropriate speed.

- Ask students to share what they noticed. I noticed that you ____. This was not effective because ____.

- Have students present their slide shows using proper pace.

Communicate and Collaborate: Provide frames for students to give peer feedback after each presentation:

- My favorite slide was ___.
- You could have included more details about how video games _____.
- I did not understand _____.

**Using Data to Differentiate (2 Days)**

Use the Grouping tab on the Teacher Dashboard to form differentiated instruction groups based on software performance. During Small Group Instruction, reteach a phonics skill with half of the students while the other half reads independently. On the next day, switch students.