Protocol for Review of Instructional Materials for ELLs

WIDA PRIME Correlation
Introduction

The Protocol for Review of Instructional Materials for ELLs (PRIME) has been developed by World-Class Instructional Design and Assessment (WIDA) to assist publishers and educators in examining the representation of key elements of the WIDA English language proficiency standards in their materials.

The intent of this review is to identify the ways in which elements of the *WIDA English Language Proficiency Standards, 2007 Edition, PreKindergarten through Grade 12* are represented in the published materials. These materials vary from core or supplemental texts to DVDs to software programs; however, it is assumed that they all seek to provide teachers with standards-based references to use with English language learners in diverse settings across the United States.

The *Protocol for Review of Instructional Materials for ELLs (PRIME)* is not an evaluative tool aimed to judge the effectiveness of published materials using the WIDA English Language Proficiency (ELP) Standards. The goal of the Protocol for Review of Instructional Materials for ELLs (PRIME) is twofold:

- to aid publishers and correlators in developing materials and communicating how their materials incorporate or address aspects of the WIDA English Language Proficiency Standards, and
- to assist educators in making informed decisions in selecting instructional materials for programs serving English language learners.

WIDA welcomes the opportunity to work with both publishers and educators. WIDA realizes that it has a unique perspective on the conceptualization of language proficiency standards and how it envisions their use. It is our hope that by using this inventory, publishers will gain a keener understanding of some of the facets involved in the language development of English language learners as they pertain to their products.

Organization

The Protocol for Review of Instructional Materials for ELLs (PRIME) is organized into two parts that, as a whole, are intended to provide information about instructional materials in each of 14 criteria. **Part 1** contains information about the materials that are to be reviewed. **Part 2** is the protocol used for the review of instructional materials and includes space for publishers to explain the answers to the questions. An Appendix at the end of the document provides definitions of the categories included in the PRIME correlation.

Directions for completing the Protocol for Review of Instructional Materials for ELLs (PRIME) inventory:

**STEP 1:** Complete information about materials being reviewed.

**STEP 2:** Respond to the “Yes/No” questions about the presence of the criteria in the materials.

**STEP 3:** Provide justification to support your “Yes” responses. (Note: If additional explanation for “No” answers is relevant to readers’ understanding of the materials, this may also be included.)
### Organization of the WIDA English Language Proficiency Standards In Relation to the Protocol for Review of Instructional Materials for ELLs

The 14 PRIME criteria are in **BOLD** below.

<table>
<thead>
<tr>
<th>Performance Definitions (Criteria that shape the ELP Standards)</th>
</tr>
</thead>
<tbody>
<tr>
<td>IA. Linguistic Complexity</td>
</tr>
<tr>
<td>IB. Vocabulary Usage</td>
</tr>
<tr>
<td>IC. Language Control/Conventions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>English Language Proficiency Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>IIA. Presence of WIDA ELP Standards</td>
</tr>
<tr>
<td>IIB. Representation of Language Domains (Listening, Speaking, Reading, Writing)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Levels of English Language Proficiency (Entering, Beginning, Developing, Expanding, Bridging)</th>
</tr>
</thead>
<tbody>
<tr>
<td>IIIA. Differentiation of Language</td>
</tr>
<tr>
<td>IIIB. Scaffolding Language Development</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strands of Model Performance Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>IVA. Language Functions</td>
</tr>
<tr>
<td>• Attached to Context</td>
</tr>
<tr>
<td>• Higher Order Thinking</td>
</tr>
<tr>
<td>IVB. Content Stem</td>
</tr>
<tr>
<td>• Coverage and Specificity of Example Topics</td>
</tr>
<tr>
<td>• Accessibility to Grade Level Content</td>
</tr>
<tr>
<td>IVC. Instructional Supports</td>
</tr>
<tr>
<td>• Sensory Support</td>
</tr>
<tr>
<td>• Graphic Support</td>
</tr>
<tr>
<td>• Interactive Support</td>
</tr>
</tbody>
</table>
Part 1: Information About Materials

Publication Title(s): English in a Flash

Publisher: Renaissance Learning

Materials/ Program to be Reviewed: English in a Flash Software Program

Intended Teacher Audiences: Classroom Teachers, Content Specialists, Language Teachers, and Resource Teachers

Intended Student Audiences: English Language Learners and Newcomer English Language Learners in grades K-12

WIDA Framework(s) considered: Formative and Summative

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

WIDA English Language Proficiency Standards addressed: Language in Science, the language of Social Studies

WIDA language proficiency levels included: Levels 1-5

Most Recently Published Edition or Website: 2009, www.renlearn.com

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

English in a Flash is a research-based approach to explicitly and systematically teach the vocabulary, which English-language learners’ need to learn and discuss academic topics in Language Arts, Math, Science, & Social Studies. It is a supplemental program for k-12 designed to be used for no more than 15 minutes a day. Because language learners have different levels of vocabulary, English in a Flash™ carefully matches the vocabulary needs of the individual learner through on-going assessments. The program provides educators with feedback on student progress to help them personalize instruction and intervene effectively. By matching learned vocabulary to books for reading comprehension, English in a Flash™ takes students from building vocabulary in the software to learning vocabulary through reading books.
Part 2: PRIME Correlation Tool

I. PERFORMANCE DEFINITIONS

IA. Linguistic Complexity (the amount and quality of speech or writing)

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

A. Do the instructional materials take into account linguistic complexity for language learners?

B. Do the instructional materials address linguistic complexity for all of the targeted proficiency levels?

C. Is linguistic complexity systematically addressed, in multiple lessons, chapters, or units, in the materials?

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

A. English in a Flash is a supplemental language learning software program that addresses linguistic complexity for all language learners. The program is comprised of three libraries, increasing in proficiency level as they progress. Each library has fifteen chapters and each chapter has 5 lessons. The program utilizes a pre-assessment that places each learner in the program at the proper place to meet his/her language needs. Once placed, lessons 1-3 focus on words (lesson one containing graphic and audio only, lessons 2-3 the written word appears with the graphic and audio). The linguistic complexity is then built upon in lessons 4-5 by using these words in phrases, sentences, short monologues and dialogues depending on the student’s proficiency level. Activities are also provided for each chapter to be used after exposure. These activities match the general proficiency level for the chapter and also are assigned a grade range. The ‘English Learner Proficiency Level’ is noted on each activity.

B. English in a Flash addresses linguistic complexity for all targeted proficiency levels. Each encounter that a student has is catered to their language needs from pre- and post assessment. The build-up method of the lessons, image to words to sentences, ensures that the complexity for each proficiency level is met.

C. Linguistic complexity is systematically addressed throughout the English in a Flash program. Students are led through the program to build a vocabulary of over 6000 words using proper grammatical structure. Assessments, pre- and post, determine what each learner is taught as well as providing the learner with feedback.

See demo or complete product for examples of linguistic complexity and format.

Examples provided are indicative of the structure of the entire program:

Build-Up structure scenario:

- In lessons 1-3 English language learners learn the words ‘a bicycle,’ ‘red,’ and ‘a river.’
  In lesson 4 they are introduced to the sentence ‘He’s riding a bicycle.’ In lesson 5 the sentence is ‘He’s riding a red bicycle along the river.’
Resource Activity Example is for one level, but indicative of the structure for all resource activities at all levels:

• Library 1, Chapter 1, ‘Picture-Perfect’: activity is for a beginning language proficiency level, objective is to understand one and two step directions, learners match a picture to a spoken word.
IB. Vocabulary Usage (specificity of words, from general to specific to technical)

YES   NO

☑    ☐  A. Is vocabulary usage represented as words, phrases, and expressions in context?

☑    ☐  B. Is vocabulary usage addressed in the materials for all of the targeted levels of proficiency?

☑    ☐  C. Are general, specific, and technical language usage systematically presented throughout the materials?

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

A. Systematic, explicit vocabulary instruction is the foundation of English in a Flash. Vocabulary is represented as words, phrases and expressions in context. Lessons 1-3 of each chapter focus on words. Lessons 4-5 of each chapter puts the words into phrases, sentences, and short monologues and dialogues. Pictures, written word and spoken word are all used to teach vocabulary in context. Opportunities to practice taught vocabulary in context are provided in activities and flash cards. Learned vocabulary is also matched to common trade books, not included with the program, for reading comprehension.

B. Vocabulary usage addressed in the materials is appropriate for all targeted language proficiency levels. Explicit vocabulary instruction is in context and customized to the learners needs in all five language levels. Using pre- and post assessment, the program caters the instruction to the learner’s needs. English language learners are taught vocabulary that they need and that is appropriate to their language proficiency level. Activities provided to review and practice vocabulary are aligned with the proficiency level of the chapter and matched to an appropriate grade level range.

C. General, specific, and technical language is systematically presented throughout the program. English in a Flash explicitly and implicitly teaches approximately 6,000 vocabulary words. Library 1 covers Basic Interpersonal Communication Skills, including 83% of the Dolch list, 51% of the Fry 1000 list, and 38% of the words in The Oxford Picture Dictionary for the Content Areas. Library 2 covers Basic Interpersonal Communication Skills and Cognitive Academic Language Proficiency, including 96% of the Dolch list, 74% of the Fry 1000 list, and 38% of the words in The Oxford Picture Dictionary for the Content Areas. Library 3 covers Basic Interpersonal Communication Skills and Cognitive Academic Language Proficiency. Once students have worked through all three libraries they have covered 100% of the Dolch list, 99% of the Fry 1000 list, and 80% of the words in The Oxford Picture Dictionary for the Content Areas.

See English in a Flash ‘Library and Chapter Guide’ for each library and chapter for a list of vocabulary categories and word list.
IC. Language Control/Conventions (comprehensibility of language)

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td>□</td>
</tr>
<tr>
<td>✓</td>
<td>□</td>
</tr>
<tr>
<td>✓</td>
<td>□</td>
</tr>
</tbody>
</table>

A. Are opportunities to demonstrate language control presented in the materials?

B. Do opportunities to demonstrate language control correspond to all targeted levels of language proficiency?

C. Are opportunities to demonstrate language control systematically presented in the materials in multiple chapters, lessons, or units?

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

---

A. Opportunities to demonstrate language control are present in the program. The goal of English in a Flash is to progress students towards automaticity with understanding and producing the English language effortlessly. To accomplish this, the program builds language from the bottom up; teaching single words, then using these words in phrases, then sentences. Grammar instruction is implicit with the build-up approach, incorporating all key, high- and low-frequency structures of the English language. Teachers are provided with a ‘Library and Chapter Guide’ that list the grammatical structures covered in each chapter. Resource activities are also provided and give opportunities to use learned vocabulary as well as practice grammatical structures.

B. Since English in a Flash is a progressive and assessment driven program, opportunities to demonstrate language control are present for all targeted proficiency levels.

C. By design, the program presents language control systematically across all three libraries, including every chapter.

See English in a Flash ‘Library and Chapter Guide’ to see grammatical structures covered.

Example given is indicative of the structure of entire program:

- Library 2, Chapter 5 Guide: some grammatical structures covered are parts of speech - adjectives, conjunctions, and pronouns
- Library 2, Chapter 5, ‘Plurals Concentration’: in this resource activity, English language learners identify regular and irregular plurals in a game
II. ENGLISH LANGUAGE PROFICIENCY (ELP) STANDARDS

IIA. Presence of WIDA English Language Proficiency Standards

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑</td>
<td></td>
</tr>
</tbody>
</table>

A. Are social and instructional language and one or more of the remaining WIDA Standards (the language of Language Arts, of Mathematics, of Science, and of Social Studies) present in the materials?

☑ ☐  B. Do the materials systematically integrate Social and Instructional Language and the language of the targeted content area(s)?

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

A. Social and instruction language, as well as the other WIDA standards of language arts, mathematics, social studies, and science is present throughout English in a Flash. The program focuses on developing social and academic vocabulary so that learners become proficient in the English language. Each library covers a wide range of words that are included on the Dolch list, the Fry 1000 list, and The Oxford Picture Dictionary for the Content Areas. Words in library one are primarily social language. Library two contains social and instructional and content area language. Library three also contains social and instructional, with a focus on more sophisticated content area language.

B. English in a Flash systematically integrates social and instructional language and content area language. Students are first taught words, and then the words are in context in phrases, sentences and dialogue. Activities are also provided for students to practice social and instructional and content area language in context.

See English in a Flash ‘Library and Chapter Guide’ for a detailed list of vocabulary categories for each chapter.

Vocabulary categories include

- Library 1, Chapter 1: animals, plants, and other creatures, body, clothing, colors, communications, environment
- Library 2, Chapter 9: buildings and locations, entertainment, Geography, numbers and computation, tools and equipment
- Library 3, Chapter 3: composition and literature, famous names, events, and places, Geometry, medical care
- Words include
  - Library 1, Chapter 5: forty-one, a cactus, pink, Africa, a barbecue, Friday, polka dot, west
  - Library 2, Chapter 15: a bloody nose, the center, Kenya, poor, the Space Needle, a talk show, Washington, weak
  - Library 3, Chapter 10: a foul line, the Gulf of Mexico, height, a Komodo dragon, a rudder, a sperm whale
IIB. Representation of Language Domains

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td>□</td>
</tr>
</tbody>
</table>

A. Are the language domains (listening, speaking, reading, and writing) targeted in the materials?

✓  B. Are the targeted language domains presented within the context of language proficiency levels?

✓  C. Are the targeted language domains systematically integrated throughout the materials?

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

A. English in a Flash covers all four language domains. Listening and reading are covered extensively using the computer software program to learn vocabulary. Students are shown a picture on the screen. This picture is always accompanied by the spoken word for English language learners to hear. The picture is accompanied by the written form of what is spoken in lessons 2-5, for students to read as they listen. In addition to listening and reading with the computer portion of the program, students are encouraged to speak the words they are learning. Listening, speaking, reading and writing activities are also provided in the English in Flash resource activities. Each activity identifies the domain that it covers in the ‘Domain/Objective’ section.

B. All targeted language domains are presented within the context of language proficiency levels. English in a Flash caters to each learner’s language needs based on pre- and post assessments. The program increases in language proficiency levels as it progresses. Language proficiency levels are also noted on each resource activity under ‘English Learner Proficiency Level:’.

C. Listening, speaking, reading and writing are systematically integrated through the English in a Flash program.

Resource Activities:

- Library 1, Chapter 2, ‘Picture This’: domain - reading, proficiency level - beginning
- Library 1, Chapter 4, ‘This and That’: domain - speaking, proficiency level - early intermediate
- Library 1, Chapter 7, ‘A Year in Bingo’: domain - listening, proficiency level - intermediate
- Library 1, Chapter 14, ‘The Right Letters’: domain: writing, proficiency level - beginning
III. LEVELS OF LANGUAGE PROFICIENCY

IIIA. Differentiation of Language (for ELP levels)

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td>□</td>
</tr>
<tr>
<td>✓</td>
<td>□</td>
</tr>
<tr>
<td>✓</td>
<td>□</td>
</tr>
</tbody>
</table>

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

A. English in a Flash differentiates between language proficiency levels using 5 levels (beginning, early intermediate, early advanced, and advanced). In the computer software program, learners are placed in the appropriate library and chapter based on assessments. The libraries and chapters in the program progress in difficulty and complexity, specific to language proficiency levels. The resource activities that are part of the program also differentiate between language levels. Each activity is labeled with the language level that it targets.

B. Since students are assessed and specifically placed in the program based on their language level and language needs, the content learners are exposed to is both developmentally and linguistically appropriate for each learner.

C. Differentiation of language is systematically addressed throughout each chapter and library. Within chapters, the program builds language from the bottom up; starting with single words and building up to complete sentences and dialogues. These lessons in each chapter are catered to the learner’s language needs. As learners progress through chapters and libraries, the language level increases to meet their needs.

See demo or complete product for examples of language proficiency levels and format.

Resource Activities:
- Library 1, Chapter 2, 'Picture This': proficiency level - beginning
- Library 1, Chapter 4, 'This and That': proficiency level - early intermediate
- Library 1, Chapter 7, 'A Year in Bingo': proficiency level - intermediate
IIIB. Scaffolding Language Development (from ELP level to ELP level)

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

A. Do the materials provide scaffolding supports for students to advance within a proficiency level?

B. Do the materials provide scaffolding supports for students to progress from one proficiency level to the next?

C. Are scaffolding supports presented systematically throughout the materials?

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

A. Scaffolding supports provided throughout English in a Flash help learners advance within a proficiency level as well as progress from one level to the next. The lessons contained in each chapter are scaffolded using a build-up model. Lessons 1-3 systematically teach learners single vocabulary words. Lessons 4 and 5 use the words to build phrases, sentences and dialogue. Using pre- and post assessments, the program builds in review for vocabulary and also provides feedback to learner and instructor. In addition to each chapter and lesson building upon the previous, each library is also scaffolded. As students progress through the program, the foundation is built so that the content increases in complexity.

B. Scaffolding supports provided throughout English in a Flash help learners advance within a proficiency level as well as progress from one level to the next. The lessons contained in each chapter are scaffolded using a build-up model. Lessons 1-3 systematically teach learners single vocabulary words. Lessons 4 and 5 use the words to build phrases, sentences and dialogue. Using pre- and post assessments, the program builds in review for vocabulary and also provides feedback to learner and instructor. In addition to each chapter and lesson building upon the previous, each library is also scaffolded. As students progress through the program, the foundation is built so that the content increases in complexity.

C. Scaffolding supports are systematic in their presentation throughout English in a Flash. Each exposure, lesson, chapter and library builds upon the next so learners progress through language proficiency levels.

See demo or complete product for examples of scaffolding and format.

Examples provided are indicative of the structure of the entire program:

Build-Up structure scenario:

- In lessons 1-3 English language learners learn the words ‘a bicycle,’ ‘red,’ and ‘a river.’ In lesson 4 they are introduced to the sentence ‘He’s riding a bicycle.’ In lesson 5 the sentence is ‘He’s riding a red bicycle along the river.’
IV. STRANDS OF MODEL PERFORMANCE INDICATORS

IVA. Language Functions

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Context</th>
</tr>
</thead>
<tbody>
<tr>
<td>❑</td>
<td>❑</td>
<td>A. Do the materials include a range of language functions?</td>
</tr>
<tr>
<td>❑</td>
<td>❑</td>
<td>B. Do the language functions attach to a context (i.e. are they incorporated into a communicative goal or activity)?</td>
</tr>
<tr>
<td>❑</td>
<td>❑</td>
<td>C. Are language functions presented comprehensively to support the progression of language development?</td>
</tr>
</tbody>
</table>

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

A. The nature of the English in a Flash computer software portion does not allow it to contain a range of language functions. The printable resource activities that are part of the program do contain a wide range of language functions. Each resource activity directs learners on how to interact with the language and include, but are not limited to, describe, demonstrate, identify, name, and complete.

B. Language functions in English in a Flash are part of the resource activities and are attached to a context. The activity is an extension and reinforcement of language that has been covered in the chapter. Each activity lists the skill and purpose in the teacher directions for the activity.

C. Language functions throughout English in Flash resource activities are presented comprehensively and support the progression of language development for all targeted learners.

- Library 1, Chapter 1, ‘Picture-Perfect’: learners name pictures on cards that were not called out
- Library 1, Chapter 4, ‘Middle Sounds’: learners find the vowel that completes a word
- Library 2, Chapter 7, ‘Boomer and Tiny’: learners identify correct usage in context
- Library 2, Chapter 13, ‘Tell Me the Word’: learners describe a word without saying the word itself
- Library 2, Chapter 15, ‘The President of the United States’: learners demonstrate reading comprehension by answering questions in complete sentences
Higher Order Thinking

D. Are opportunities to engage in higher order thinking present for students of various levels of English language proficiency?

E. Are opportunities for engaging in higher order thinking systematically addressed in the materials?

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

D. Opportunities for higher order thinking are present for learners of various levels of language proficiency through the resource activities. In addition to various higher order opportunities within given resource activities, there are ‘Wrap-Up Questions’ that stimulate further thinking and ‘Added Practice’ that extends learning included in each activity provided.

E. Higher Order thinking opportunities are systematically addressed throughout English in a Flash. Language learners at every level are given opportunities to extend their learning through resource activities.

- Library 1, Chapter 1, ‘Nico’: ‘Wrap-Up Questions’ - learners extend knowledge by naming other objects they use at school. ‘Added Practice’ - learners use rebus writing to create their own sentences
- Library 1, Chapter 9, ‘Think About Words’ - ‘Added Practice’ - pairs make their own crossword puzzles and clues
- Library 2, Chapter 1, ‘At the Airport’ - ‘Wrap-Up Questions’ - higher order group discussion questions. ‘Added Practice’ - learners write about an experience using what they have learned
- Library 2, Chapter 13, ‘Tell Me the Word’ - ‘Activity Details’ - learners describe words without saying the word itself
IVB. Content Stem

YES  NO  Coverage and Specificity of Example Content Topics
 ✓  □  A. Do examples cover a wide range of topics typically found in state and local academic content standards?
 ✓  □  B. Are example topics accessible to English language learners of the targeted level(s) of English language proficiency?
 ✓  □  C. Are example topics systematically presented throughout the materials?

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

A. While the core computer software portion of English in a Flash is aimed at helping English language learners learn vocabulary quickly, the resource activities component of the program was created using state language art standards and ELL standards. The activities provided in each library focuses on using learned vocabulary to read, speak, listen and write in context. The activities cover a wide range of state and local language arts standards. Standards and objectives are listed for each chapter on the ‘Library and Chapter Guide’ for each chapter.

B. Example topics are accessible to English language learners of the targeted language levels. Each activity states the intended language proficiency level.

C. Example topics are systematically presented throughout the program and directly correspond to what learners have been exposed to in the corresponding library and chapter.

See English in a Flash ‘Library and Chapter Guide’ to see objectives and standards covered.

Example given in indicative of the structure of entire program:

• Library 2, Chapter 5 Guide: some objectives include - idioms and expressions, expressing likes and dislikes, making offers and suggestions, phonemic awareness and phonics, and verb forms and tenses
• Library 2, Chapter 5, ‘Plurals Concentration’: in this resource activity, English language learners identify regular and irregular plurals in a game
YES  NO  Accessibility to Grade Level Content

☑  ☐  D.  Is linguistically and developmentally appropriate grade level content present in the materials?

☑  ☐  E.  Is grade level content accessible for the targeted levels of language proficiency?

☑  ☐  F.  Is the grade level content systematically presented throughout the materials?

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

D.  English in a Flash is comprised of linguistically and developmentally appropriate grade level content for all targeted grade levels. Through pre- and post assessments, language learning is individualized based on needs. Content vocabulary is appropriate for all targeted grade levels. Resource activities are divided according to grade level and clearly marked to ensure that content is appropriate.

E.  Supports that accompany language learning in the computer software portion of English in a Flash, such as illustrations and native speaker voices, ensure that content is attainable and user friendly for all targeted grade and language levels. Resource activities provide review and reinforcement of vocabulary and language learning. Resource activities are provided for learners at all targeted proficiency levels and are clearly marked on each activity.

F.  Grade levels content is systematically presented throughout the materials.

See English in a Flash 'Library and Chapter Guide' for each library and chapter for a list of vocabulary categories and word list covering content areas.
IVC. INSTRUCTIONAL SUPPORTS

YES  NO  Sensory Support
✓   ☐  A. Are sensory supports, which may include visual supports, present and varied in the materials?
✓   ☐  B. Are sensory supports relevant to concept attainment and presented in a manner that reinforces communicative goals for the targeted levels of proficiency?
✓   ☐  C. Are sensory supports systematically presented throughout the materials?

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

A. English in a Flash utilizes a variety of sensory supports, including illustrations and drawings that match vocabulary, illustrated flashcards for vocabulary, and illustrations to support reading comprehension and language practice activities. Physical activities are also included in the resource activities to support work knowledge.

B. Sensory supports in English in a Flash are relevant to concept attainment and reinforce program goals for all targeted levels of language proficiency. All illustrations and drawings in the program provide reinforcement of language comprehension and are multisensory when paired with the audio support.

C. Sensory supports are systematically presented throughout the materials.
   See demo or complete product for examples of colorful illustrations that accompany each word in the software program.
   • Library 1, Chapter 6, ‘You Can Do It’: language learners follow oral directions involving physical activity to build and reinforce word knowledge
   • Library 1, Chapter 14 ‘Name the Picture’: colorful illustration provided to support word activity
<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Graphic Support</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>✓</td>
<td>D. Are graphic supports present and varied in the materials?</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>E. Are graphic supports relevant to concept attainment and presented in a manner that reinforces communicative goals for the targeted proficiency levels?</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>F. Are graphic supports systematically presented throughout the materials?</td>
</tr>
</tbody>
</table>

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

D-F. English in a Flash is a computer based supplemental program designed to help English language learners transition from learning English to learning in English as quickly as possible. The nature of the program does not lend itself to graphic supports. While some resource activities in the program have learners create timelines, graphic supports are not necessary in this program.
Interactive Support

G. Are interactive supports present and varied in the materials?

☑ ☐

H. Are interactive supports present and relevant to concept attainment for the targeted proficiency levels?

☑ ☐

I. Are interactive supports varied and systematically presented in the materials?

☑ ☐

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

G. Interactive supports are present and varied throughout English in a Flash. The nature of the program, computer software, in itself is an interactive support. The resource activities also provide interactive support through modeling, pairing, small group, and whole group activities.

H. Interactive supports are present and relevant to concept attainment for all targeted proficiency levels. English in a Flash caters to the learners needs through pre- and post assessments. Supports provided align with the language needs of the learner and levels are marked in each resource activity.

I. Interactive supports are varied and systematically presented in the program.

See demo or complete product for nature of the program as an interactive support through software program.

- Library 1, Chapter 1, ‘Picture-Perfect’: small group or whole group bingo game
- Library 1, Chapter 15, ‘The Four Seasons’: ‘Added Practice’ - learners work with partner to write to a prompt
- Library 2, Chapter 1, ‘At the Airport’: group discussion on a passage read aloud
Appendix

I. Performance Definitions – the criteria (linguistic complexity, vocabulary usage, and language control) that shape each of the six levels of English language proficiency that frame the English language proficiency standards.

IA. Linguistic Complexity – the amount and quality of speech or writing for a given situation
IB. Vocabulary Usage – the specificity of words (from general to technical) or phrases for a given context
IC. Language Control/Conventions – the comprehensibility and understandability of the communication for a given context

II. English Language Proficiency Standards – the language expectations of English language learners at the end of their English language acquisition journey across the language domains, the four main subdivisions of language.

IIA. Five WIDA ELP Standards:
1. English language learners communicate for Social and Instructional purposes within the school setting.
2. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.
3. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics.
4. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.
5. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.

IIB. Domains:
- Listening – process, understand, interpret, and evaluate spoken language in a variety of situations
- Speaking – engage in oral communication in a variety of situations for a variety of audiences
- Reading – process, understand, interpret, and evaluate written language, symbols and text with understanding and fluency
- Writing – engage in written communication in a variety of situations for a variety of audiences

III. Levels of English Language Proficiency - The five language proficiency levels (1-Entering, 2-Beginning, 3-Developing, 4-Expanding, 5- Bridging) outline the progression of language development in the acquisition of English. The organization of the standards into strands of Model Performance Indicators (MPIs) illustrates the continuum of language development.

IIIA. Differentiation – providing instruction in a variety of ways to meet the educational needs of students at different proficiency levels

IIIB. Scaffolding – building on already acquired skills and knowledge from level to level of language proficiency based on increased linguistic complexity, vocabulary usage, and language control through the use of supports.
IV. Strands of Model Performance Indicators – examples that describe a specific level of English language proficiency for a language domain. Each Model Performance Indicator has three elements: Language Function, Content Stem, and Support

IVA. Language Functions – the first of the three elements in model performance indicators indicates how ELLs are to process and use language to demonstrate their English language proficiency.

• Context – the extent to which language functions are presented comprehensively, socially and academically in materials
• Higher Order Thinking – cognitive processing that involves learning complex skills such as critical thinking and problem solving.

IVB. Content Stem – the second element relates the context or backdrop for language interaction within the classroom. The language focus for the content may be social, instructional or academic depending on the standard.

IVC. Instructional Support – instructional strategies or tools used to assist students in accessing content necessary for classroom understanding or communication and to help construct meaning from oral or written language. Three categories of instructional supports include sensory, graphic and interactive supports.

• Sensory support – A type of scaffold that facilitates students’ deeper understanding of language or access to meaning through the visual or other senses.
• Graphic support – A type of scaffold to help students demonstrate their understanding of ideas and concepts without having to depend on or produce complex and sustained discourse.
• Interactive support – A type of scaffold to help students communicate and facilitate their access to content, such as working in pairs or groups to confirm prior knowledge, using their native language to clarify, or incorporating technology into classroom activities.