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.

**I. Performance Definitions**
(Criteria that shape the ELP Standards)
- IA. Linguistic Complexity
- IB. Vocabulary Usage
- IC. Language Control/Conventions

**II. English Language Proficiency Standards**
- IIA. Presence of WIDA ELP Standards
- IIB. Representation of Language Domains (Listening, Speaking, Reading, Writing)

**III. Levels of English Language Proficiency**
(Entering, Beginning, Developing, Expanding, Bridging)
- IIIA. Differentiation of Language
- IIIB. Scaffolding Language Development

**IV. Strands of Model Performance Indicators**
- IVA. Language Functions
  - Attached to Context
  - Higher Order Thinking
- IVB. Content Stem
  - Coverage and Specificity of Example Topics
  - Accessibility to Grade Level Content
- IVC. Instructional Supports
  - Sensory Support
  - Graphic Support
  - Interactive Support
Part 1: Information About Materials

Publication Title(s): Footprint Reading Library Collection

Publisher: Heinle Cengage Learning

Materials/ Program to be Reviewed: Footprint Reading Library Collection Levels 1-8, examples cited from level 4

Tools of Instruction included in this review: Student Editions

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

Intended Student Audiences: Grades 6-12

WIDA Framework(s) considered: Formative and Summative

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

WIDA English Language Proficiency Standards addressed: Social and Instructional Language, The Language of Language Arts, Science, and Social Studies

WIDA language proficiency levels included: Levels 2-5

Most Recently Published Edition or Website: 2010 elt.hienle.com/footprint

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

The Footprint Reading Library Collection is a non-fiction, eight level reading series for struggling English language learners that presents real-world stories in print, audio, and video. This series offers fascinating stories and facts from the four corners of the world, and develops the language and skills needed to understand non-fiction and informational writing.
Part 2: PRIME Correlation Tool

I. PERFORMANCE DEFINITIONS

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

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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. The Footprint Reading Library Collection is an eight level, non-fiction reading series that presents stories from around the world, with the purpose of developing academic skills to understand non-fiction writing. Activities, which take into account linguistic complexity for learners, are integrated into each story. These guide readers through the text, helping them comprehend and apply information. Readings begin with a vocabulary and background information section. This introduces the topic and provides key vocabulary the student will need to understand the text. Vocabulary is practiced by writing words in context, and labeling diagrams or illustrations. Embedded in the reading are oral and written comprehension activities, such as: Predict, Infer Meaning, Sequence of Events, Summarize, or Identify Cause and Effect. These brief activities utilize multiple reading strategies, requiring students to interact with the text, and create opportunities to write and speak. The text-to-self section, What Do You Think? asks students to draw conclusions and support opinions. Additionally, the readings are supported by audio and video materials which model pronunciation and intonation to improve speaking skills.

B. The Footprint Reading Library Collection contains over 100 readings grouped into eight levels that target WIDA proficiency levels: Beginning through Reaching. All components, print, audio, and DVD use vocabulary and grammar appropriate to the targeted proficiency level for consistent instruction. Speaking and writing activities range in complexity, from labeling to discussing opinions, and are appropriate to the targeted proficiency level.

C. The following examples show that linguistic complexity is systematically addressed throughout the readings. The examples cited in this correlation are from Student Edition Level 4, and are representative of all levels.

- Words To Know, pp. A2, A3: Key terms are practiced through labeling and writing in context.
- Predict, p. B5, C15: Students answer the questions using information acquired reading the text, and check their answers as they continue to read.
- Summarize, p. D25: Students imagine they are a news reporter and write a report, or tell partners their story.
IB. Vocabulary Usage (specificity of words, from general to specific to technical)

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<td>A. Is vocabulary usage represented as words, phrases, and expressions in context?</td>
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<td>C. Are general, specific, and technical language usage systematically presented throughout the materials?</td>
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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 Footprint Reading Library Collection presents vocabulary words, phrases, and expressions in context throughout every reading. Readings are frontloaded with vocabulary instruction to introduce key terms, and prepare the student for content reading. Practice exercises which accompany the vocabulary instruction provide context through visual supports: maps, illustrations, and diagrams, as well as including a short paragraph, where vocabulary is used in context. Activities such as labeling illustrations further promote contextual understanding. In the reading, terms and phrases are in bold type. and definitions and pronunciation guides are listed on the same page. Integrated activities in each reading use key vocabulary to check comprehension. A short multiple choice assessment section follows each reading, and tests vocabulary comprehension. A brief Follow-up Reading is found at the end of each article. This provides an opportunity for reuse and consolidation of new language. For easy reference, vocabulary is listed at the end of the reading.

B. Vocabulary usage in each level is appropriate for the targeted levels of proficiency. Key terms are presented and applied before, during, and after each reading to reinforce comprehension. Multi-sensory exposure to terms in print, audio, and video make vocabulary accessible to learners of all proficiency levels. In the accompanying National Geographic Videos, narration is adapted to match the proficiency level of the readings.

C. General, specific, and technical language usage is systematically presented throughout the Footprint Reading Library Collection. Each reading follows the same format: Frontloading the lesson with vocabulary instruction, and continuing to apply and access the vocabulary throughout the reading. The following examples are representative of all readings:

- Infer Meaning, p. D13: Activities within the reading reinforce phrase and term comprehension in context.
- “Cupid the Dolphin,” pp. B4, B7, B11: Terms are in bold type and defined below the reading section.
- After You Read, pp. A20, A21: A post-reading assessment also includes vocabulary.
- Follow-up Reading, pp. A22, B28: An additional opportunity to interact with vocabulary.
IC. Language Control/Conventions (comprehensibility of language)

YES    NO
✓     ☐   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 practice and demonstrate language control are presented within each reading in the Footprint Reading Library Collection. Reading content is culturally diverse, and real-world themes present interesting language control activities for learners of English. Writing and speaking activities are embedded into the readings. Instructional boxes such as: What Do You Think? and Infer Meaning contain 2-4 questions requiring a written or spoken response. In other instructional boxes peer learning is specified through activities such as, summarizing or retelling the story. The Teacher’s Manual contains a step-by-step lesson planner for each unit, and includes additional communication activities for demonstrating language control.

B. Language control activities are appropriate for the targeted proficiency levels, as the Footprint Reading Library Collection uses suitable grammar and sentence structure within each leveled text. Vocabulary used in language practice is presented in context and is supported with multiple scaffolds. Speaking and writing activities range in difficulty, from labeling images to discussing opinions, and give students frequent occasions to practice language throughout the text.

C. The Footprint Reading Library Collection presents systematic opportunities to demonstrate language control within all readings and throughout the thematic units. The following examples are representative of language control opportunities found at all levels:

- Summarize, pp. D25, E19, H19: Telling a story or report in a written or oral presentation.
- Predict, pp. A15, B5, C15: Students track predictions in writing and check answers after finishing the text.
II. ENGLISH LANGUAGE PROFICIENCY (ELP) STANDARDS

IIA. Presence of WIDA English Language Proficiency Standards

YES  NO

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. The WIDA standards of social and instructional language, and the languages of Language Arts, Science, and Social Studies are represented in the Footprint Reading Library Collection. The Footprint Reading Library is a collaborative project involving National Geographic and includes topics from around the world. Readings in each level are organized into units: Incredible Animals, Fascinating Places, Remarkable People, Exciting Activities, and Amazing Science. Social Studies content is culturally and historically diverse, covering modern day issues, as well as exploring ancient cultures such as the Mayan civilization. Science content and the language of Science are incorporated throughout all levels, and are targeted specifically in Amazing Science units. For example, Amazing Science readings at level four include: Orangutan Language, Saving the Pandas, and Solar Cooking. The language of Social Studies and Science are incorporated into these readings and practiced with both vocabulary and reading comprehension activities. Visual supports, such as maps or diagrams are used to introduce background, and scaffold content specific to the languages of Science and Social Studies. Using the language of Language Arts, the student is presented with key terms and background knowledge, and guided to understand non-fiction writing. Two page Follow-up readings are included after each longer reading, exposing students to non-fiction genres like newspaper articles and websites.

B. Social and instructional language is used in the practice, application, and assessment of vocabulary and reading comprehension throughout each reading. Pre-reading and post-reading lessons are structured identically in every reading. These include practice exercises using the social and instructional language of listening, speaking, reading, and writing. The following examples found in the reading, “The Lost Temples of the Maya,” show how a Social Studies informational reading is integrated with Social Instructional Language:

Before Reading:
- Background Knowledge, p. D2: Visually supported with a map.
- Vocabulary Instruction, pp. D2, D3: Key terms are taught and practiced in context and include academic words specific to Social Studies. A timeline supports comprehension.

During Reading:
- Reading Comprehension Checks, pp. D9, D13, D25: Students summarize, check facts, and infer to develop reading skills.

After Reading:
- Follow-up Reading-“The Mayan View of the World,” pp. D30, D31: 2 page reading giving more information about the Mayan includes images of artifacts.
IIB. Representation of Language Domains

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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. Listening, speaking, reading, and writing are targeted within each reading in the Footprint Reading Library Collection. Students experience non-fiction text in print, audio, and video to develop a multi-sensory understanding of content. Each page of the reading is supported with high-quality photographs, illustrations and an audio recording which models appropriate intonation and pronunciation. Students can use the audio before, during, or after reading to improve general listening skills. Additional listening activities for the audio program are included in the Teacher’s Manual. Skill practice and comprehension checks require a spoken or written response, and may utilize cooperative learning strategies. National Geographic videos are available for each reading in the Footprint Library. These videos support instruction, and are designed to be used alongside the printed reader. In the assessment section found after each unit, students test comprehension by answering multiple choice test questions and practice taking a test. In addition, extra communication and writing activities are found with step-by-step instructions in the Teacher’s Manual.

B. Language domain instruction is presented within the context of the appropriate proficiencies targeted by each level. The audio and video available for each reading is appropriate to the proficiency level of the reading. Videos range from 3-13 minutes in length, according to the level of difficulty, and include closed captioning.

C. Listening, speaking, reading, and writing are systematically integrated into each reading in the series. The following examples from the reading show how a typical selection integrates activities using language domains.

- Words To Know, pp. E2, E3: Vocabulary activities include reading short passages, and writing words in context.
- “Mount Fiji,” and “High Adventure,” pp. E4-E19, E22-E23: Short informational reading supported by an accompanying internet article.
- Summarize, p. E19: Students write a report and tell a friend about it.
III. LEVELS OF LANGUAGE PROFICIENCY

IIIA. Differentiation of Language (for ELP levels)

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A. Do the materials differentiate between the language proficiency levels?

B. Is differentiation of language proficiency developmentally and linguistically appropriate for the designated language levels?

C. Is differentiation of language systematically addressed 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. The Footprint Reading Library Collection is a leveled series appropriate for WIDA proficiency levels: Beginning through Reaching. The series contains over 100 readings, in eight graded levels, which are targeted at specific proficiency levels. Print, audio, and video components used in instruction are consistent with the targeted level of the text. Reading content is visually supported throughout every reading, and vocabulary instruction is embedded on every page. Reading comprehension is scaffolded through activities which monitor and assist student understanding of content. This makes materials accessible to students working below the targeted proficiency level.

B. Each level of the Footprint Reading Library Collection is developmentally and linguistically appropriate for the designated language level. As stated in part A, audio and video are available for each reading and are appropriate to the proficiency level of the reading.

C. Differentiation of language is systematically addressed through consistent leveling of the readings in each text. As stated in part A, instruction is supported to make language accessible to targeted proficiencies. The following examples are representative of readings in the entire series:

- Words To Know, pp. F2, F3: Key terms introduced with visual support.
- Infer Meaning and True or False, pp. F9, F17: Systematic checks monitor comprehension.
- Audio, pp. F4, F23: Audio and video is appropriate to the proficiency level and scaffold understanding of pronunciation and intonation.
IIIB. **Scaffolding Language Development** (from ELP level to ELP level)

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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.

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A. The Footprint Library Collection provides scaffolding supports for students to advance within a proficiency level. Typical scaffolding supports found within readings include: background information, visuals and graphics, cooperative learning, reading strategies, and comprehension checks. Readings follow a consistent format: Reading is frontloaded with background information, and key vocabulary terms found within the reading are practiced and applied. Vocabulary instruction is presented in context with visual scaffolds like maps, timelines, illustrations, and diagrams. High-quality photographs throughout the reading give a context to the real-world content. Embedded reading strategies and comprehension questions connect student to content and monitor understanding of text. Examples of reading strategies that assist understanding of non-fiction content include: Identify Main Idea, Skim for Information, Predict, and Sequence of Events. What do you Think? and Summarize conclude some readings, and can be used as cooperative activities that encourage discussion.

B. The Footprint Reading Library Collection includes eight graded levels for easy student progression from one level to the next. Each level increases in language difficulty, but maintains a consistent format making progression straightforward.

C. Scaffolding supports are presented systematically throughout each reading. The following examples of scaffolds are representative of the types of supports found within each reading.

- **Words To Know**, pp. G2, G3, H2, H3: Background information and key terms are presented in context with visual scaffolds.
- **Skim For Gist, Predict, Infer Meaning**, pp. G5, G11, I11: Reading comprehension strategies are embedded into each reading, and pose meaningful questions.
- “**The Three Rivers of Zambia**,” pp. F4-F19: Each page of reading content is supported with photographs and illustrations.
- **Summarize**, pp. H19: An example of a cooperative learning activity.
IV. STRANDS OF MODEL PERFORMANCE INDICATORS

IVA. Language Functions

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A. Do the materials include a range of language functions?

B. Do the language functions attach to a context (i.e. are they incorporated into a communicative goal or activity)?

C. Are language functions presented comprehensively to support the progression of language development?

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 Footprint Reading Library Collection includes a range of language functions. Vocabulary activities ask students to describe, label, or match when practicing and applying academic and key terms. Language functions are incorporated into skill development exercises designed to help students understand non-fiction writing. Reading strategy activities and comprehension questions are highlighted in instructional boxes. Learners are asked to identify, compare, retell, explain, respond, or sequence information. These activity boxes play an important role in design of the curriculum, and guide students through each non-fiction reading.

B. Language functions are attached to a context, as these are used in practice and application of vocabulary, as well as reading skill sections. As students identify the main idea or sequence of events, they use language functions in the context of the reading material.

C. Language functions within the Footprint Library Collection are presented comprehensively, and support the progression of language development at each level. The following examples of language functions found within level 4 are representative of the types used in all levels 1-8:

- Words To Know, pp. I2, J3, L2: Students label, match, and describe when practicing and applying the reading vocabulary.
- Reading strategy activities and questions, pp. F9, G5, G11, J7, L7, O9: Comprehension monitoring asks students to predict, summarize, scan, infer and explain.
Higher Order Thinking

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

☑ ☐ D. Opportunities to engage in higher order thinking are present for targeted English Language Proficiency levels at each level, and across the Footprint series. What Do You Think? reading comprehension questions require complex judgment skills involving critical thinking, analysis, evaluation, and synthesis. Activities call for students to transform information into their own words, and are found in each reading. Purposeful questioning designed to help students reflect and evaluate is used throughout reading comprehension activities. In addition, subject matter explores diverse global cultures and traditions. Through this multi-cultural approach and questioning strategies found in each reading, students apply higher order thinking skills to reflect on the experience of other people and communities.

E. Opportunities for engagement in higher order thinking are found in each level, and throughout the readings. See the following examples of higher order thinking activities in level 4:

- Summarize, pp. E19, I27, O19: Students retell and transform content in their own words.
- Infer Meaning and Predict, pp. N11, O9: Examples of purposeful comprehension questions which ask students to evaluate and synthesize information.
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. The Footprint Reading Library Collection covers a wide range of topics typically found in national, state, and local academic content standards. Footprint is a content-based reading series which presents real-world stories from around the globe. Articles are presented in print, audio, and video from National Geographic Digital Media. Levels 1-8 contain thematically organized readings in the following categories: Incredible Animals, Fascinating Places, Remarkable People, Exciting Activities, and Amazing Science. Social studies and science topics are interlaced with vocabulary and language arts activities to develop student understanding of non-fiction texts. Language arts activities are used to develop student understanding of non-fiction texts. Social Studies content is culturally and historically diverse. It covers modern day issues, as well as exploring early cultures, such as pre-Columbian Mayans, and ancient Egyptians. Science content is integrated through all levels; specifically in the Amazing Science units. These cover Earth, Physical, and Life Science topics. Unit themes and topics can be used to match the school curriculum. For example, individual readings can be selected to correspond with student work in other subjects, creating cross-curricular links.

B. Reading topics in each level are accessible to English language learners and struggling readers of the targeted English Language proficiency. Instructional scaffolds in each reading guide and assist student understanding of the topics. In addition, audio segments of each reading and video from National Geographic Digital Media are available and match the proficiency level of the reading.

C. Example topics are systematically presented throughout the Footprint Reading Library Collection. The Contents (pp. iii-iv) show a diversity of topics and settings. For example, in the Remarkable People unit, topics include: Exploring the interaction between man and nature through the study of an active volcano in Sicily; A young cattle herder’s journey near the Sahara Desert, and a blind, 16 year-old, dogsled racer practicing for a race in the American Northwest.
**Accessibility to Grade Level Content**

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**D. Footprint Reading Library content is linguistically and developmentally appropriate for ELL students and struggling readers in grades 6-12.** Content in the non-fiction reading series was chosen to interest learners of all ages and proficiency levels. Often stories focus on people of similar age to the targeted grade level. This supports text-to-self and self-to-world connections through interaction with the reading. As stated in part A, readings in each level are presented in the thematic units: Incredible Animals, Fascinating Places, Remarkable People, Exciting Activities, and Amazing Science. Topics and content within these units are diverse; including interesting cultures, animals, and regions of the world. Each reading includes a thematically similar two page Follow-up reading, which reuses key vocabulary. This reading introduces students to additional non-fiction formats, such as newspaper/magazine articles or informational websites. Throughout the series students are additionally exposed to visual information in tables, graphs, tables, charts, maps, and diagrams. Students read expository content using these organizational aids. View titles of all readings in the Footprint Reading Library at http://elt.heinle.com.

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**E. Content is accessible for the targeted level of proficiency in each leveled text.** Each level uses language structures appropriate to the targeted proficiency level, and provide instructional scaffolds and cooperative activities to assist and interest learners working above and below level. Instruction is supported with visuals and graphic aids at every stage of the reading.

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**F. Grade level content is systematically presented throughout each level in thematic units.** View content of level 4: Contents, pp. iii-iv. The following examples are typical of the type of content found in every level:

- “Gliding Across the Gobi,” pp. L1-L27: All readings are presented with frontloaded vocabulary instruction and background information. Reading content is supported with descriptive illustrations and photographs on each page.
- “An Introduction to Desert Ecology,” pp L30-L31: Two page Follow-up reading which includes organizational aids.
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.  The Footprint Reading Library Collection includes varied sensory supports which create a multi-sensory experience for the readings in the series. An audio program contains the full text of each reading, and models pronunciation and intonation to support listening and speaking skills. Video from National Geographic Digital Media is available for each level, and is adapted for learners of English and struggling readers. All readings are strongly supported with a range of visual supports, which introduce the key vocabulary and enhance the readings. Background information is always presented with a map, showing the setting where the reading takes place. Illustrations, timelines, and diagrams provide context for the vocabulary terms, and include labeling exercises. Each page of the reading is supported with high-quality photographs and illustrations. Content specific visual supports are used throughout Footprint and include: maps, photographs, diagrams, and pictures of artifacts.

B.  All sensory supports are relevant to concept attainment and are presented in such a manner that reinforces communication goals for the targeted level. Leveled readings are supported with audio, graphics, and video for multi-sensory understanding of non-fiction text. Embedded into the readings are diagrams, models, and other organizational aids that expose readers of all proficiency levels to various non-fiction materials.

C.  Sensory supports such as: audio, video, and visual supports and presented within every reading in the Footprint Reading Library Collection. The following examples are representative of every level in the series:

- Words To Know, pp. L2, L3: Maps accompany background information, and vocabulary is presented with illustrations and photographs.
- Audio, pp. L4, L31: Icons mark the audio program for each reading.
- “Gliding Across the Gobi,” pp. L7, L9, L21: Each page of reading text is supported with photographs or relevant graphics.
Graphic Support

D. Are graphic supports present and varied in the materials?

☑ ☐ D. Organization aids such as, tables, charts, diagrams, and graphs support reading material throughout the levels of the Footprint Reading Library Collection. Graphic supports found within the levels are more commonly located in the vocabulary instruction and the two page Follow-up reading. Key terms are presented in context, and supported with labeled illustrations. This provides opportunities for visual practice and applying new vocabulary; providing more information on the topic of the main reading, Follow-up readings expose students to diverse non-fiction genres, as well as resources like graphs, tables, and charts. By understanding these graphic supports, students gain the ability to interpret graphic expository information; building the skills necessary for reading non-fiction. Content specific graphic supports can also be found within the readings. For example, a science reading about anatomy features detailed models and figures of the human body.

E. Understanding organizational aids is an important skill in interpreting diverse non-fiction reading material; therefore these graphic supports are featured throughout the leveled series. They are consistently used to expand comprehension of the reading, or the communicative goal which they reinforce. Supports found in levels are appropriate to the targeted proficiency level, and increase in complexity as the student advances through the levels.

F. Graphic supports are systematically used in each reading across the leveled reading series. The following examples are representative of the types of graphic supports found in all levels:
   - Words To Know, pp. J2, J3, L2, L3, O2, O3: Graphic supports are found within vocabulary instruction.
G. Every reading in the Footprint Reading Library Collection has interactive supports that vary throughout the series. To promote comprehension and expose students to a variety of communication styles, students work in cooperative learning situations to practice summarization skills and express opinions. The Teacher’s Manual contains a step-by-step lesson planner for each unit. This includes additional interactive peer learning and research activities. All print, audio, and video content from each reading is accessible to students online. Students can also access interactive vocabulary and pronunciation activities, videos, and find audio support from any computer with internet access.

H. Interactive supports are used to support concept attainment, and are accessible to the targeted proficiency level within each graded reading. All printed material and additional support components are appropriate for the proficiency level targeted in each level and reading.

I. Interactive supports are varied and systematically presented throughout the leveled Footprint Reading Library Collection. The following examples are representative of the entire series:

- Summarize, pp. D25, E19, H19: Cooperative activity in which students tell each other a story or report.
- See http://elt.heinle.com, for more information about online e-book access.

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.
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.