Protocol for Review of Instructional Materials for ELLs

WIDA PRIME Correlation

openbook
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): Openbook

Publisher: Openbook Learning

Materials/ Program to be Reviewed: Openbook literacy and language software program & Installation and Training Manual

Tools of Instruction included in this review: Research-based English-language software offering a full range of lessons and content delivering reading, writing, speaking, listening, comprehension, and analysis.

Intended Teacher Audiences: Classroom teacher, content specialists, language teachers, resource teachers

Intended Student Audiences: Kindergarten - Higher education for English language learners, newcomer English language learners, striving/struggling readers, and citizenship

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, Language Arts, Science, and Social Studies

WIDA language proficiency levels included: Levels 1-5

Most Recently Published Edition or Website: www.openbooklearning.com

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

OpenBook is a completely customizable English-language learning system. A student with no English whatsoever, can begin with our intuitive icon-based interface to begin to learn the letters, sounds, and beginning words and phrases of English. Students with English skills can begin right at their fluency levels for appropriate instruction right away. OpenBook’s emergent literacy program begins with a robust lesson design starting with instruction of the 52 English phonemes in the context of 41 high frequency words, and continues to offer guided practice and instruction from a selection of 4,236 pages, through content in literature, poetry, science, geography, citizenship, and history. Advanced students achieve college-entrance-level vocabulary, comprehension, diction, and usage instruction useful for SAT prep, college and work success.
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. OpenBook is a language and literacy based software designed for kindergarten through higher and adult education. The program is designed for language learners on all five levels (entering through bridging); levels 0-4 on the International Language Roundtable scale. Linguistic complexity is a focus in OpenBook in each chapter (unit) and page (activity). Lesson pre-sets are organized by age, grade, and level of skill to ensure that linguistic complexity is appropriate for the learner’s language level. Lessons are also tiered (below, at, or above grade level) to ensure that the complexity of each lesson is targeted to the learner’s needs. Complexity is also addressed through language supports such as audio, translation, and graphics for specific grade and language levels.

B. Linguistic complexity is addressed for all targeted proficiency levels throughout the entire program. OpenBook Fluency Assessment tests the learner’s ability in English listening, speaking, and reading. The assessment produces a personal report which recommends an OpenBook English individualized lesson plan to utilize the program in the most effective way.

C. Linguistic complexity is systematically addressed throughout the entire program. Targeted instruction, scaffolding, and tiered lessons ensure that the linguistic needs of all learners are met as they progress in their language ability.

See demo or complete product for examples of linguistic complexity and format.
The following examples illustrate linguistic complexity for learner's on varying levels:

Grades K through 3 ELL, Simple Sentences - Africal Animals - Science, 001 Bamboo
Reading 1

Grades 4 through 8 ELL, Simple Sentences - African Animals - Science, 042 Chimpanzee
Reading 1
IVB. Vocabulary Usage (specificity of words, from general to specific to technical)

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. OpenBook teaches English language learners vocabulary that is represented as words, phrases and expressions within context. The program contains more than 32,000 words and teachers can add additional words, such as student names, curriculum vocabulary, or local locations. Words and phrases are introduced and integrated throughout lessons with explicit instruction including pronunciation, spelling, reading, grammar, and syntax using the words and phrases. Graphic, interactive, and sensory supports enhance vocabulary instruction throughout the program with visual pictures, phonemic coaches for word pronunciation, and content integration to develop comprehension. Vocabulary covers social and content area words. Core reading vocabulary for appropriate grade levels is chosen from middle and high school content area textbooks.

B. Vocabulary and vocabulary instruction in the program is appropriate for all targeted language levels. As learners progress through the lessons, linguistic complexity increases. Lessons are customizable to meet each learner’s needs and instructor’s can create and add custom lessons and vocabulary.

C. General, specific, and technical vocabulary is systematically presented throughout OpenBook. Vocabulary and expressions are introduced, explicitly taught, and integrated throughout chapters and pages.

See demo or complete product for examples of vocabulary usage.
The following examples illustrate vocabulary usage for learner's on varying levels:

Grades K through 3 ELL, Language & Literacy - Long Vowels - Full Lesson Design, 020 Eat Reading 2

High School ELL, Common English Expressions - Vocabulary & Usage, 004 Let Your Hair Down
IC. Language Control/Conventions (comprehensibility of language)

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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 presented throughout OpenBook. Explicit grammar instruction is provided in chapters and includes instruction on intonation. There is a video component which models speech pragmatics for the given concept. English language learners are also provided with feedback during online writing through the grammar checker that checks grammar accuracy. Core reading lessons teach word management to increase grammar and syntax.  

B. Opportunities to present language control are appropriate for all levels of language proficiency.

C. Language structure and grammar lessons are presented systematically throughout OpenBook.  
See demo or complete product for examples of language control.
The following examples illustrate language control for learner’s on varying levels:

Adult Beginner ELL, Sentence Grammar and Punctuation - Video and Text, 023 Commas

Grades 4-8 ELL, Conversation Practice - Video & Text - Childrens/Adults, 010 Writing
Exercise 1 - utilizing the grammar checker
II. ENGLISH LANGUAGE PROFICIENCY (ELP) STANDARDS

IIA. Presence of WIDA English Language Proficiency Standards

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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 instructional language, as well as the other WIDA standards of language arts, social studies, and science, is present in OpenBook. Language is taught through content lesson which center on a theme, such as Phonemic and Phonics Intervention, compound words, African Animals, and U.S. Southern States. Learners are actively engaged in learning language and content through listening, speaking, reading, and writing activities.

B. OpenBook systematically integrates social and instructional language, the language of language arts, social studies, and science into each learner interaction. The program is interactive and engaging, building language through experiences and exposures to everyday and content based language lessons.

A list of all lessons can be seen in the Chapter Sequence Selections in the Installation and Training Manual or on the teacher side of OpenBook under Chapter Preview.

The following examples are indicative of the structure of the entire program:

• OpenBook Installation and Training Manual, Chapter Sequence Selections:
  • Page 126: Simple Sentences - African Animals - Science
  • Page 127: Biography/History - The Story of Sequoyah
  • Page 127: Geography/History/Culture - U.S. Western States
  • Page 132: Phonemic & Phonic Intervention - Consonant - Vowel - Consonant
  • Page 134: World Geography - Vocabulary and Comprehension
  • Page 134: Common English Expressions - Vocabulary & Usage
  • Page 134: Student Writings - Advanced
IIB. Representation of Language Domains

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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. Learners are engaged in listening, speaking, reading, and writing activities throughout OpenBook as language proficiency is built. Language domains are integrated throughout the multimedia program to engage learners and provide interaction with language. Chapters contain a countless reading, writing, and listening activities in a variety of formats to teach language and content. Fiction and non-fiction on-screen texts within context in chapters, in addition to on-screen text for lessons. All text in OpenBook is paired with audio; providing a reading and listening experience. An on-screen icon provides oral directions and instructions for all chapters and pages. Learners also have opportunity to record and playback their own readings and speech to listen and compare to native speakers. The training manual encourages partnering to discuss lessons, as well. OpenBook utilizes a dynamic word processor that speaks written work back, has talking spell check, and recognizes phonemic spelling. A learner’s writing can also be printed and/or transferred to standard word processing program.

B. All language domains are presented within the context of language proficiency levels. Built in reading and writing assessments allow for benchmarking in order to assess progress and adjust instruction.

C. Listening, speaking, reading and writing are systematically integrated throughout OpenBook.
The following examples illustrate language domains for learner's on varying levels:

**Adult Advanced ELL, Student Writings - Advanced, 001-WP-Para-Something You Like**
(Learners are provided an audio and picture prompt to write in the dynamic word processor)

**Grades K through 3 ELL, Emergent Literacy, Simple Paragraphs - African animals - Science, 002 Hippopotamus Reading 2**
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. OpenBook includes a fluency assessment to determine ability of listening, speaking, and reading in English. The assessment provides a personal report grading the learner’s English ability on four scales: the program's scale (0-100), the International Language Roundtable scale, The American Council for Teaching of Foreign Languages Scale (ACTFL), and the Test of English as a Foreign Language (TOEFL). The report recommends an individualized lesson plan based on the learner’s language ability. The WIDA language proficiency levels correspond to the four used in OpenBook and provide differentiation for all WIDA language levels.

B. The differentiation of language proficiency is developmentally and linguistically appropriate for all five targeted language levels at all the targeted ages (kindergarten - higher education).

C. Differentiation of language is systematically addressed throughout OpenBook for all targeted ages and language levels.

See demo or complete product for examples of language control.

The following example illustrates differentiation of language:

OpenBook Installation and Training Manual, Assessments: Fluency Placement, Page 70 - lists the four scales that OpenBook utilizes along with a definition of what a learner on that language level can do.
A-B. Scaffolding supports provided throughout OpenBook help language learners advance within a proficiency level as well as progress from one level to the next. The pages contained in each chapter are scaffolded within the lesson as well as building knowledge for the next lesson and chapter. Scaffolding supports include audio instructions and clarifications, native language translations, real-life phonemic coaches in video models, teacher selected student pacing to control the pace program elements are presented, the ability to control the speed of speech in the program, and benchmarking to assess learner’s progress and adjust instruction. The enrollment design of the program allows instructors to customize a learner’s path based on their needs. OpenBook also provides assessments and strategies within the program to determine an individual’s best learning style. Learner’s have access to several icons on the page that allow them to activate just-in-time training (additional clarification), replay a lesson, and access other mentioned support features.

C. Scaffolding supports are presented systematically throughout OpenBook. Each lesson provides language learners with the information they need to be successful for the next, as they master language and 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:

High School ELL, Phoneme Practice - Single Consonants and Vowels, 003 C Learn Sound
(The letter c is introduced on the phoneme chart and the sound is taught)

High School ELL, Phoneme Practice - Single Consonants and Vowels, 003 C Learn Sound
(The phonemic coach demonstrates the sound)
IV. STRANDS OF MODEL PERFORMANCE INDICATORS

IVA. Language Functions

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<th>Context</th>
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<td>A. Do the materials include a range of language functions?</td>
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<td>□</td>
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<td>B. Do the language functions attach to a context (i.e. are they incorporated into a communicative goal or activity)?</td>
<td>✓</td>
<td>□</td>
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<td>C. Are language functions presented comprehensively to support the progression of language development?</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. OpenBook contains a range of language functions for all targeted language proficiency levels. Each multimedia lesson that the learner interacts with contains audio directions alerting the user on what to do. Language functions direct the student on how to engage with the language and include, but are not limited to, identifying (items, letters, words, etc), listening, watching, saying, etc. A wide range of language functions are used throughout all lessons.

B. All language functions present in OpenBook are attached to a context and activity. Each chapter is built around topics and a language focus.

C. Language functions throughout the program are presented systematically and comprehensively. As learners progress through the program, language functions are in line with proficiency levels.

See demo or complete product for examples of language functions. Language functions are presented through audio.
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 all targeted levels of language proficiency through writing and comprehension activities provided. These activities allow learners to practice learned language, stimulate further thinking, and extend learning.

E. Higher order thinking opportunities are systematically addressed throughout OpenBook. Language learners at every level are provided opportunities to extend their learning through these activities.

See demo or complete product for examples of higher order thinking.

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

Grade K through 3 ELL, Language and Literacy - More Consonant/Vowel - Full Lesson Design 114, 057 House Writing
(After lessons on the word ‘House’, learners are told to write a story or poem using the word house or about one of the four pictures shown)
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. In addition to teaching the English language, OpenBook is a literacy program; teaching all ages and levels how to read and write. The program is rich in phonemic and phonics instruction, sentence structure, grammar, conventions, and other language arts topics. Fiction and non-fiction readings are present throughout the program as well as writing opportunities. Content area content and language for science and social studies are integrated into lessons. The program covers a wide range of topics typically found in state and local academic content standards. In addition, OpenBook contains complete content for citizenship.

B. Example topics are accessible to learners of all targeted language proficiency levels.

C. Example topics are systematically presented throughout OpenBook. Lessons build knowledge for the next so learners progress through language levels while building content knowledge and vocabulary.

A list of all lessons can be seen in the Chapter Sequence Selections in the Installation and Training Manual or on the teacher side of OpenBook under Chapter Preview.

The following examples are indicative of the structure of the entire program:

- OpenBook Installation and Training Manual, Chapter Sequence Selections:
  - Page 126: Simple Sentences - African Animals - Science
  - Page 127: Biography/History - The Story of Sequoyah
  - Page 127: Geography/History/Culture - U.S. Western States
  - Page 132: Phonemic & Phonic Intervention - Consonant - Vowel - Consonant
  - Page 134: World Geography - Vocabulary and Comprehension
  - Page 134: Common English Expressions - Vocabulary & Usage
  - Page 134: Student Writings - Advanced
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. OpenBook is composed of linguistically and developmentally appropriate grade level content for all of the targeted grade levels, kindergarten - higher/adult education. The content is specific to building English language proficiency and literacy at all grade levels and targeted language levels. Explicit instruction in these areas allows learners of all targeted grade and ability levels to master appropriate concepts, as well as review and practice in the context of social and instructional language and content area language. OpenBook chapters are sorted on the teacher side of the program by grade level, as well as in the Installation and Training Manual, making it easy to ensure that learners are provided the appropriate content. Pictoral, letter and symbolic representations, as well as the option to hide, of the English phoneme chart are available based on the learners preference. Three user interfaces are offered in OpenBook - adult student interface, school student interface, and child student interface. This provides easy, age appropriate navigation in the program.

E. Grade level content is accessible for all targeted proficiency levels.

F. OpenBook presents grade level content systematically. Lessons build knowledge for subsequent lessons and chapters.

A list of all lessons can be seen in the Chapter Sequence Selections in the Installation and Training Manual or on the teacher side of OpenBook under Chapter Preview.

The following examples are indicative of the structure of the entire program:
- OpenBook Installation and Training Manual
- Phonics Chart Options, Pages 19-22
- Interface examples, Pages 31-33
- Chapter Sequence Selections, Pages 126-153
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. Sensory supports are present and varied in OpenBook. Real life photographs, illustrations, audio, content videos, video speech tutorials, and icons all support the content of the lesson, engage learners, and create a user-friendly interface.

B. The sensory supports in OpenBook are relevant to concept attainment and reinforce communicative goals for all targeted proficiency levels. Supports included in this program scaffold instruction, provide multi sensory experiences, and reinforce understanding of concepts for learners on all targeted language levels. Many supports can be turned on or off, such as the picture icon in the phonics chart, or are accessible on an as needed basis, such as additional audio instruction.

C. Sensory supports are systematically presented throughout OpenBook. Audio, photographs, illustrations, videos, and tutorials are all present for concept attainment and integrated into the context of the of the lesson and the format of the program.
Grades 4 through 8 ELL, Conversation Practice - Video & Text - Children/Adults, 011
Moderation Video 2 (Animated video)

Adult Intermediate ELL, Geography/History/Culture - U.S. Western States, 003 Bald Eagle
### Graphic Support

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Are graphic supports present and varied in the materials?

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Are graphic supports relevant to concept attainment and presented in a manner that reinforces communicative goals for the targeted proficiency levels?

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Are graphic 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.

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D-F. OpenBook is a multi-media English language and literacy course that also contains science and social studies content. The nature of the program does not lend itself to graphic supports, though some graphic supports are present through included exercises. The interactive Phonemic Chart is present throughout the program to support language and literacy development and fluency.

The following examples are indicative of the structure of the entire program:

- OpenBook Installation and Training Manual
- Phonics Chart Options, Pages 19-22
- Complete Phonemic Chart with icons
YES NO 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. The nature of OpenBook, a software program, in itself is an interactive support. The pages in each chapter provide an interactive support to practice and reinforce concepts. The control icons provide several interactive supports including just-in-time training and replay. Translation into the learner's native language is a built-in feature of OpenBook. Classroom support is encouraged in the Installation and Training Manual by suggesting pairing and grouping students.

H. Interactive supports are relevant to concept attainments for all language proficiency levels. The supports included in this program scaffold instruction, provide multi sensory experiences, and facilitate access to content for learners of all proficiency levels and ages.

I. Interactive supports are systematically presented throughout OpenBook.

The following examples are indicative of the structure of the entire program:
• OpenBook Installation and Training Manual
• Learning Styles: Talkers, Page 82 - suggested pair and group work
• Control Icons, Pages 119-120
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.