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 educators and publishers in examining the representation of key elements of the WIDA English language proficiency standards in their materials.

The intent of this review is for users to identify the ways in which elements of the WIDA English Language Proficiency Standards, 2007 Edition, PreKindergarten through Grade 12 are represented in instructional 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 assist educators in making informed decisions in selecting instructional materials for programs serving English language learners and
- to aid publishers and correlators in developing materials and communicating how their materials address key elements of the WIDA English Language Proficiency Standards

Organization
The Protocol for Review of Instructional Materials for ELLs (PRIME) is organized into two parts that together 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 page number examples and responses to the questions. An Appendix at the end of the document provides definitions of the categories included in the PRIME correlation.

Please note that the questions contained in this form are identical to those in the completed correlations on our website.

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): Scott Foresman Reading Street

Publisher: Pearson Education Inc., publishing as Pearson Scott Foresman

Materials/ Program to be Reviewed: Scott Foresman Reading Street, copyright 2013, Grades K–6 with specific exa


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

Intended Student Audiences: All learners in Kindergarten through Grade 6 including English language learners, ne

WIDA Framework(s) considered: Formative

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

WIDA English Language Proficiency Standards addressed: Social and Instructional Language, The Language of Lan

WIDA language proficiency levels included: Levels 1–5 (Entering, Beginning, Developing, Expanding, Bridging)

Most Recently Published Edition or Website: copyright 2013

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

Reading Street is a Reading/Language Arts program that provides instruction on learning how to read and write in English. Adaptations have been made to the lessons to be able to accommodate and scaffold instruction that provides access for English Language Learners. The accommodations and scaffolds are provided at point of use in the core lessons, as differentiated instruction in the small group pages, and as articulated lessons by reading strands in the ELL Handbook that support the Teacher’s Guide with accompanying materials. The four domains of listening, speaking, reading, and writing skills are developed through the literature, concepts, and skills that integrate Science and Social Studies standards as well. Instruction, modeling, and extensive practice are provided for all levels (reading ability and language proficiency) of learners.
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. Each 5-Day lesson in the Reading Street program focuses on developing content knowledge and using that as a base for developing skills. The more students know about the topic, the more they are able to understand linguistic complexity. Specific, detailed lessons help call students use content experience to make inferences about the meanings of words and expressions they may not have seen before. This expands students’ knowledge base and enables them to understand the concepts and the vocabulary. Within each selection, the Content Knowledge pages address levels of complexity. See these representative pages from one Week in Grade 3 TE U1 Content Knowledge (Build Oral Language/Vocabulary): 20j, 20–21, 26a–26b, 38a–38b, 50–50b, 55f–55g; Writing: 25e–25d, 37d–37e, 48–49, 49a, 55d–55e, 55p–55q; Research and Inquiry: 25b, 37b, 47d, 55b, 55n. Additional work is included in the Poster/Concept Talk pages of the ELL Handbook for this grade.

B. SG pages at the end of each Week include Small Group Time activities for On-Level, Strategic Intervention, and Advanced learners and further expand the lesson structure previously described in part A. The English Language Learners notes in the side column of the basic lesson provide instructional methods to accommodate language and concept development as well as background, writing, vocabulary, comprehension, and phonics skills. For Grade 3 Unit 1, see pages SG•1–SG•16. Additional work is included in the Poster/Concept Talk pages of the ELL Handbook for this grade. See also the ELL on Reading Street section of First Stop on Pearson Realize online.

C. These same types of lessons, with Content Knowledge for each Day’s instruction, the daily Research and Inquiry (project-oriented section), and the Writing activities, are contained in each Week in every Unit of the program. See the planner charts for each skill strand to trace the skill through the grades. Additional work is included in the Poster/Concept Talk pages of the ELL Handbook for every grade.
**IB. Vocabulary Usage** (specificity of words, from general to specific to technical)

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- A. Is vocabulary usage represented as words, phrases, and expressions in context?
  - YES
  - NO

- B. Is vocabulary usage addressed in the materials for all of the targeted levels of proficiency?
  - YES
  - NO

- C. Are general, specific, and technical language usage systematically presented throughout the materials?
  - YES
  - NO

**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. Every lesson in the Reading Street program provides vocabulary development as an integral part of the instruction. Each lesson begins with Content Knowledge—Build Oral Vocabulary that introduces Amazing Words in which students work with words related to the content question of the week first in a Read Aloud for a listening comprehension activity and later in other readings. Vocabulary is presented in context on the Student Edition “I Can Read” page. The Vocabulary Strategy pages present and apply the skill in the accompanying short selection. The lesson vocabulary is then practiced as the main selection is read. Vocabulary development continues on Day 3, Day 4, and Day 5. See these representative pages for one selection in Grade 3 TE U1: 20j, 20–21, 21a–21b, 22a, 22–23, 25a, 26a–26b, 26e, 26–27, 38a–38b, 50a–50b, 55a, 55f–55g, 55h. Lesson pages include ELL notes as well as Vocabulary instruction on pages SG•7–SG•11. Additional work is included in the Vocabulary Strand of the ELL Handbook for this grade.

B. Instruction for all levels of proficiency is included in the Reading Street program. Students work with oral language at the earliest levels and extend into high-frequency and selection vocabulary as they prepare to read each selection. Word-learning strategies are included to help students become independent word learners. See these representative pages for the first three selections in Grade 3 TE U1: 21a, 25a, 26b, 38b, 50b, 55g, 57a, 61a, 62b, 72b, 82b, 89g, 91a, 95a, 96b, 106b, 118b, 121g. Lesson pages include ELL notes as well as Vocabulary instruction on pages SG•7–SG•11. Additional work is included in the Vocabulary Strand of the ELL Handbook for this grade.

C. Each of the program’s lessons includes Amazing Words, content words related to the unit concept and the specific selection. The words are presented in a variety of contexts and then used by students in daily activities to help them master the uses and meanings of the words. The Text-Based Comprehension section in Day 1 of each lesson plan contains Academic Vocabulary to help students learn the meanings of general academic words. For the teacher’s convenience, side notes in the Teacher’s Edition offer definitions of academic language at the point of introduction. See these representative pages for Amazing Words, Academic Vocabulary, and Selection Vocabulary in the five-day lesson plan for one expository selection in Grade 3 TE U1: 123a, 123b, 127a, 127d, 128a, 128b, 128d, 128e, 128–129, 140a, 140b, 154a, 154b, 154h, 159a. Lesson pages include ELL notes as well as Vocabulary instruction on pages SG•7–SG•11. Additional work is included in the Vocabulary Strand of the ELL Handbook for this grade.
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. Each skill is presented and practiced using a wide variety of instructional techniques. Lessons identify and introduce the skill, provide teacher modeling of the skill, and then offer practice activities for application. Guide practice is done in a whole-class or group setting, and independent practice is done alone or with a partner. These steps are designed to accommodate all levels of learners in the development of language. For the format of a typical section, see Grade 3 TE Unit 1: Build Oral Vocabulary 21a, Apply 22–23, Literary Elements and Background Knowledge 24a, Research and Inquiry 25b, Conventions 25d. Additional work is included in similar activities in the ELL Handbook for this grade.

B. The carefully structured program helps ensure that skills are presented and practiced following a step-by-step instructional plan as previously described in part A. The practice activities include many ways to assist all levels of learners. These techniques are used in all grades. See these examples in Grade 3 Unit 1: Apply in the Robust Vocabulary Routine and Amazing Words at Work on 21a, Team Talk on 22–23, Guide Practice and Apply on 24a, Guide Practice and Daily Fix-It on 25d. Additional work is included in the ELL Handbook.

C. Each grade contains 36 lessons. The skills have been structured in each skill strand to start at the simplest beginning level and progress across the levels and the grades to reach the advanced levels. Each skill is introduced, practiced, reviewed, and tested and then reintroduced and practiced again to check and expand students’ knowledge of the skill. Corrective Feedback and Monitor Progress provide simple methods to evaluate students’ skill acquisition and are found throughout every grade. See these examples in Grade 3 Unit 1: 21a (Monitor Progress) and 22a (Corrective Feedback).
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. Each day in every lesson throughout all the grades, students participate in a brief, whole-class, rich, oral language experience based on language related to topics in Social Studies, Science, Language Arts, or Mathematics. Discussion of the Question of the Week guides students to activate prior knowledge and develop new knowledge and understanding of the unit concept. In the Build Oral Language section, the class creates a concept map to build comprehension of the week’s concept, which deals with content-related topics. The graphics on the Student Edition pages prompt the Talk About It content used to create the concept map. Throughout the week, students add related concepts based on class discussions. See a Week’s worth of Content Knowledge—Build Oral Language on these pages in Grade 3 TE U1: 20j, 20–21, 26a–26b, 38a–38b, 50a–50b, 55f–55g. Each main selection has a Paired Selection. These selections focus on topics related to the main selection content or genre as well as to science, social studies, mathematics, literature, or 21st-century topics. A wide variety of content is explored in the nonfiction selections.

B. Every selection in each grade level is clearly labeled to identify its related content area. For an example, see Unit Opener Concept Launch on Grade 3 Unit 1 pages xiv and xv. On page xv, the Time for...icon identifies the content areas for the selections. The first selection When Charlie McButton Lost Power has the Connect to Science icon. Within the selection on pages 31a, 33a, and 35a, the side column text features Connect to Science content. This main selection’s Paired Selection is a Science in Reading selection, “How a Kite Changed the World” (pages 50–53). As students read the selection, science content is integrated into the text, vocabulary, and activities. This carefully structured system is used throughout all grade levels.
IIB. Representation of Language Domains

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<tr>
<th>YES</th>
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<th>A. Are the language domains (listening, speaking, reading, and writing) targeted in the materials?</th>
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<td>B. Are the targeted language domains presented within the context of language proficiency levels?</td>
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<td>C. Are the targeted language domains systematically integrated 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. Every lesson in the Reading Street program includes listening, speaking, reading, and writing. The lessons incorporate all the domains as students talk, write, and read about and listen to the selections and related materials in each week’s 5-Day lesson plan. These domains are covered in every grade level. For Grade 3 Unit 1 Week 1, the TE lesson begins with Content Knowledge—Build Oral Language on pages 20j and 20–21 in which speaking and listening are practiced. Content Knowledge—Build Oral Vocabulary on pages 21a–21b asks students to listen to content and use context clues to develop vocabulary. Reading is targeted on pages 24–25 as students read their Student Edition pages to learn about Literary Elements, develop Background Knowledge, and comprehend a selection using that skill and strategy. Each page focuses on skills related to the domains.

B. Every grade level includes work in these domains for all levels of proficiency. For Grade 3 Unit 1 Week 1, the TE lesson begins with Content Knowledge—Build Oral Language on pages 20j and 20–21 in which speaking and listening are practiced. The side notes on page 21b provide support for English Language Learners and refer to the ELL Support Lessons on the Teacher Resources DVD for specific content support. The Phonics section on pages 22a and 22–23 contains information for Vocabulary Support and notes for English Language Learners. Reading is targeted on pages 24–25 as students read their Student Edition pages to learn about Literary Elements, develop Background Knowledge, and comprehend a selection using that skill and strategy. Additional skill and strategy development, academic vocabulary, and English Language Learner notes are included.

C. The lesson structure explained in parts A and B represents the systematic instruction that appears in each Day of the 5-Day plan for each week of the 36 weeks in each grade level. The program focuses on the language domains in each week of each grade and includes a wide variety of instructional techniques to assist all levels of learners.
III. LEVELS OF LANGUAGE PROFICIENCY

IIIA. Differentiation of Language (for ELP levels)

YES NO
 ✓  ❑  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. In the Reading Street program, each Week in the Teacher’s Edition refers to specific ELL support and activities in the Teacher Resources section on Realize online. There are also references to pages in the ancillary ELL Handbook. The Handbook’s introductory section on English Language Proficiency provides information to help identify, understand, and address the needs of students at all levels of language proficiency. Explanations for concept development; listening comprehension; phonics, spelling, and word analysis; vocabulary; reading comprehension; and conventions and writing give student and teacher behaviors and examples for identifying and instructing leveled learners. For the first selection in Grade 3 Unit 1, see example references to the ELL Handbook in side column notes 20–21, 29a, 37c.

B. The introductory section in the ELL Handbook provides information to help identify, understand, and address the needs of students at all levels of language proficiency. Explanations for concept development; listening comprehension; phonics, spelling, and word analysis; vocabulary; reading comprehension; and conventions and writing give student and teacher behaviors and examples for identifying and instructing leveled learners. References to various levels are included in each lesson in the Handbook.

C. Each grade of the Reading Street program has an accompanying ELL Handbook. These materials coordinate with the skills and strategies presented in the carefully structured scope and sequence on which the reading program is based. See the mini Pacing Guide in the Customize Literacy section of First Stop on Pearson Realize online.
III B. 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.

A. The lesson design allows students to take divergent paths as they progress in a lesson. As a lesson is presented, the skill is identified and introduced. The teacher provides modeling of the skill and then involves students in varied practice activities. Guided practice is done in a whole-class or group setting, and independent practice is done alone or with a partner. These steps are designed to accommodate all levels of learners in the development of language. For the format of a typical section, see Grade 3 TE Unit 1: Content Knowledge —Build Oral Vocabulary 21a, Apply 22–23, Literary Elements and Background Knowledge 24a, Research and Inquiry 25b, Conventions 25d. Additional work is included in similar activities in the ELL Handbook for this grade.

B. As described, the lessons provide scaffolding support as students work in a specific lesson and then move into related materials to guide instruction and practice from very simple to more complex skill levels. The practice activities include many ways to assist all levels of learners. These techniques are used in all grades. See these examples in Grade 3 Unit 1: Apply in the Robust Vocabulary Routine and Amazing Words at Work on 21a; Team Talk on 22–23; Teach, Guide Practice, and Apply on 24a; Guide Practice and Daily Fix-It on 25d. Additional work is included in the ELL Handbook.

C. Every grade contains 36 weeks of instruction with each Week following a 5-Day plan. Throughout the lessons on each day, students are provided with multiple opportunities to progress through the instruction and to change from level to level as skills are mastered. Corrective Feedback and Monitor Progress sections help identify student achievement levels and give timely reteaching or challenging new concepts and skills. They are found throughout every grade. See these examples in Grade 3 Unit 1: 21a (Monitor Progress) and 22a (Corrective Feedback).
IV. STRANDS OF MODEL PERFORMANCE INDICATORS

IVA. Language Functions

YES  NO  Context

✓  ❑  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. Students have many ways to participate and demonstrate their language proficiency through the activities in the Reading Street program. Participation in the activities can be as a whole class, in small groups, with a partner, or as an individual. In each lesson segment, students display language functions as they discuss, describe, evaluate, and respond to the relevant topic. These opportunities for evaluation are available at all grades. See these examples in Grade 3 Unit 1 TE: ELL Preteach Concepts notes, ELL Support 20–21; Pronunciation, Team Talk 22–23; Think Aloud for literary elements and background knowledge 24a.

B. Each activity in the lesson (see representative examples listed in part A) is related to the content and concepts being developed. Whether students are expressing an opinion, interpreting a visual, adding to a graphic organizer, or describing an object or concept, the language function is clearly monitored, and suggestions are given to expand the learning process.

C. During the designing of the program, skills were organized into a complete scope and sequence that covers all areas of reading and language arts instruction and related content areas, which is incorporated into the lessons. Based on this carefully coordinated design, each grade level is composed of well-constructed lesson plans for skills and strategies that are included across the grade and from grade to grade.
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. For each page of each main selection in the Student Edition, Access Text and Close Reading questions are provided in the Teacher’s Edition and are divided into 1st Read and 2nd Read. The 1st Read of the selection focuses on Skills and Strategies, providing instruction such as teach, model, on their own, and corrective feedback lesson information to help students understand the text. See Grade 3 Unit 1 TE: 30–31 and 31a. The 2nd Read of the selection focuses on using evidence from the text as students respond to questions based on the higher-order thinking skills of analysis, synthesis, and evaluation. Labels identify these higher-order thinking skills and the Let’s Think About ... skill topics. See Grade 3 Unit 1 TE: 30–31 and 31a. This format continues through the selection to page 37a and resumes with the second part of the selection on pages 38–39 through 45a. Access Text 1st Read and Close Reading 2nd Read can be found in all levels of the program.

E. The information provided in part D explains the 1st Read and 2nd Read format in the Teacher’s Edition. This format for developing higher-order thinking skills is found throughout all grades. At the end of each selection, the Think Critically page helps summarize the selection by asking questions related to the skills and strategies taught in the lesson, including the higher-order thinking skills. Look Back and Write also extends thinking and story comprehension. See Grade 3 Unit 1 TE: 46–47 and 47a. For the Paired Selection, see Grade 3 Unit 1 TE: 50–51, 51a, 52–53, 53a. Here Access Text includes the skills and strategies presented in the lesson, and Close Reading includes a variety of higher-order thinking skills.
IVB. Content Stem

**Coverage and Specificity of Example Content Topics**

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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. During the designing of the Reading Street program, state and national standards were used to identify the topics appropriate for each grade. Science and social studies topics were chosen based on the content of the standards for the grade. The main selections were chosen for their ability to coordinate instruction to all literature, language arts, and reading skills as well as their value in the content areas. The paired selections were planned to complement the main selections and to add a specific range of science, social studies, mathematics, and literature content. Every selection in each grade level is clearly labeled to identify the related content area. See Unit Opener Concept Launch on Grade 3 Unit 1 pages xiv and xv. On page xv, the Time for...icon identifies the content areas for the selections. The first selection “When Charlie McButton Lost Power” has the Time for Science icon. The Paired Selection is a Science in Reading selection, “How a Kite Changed the World” (pages 50–53). As students read the selection, science content directly related to science standards for this grade is integrated into the text, vocabulary, and activities. This carefully structured system is used throughout all grade levels.

B. The content selection described in part A is further expanded with the Leveled Readers listed on the Preview Your Week page for each lesson in the Teacher’s Edition. For Grade 3 Unit 1, see 20b. Also see the Customize Literacy section of First Stop on Pearson Realize online. The site includes science and social studies topics at the Grade 3 level. It also includes lower and higher level listings to accommodate all learners. This information shows the content and the wide variety of choices that can be used to accommodate and cover all levels of skill development.

C. The information in parts A and B delineates the vast amount of coverage for the topics and the content in a grade level. Comparing charts in all levels of the program confirms that the program was carefully structured based on the content standards. Included in the Paired Selections in the program are materials that develop content for 21st Century Skills. See Grade 3 Unit 1 TE: 188–189, 189a, 190–191, 191. Every grade addresses standards for these skills. 21st Century Skills are also addressed in the Teacher Resources section of First Stop on Realize online with a writing project about E-Pen Pals that includes all the related vocabulary and strategies for process writing. Also see an example of a writing project for Grade 3 Unit 1 on pages WP•1–WP•10.
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. State and national standards for content were used to identify the topics appropriate for each grade. Science, social studies, mathematics, and literature content standards were used to develop the scope and sequence of the content to be included in the program. Every selection in each grade level is clearly labeled to identify the related content area, as described in part A. As students read the selection, content directly related to the appropriate content-area standards for this grade is integrated into the text, vocabulary, and activities. This carefully structured system is used throughout all levels.

E. The content selection is further expanded with the Leveled Readers listed on the Preview Your Week page for each lesson in the Teacher’s Edition. For Grade 3 Unit 1, the charts in the Customize Literacy section of First Stop on Pearson Realize online show the content and the wide variety of choices that can be used to accommodate and cover all levels of skill development and the concepts and terms related to the topic.

F. The information in parts A to D delineates the vast amount of coverage for the topics and the content in a grade level. Comparing charts in all levels of the program confirms that the program was carefully structured based on the content standards as well as on materials that develop content for 21st Century Skills.
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 lessons in all levels of the Reading Street program provide sensory supports. The use of sensory activities is the focus of the Let’s Learn It! pages in the Student Edition. Together with the accompanying Teacher’s Edition lessons, these pages provide tips that advise students how to ask relevant, topic-related questions about and respond with detail to sensory supports. Students use a variety of materials to clarify their understandings and create their own presentations as well as to provide suggestions that build on the ideas of others. See Grade 3 Unit 1 TE: 54–55, 55a, 88–89, 89a, 120–121, 121a. Build Oral Vocabulary—Connect to Amazing Ideas discussions (55g, 88g, 121g) provide additional opportunities to respond to and ask questions and to give suggestions that use sensory responses. Students are provided with a wealth of opportunities to work with and extract information from a wide variety of visual sources. See the resources listed on pages 20b–20c for the many different types of materials, both print and digital, to be used in the Week.

B. All of the materials discussed in part A are an integral part of the lesson instruction and are valuable tools to help students learn the skills. The ability to hear, say, see, and touch while learning skills and concepts directly involves students and encourages skill mastery. The Visualize comprehension strategy presented in the Envision It! section of the Student Edition (Grade 3 SE: EI•27) helps students understand the content by using the information they read to form pictures in their minds. For an example of how the Visualize Comprehension Strategy is applied to a reading selection, see Grade 3 SE: 94 and Unit 1 TE: 94a. Using letter tiles (Grade 3 Unit 1 TE: 38c) is another effective use of sensory supports, in this case used to understand how to build words. The resources listed on Grade 3 Unit 1 TE pages 20b–20c show the variety of materials, and the use of these materials in the lesson plans helps reinforce the instruction to accommodate all learners with direct instruction and a valid lesson plan structure.

C. The materials described in parts A and B are found in every unit and grade in the program. The use of a variety of learning modalities helps students receive, learn, and use the skills presented. For Grade 3 Unit 1, see the complete set of charts (20a–20i, 56a–56i, 90a–90i, 122a–122i, 160a–160i, and UR•1–UR•5), which shows the structure of a unit, as found in all the units in the program.
Graphic Support

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

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

F. 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.

D. Beginning at the earliest levels, students work with a variety of graphic supports, including photographs, illustrations, charts, and diagrams, to help them learn both how to locate information in graphics and how to organize information in an easy-to-use form. In the Content Knowledge—Build Oral Language section, the class creates a concept map to build comprehension of the week’s concept. The graphics on the Student Edition pages prompt the Let’s Talk About content used to create the concept map. Throughout the week, students add related concepts based on class discussions. See Grade 3 TE U1: 20j, 20–21, 26a–26b, 38a–38b, 50a–50b, 55f–55g for an example of the use of graphics in the Content Knowledge sections. Structuring a concept map repeats in each of the other weeks of instruction. Additionally, the program teaches and practices skills for analyzing graphically presented materials. See Envision It! EI•10–EI•11, which shows how text features can help students find information. The skill is used in Grade 3 SE: 442 and TE Unit 3: 442a, 442–443, and 467l–467m.

E. In addition to the information presented in part D, a review of one section of a week in Grade 3 provides the context to understand how valuable graphics are in the educational process. In Week 1, SE 24–25 (TE Grade 3 Unit 1: 24a) show how to use a chart to identify the literary elements of a selection. On TE 37d–37e, a writing activity uses a four-column chart to list ideas for a narrative poem. A word web is then used as a tool to help organize and plan the writing. On page 50c, phonics lessons use a chart to categorize words with specific vowel sounds. Page 50g uses a chart to help compare and contrast the elements of narrative and nonfiction, thus transforming a complex concept into an easy-to-understand graphic. All of these items in one week of work make the use of graphics a functional part of the learning.

F. The information presented in parts D and E can be found in a simple form at Grades K and 1. From Grade 2 on, all of the information for the comprehension skills and strategies are presented at the beginning of the Student Editions and applied through the grade in the lessons.
Interactive Support

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

YES ☑  NO ☐

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

YES ☑  NO ☐

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

YES ☑  NO ☐

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 for learning are found in every lesson in the Reading Street program, beginning with the Practice Stations for each week. In both group and partner situations, students work with others to practice a variety of skills in the Practice Stations, for example, in Grade 3, Word Wise, Word Work, Words to Know, Let’s Write, Read for Meaning, and Get Fluent. Throughout the lessons, labels help to quickly identify interactive learning activities. See these examples for Grade 3 Unit 1 Week 1: Team Talk icons for routines on 25f, 37e, 49c, 55e, 55q. Within the lessons, Team Talk can be found on 22–23, 25a, 26c, 38a, 38d, 50f, 50h, 55g, 55i. Peer Conferencing • Peer Revision is part of the writing activities on 55d. These types of interactive work are found in all grades.

H. In the instructional part of every lesson, an array of techniques is used to ensure that students gain the skills for success in reading. Lessons identify and introduce the skill, provide teacher modeling of the skill, and then use a variety of practice activities. Guide practice is done in a whole-class or group setting, and independent practice is done alone or with a partner. In addition, interactive supports are provided through Practice Stations, Team Talk activities, and peer review, as noted in part G. All of these techniques are intended to accommodate all levels of learners in the development of skills.

I. A review of the interactive lessons in Grade 3 Unit 1 Week 1 identifies the systematic and varied approach: Team Talk icons for routines appear on 25f, 37e, 49c, 55e, 55q. Within the lessons, Team Talk can be found on 22–23, 25a, 26c, 38a, 38d, 50f, 50h, 55g, 55i. Team Talk activities, Practice Stations, and writing activities together provide a complete set of interactive learning supports that appear in every week across all grades in the Reading Street program.
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.