



PRIMETM

Protocol for Review of
Instructional Materials for ELLs

WIDA PRIME Correlation

First English – DynEd International, Inc.

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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:

- 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.)

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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
- IIIB. Representation of Language Domains
(Listening, Speaking, Reading, Writing)

**III. Levels of English
Language Proficiency**
(Entering, Beginning, Development,
Expanding, Bridging)

- IIIA. Differentiation of Languages
- IIIB. Scaffolding Language Development

**IV. Strands of Model
Performance Indicators**

- IVA. *Language Function*
 - **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**

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Part 1: Information About Materials

Publication Title(s):	First English
Publisher:	DynEd International, Inc.
Materials/ Program to be Reviewed:	
Tools of Instruction included in this review:	First English software program and Teacher's Guide
Intended Teacher Audiences:	Classroom teachers, content specialists, language teachers, and resource teachers
Intended Student Audiences:	English language learners and newcomer English language learners ages 10-17 years old
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, Mathematics, Science, and Social Studies
WIDA language proficiency levels included:	Levels 1-4
Most Recently Published Edition or Website:	www.dyned.com

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

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Part 2: PRIME Correlation Tool

I. PERFORMANCE DEFINITIONS

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

Yes No

- ✓ 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. First English is a multimedia program that addresses linguistic complexity for entering, beginning, developing, and expanding language learners. The program is comprised of eight units and each unit has five lessons including listening, dialog, vocabulary, grammar, and letters and numbers. The lessons and units of First English develop in an effective sequence, taking into account the progressing needs of the language learner. The courseware also features "The Shuffler" that adjusts the depth or difficulty of lessons accordingly based on answered questions and completed activities.

B. Linguistic complexity is addressed for all targeted proficiency levels. Through a placement test, students are placed in the appropriate level of First English. The placement test and mastery tests ensure that each language learners needs are met. "The Shuffler" also provides individualization for each learner based on their performance throughout the program.

C. First English systematically addresses linguistic complexity throughout the program. Learners are led through the program to build language through themes and situations common for everyday communication in social and academic settings. Language has been carefully sequenced and units develop sequentially.

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

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

Teacher's Guide, Pages 6-9, Scope and Sequence - words, sentences and phrases directly from lessons are shown in scope and sequence. These illustrate the linguistic complexity for each unit

Teacher's Guide, Pages 16-18, Unit 1 Main Learning Points and Scripts - main learning points and scripts for each unit provide examples of linguistic complexity

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IB. Vocabulary Usage (specificity of words, from general to specific to technical)

Yes No

- ✓ A. Is vocabulary usage represented as words, phrases, and expressions in context?
- ✓ B. Is vocabulary usage addressed in the materials for all of the targeted levels of proficiency?
- ✓ C. Are general, specific, and technical language usage systematically presented throughout the materials?

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

A. First English teaches and engages language learners with vocabulary within context. Vocabulary is represented in words, phrases and sentences. Each unit begins with a listening lesson, followed by dialog, vocabulary, grammar, and letters & numbers. The listening lesson introduces key language and provides intensive listening and speaking practice. The vocabulary section introduces English words matched with pictures, written, and spoken word. Learners then have a chance to speak the new vocabulary and record their voice for replay listening and compare to the native speaker. After practicing vocabulary, step 3 of the vocabulary section is a quiz to check understanding. This quiz is tied to "The Shuffler" to cater the level of difficulty for each language learner. Vocabulary is also a key component in the other sections of each unit, including grammar. All vocabulary is used in context and carried throughout other units.

B. The vocabulary in the program is appropriate for the targeted levels of proficiency. Each targeted language level is provided explicit vocabulary instruction in context and customized to the learner's needs. As learners progress through the units, the level of difficulty increases. "The Shuffler" also caters the program to each learner to ensure instruction matches the level of proficiency of the user.

C. General, specific, and technical vocabulary is scaffolded throughout the materials and systematic in its presentation. Vocabulary is introduced, explicitly taught, practiced and reviewed throughout each lesson and unit.

See demo or complete product for examples of vocabulary.

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

Teacher's Guide, Pages 6-9, Scope and Sequence - examples of key language and vocabulary provided

Teacher's Guide, Pages 16-18, Unit 1 Main Learning Points and Scripts - examples of key language and vocabulary for unit

First English, Unit 3, Part One, Vocabulary:

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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 demonstrate language control are presented in appropriate context throughout the materials. Each unit explicitly teaches language control in the 'Grammar' section, as well as throughout each unit and in lessons in context. Learners demonstrate language control through various activities, including interactive question and answer sessions.

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

C. Grammar and language structure are presented systematically throughout the program. As learners progress through the lessons and units, the level of difficulty increases.

See demo or complete product for examples of language control and grammar section.

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

Teacher's Guide, Pages 6-9, Scope and Sequence - examples of language structure included in lessons

Teacher's Guide, Pages 16-18, Unit 1 Main Learning Points and Scripts - examples of language structure lessons included in unit

First English, Unit 3, Part 2, Grammar:

First English, Unit 3, Part 2, Grammar:

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.

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A. Social and instructional language, as well as the other WIDA standards of language arts, mathematics, social studies, and science is present in First English. Each unit is built around topics and main learning points related to language. The topics include, but are not limited to, alphabet, numbers, family relations, time, parts of the body, schedule, ordinal numbers, fractions, occupations, consonant clusters, and weather. Each of the 8 units contains lessons that teach listening, dialog, vocabulary, grammar, and letter and number skills in the context of the topic. Students are actively engaged in learning the language of these topics through listening, reading, writing, and speaking activities.

B. First English systematically integrates social and instructional language, the language of Language Arts, Mathematics, 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 lessons.

See demo or complete product for examples of WIDA ELPS.

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

Teacher's Guide, Pages 6-9, Scope and Sequence - includes main learning points and topics covered in units

IIB. Representation of Language Domains

Yes No

- ✓ 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. Language learners engage in listening, speaking, reading, and writing activities throughout First English as they build their language proficiency. Language domains are integrated throughout the multimedia program to engage learners to interact with language. Listening, dialog, vocabulary, grammar and letters & numbers lesson provide listening experiences, while speaking opportunities are throughout with the use of a microphone and recording. Learners even have the opportunity to listen to their own voice with the playback feature. The control bar that is provided at the bottom of the screen allows learners to listen to each sentence as many times as they need when pressing the repeat button. Reading opportunities are presented in each lesson with opportunities to read English by utilizing the text button on the control bar. The microphone icon provides speaking practice, while the headphones icon plays back the recording. The Teacher's Guide also provides extensive listening, speaking, reading and writing opportunities in 'Teaching Activities' and 'Written Exercises'. Each lesson in each unit provides listening, speaking, reading and writing.

B. The targeted language domains are presented within the context of language proficiency levels. "The Shuffler" provides individualization of content for each level of language proficiency.

C. Listening, speaking, reading, and writing are systematically integrated throughout First English.

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

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

Teacher's Guide, Pages 11-15: examples of listening, speaking, reading and writing activities provided for lessons in the teacher's guide

Teacher's Guide, Pages 18-24: exercises provided for unit 1 additional study and practice, including writing activities

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. First English targets four language proficiency levels. The program contains 8 units of explicit language instruction. Units 1-4 are at the entering and beginning levels, while units 5-8 transition from beginning, developing, to expanding. First English is designed to be used in parallel with English for Success, another Dyned language program, once learners have completed the first 4 units. The language content in is catered to the learner based on a placement test and mastery tests. "The Shuffler" adjusts the depth and difficulty of lessons accordingly as learners answer questions and complete activities.

B. The differentiation of language proficiency is developmentally and linguistically appropriate for all targeted levels.

C. Differentiation of language is systematically addressed throughout First English. Lessons and units build upon previous lessons and units within a level as well as helping students progress to the next level.

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

IIIB. Scaffolding Language Development (from ELP level to ELP level)

Yes No

- ✓ 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

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for this section. Provide descriptions, not just page numbers.

A. Scaffolding supports provided throughout First English help language learners advance within a proficiency level as well as progress from one level to the next. The spiral structure of the program provides scaffolding as language learners progress through the levels. The lessons contained in each unit are scaffolded within the lesson as well as building knowledge for the next lesson and unit. Each unit starts with 'Listening' which introduces key language. The 'Vocabulary' section scaffolds language through steps including introducing words with pictures, spoken and written word, then using phrases and sentences with the vocabulary word prior to checking students comprehension. The 'Grammar' section also builds language through scaffolded steps via the three parts that build upon each other prior to the sections quiz. Each lesson includes practice and review of new language learned. There is also an option for learners to go back for continued practice and understanding using the repeat and rewind buttons on the control bar. The opportunity to review earlier lessons is also always available.

B. Scaffolding supports provided throughout First English help language learners advance within a proficiency level as well as progress from one level to the next. The spiral structure of the program provides scaffolding as language learners progress through the levels. The lessons contained in each unit are scaffolded within the lesson as well as building knowledge for the next lesson and unit. Each unit starts with 'Listening' which introduces key language. The 'Vocabulary' section scaffolds language through steps including introducing words with pictures, spoken and written word, then using phrases and sentences with the vocabulary word prior to checking students comprehension. The 'Grammar' section also builds language through scaffolded steps via the three parts that build upon each other prior to the sections quiz. Each lesson includes practice and review of new language learned. There is also an option for learners to go back for continued practice and understanding using the repeat and rewind buttons on the control bar. The opportunity to review earlier lessons is also always available.

C. Scaffolding supports are presented systematically throughout First English. 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:

Teacher's Guide, Pages 6-9, Scope and Sequence - illustrates the progression of information and how lessons build upon previous

IV. STRANDS OF MODEL PERFORMANCE INDICATORS

IVA. Language Functions

- | Yes | No | Context |
|-----|--------------------------|--|
| ✓ | <input type="checkbox"/> | A. Do the materials include a range of language functions? |
| ✓ | <input type="checkbox"/> | B. Do the language functions attach to a context (i.e. are they incorporated into a communicative goal or activity)? |
| ✓ | <input type="checkbox"/> | 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.

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A. First English contains a range of language functions for all targeted language proficiency levels. The Instructor's Guide for each unit contains goals and main learning points for each unit, lesson scripts, and additional exercises. Language functions are contained in the main learning points as well as the exercise pages. Language functions direct the student on how to engage with the language and include, but are not limited to, asking, introducing, identifying, describing, and suggesting. A wide range of language functions are used throughout all lessons

B. All language functions present in First English are attached to a context and activity. Each unit is built around topics and a communicative focus. These are the basis for all lessons and activities within the unit.

C. Language functions throughout First English are presented systematically and comprehensively and support the progression of language development in each level and across levels.

See demo or complete product for examples of language functions.

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

Teacher's Guide, Instructor's Guide, Unit 2, Page 25: Vocabulary -lesson focuses on describing classroom objects

Teacher's Guide, Instructor's Guide, Unit 3, Page 36: Dialog -lesson focuses on greeting others, ask questions, and making suggestions

Yes No

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 extension and teaching activities provided in the Teacher's Guide. These activities allow learners to practice learned language, stimulate further thinking, and extends learning.

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

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

Teacher's Guide, Page 12: Extension and Summarization - higher order thinking opportunities provided to go along with the listening section of each lesson

Teacher's Guide, Page 12: Role-Play and Personalization- higher order thinking opportunities provided to go along with the dialog section of each lesson

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IVB. Content Stem

- | Yes | No | Coverage and Specificity of Example Content Topics |
|-----|--------------------------|---|
| ✓ | <input type="checkbox"/> | A. Do examples cover a wide range of topics typically found in state and local academic content standards? |
| ✓ | <input type="checkbox"/> | B. Are example topics accessible to English language learners of the targeted level(s) of English language proficiency? |
| ✓ | <input type="checkbox"/> | 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 topics in First English cover a wide range of topics that are found in state and local standards. The focus of the program is to teach the English language through listening, dialog, vocabulary, grammar, and letters & numbers. Listening, dialog, vocabulary, and grammar are taught in the context of topics from the social and instructional, language arts, mathematics, science, and social studies content areas. The letters & numbers lessons focus on developing reading and specialized vocabulary skill related to language arts and mathematics. The topics and skills covered are common to local and state standards.

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

C. Example topics are systematically presented throughout First English. Each lesson builds knowledge for the next so learners progress through language levels while building grammar and phonics knowledge and vocabulary.

See demo or complete product for examples of topics covered in First English.

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

Teacher's Guide, Pages 6-9, Scope and Sequence - main learning points and topics are listed for each unit

- | Yes | No | Accessibility to Grade Level Content |
|-----|--------------------------|--|
| ✓ | <input type="checkbox"/> | D. Is linguistically and developmentally appropriate grade level content present in the materials? |
| ✓ | <input type="checkbox"/> | E. Is grade level content accessible for the targeted levels of language proficiency? |
| ✓ | <input type="checkbox"/> | 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. First English is composed of linguistically and developmentally appropriate grade level content for all of the targeted ages, ages 10-17. The content is specific to building English grammar, vocabulary, and language proficiency 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.

E. Grade level content is accessible for all targeted proficiency levels. First English is user friendly for the

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targeted grade levels.

F. First English presents grade level content systematically. Lessons build knowledge for subsequent lessons and review is provided throughout lessons, units, and levels.

See demo or complete product for examples of grade level content.

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

Teacher's Guide, Pages 6-9, Scope and Sequence - main learning points and topics are listed for each unit

IVC. Instructional Supports

- | Yes | No | Sensory Support |
|-----|--------------------------|--|
| ✓ | <input type="checkbox"/> | A. Are sensory supports, which may include visual supports, present and varied in the materials? |
| ✓ | <input type="checkbox"/> | B. Are sensory supports relevant to concept attainment and presented in a manner that reinforces communicative goals for the targeted levels of proficiency? |
| ✓ | <input type="checkbox"/> | 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 First English. Each lesson contains full color pictures and illustrations that support the content of the lesson. Animation and audio are used to engage learners and support content throughout each lesson as well.

B. The sensory supports in First English are relevant to concept attainment and reinforce communicative goals for all targeted proficiency levels. Supports included in this program scaffold instruction, provide multisensory experiences, and reinforce understanding of concepts for learners on all targeted language levels.

C. Sensory supports are systematically presented throughout First English. Pictures and illustrations, animation, and audio are in connection to concept attainment and integrated into the context of the lesson.

See demo or complete product for examples of pictures, illustrations, animation and audio sensory supports.

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

First English, Unit 3, Dialog 1, Dialog: animated conversation

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- | Yes | No | Graphic Support |
|--------------------------|-------------------------------------|---|
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | D. Are graphic supports present and varied in the materials? |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | E. Are graphic supports relevant to concept attainment and presented in a manner that reinforces communicative goals for the targeted proficiency levels? |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | 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-F. First English is a student-centered multi-media English language course. It provides teacher managed language instruction through engaging exercises. The nature of the program does not lend itself to graphic supports, though some graphic supports are present through included exercises. Learners practice language through the use of charts in unit 3 and unit 4 exercises. See Teacher's Guide pages 40 and 52.

- | Yes | No | Interactive Support |
|-------------------------------------|--------------------------|---|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | G. Are interactive supports present and varied in the materials? |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | H. Are interactive supports present and relevant to concept attainment for the targeted proficiency levels? |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | 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 First English, a software program, in itself is an interactive support. The activities in each unit provide an interactive support to practice and reinforce concepts. The 'Control Bar' provides translation into the learner's native language with the translation icon button. Classroom support is encouraged in the teacher's guide by suggesting pairing and grouping students.

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

I. Interactive supports are systematically presented throughout First English.

See demo or complete product for examples of format, games, and the control bar.

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

Teacher's Guide, Pages 11-13: suggested activities in pairs, groups, and whole class to practice and extend concepts and lessons

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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

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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 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.