



PRIME™

Protocol for Review of Instructional Materials for ELLs

WIDA PRIME Correlation

Ballard &
Tighe

*helping English learners realize their full potential
... one student at a time*

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): Champion of IDEAS - Red Level

Publisher: Ballard and Tighe

Materials/ Program to be Reviewed: Core English Language Development Program

Tools of Instruction included in this review: Champion Teacher, Champion Reader, Champion Writer, Champion Tester, Language Progress Cards, Champion Library Collection (6 books), Audio CD and CD-Rom

Intended Teacher Audiences: 6-12 Grade Level Classroom Teachers, Content Specialists, Resource Teachers, Language Teachers, Paraprofessionals

Intended Student Audiences: 6-12 Grade Level English Language Learners from Beginning to Early Intermediate Levels of Proficiency

WIDA Framework(s) considered: Summative and Formative

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

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

WIDA language proficiency levels included: Levels 1-3 (Entering, Beginning, Developing)

Most Recently Published Edition or Website: 2007; www.ballard-tighe.com

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

Champion of IDEAS - Red Level is a comprehensive English Language Development Program designed for older learners in grades 6-12 at the beginning through early intermediate proficiency levels. The philosophy of the Champion of IDEAS program is to provide a strong, focused and standards-based approach to English language instruction for middle and high school students. It has a strong emphasis on social and academic communication that is both comprehensive and meaningful. The program provides a wide array of readings to meet the needs of all English language learners. Champion of IDEAS is a balanced English development program that includes both acquisition and explicit teaching models. The program's goal is to help learners develop proficiency in English in an effective and efficient manner. Champion of IDEAS provides many opportunities for students to participate in meaningful and authentic communication.

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. Linguistic complexity is addressed for English Language Learners throughout the Champion of IDEAS materials. The quality of language production is evidenced on pp. 20-21 of the Champion Teacher. Under the topic of “speaking” twenty-one exercises on language production are included. This example is repeated before every two-unit group in the teachers guide. Students have numerous opportunities during every lesson to practice producing quality language.
- B. The instruction materials address the linguistic complexity for all the targeted proficiency levels. Units 1 & 2, pp. 25-289 in the Champion Teacher is where beginning level instruction is provided. In Units 3-4 pp. 294-557, is where early intermediate level instruction is provided.
- C. Linguistic complexity systematically addressed, in multiple lessons, chapters, and units of the Champion Teacher’s Guide. Units 1-2, beginning level, contain chapters 1-8, while Units 3-4, early intermediate level, contain chapters 9-16. Each chapter has four lessons and one evaluation lesson. Exercises and activities within the program increase in linguistic complexity when moving forward in the text.

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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. Students use vocabulary in words, phrases, and expressions of context in every lesson. Vocabulary words are first introduced in the Champion Teacher, p. 29 during the warm-up. Teachers provide vocabulary instruction using pictures, modeling behavior, and using visuals. Next students participate verbally in responding to questions about the vocabulary. On p. 32 of Champion Teacher, in the Extend section, students use the target vocabulary to write basic person information. Then on p. 33, students create a picture dictionary at home to reinforce the new vocabulary at home. The Champion Reader has the same vocabulary present in the stories. See pages 4-5 of the Champion Reader and locate the bold text to see an example. Also see Activity 1, in the Champion Writer where it demonstrates more activities for students to practice vocabulary by placing the correct vocabulary word with the corresponding picture.
- B. Vocabulary usage is targeted in every unit, chapter, and lesson. The vocabulary in each unit, chapter, and lesson is correlated to the language proficiency level of the student. As students move from chapter to chapter, vocabulary usage increases with appropriate pacing. Examples of this are at the beginning level, Unit 1, Chapter 3, Lesson 2 of the Champion Teacher, p. 94. Notice the target vocabulary at the top of the page and how it corresponds to beginning level students.
- C. There are general, specific, and technical language usage systemically presented in the text. One example of this is in the Champion Teacher on p. 464, where the American colonies are the topic of focus. Notice how the target vocabulary, as well as the resources correlate to the topic. The Champion Library Collection focuses on the topic as well, such as the Explore America texts from the collection.

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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 for students to demonstrate language control are presented throughout the text. One example of language control is in the Champion Teacher. Students are asked to provide descriptions and details based on an illustration, on p. 390.
- B. Opportunities to demonstrate language control corresponds to all levels of language proficiency. Beginning level students practice language control that is appropriate for their level. An example of this is in the Champion Teacher p. 76-77 where students discuss their own immigrant experiences using transitional statements. Early intermediate students practice language control that is appropriate for their level as well. An example of this is on p. 305 where students will deliver an oral presentation about their new business. Each student has a Language Progress Card where the instructor will record the demonstrated language control for beginning and early intermediate level students.
- C. Opportunities to demonstrate language control systematically are presented in the materials in the lesson evaluations at the end of each chapter. Beginning on p. 66 of the Champion Reader, students engage in a reader’s theatre activity. See the Champion Teacher, p. 329, Part 7 where the students are individually called forward to demonstrate successful language control. There is another example on p. 461, Part 7, where the students are required to answer a teacher lead question or follow a teacher directed command. Since students are individually responding to the teacher, there is more of an opportunity for teachers to assess student growth.

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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. Social/ Instructional Language and Language of Language Arts, Math, Science and Social Studies are present throughout the materials. The included library books are centered around the Language of Social Studies. The titles include, “Cesar Chavez, Changing Lives”, “Martin Luther King, Jr., Changing Lives”, “People and Stories in American History”, “Explore America”, “Renaissance Artists Who Inspired the World”. Also in the Champion Reader, pp. 130-141, Chapter 14, The United States of America, students learn key points in American history. Chapter 14 is one example within Unit 4, titled, “This Land is Your Land”, where the Language of Social Studies is presented. The Language of Math is presented in the Champion Teacher in Lesson 3 of Chapter 7, pp. 240-247 and pp. 73-76 of the Champion Reader. There is an entire lesson on the topic of Geometry. The Language of Language Arts is presented throughout the Champion Writer. In the Champion Writer, please see Activities 48, 64, 70, and 74 for a few examples. Unit 2, beginning on p.156 of the Champion Teacher begins a number of lessons that focus volcanoes, seasons, animals, and hurricanes. A more specific example on p. 190, “Hurricane Wilma Strikes Miami”. Also from the Champion Library, there is a Geography Picture Dictionary provided to support learning of maps and vocabulary.
- B. Social and Instructional Language is systematically integrated in the targeted content areas. For some examples of Social Language, see p. 55 of the Champion Teacher. There is a chapter called, “Family Time”. Lesson 1 is about greetings, Lesson 2 is about making statements, Lesson 3 is about expressing thoughts, Lesson 4 is about sharing ideas using simple statements. For some examples of Instructional Language, Chapter 9: Let’s Eat on p. 295 has a frame that gives an example of how the academic language is tied directly to the content area. Since the title of the chapter is about eating, the academic vocabulary is focused on words about eating and foods.

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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. The four language domains of listening, speaking, reading, and writing are present throughout the materials. For examples of how the domains are delivered, see pp. 94-103, where students need to listen for key words, phrases, and simple sentences. The Champion audio CDs have each story from the Champion Reader recorded to practice listening skills. Also, students practice speaking using introductions in a paired activity on p. 96. Another speaking example is on p. 422 where students make a short presentation. The Champion Writer is a text devoted entirely to practicing writing skills. The examples are present throughout the entire text. To point out a couple examples, please see Activities 17-18 of the Champion Writer. The Champion Tester has listening, speaking, reading, and writing assessments. See pp. 7-9 in Champion Tester for an example.
- B. The activities present in all four domains are present within the context of language proficiency levels. In the beginning of each 2-unit layout (Units 1-2 (beginning), Units 3-4 (early intermediate), there is a set of pages that relate to how all four domains are covered in the units. Please see pp. 20-23 and 290-293 of the Champion Teacher for examples.
- C. The targeted language domains are systematically presented in the materials. Warm-Up, Connect, and Extend is the system of instruction for every lesson. The Warm-up is focused on listening and speaking, see Champion Teacher, p. 170. The Connect, on pp. 171-173 of the Champion Teacher, is focused reading, listening, speaking, and writing in an integrated approach. The Extend is focused on a review of the four domains presented in the context of the lesson, pp. 173-174.

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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. The materials differentiate between the language proficiency levels. At the top of every chapter and lesson, the language proficiency level is noted in large print. See p. 34, and p. 295 of the Champion Teacher, for examples. Also, at the top of each column of the language progress cards.
- B. Differentiation of language proficiency levels is developmentally and linguistically appropriate. For early intermediate students some examples are: have students participate in an academic discussion, give students oral commands/directions, explore alternative ways of saying things, have students connect information to self, have students locate products on maps. See pp. 430-431 of the Champion Teacher where the differentiation of language proficiency is practiced in one lesson.
- C. Differentiation of language is systematically addressed throughout the materials. The Champion Library has colorful pictures of true historical figures and events, as well as a geography text to incorporate learning into language through varied activities, such as reading and group discussions. The Champion Writer has colorful and vibrant pictures to enhance content learning. Students work independently during individual testing times. There are games and activities on the CD-ROM (teacher) where students work together to communicate and sometimes cut and paste to practice grammar.

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

- A. In the Champion Teacher, on p. 493, there is a section that is representative of all lessons, titled, “Observing Student Progress”. In this section, instructors observe student progress to determine whether a review is needed or they can move on to more challenging activities.
- B. Scaffolding supports are present for students to advance from one proficiency level to the next. The Language Progress Cards: The Red Level offers the instructor an opportunity to assess student progress and move forward to the next proficiency level. The Red Level of Champion of IDEAS offers beginning level instruction through the early intermediate level of instruction.
- C. Scaffolding supports are presented systematically throughout the materials. From the very beginning of the program, students take a placement test, located on the CD-ROM(teacher) to find the appropriate placement within the Champion of IDEAS: Red Level. The Champion Tester also allows for instructors to review or advance students according to their success in learning the objectives for each chapter.

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. The materials include a range of language functions. In Chapter 3, Lesson 1, of the Champion Teacher, pp. 84-85, language functions are listed for each section of the lesson. The sections that have the language functions included in the activities are; Warm-Up, Connect, and Extend. The Warm-Up language functions are; asking and answering informational questions and naming people, places and things. The Connect language functions are; describing actions and describing states of being. The Extend language function is; describing people, places and things.
- B. The language functions attach to a context and are incorporated into a communicative goal activity. See the Champion Teacher, Chapter 9, Lesson 1; Satisfy Your Sweet Tooth at the Delicious Diner, pp. 296-297. Under Warm-Up, the language functions addressed are naming nouns and asking and answering questions. Students name types of food and answer questions about eating. In the Connect, the language functions addressed are describing actions, naming things, and asking questions/answering using who, what, where, and when. All the functions are centered around eating. The Extend teaches the language function of describing actions as they relate to food.
- C. Language functions are presented comprehensively to support the progress of language development. All lessons have a section that describes language functions, and those functions become more challenging as the text moves forward. An example is on pp. 158-159 of the Champion Teacher. Functions are present on the Language Progress Card as indicated by a column of unit function goals.

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- | | | |
|-------------------------------------|--------------------------|---|
| YES | NO | Higher Order Thinking |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | D. Are opportunities to engage in higher order thinking present for students of various levels of English language proficiency? |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | 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. There are opportunities to engage in higher order thinking for students at various levels of language proficiency. Students at the beginning level are challenged with activities to promote higher order thinking skills. Turn to pp. 20-23 of the Champion Teacher. Some higher order thinking activities include; Item 15 under “Listening”, Use responsive listening skills, including paraphrasing, summarizing, and asking questions for elaboration and clarification. Item 5 under “Speaking”, repeat, restate, retell, paraphrase, respond to oral instructions, assignments , and stories or information. Students at the early intermediate level are challenged with activities to promote higher order thinking skills. Some higher order thinking activities present in the Champion Teacher on pp. 290-291 include; Item 8 under “Listening”, differentiate opinions from facts related to information presented visually or read orally, and Item 9 under “Reading”, demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors.

E. Opportunities to engage in higher order thinking are systematically addressed in the materials. Every unit has lessons that offer opportunities to engage students in this type of thinking process. Additionally, the support materials, such as the CD-ROM (teacher), the Champion Reader, p. 155, Comprehension Check, also questions/activities on p. 70 of the Champion Library: Renaissance Artists Who Inspired the World.

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IVB. Content Stem

YES NO **Coverage and Specificity of Example Content Topics**

- A. Do examples cover a wide range of topics typically found in state and local academic content standards?
- B. Are example topics accessible to English language learners of the targeted level(s) of English language proficiency?
- C. Are example topics systematically presented throughout the materials?

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

- A. The examples cover a wide range of topics found in state and local academic content standards. Champion of IDEAS is aligned to the ELD standards for listening, speaking, reading, and writing. The language objectives are clearly posted throughout the materials. See pp. 42-43 of the Champion Teacher for an example listing of the language objectives being addressed in the lesson. All lessons have the same table located on the first pages of each lesson with the language objectives listed for that particular lesson. The topics that are covered are clearly labeled in the Champion Teacher. For example, see p. 24, where beginning level students will learn content language associated with a particular topic. Chapter 1: School Days, Chapter 2: Family Time, Chapter 3: Just for Fun, Chapter 4: Making a Living. The Language Progress Cards assess student progress in the content areas addressed in the standards.
- B. Topics are accessible to English language learners of each targeted level of proficiency. Topics reflect sequencing of developmentally appropriate language for that particular proficiency level. For example, in Ch. 9, Let's Eat, pp. 306-313, early intermediate students will focus on preparing for a party. Students use language to create recipes and plan party foods, while progressing toward their targeted level of proficiency.
- C. Topics are presented systematically throughout the text. The topics in the Champion Teacher correspond with the Champion Reader, and are supported by the CD-ROM (teacher), the Picture Dictionary, Champion Writer and the Champion Library. Topics are integrated into every component of the material, so that they have many opportunities to meet their targeted level of proficiency.

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- | YES | NO | Accessibility to Grade Level Content |
|-------------------------------------|--------------------------|--|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | D. Is linguistically and developmentally appropriate grade level content present in the materials? |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | E. Is grade level content accessible for the targeted levels of language proficiency? |
| <input checked="" type="checkbox"/> | <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. The content present in the materials is both linguistically and developmentally appropriate for grades 6-12. For example, students at the beginning level learn about work. See p. 140, Chapter 4: Making a Living, Lesson 3: School Today and Work Tomorrow, of the Champion Teacher. Students at the early intermediate level learn about activism. See p. 388, Chapter 11: Around the House, Lesson 4: Sarah Bagley Activist, of the Champion Teacher.
- E. The grade level content is accessible to all targeted levels of proficiency. Students in grades 6-12 begin to take on subjects that require more social cognizance. For example, see pp. iv-vi of the Champion Teacher, where chapter and lesson titles are present. At the beginning level, Chapter 1, Lesson 4, a lesson on diversity is presented, Chapter 2: Family Time centers around family culture, and Chapter 6, Lesson 3: Seasons of Change discusses travel and immigrant rights. At the early intermediate level, Chapter 10, Lessons 1 and 3 touch on health and fitness, Chapter 12: Lesson 2, presents “The Diary of Anne Frank”.
- F. The grade level content is presented in every unit and chapter of the text. The Champion Library has collections that support grade level content topics, such as; Cesar Chavez (immigrant rights), Martin Luther King Jr. (civil rights), American history, world geography, and art in the Renaissance era. Throughout the Champion Teacher, grade level content is presented. See p. 464 of The Champion Teacher, for a lesson on American colonies, and p. 448, for a lesson on the ancient Maya.

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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 the materials. The CD-ROM (teacher) has pictures in color for instructors to use for the lessons. The Champion Audio CD has the stories from the Champion Reader recorded. The Picture Dictionary has colorful pictures to help students understand the vocabulary presented. The Champion Library contains colorful books. Students also have opportunities to directly engage themselves in an activity, such as on pp. 334-335 of the Champion Teacher, where students are given auditory commands and must respond by drawing and coloring what they hear.
- B. Sensory supports are relevant to concept attainment and presented in a manner that reinforces communicative goals for the targeted level of proficiency. At this developmental level students are requested to create their own presentation materials, such as visual aids, as on p. 341(#5) of the Champion Teacher. Another example of sensory supports is in the Champion Teacher on pp. 377-379 in the form of realia, such as a manual on how to operate a washing machine or a calculator.
- C. English language learners need sensory support in order to learn more efficiently. Champion of IDEAS presents sensory supports systematically throughout every unit, chapter, and lesson of the materials. Additionally, these supports are present in the Champion Library and Champion Reader. Also in the Champion Writer, as in Activity 91 (The Food Pyramid). These supports are integrated adequately throughout the entire program.

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- | YES | NO | Graphic Support |
|-------------------------------------|--------------------------|---|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | D. Are graphic supports present and varied in the materials? |
| <input checked="" type="checkbox"/> | <input 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 checked="" type="checkbox"/> | <input 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. Graphic supports are present and varied in the materials. Students encounter a variety of graphic supports in all of the Champion of IDEAS program. Teacher can utilize the CD-ROM (teacher) to gain access to many graphic organizers and maps titled, Cause and Effect, Clusters, Word and Concept Web, Word Map, Venn Diagram, T-chart, World Map, and U.S. Map: States and Capitals. The Champion Writer contains many examples of graphic support. See Champion Writer, Activity 32 (Venn diagram), Activity 62 (chart), and Activity 80 (story map).

E. Graphic supports are relevant to concept attainment and are presented in a manner that reinforces communicative goals for each targeted proficiency level. In the Champion Library, People and Stories in American History, on p. 287, a story about Catherine Saga Pringle, is presented. A map, time line, and pictures surround the text to support the concept being addressed. The information is presented in a way that allows for beginning and early intermediate students to reinforce goals of proficiency. Also, see in the Champion Library, Explore America, the 20th Century, p. 37 where concept information is displayed on a bar graph.

F. Graphic supports are systematically presented throughout the materials. Many lessons initiated in the Champion Reader contain graphic supports. See p. 197 where students create a chart to learn about author’s purpose. Also on p. 353 students create a Venn diagram to compare physical education in the native country to physical education in the United States. In the Picture Dictionary pp. 14, 18, and 38, several maps and colorful graphics are included. In the Champion Library, Renaissance Artists Who Inspired the World, there is a time line on pp. 6-7 to support the historical information being introduced.

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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. Interactive supports are present and varied in the materials. From the Champion Library, People and Stories in American History, and The Story of Hiawatha on p. 31. Students work as a team and take roles in reading the script. Also from the Champion Library, Renaissance Artists Who Inspire the World, on pp. 66-69, “What Will Become of this Boy?” is another opportunity for students to work as a team.
- H. Interactive supports are present and relevant to concept attainment for the targeted proficiency levels.
- At the beginning level, students are asked to interview someone, on pp. 144-145 of the Champion Teacher. In the Champion Teacher at the early intermediate level, students are asked to take a partner and pretend they are eating in a restaurant. They practice speaking “guest” and “server” roles together.
- I. Interactive supports are varied and systemically presented in the materials. On the CD-ROM (teacher), students have an opportunity to work in pairs to play vocabulary and grammar games. Every Unit of the Champion Teacher has students working up and around the room, in pairs, or in groups. For example in the Champion Teacher on p. 338. #9, students work in pairs to connect information in the text to themselves. Again on p. 434, #3, the students work in small groups to give information about a picture. Champion of IDEAS places activities such as these systematically throughout the text.

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.

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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.