



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 - Yellow 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, Audio CD, CD-ROM Teacher's Edition

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 Early Advanced to Advanced 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 4-5 (Expanding, Bridging)

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 - Yellow Level is a comprehensive English Language Development Program designed for older learners in grades 6-12 at the early advanced through advanced 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 p. 22 of the Champion Teacher. Under the topic of “speaking” ten exercises on language production are included. This example is repeated before every 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. Unit 7, pp. 25-141 in the Champion Teacher is where early advanced language level instruction is provided. In Unit 8, pp. 145-256 is where advanced language level instruction is provided.
- C. Linguistic complexity is systematically addressed, in multiple lessons, chapters, and units of the Champion Teacher’s Guide. Unit 7, early advanced level, contains chapters 25-28, while Unit 8, advanced language level, contains chapters 29-32. Each chapter has two 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. 45 during the preview target vocabulary section. Teachers provide vocabulary instruction using pictures, modeling behavior, and using visuals. Next students participate verbally in responding to questions about the vocabulary. On p. 52 of the Champion Teacher, in the Extend section, students revisit the target vocabulary and complete a self-assessment of learning. Then on p. 33, students create a vocabulary dictionary at home to reinforce the new vocabulary at home. The Champion Reader has the same vocabulary presented in the stories. See pp. 12-24 of the Champion Reader and locate the italicized text to see an example. Also see Activity 52, in the Champion Writer where it demonstrates more activities for students to practice vocabulary by placing the correct vocabulary word with the corresponding story.
- 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 early advanced level, Unit 7, Chapter 27, Lesson 2 of the Champion Teacher, p. 101. Notice the target vocabulary at the top of the page and how it corresponds to early advanced level students.
- C. There are general, specific, and technical language usage systematically presented in the text. One example of this is in the Champion Teacher on pp. 176-179, where “An Experiment, Statistics, and Augusto’s Tomatoes” are the topic of focus. Notice how the target vocabulary, as well as the resources correlate to the topic.

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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 ask embedded and tag questions on p. 217.
- B. Opportunities to demonstrate language control corresponds to all levels of language proficiency. Early advanced level students practice language control that is appropriate for their level. An example of this is in the Champion Teacher p. 163-164 where students lead a group discussion of students sharing opinions of a topic. Advanced students practice language control that is appropriate for their level as well. An example of this is on p. 214 where students will conduct an interview about their job. Each student has a Language Progress Card where the instructor will record the demonstrated language control for early advanced and advanced level students.
- C. Opportunities to demonstrate language control systematically are presented in the materials in the lesson evaluations at the end of each chapter. See the Champion Teacher, p. 229, where the students are individually called forward to demonstrate successful language control. There is another example on p. 255, where the students are required to answer a teacher lead question or respond to a statement. Since students are individually responding to the teacher, there is more of an opportunity for teachers to assess student growth.

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 and instructional language and the language of Language Arts, Math, Science, and Social Studies are present throughout the materials. In the Champion Teacher, pp. 116-117, Chapter 28, “The Mass Media”, students learn the framework of American media. Chapter 29, pp.146-147, is one example titled, “The Scientific Revolution and a New World View”, where the Language of Science is presented. The Language of Math is presented in the Champion Teacher, Chapter 30, p. 194 and pp. 116-117 of the Champion Reader. There is a section for collecting data from an experiment. The Language of Language Arts is presented throughout the Champion Writer. In the Champion Writer, please see Activities 22, 29, 36, and 45 for a few examples. On the CD-ROM teacher there is a section titled guides where students can expand language arts skills.
- B. Social and Instructional Language is systematically integrated in the targeted content areas. For some examples of Social Language, see item 6, p. 132 of the Champion Teacher. There is an opportunity for students to connect media stories to self in pairs. In the Champion Teacher, students make and share connections between text and self throughout. For some examples of Instructional Language, Chapter 32, “Science and Technology: The Advent of Computers” on p. 230 has a table that gives an example of how the academic language is tied directly to the content area. Since the topic of the chapter is about technology, the vocabulary is focused on words related directly to the area being addressed.

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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. 226-227 of the Champion Teacher, where students need to listen and respond to information. The Champion CD-ROM has each story from the Champion Reader recorded to practice listening skills. Also, students practice speaking by responding to comprehension questions orally and discussing topics related to economical and social changes in post war America, see the Champion Teacher, pp. 81-82. 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 of examples, please see Activities 42-43 of the Champion Writer. The Champion Tester has listening, speaking, reading, and writing assessments. See the Chapter 28 Test in the 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 unit layout (Unit 7, Early Advanced, Unit 8, Advanced), there is a set of pages that relate to how all four domains are covered in the units. Please see pp. 22-24 and pp. 142-144 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 the Champion Teacher, pp. 162-165. The Connect, on pp. 165-169 of the Champion Teacher is focused on 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. 169-171.

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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. 73, and p. 147 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 advanced students some examples are: have students ask questions to clarify meaning, have students connect self to text, have students discuss word meaning. See pp. 30-41 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 Reader has colorful and vibrant pictures to enhance content learning. Comprehension check questions are at the end of every story and are appropriate to the language proficiency level addressed. There are games and activities on the CD-ROM Teacher where students work together to communicate.

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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. 109, 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 Yellow Level Language Progress Cards offer the instructor an opportunity to assess student progress and move forward to the next proficiency level. The Yellow Level of Champion of IDEAS offers early advanced level instruction through the advanced 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 Yellow Level. Instructions for administration begin on p. 258. The Champion Teacher 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 28, Lesson 1, of the Champion Teacher, pp. 117-118, language functions are listed for the section of the lesson. Language functions may be included in the Warm-Up and Connect sections of the lesson. The Warm-Up and Connect language functions are: analyzing word structure, naming people, places, things, and describing actions.
- B. The language functions attach to a context and are incorporated into a communicative goal activity. See the Champion Teacher, Chapter 25, Lesson 1; “Origins of Democracy (Part 1)”, pp. 28-29. In the Connect, the language functions described are naming people, things, using how and how much.
- 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. 89-90 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 advanced level are challenged with activities to promote higher order thinking skills. See p. 142 of the Champion Teacher. Some higher order thinking activities include; Item 12 under “Listening”, analyze and evaluate information. Item 4 under “Speaking”, p. 142, negotiate and initiate social conversations. Students at the early advanced level are challenged with activities to promote higher order thinking skills. Some higher order thinking activities present in the Champion Teacher on p. 23 include; Item 9 under “Reading”, critique information in regard to bias, and Item 5 under “Writing”, express opinions and reactions to a wide variety of media.

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 and the Champion Reader, p. 51, Comprehension Check have numerous activities for students to participate in higher order thinking activities.

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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 pp. 88-89, where early advanced level students will learn content language associated with a particular topic. Unit 7, “Culture and Society”, Chapter 25, “Origins of Democracy”. 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 the Champion Teacher, Chapter 29, “The Scientific Revolution and a New World View”, p. 147, advanced students will focus on the physical world and historical periods.
- 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 Champion Reader and Champion Writer. 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 early advanced level learn about democracy. See pp. 26-27. Students at the advanced level learn about the scientific revolution, beginning on pp. 146-147.
- 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-v of the Champion Teacher, where chapter and lesson titles are present. At the early advanced level, Chapter 26, a lesson on post war America is presented, Chapter 27 centers around modern literary criticism and Chapter 28, “The Mass Media”. At the advanced level, Chapter 31 focuses on biology, Chapter 32 discusses science and technology.
- F. The grade level content is presented in every unit and chapter of the text. Throughout the Champion Teacher, grade level content is presented. See Chapter 27 of The Champion Teacher, for a lesson on modern literary criticism. In the Champion Reader, beginning on p. 52, a reading selection on literary criticism is presented. See activity 26 of the Champion Writer, where students apply what they’ve read. Also see how Chapter 27 of the Champion Tester assesses student progress.

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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 Champion Writer has an interview in activity 54A for the students to complete.
- 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 analyze consumer and information materials, as item 7 under “Reading” on p. 143 of the Champion Teacher. Another example of sensory supports is in the Champion Writer, Activity 8, where students use a map and timeline to follow auditory instructions.
- 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 CD-ROM Teacher and Champion Reader. Also in the Champion Writer, as in Activity 78 (Timeline). 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 the Champion of IDEAS program. Instructors can utilize the CD-ROM Teacher to gain access to many graphic organizers and maps titled, Cause and Effect, Clusters, Word and Concept Web, 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 25 (chart), and Activity 75 (timeline).

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 Reader, p.15, see the picture that explains Spartan government. The information is presented in a way that allows for early advanced and advanced students to reinforce goals of proficiency. Also, see in the Champion Reader, photographs of the Baby Boom, p.43 and the newly hatched bird on p.129.

F. Graphic supports are systematically presented throughout the materials. Many lessons initiated in the Champion Reader contain graphic supports. See pp. 120-125 where students read a bar graph to learn about collecting data. Also on p.136 students read a graph to compare abandoned and incubated nests. The CD-ROM Teacher, offers vocabulary sheets in a usually appealing manner. Guides on the CD-ROM Teacher have selections of support activities and graphics. Also, in the Champion Writer, Activity 75, students use a chart to write main ideas, details, and difficult vocabulary.

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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. The CD-ROM teacher has interactive supports throughout, such as in the Guides section. Also, in the Champion Teacher, see p. 22, item 6, under “Speaking”, students simulate scenarios.
- H. Interactive supports are present and relevant to concept attainment for the targeted proficiency levels. At the early advanced level, students are asked to engage in structured talk in pairs, on p. 69 of the Champion Teacher. In the Champion Teacher at the advanced level, partners are asked to conduct research and use chart paper to display work. Every lesson of the Champion of IDEAS: Yellow, has an opportunity for students to practice language learned with a partner.
- I. Interactive supports are varied and systemically presented in the materials. On the CD-ROM Teacher, students have an opportunity to work on projects together using the Guides. Every Unit of the Champion Teacher has students moving around the room, working in pairs, or in groups. For example in the Champion Teacher on p. 95, students work in pairs to connect information in the text to themselves. Again on p. 195, the students share ideas in pairs from their journals. 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.