



PRIMETM

Protocol for Review of
Instructional Materials for ELLs

WIDA PRIME Correlation

Introduction

The Protocol for Review of Instructional Materials for ELLs (PRIME) has been developed by World-Class Instructional Design and Assessment (WIDA) to assist 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): Q: Skills for Success Reading and Writing 3 and Q: Skills for Success Listening and Speaking 3

Publisher: Oxford University Press

Materials/ Program to be Reviewed: Six level integrated skills program that focuses on student outcomes

Tools of Instruction included in this review: Teacher's Handbook and student book

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

Intended Student Audiences: 7-12th grade and higher education English language learners

WIDA Framework(s) considered: Formative

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

WIDA English Language Proficiency Standards addressed: Social and Instructional, Lang. of Language Arts

WIDA language proficiency levels included: Level 3 (Developing)

Most Recently Published Edition or Website: 2011

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

Q: Skills for Success is a six-level, two strand series (Reading & Writing, Listening & Speaking) that focuses on student outcomes. An Essential Question at every unit opener provides a unique critical thinking framework that develops cognitive skills such as analyzing, synthesizing, and evaluating - as well as developing language and communication skills that are essential for academic success. Q Online Practice offers additional practice for every unit in the student book. Q develops the 21st century skills students need to successfully compete in today's world. Q can be used by middle and high school ESL teachers.

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 for language learners is a central focus in the Q: Skills for Success materials. Each level of Q is customized to a linguistic complexity level. The instructor selects the level that best suits the student’s language level - Intro Level (low beginning), Level 1 (high beginning), Level 2 (low intermediate), Level 3 (intermediate), Level 4 (high intermediate), and Level 5 (advanced). Q: Skills for Success Level 3 for this correlation is focused for language learners at the intermediate level. The complexity of language and activities are specific to these learners. Each unit also differentiates for student’s working above or below the specified language level.
- B. All targeted levels are reached through language and activities that are specific to the intended language learner.
- C. Linguistic complexity is systematically addressed throughout the materials. Language is scaffolded throughout each unit and throughout the materials. Learning outcomes are clearly defined and the lessons systematically build student’s language skills to achieve them.

Examples from Unit 1 show the structure of all other units:

Q: Skills for Success Listening and Speaking 3

- Unit 1, Page 2: ‘Learning Outcome’ - activities and language in this unit are scaffolded and systematic to help students achieve the learning outcome by the end of the unit
- Unit 1, Page 3: ‘Activity B Answers’ - explains expected response based on student’s language level
- Unit 1, Page 3: ‘Vocabulary’ - activity supports targeted language level by having students complete a sentence
- Unit 1, Page 6: ‘Critical Q: Expansion Activity’ - systematic approach to building language by comparing and contrasting

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Q: Skills for Success Reading and Writing 3

- Unit 1, Page 2: 'Learning Outcome' - activities and language in this unit are scaffolded and systematic to help students achieve the learning outcome by the end of the unit
- Unit 1, Page 2: 'Activity B Answers' - expectations of answers are specific to targeted level of language learners
- Unit 1, Page 5: 'Critical Q: Expansion Activity' - systematic approach to building language through explaining ideas to develop thoughts
- Unit 3, Page 31: 'Grammar: Real conditionals: present and future' - level specific activity; students learn about real conditionals

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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. Q: Skills for Success teaches and engages language learners with vocabulary within context. Vocabulary is represented in words, phrases and expressions. The ‘Scope and Sequence’ at the beginning of each book specifically addresses vocabulary and highlights how students will be interacting with vocabulary in each unit. Each unit begins with a list of language skills that provides explicit skills instruction in several areas, including vocabulary. Each unit contains vocabulary skills that focus on words learners need to know academically and professionally. These words are integrated throughout the unit, in various activities and used in context.
- B. Each Q: Skills for Success level is focused on a language proficiency level. The vocabulary in the materials is appropriate for the targeted levels of proficiency.
- C. General, specific, and technical vocabulary is scaffolded throughout the materials and systematic in its presentation.

The examples given for Unit 2 are indicative of the structure for each unit:

Q: Skills for Success Listening and Speaking 3
Teacher’s Handbook

- Pages xiv-xix: ‘Scope and Sequence’- vocabulary column shows vocabulary interactions for each unit
- Unit 2, Page 13: language skills list at beginning of unit - ‘Vocabulary’ - explicit instruction on ‘adjective-noun collocations’
- Unit 2, Pages 14-15: ‘Listening,’ ‘Vocabulary’- students read words and definitions, complete sentences, and work with a partner to connect with vocabulary (see Student Book, page 25)
- Unit 2, Page 15: ‘Multilevel Option’- differentiation of vocabulary lesson to assist students working on a higher or lower level
- Unit 2, Page 18: ‘Vocabulary Skill: Adjective-noun collocations’- students practice correct stress and pronunciation in context while learning about adjective-noun collocations (see Student Book, page 33)

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- Pages xiv-xix: 'Scope and Sequence'- vocabulary column shows vocabulary interactions for each unit
- Unit 2, Page 13: language skills list at beginning of unit - 'Vocabulary' - explicit instruction on using context to understand words
- Unit 2, Page 16: 'Reading,' 'Vocabulary' - Students read, match definitions to vocabulary words in context, and practice stressing syllables to learn and connect with vocabulary (see Student Book, pages 31-32)
- Unit 2, Page 18: 'Vocabulary Skill: Use of context to understand words'- students use context to determine the meaning of a word to develop their vocabulary comprehension skills (see Student Book, page 37)

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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 the unit in context and related to the unit’s ‘Learning Outcome.’ Students demonstrate language control through various activities in addition to the ‘Unit Assignment.’ The ‘Scope and Sequence’ specifically addresses language control for each unit in the ‘Grammar’ section. Each unit begins with a list of language skills that provides explicit skills instruction in several areas, including ‘Grammar’ which covers language control.
- B. This instruction is appropriate for all targeted proficiency levels.
- C. Language structures are explicitly taught in a systematic fashion throughout each unit.

The following examples are indicative of the types of lessons that address language control throughout all units.

Q: Skills for Success Listening and Speaking 3
Teacher’s Handbook

- Pages xiv-xix: ‘Scope and Sequence’- grammar column shows language control lessons for each unit
- Unit 3, Page 23: language skills list at beginning of unit - ‘Grammar’ - explicit instruction on ‘gerunds and infinitives as the objects of verbs’
- Unit 3, Page 24: ‘Listening,’ ‘Vocabulary’- work on proper pronunciation
- Unit 3, Page 26: ‘Tip for Success’- synonyms to make speech more interesting
- Unit 3, Pages 28-29: ‘Grammar: Gerunds and infinitives as the objects of verbs’- lesson on gerunds and infinitives (see Student Book, page 55)
- Unit 3, Page 29: ‘Skill Note’- verbs followed by a gerund
- Unit 3, Page 29: ‘Pronunciation: Stress on important words’- activities involving listening and speaking, stress on important words
- Unit 3, Page 30: ‘Speaking Skill: Asking for and giving clarification’- lesson and activities on clarification in speaking and listening
- Unit 3, Page 33: ‘Unit Assignment Rubric’- assess use of ‘appropriate word stress,’ ability to ‘ask for and give clarification appropriately,’ and use of gerunds and infinitives.

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Q: Skills for Success Reading and Writing 3
Teacher's Handbook

- Pages xiv-xix: 'Scope and Sequence'- grammar column shows language control lessons for each unit
- Unit 3, Page 23: language skills list at beginning of unit - 'Grammar' - explicit instruction on 'subject-verb agreement'
- Unit 3, Page 28: 'Vocabulary Skill: Collocations' - understanding proper adjective + preposition combinations
- Unit 3, Page 30: 'Grammar: Subject-verb agreement'- lesson on subject-verb agreement (see Student Book, pages 60-61)
- Unit 3, Page 33: 'Unit Assignment Rubric'- assess use of language control in writing assignment

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. In addition to social and instructional language, Q: Skills for Success addresses other WIDA standards, including the language of Language Arts. Each unit covers social and instructional language through the language arts skills of reading, writing, listening, and speaking in a variety of activities. ELP standards are covered in depth throughout the materials.
- B. Social, instructional and content-area language is systematically integrated into every unit and used in context.

The structure of each unit is indicated through the following examples:

Q: Skills for Success Listening and Speaking 3
Teacher’s Handbook

- Unit 5, Pages 44-54: ‘Learning Outcome’- Students are expected to explain their opinions about our responsibility for issues impacting our world (Language of Social Studies). As students work through the unit with listening, speaking, reading, and writing activities (Language of Language Arts) they focus on vocabulary, grammar, and pronunciation (Language of Language Arts and Social and Instructional language) in the context of other responsibility for our world.
- Unit 5, Pages 45-48: ‘Listening’ - Students listen to selections related to the topic and engage in vocabulary, main idea, details, note taking, and inferring activities. (Language of Language Arts and Language of Social Studies)
- Unit 5, Pages 49-51: ‘Speaking’- Students focus on speaking skills while engaging in lessons on grammar, pronunciation and speaking skills involving the topic of the unit. (Language of Language Arts, Social and Instructional language, and Language of Social Studies)
- Unit 5, Pages 51-53: ‘Unit Assignment’- Students take part in a group discussion using what they learning in the unit. (Language of Language Arts, Social and Instructional language, and Language of Social Studies)

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- Unit 5, Pages 45-55: 'Learning Outcome'- Students are expected to write a paragraph about why people help others (Language of Social Studies and Language of Language Arts). As students work through the unit with listening, speaking, reading, and writing activities (Language of Language Arts) they focus on vocabulary and grammar (Language of Language Arts and Social and Instructional language) in the context of the 'Learning Outcome.'
- Unit 5, Pages 46-51: 'Reading'- Students read selections related to the topic and engage in vocabulary, main idea, details, and reflection activities. (Language of Language Arts and Language of Social Studies)
- Unit 5, Pages 51-53: 'Writing'- Students focus on writing skills while engaging in lessons on grammar. (Language of Language Arts)
- Unit 5, Pages 53-55: 'Unit Assignment' - Students write a paragraph with reasons and examples, engaging in the writing process, about why people help others. (Language of Language Arts and Language of Social Studies)

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. All four language domains are addressed in the materials. In Q: Skills for Success Listening and Speaking 3, the focus is on listening and speaking, but students are engaged in all four domains. Each unit in Q: Skills for Reading and Writing 3 focuses on reading and writing, but students are engaged in all four domains. Each unit has domain specific language skills that are listed in the scope and sequence. Domain specific language skills are listed at the beginning of every unit as well. Language domains are often used in tandem with another and instruction is explicit. Instruction is delivered around a unit theme in the form of a thought-provoking question. This question provides the inquiry to achieve the learning outcomes for the unit through obtaining vocabulary to answer the question and ample opportunities to listen, speak, read and write about the question.
- B. Language proficiency levels are addressed in regards to the language domains for each lesson. Q: Skills for Success Listening and Speaking 3 and Q: Skills for Reading and Writing 3 are specifically designed for a target language level to teach listening, speaking, reading, and writing skills to language learners.
- C. Listening, speaking, reading and writing are explicitly instructed and systematically integrated into every lesson.

The following examples are indicative of the structure of all units and lessons:

Q: Skills for Success Listening and Speaking 3
Teacher’s Handbook

- Pages xiv-xix: ‘Scope and Sequence’- listening and speaking columns show domain specific language skills for each unit
- Unit 4, Pages 34-43: ‘Is change good or bad?’
- Learning outcome: Participate in a group discussion emphasizing the advantages and disadvantage of change.
- In this unit students participate in various listening and speaking activities to listen for main ideas and details, take notes, participate in group discussions, summarize, and ask for and give reasons to achieve the learning outcome.

Q: Skills for Success Reading and Writing 3
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- Pages xiv-xix: 'Scope and Sequence'- reading and writing columns show domain specific language skills for each unit
- Unit 4, Pages 34-44: 'How has technology affected your life?'
- Learning outcome: Write a paragraph summarizing a reading text and an opinion paragraph in response to the text.
- In this unit students participate in various reading and writing activities to preview text, read for main ideas and details, read to get meaning from text, take notes, summarize, plan before writing, revise, edit, and rewrite to achieve the learning outcome.

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. Differentiation of language proficiency levels is not only built into the units of the materials, but it is also built into the series. The six levels of Q: Skills for Success (Intro-Level 5) are customized to a linguistic complexity level. Each unit also differentiates for student's working above or below the specified language level in a section titled 'Multilevel Option' as well as other places.

B. Differentiation of language proficiency is developmentally and linguistically appropriate for the targeted language levels.

C. Q: Skills for Success is systematic in the approach to differentiation of language and addresses differentiation throughout all materials.

Examples from Unit 10 show the structure of all other units:

Q: Skills for Success Listening and Speaking 3
Teacher's Handbook

- Unit 9, Page 89: 'Activity B Answers'- explains expected response based on student's language level
- Unit 9, Page 89: 'Multilevel Option'- differentiation for students of other language levels
- Unit 9, Page 91: 'Multilevel Option'- differentiation for students of other language levels

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Teacher's Handbook

- Unit 9, Page 88: 'Activity B Answers'- explains expected response based on student's language level
- Unit 9, Page 88: 'Multilevel Option'- differentiation for students of other language levels
- Unit 9, Page 90: 'Multilevel Option'- differentiation for students of other language levels
- Unit 9, Page 93: 'Multilevel Option'- differentiation for students of other language levels

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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. Scaffolding is explicitly addressed throughout each unit in reoccurring sections titled ‘Preview...’ and ‘Background Note,’ as well as individual places in lessons. The curriculum systematically builds upon previous units as well as explicitly scaffolding within a lesson to advance students within a proficiency level and from one level to the next.

B. Scaffolding is explicitly addressed throughout each unit in reoccurring sections titled ‘Preview...’ as well as individual places in lessons. The curriculum systematically builds upon previous units as well as explicitly scaffolding within a lesson to advance students within a proficiency level and from one level to the next.

C. Scaffolding supports are systematic in their use throughout the curriculum.

The following examples from Unit 8 are indicative of the structure of each unit and its use of scaffolding:

Q: Skills for Success Listening and Speaking 3
Teacher’s Handbook

- Unit 8, Page 77: ‘Preview the Unit’- scaffolding activities for the topic of the unit
- Unit 8, Page 78: ‘Vocabulary’ - builds vocabulary knowledge for the unit
- Unit 8, Page 79: ‘Preview Listening 1’- building background for the listening selection
- Unit 8, Page 79: ‘Listening 1 Background Note’- building background for the listening selection
- Unit 8, Page 83: ‘Speaking’- students learn about phrasal verbs in an activity and practice for unit assignment
- Unit 8, Page 84: ‘Speaking Skill: Recapping a presentation’- students learn about recapping/summarizing a presentation and engage in an activity practice for unit assignment
- Unit 8, Pages 85-87: ‘Unit Assignment: Give and recap a presentation’- students are assessed on correctly using phrasal verbs, using unit vocabulary, and having an appropriate recap statement in the end of unit assignment

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- Unit 8, Page 76: 'Preview the Unit' - scaffolding activities for the topic of the unit
- Unit 8, Page 77: 'Vocabulary' - building vocabulary for the reading
- Unit 8, Page 78: 'Preview Reading 1' - building background for the reading selection
- Unit 8, Page 78: 'Reading 1 Background Note' - building background for the reading selection
- Unit 8, Page 79: 'Learning Outcome' - scaffolds 'Reading 1' for the unit's learning outcome

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 ‘Scope and Sequence’ in Q: Skills for Success clearly outlines a wide range of language functions used in the materials. Language functions are found throughout each unit, explicitly instructing students on what to do with the language in each activity. Language functions include, but are not limited to, express, connect, complete, describe, recognize, relate, decide, summarize, understand, and explain.
- B. Each unit begins with a unit question and learning outcome. Students are richly engaged in a variety of activities that utilize language functions in the context of achieving the learning outcome and answering the unit question.
- C. The presentation of language functions in each unit is comprehensive and supports the progression of language development for all targeted levels.

Examples show the structure of all other units:

Q: Skills for Success Listening and Speaking 3
Teacher’s Handbook

- Pages xiv-xix: ‘Scope and Sequence’- lists the vast array of language functions used throughout the units
- Unit 7, Page 66: ‘Learning Outcome’- Give a short presentation on a risk you have taken, explaining your reasons for taking that risk
- Unit 7, Page 71: ‘What Do You Think?’ - students reflect on answers and discuss questions
- Unit 7, Page 71: ‘Critical Q: Expansion Activity’- students list and categorize and justify information

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- Pages xiv-xix: ‘Scope and Sequence’- lists the vast array of language functions used throughout the units
- Unit 7, Page 66: ‘Learning Outcome’- develop a narrative essay describing a risk you have taken
- Unit 7, Page 66: ‘Preview the Unit, A’- #4 - students describe a photo
- Unit 7, Page 67: ‘C’- students rank activities by level of risk and explain their opinions
- Unit 7, Page 71: ‘Vocabulary Skill, A’- students identify correct definitions and compare answers with partner

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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. Higher order thinking is built into every unit of Q: Skills for Success. Each unit begins with a question that provides a critical thinking framework for the unit. ‘Critical Q: Expansion Activity’ included in every unit, facilitates higher order thinking opportunities in the context of the unit topic. In the teacher’s handbook sections titled ‘Critical Thinking Tip’ offer suggestions for expanding higher order thought and discussion. Throughout the student book sections titled ‘Critical Thinking Tips’ are strategically placed with activities to promote higher order thinking.

E. Higher order thinking opportunities are systematically presented in the curriculum.

The examples from Unit 6 show the structure of all units:

Q: Skills for Success Listening and Speaking 3
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- Unit 6, Page 55: ‘Unit Question’- provides the critical thinking framework for the unit
- Unit 6, Page 55: ‘Preview the Unit, B’- students discuss the unit question
- Unit 6, Page 60: ‘Tip for Critical Thinking’
- Unit 6, Page 60: ‘Critical Q: Expansion Activity’- evaluating advertisements
- Unit 6, Page 63: ‘Expansion Activity’
- Student Book
- Unit 6, Page 105: ‘Unit Question’- provides the critical thinking framework for the unit and discussion
- Unit 6, Page 114: ‘What Do You Think?’- higher order group discussion questions
- Unit 6, Page 114: ‘Tip Critical Thinking’

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- Unit 6, Page 56: ‘Unit Question’- provides the critical thinking framework for the unit
- Unit 6, Page 56: ‘Preview the Unit, B’- students participate in an activity based on the unit question
- Unit 6, Page 57: ‘Critical Thinking Tip’
- Unit 6, Page 57: ‘Critical Q: Expansion Activity’- categorization
- Student Book
- Unit 6, Page 113: ‘Unit Question’- provides the critical thinking framework for the unit and discussion
- Unit 6, Page 114: ‘Tip Critical Thinking’
- Unit 6, Page 119: ‘What Do You Think?’- higher order group discussion questions

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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. Q: Skills for Success covers WIDA example topics and subtopics as well as other appropriate topics that are found in state and local standards. In addition to social and instructional topics, the language of Language Arts is thoroughly covered. Each unit includes several language arts topics including, but not limited to, note taking, convention & mechanics, multimedia, and research.
- B. Example topics and other standards-based topics are accessible to all English language learners of the targeted language proficiency levels.
- C. The presentation of example topics is systematic throughout the materials.

The structure of each unit is indicated through the following examples:

Q: Skills for Success Listening and Speaking 3
Teacher’s Handbook

- Unit 5, Page 44: ‘Unit Question’- ‘Are we responsible for the world we live in?’ - WIDA example topics ‘Points of view’ (Social and Instructional language, grades 9-12), ‘Individual responsibilities’ (The language of Social Studies, grades 9-12) ‘Character development’ (Social and Instructional language, grades 6-8)
- Unit 5, Page 44: ‘B’- #4 - WIDA example topic ‘Note taking’ (The language of Language Arts, grade 9-12)
- Unit 5, Page 50: ‘Pronunciation: Intonation in tag questions’ - WIDA example topic ‘Use of register’ (Social and Instructional language, grades 6-8)

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Teacher’s Handbook

- Unit 9, Page 87: ‘Unit Question’- ‘How can a small amount of money make a big difference?’ - WIDA example topics ‘Resources and supplies’ (Social and Instructional language, grades 6-8), ‘Banking and money’ (The language of Social Studies, grades 9-12)
- Unit 9, Page 88: ‘Vocabulary’- synonyms - WIDA example topic ‘Synonyms & antonyms’ (The language of Language Arts, grade 6-8)
- Unit 9, Page 89: ‘Main Ideas,’ ‘Details,’ and ‘What So You Think?’- students answer questions and participate in discussion on the reading- WIDA example topic ‘Comprehension strategies’ (The language of Language Arts, grades 6-8)
- Unit 9, Pages 95-97: ‘Revise and Edit’ and ‘Unit Assignment Rubric’- students revise and edit their writing assignment and are assessed on format and word choice - WIDA example topic ‘Convention and mechanics’ (The language of Language Arts, grades 9-12) and ‘Editing’ (The language of Language Arts, grades 6-8)

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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.

- A. The content covered in Q: Skills for Success is linguistically and developmentally appropriate for the intended grade levels. Topics address WIDA, state, and local standards and objectives. All content, including graphics and activities, are appropriate and targeted for the intended audience.
- B. The materials are focused on language proficiency levels and content is accessible to the targeted grade levels.
- C. Grade appropriate content is systematically presented throughout the curriculum.
The following examples are representative of the structure of all units and lessons:
- Q: Skills for Success Listening and Speaking 3
Teacher’s Handbook
- Pages xiv-xix: ‘Scope and Sequence - lists the grade appropriate topics and content for each unit
 - Unit 10, Page 98: ‘Unit Question’- ‘Do we need technology to communicate long distance?’
 - Unit 10, Page 98: ‘Learning Outcome’- ‘Role-play a phone call discussing an emotional event you have experienced’
 - Unit 10, Page 101: ‘Listening Skill’- recognizing and understanding definitions
 - Unit 10, Pages 101-102: ‘Vocabulary’- vocabulary words: pen pal, ancient, sympathy, out of the blue, built up, observe, sealed, assistance, one-sided, fighting an uphill battle - in context
 - Unit 10, Page 103: ‘Vocabulary Skill’- idioms
 - Unit 10, Page 104: ‘Grammar’- comparatives
- Q: Skills for Success Reading and Writing 3
Teacher’s Handbook
- Pages xiv-xix: ‘Scope and Sequence’- lists the grade appropriate topics and content for each unit
 - Unit 10, Page 98: ‘Unit Question’- ‘Do people communicate better now than in the past?’
 - Unit 10, Page 98: ‘Learning Outcome’- ‘Develop an essay about communication that states your personal opinion and gives a counterargument.’

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- Unit 10, Page 101: 'Reading Skill'- identifying author's purpose, audience, and tone
- Unit 10, Page 102: 'Reading 2'- students read a selection on communication and social networking sites
- Unit 10, Page 102: 'Vocabulary'- vocabulary words: debatable, reconsider, warn, react, potentially, shorten, instantaneous, moderation, complementary- in context
- Unit 10, Page 104: 'Vocabulary Skill'- using the dictionary
- Unit 10, Page 105: 'Grammar'- sentence fragments
- Unit 10, Page 106: 'Unit Assignment'- write an opinion essay with a counter argument

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. Q: Skills for Success is rich in sensory supports that reinforce understanding of the materials. Supports are varied and include, but are not limited to, color illustrations and photographs, physical activities, and audio cds.
- B. The sensory supports are relevant to and reinforce concept attainment for all targeted levels of language proficiency.
- C. Sensory supports are systematically presented throughout each unit and in appropriate lessons.

The following examples are indicative of the structure for all units and lessons:

Q: Skills for Success Listening and Speaking 3
Teacher’s Handbook

- Unit 5, Page 44: ‘B’- students engage in a physical activity to build knowledge for the unit
- Unit 5, Pages 45-48: ‘Listening’: each unit contains two listening selections from an audio cd

Student Book

- Unit 5, Page 84: colorful illustrations clarify and reinforce concept attainment

Q: Skills for Success Reading and Writing 3
Teacher’s Handbook

- Unit 5, Page 46: ‘The Q Classroom’- audio cd to assist discussion

Student Book

- Unit 5, Page 100: photograph supports reading section

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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. Throughout the materials a wide variety of graphic supports are used to reinforce understanding. These integrated supports include, but are not limited to, graphic organizers, time lines and charts.
- E. The graphic supports are relevant to and reinforce concept attainment for all targeted levels of language proficiency.
- F. Graphic supports are systematically presented throughout each unit and in appropriate lessons.

The following examples are indicative of the structure of all unit and lessons:

Q: Skills for Success Listening and Speaking 3
Student Book

- Unit 4, Page 75: word web
- Unit 7, Page 136: word family chart
- Unit 8, Page 162: t-chart
- Q: Skills for Success Reading and Writing 3
Student Book
- Unit 9, Page 186 and 187: time line
- Unit 9, Page 195: graphic organizer

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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. Q: Skills for Success provides a great variety of interactive supports throughout the materials. Partnering, small group, cooperative groups, and whole group strategies are integrated into lessons to achieve greatest student learning. Each unit also includes Q Online Practice for additional practice through an online workbook. This support is clearly marked in the teacher and student books next to the related activity.

H. The interactive supports are relevant to and reinforce concept attainment for all targeted levels of language proficiency.

I. Interactive supports are systematically presented through each unit and in appropriate lessons.

The following examples are representative of the structure of all units and lessons:

Q: Skills for Success Listening and Speaking 3
Teacher’s Handbook

- Page xiii: describes Q Online Practice
- Unit 8, Page 77: ‘Preview the Unit’- lesson building background for the unit through whole group, small group, and pairs
- Unit 8, Page 79: ‘Listen for Details’- web+ symbol noting that additional practice for listening comprehension is available through Q Online Practice

Student Book

- Unit 8, Page 160: ‘Pronunciation: Links between consonants and vowels’- web+ symbol noting that additional practice is available through Q Online Practice

Q: Skills for Success Reading and Writing 3
Teacher’s Handbook

- Unit 8, Page 80: ‘What Do You Think?’ - cooperative learning grouping

Student Book

- Unit 8, Page 176: ‘Revise and Edit: Peer Review’ - partner work

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.