PRIME™

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): ___ACCESS Newcomers_____

Publisher: ___Houghton Mifflin Harcourt_____

Materials/ Program to be Reviewed: ___ACCESS Newcomers_____

Tools of Instruction included in this review: ___Student Book, Teacher's Edition, Assessment Book/Folder___

Intended Teacher Audiences: ___Grades 5–12 teachers of ELLs_____

Intended Student Audiences: ___Grades 5–12 ELLs_____

WIDA Framework(s) considered: ___Formative, Summative_____

Language domains addressed in material: ___Listening, Speaking, Reading, Writing___

WIDA English Language Proficiency Standards addressed: ___1–5 (Social and Instructional Language, Language of Language Arts, Language of Mathematics, Language of Science, Language of Social Studies)___

WIDA language proficiency levels included: ___1–2_____

Most Recently Published Edition or Website: ___© 2005_____

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

ACCESS Newcomers develops beginning language, literacy, and content for newly arrived and beginning English language learners in grades 5 and up. Clear, highly visual presentations, together with explicit instruction, build a foundation for academic success. Starting Out focuses on essential words and sentences for getting around school. Getting Ready and School Readiness introduce key concepts and vocabulary from English, Math, Science, and American History.

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. ACCESS Newcomers is a multilevel program for beginning English language learners. The program addresses four levels: Readiness (teaches newcomers with no English skills and no academic background), Starting Out (teaches basic survival skills with language for home and school use), Getting Ready (introduces the content-area building blocks that give students the language to participate in topics), and School Readiness (prepares students for classroom immersion by building academic language and listening, speaking, reading, and writing skills). The lessons in ACCESS Newcomers Pupil's Edition are specifically designed to meet the needs of students at each level. After the Readiness section, each lesson has four parts: Look and Explore introduces the Big Idea, gives strong visual support, and provides a context for developing oral language; Listen and Talk teaches essential academic language and high-frequency words, offers model sentences that use natural and authentic language, and provides oral language practice; Read and Write builds reading and writing skills and provides a variety of activities that progress in difficulty with each level; Develop Language teaches both traditional grammar and grammar specific to the needs of English language learners and builds awareness of different aspects of English grammar. See ACCESS Newcomers Teacher's Edition pages T16–T17.

B. The ACCESS Newcomers Teacher's Edition that accompanies the Pupil's Edition is carefully constructed to promote learning. Objectives and Introduce the Big Idea set a purpose, build background, make connections, and introduce key concepts. The Teach (Look and Explore) and Talk About (Listen and Talk) sections introduce the main idea of the lesson, present standards-based content, teach academic and important everyday words along with language notes, provide strong visual support, and promote oral language development. The Assign (Read and Write) and Teach (Develop Language) sections teach the skills for communicative proficiency and authentic language, use academic language, provide graphic organizers to promote understanding, spotlight grammar, and engage students with interactive practice to build language skills. This instructional plan can be found in every lesson in the program. The lesson structure

is further augmented by the Wrap Up and Assess, Activities, Small Group Instruction, Program Resources, and Review the Lesson sections on every set of pages in the lesson. These lesson sections provide instruction to reinforce language and concept development as well as expand background information. See ACCESS Newcomers Teacher's Edition pages 38–39.

C. The program was developed with a consistency of instruction so that the features described in parts A and B are used in all the lessons of the program to address the needs of students. All the components of the program provide consistent instruction and practice to assist students in developing key language skills.

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. The program introduces 2,487 high-frequency vocabulary words including academic terms that prepare students for content-area subjects. Using Best Practices for English Language Learners (see ACCESS Newcomers Teacher's Edition pages T26–T27), the program develops vocabulary skills in the following ways. Look and Explore uses images to help students connect to the lesson Big Idea and build language. Listen and Talk establishes academic vocabulary and the fundamental concepts of the lesson. Listen and Talk activities promote oral language development. At the Readiness level, Say and Write activities focus on beginning language development. At the other levels, Read and Write activities further develop language proficiency and help teachers monitor comprehension, and Develop Language provides consistent instruction in grammar to help students understand English. See Readiness lesson plan on ACCESS Newcomers Teacher's Edition pages 12–13, Starting Out pages 38–39, Getting Ready pages 112–113, and School Readiness pages 186–187.

B. ACCESS Newcomers includes academic vocabulary and everyday language. The Big Idea and Look and Explore sections in the Pupil's Edition introduce the concepts and language to build understanding. In the accompanying Teacher's Edition lesson, Activities, Small Group Instruction, Program Resources, and Review the Lesson sections continually reinforce the vocabulary development process. See pages 16–17, 38–39, 112–113, and 186–187.

C. The information in parts A and B describes the systematic organization of the program, which includes the presentation of general, specific, and academic language. After the Readiness section, the program is organized in units. The lessons in the units build background to help students develop basic everyday language as well as academic language.

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. The unit structure of the ACCESS Newcomers program organizes the topics and concepts to help students learn and use everyday language and academic language to promote language development. The lesson features introduce, practice, and apply the related language. The interactive lesson structure encourages students to participate in a purposeful learning environment that guides them to master content and skills. See ACCESS Newcomers Teacher's Edition pages T20 and T21 for a summary of the features and tools included to help teach and practice all aspects of language for a given context. Review the structure of a regular lesson on pages 38–39.

B. ACCESS Newcomers is designed for English language learners and is structured to introduce, practice, and apply skills to help students acquire the skills. The activities include many ways to assist all levels of learners. See ACCESS Newcomers Teacher's Edition pages T16 to T19 to review the program features that form the core instruction in the program.

C. Throughout ACCESS Newcomers, the four-level structure provides instruction for beginning English language learners at all levels of proficiency. Each skill is introduced, practiced, reviewed, and tested to check students' knowledge of the skill. The instruction is organized into lessons that focus on a topic so that oral language, reading, and writing development are provided within the context of the topic. The Small Group Instruction section on each set of pages contains the tools needed to adjust instruction for students at different levels. See pages T30 to T35 of the ACCESS Newcomers Teacher's Edition for charts showing the skill structure of the program.

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.   The ACCESS Newcomers program is comprised of lessons and units that focus on the language related to the content areas of English, math, social studies, and science. The program introduces 2,487 high-frequency vocabulary words, including important academic terms, to prepare students for work in the content subjects. The units focus on areas of reading/language arts with all the related English language arts skills. The materials include the listening, speaking, reading, and writing skills based on the content-oriented structure of the program to prepare students for mainstream learning. See ACCESS Newcomers Teacher's Edition pages T36 to T43 to review the skills addressed and correlated to the National Content Standards and the TESOL Standards.

B.   As described in part A, the ACCESS Newcomers book is organized into lessons and units. Each lesson has four parts: 1. Talk and Explore, 2. Listen and Talk, 3. Read and Write, 4. Develop Language. This structure provides a thorough, systematic approach to language development for literacy. The program teaches important everyday words and academic vocabulary with lesson features that promote key concept development as well as related vocabulary skills. See pages T16 to T23 for a complete breakdown of the lesson features and components that promote language learning.

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 lesson features clearly identify the instruction and practice in the domains of listening, speaking, reading, and writing in ACCESS Newcomers. The unit structure groups the lessons to help students learn academic English in context and to allow for multiple exposures to vocabulary. The first section of each lesson (Look and Explore) develops listening and speaking along with reading as it presents the Big Idea of the lesson. The next section (Listen and Talk) focuses on listening, speaking, and reading using model sentences with natural and authentic language along with activities that develop context, content, and vocabulary. The third section (Read and Write) provides reading and writing skills with a variety of activities that progress in difficulty with each level. The fourth section (Develop Language) incorporates listening, speaking, reading, and writing as students tell and write about the topic. See the lesson description on pages T16–T17 of the ACCESS Newcomers Teacher's Edition for the lesson highlights.

B.   The ACCESS Newcomers program addresses four language proficiency levels: Readiness, Starting Out, Getting Ready, and School Readiness. See the description on pages T14–T15. The program provides multiple starting points to meet the varied needs and abilities of English language learners, who then develop language proficiency as they move through the levels. See also pages 10B–11B, 36B–37B, 110B–111B, and 184B–185B for information about the language proficiency level in each program level. Additionally, the instructional notes in the accompanying Teacher's Edition lessons include suggestions and tips to help address proficiency levels. The ACCESS Newcomers materials are specifically designed to assist beginning English language learners. See page T10 for an overview of the ACCESS Newcomers program components.

C.   The information in parts A and B explains the unit and lesson structures found in the units and lessons in ACCESS Newcomers. These instructional features provide thorough, systematic instruction in the listening, speaking, reading, and writing language domains. The lessons also include instruction to assist a wide range of language learners.

III. LEVELS OF LANGUAGE PROFICIENCY

IIIA. Differentiation of Language (for ELP levels)

YES NO

☑ ❏   A. Do the materials differentiate between the language proficiency levels?

☑ ❏   B. Is differentiation of language proficiency developmentally and linguistically appropriate for the designated language levels?

☑ ❏   C. Is differentiation of language systematically addressed throughout the materials?

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

A. The ACCESS Newcomers program is a standards-based middle-school program developed for English language learners. See pages T10 and T11 of the ACCESS Newcomers Teacher's Edition for a brief explanation of the ACCESS program and its components. The Newcomers program is intended for beginning English language learners who enter the classroom with a variety of language development needs and literacy proficiencies. At the Readiness level, the program works with newcomers who have no English skills and no academic background. In the Starting Out level, the materials teach basic survival skills with language for home and school use. At the Getting Ready level, students are introduced to the content-area building blocks that give them the language to participate in the lesson topics. In the School Readiness level, students are being prepared for classroom immersion by building academic language and listening, speaking, reading, and writing skills. Every set of pages contains specific activities to assist learners' abilities. See a representative set of activities from the ACCESS Newcomers Teacher's Edition for one lesson at each of the levels: Readiness pages 12–13, Starting Out pages 38–39, Getting Ready pages 112–113, and School Readiness pages 186–187. Also review the program structure of Best Practices on pages T26–T27.

B. The ACCESS Newcomers program provides materials for addressing the developmental levels of beginning language learners. The Teacher's Edition provides information about how to use the lesson activities to identify, understand, and address the needs of students at all levels of language proficiency. The Lesson Pacing plan gives options for instruction to accommodate students at varying proficiency levels. See page T28 in the Teacher's Edition. Flexibility and adaptability have been woven into every lesson to help teachers accommodate the many and varied needs of their students.

C. As stated in parts A and B, the program provides a complete instructional plan across the levels to introduce skills within the units and the lessons. This carefully developed structure permits students to progress and attain goals.

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.   The ACCESS Newcomers program contains lessons that address four different levels of beginning language development. This instructional approach allows teachers to present lessons that help students develop and master vocabulary and skills so that they can progress from simpler to higher levels. The goal of the program is to accelerate achievement to prepare English learners for success in the conventional school environment. The lessons in the ACCESS Newcomers Teacher's Edition encourage a great deal of flexibility to motivate students to move from simple to complex exercises. Small Group Instruction, Activities, and Program Resources sections also provide a wide variety of exercises to cross learning levels.

B.   In addition to the lesson structure that encourages scaffolding between levels, the assessment information at the end of each lesson (see an example for each level of learning on pages 13, 39, 113, and 187 of the ACCESS Newcomers Teacher's Edition) gives concrete methods to define language development as well as content knowledge. See also page T10 for a description of the Assessment Book and the Assessment Folder. As described in part A, the lessons provide scaffolding support as students work at specific tasks and then move into related activities to guide instruction and practice from simpler to more complex skill levels.

C.   In the ACCESS Newcomers program, students are offered multiple opportunities to progress through the instruction at varying levels of proficiency. The instruction is monitored by the Assessment materials, which provide ways to assess students' language development.

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 program has been structured to follow a systematic instructional plan that assists students in acquiring language proficiency. The units are developed around real-world content skills, and each lesson is a part of an integrated plan to develop language skills related to academic language and everyday vocabulary. This carefully organized system provides a wide range of activities to help students develop language proficiency and apply listening, speaking, reading, and writing skills to content areas. See Readiness pages 12–13, Starting Out pages 38–39, Getting Ready pages 112–113, and School Readiness pages 186–187 in the ACCESS Newcomers Teacher's Guide for a complete review of a typical lesson plan for each level of learning included in the program.

B. The structure of the program enables students to learn academic English in context, which offers multiple exposures to the vocabulary. Review the content listing on pages T4 to T9 for unit content and lesson topics. See the lesson plans for a unit in Starting Out on pages 38 to 43 of the ACCESS Newcomers Teacher's Edition. As students participate in the language activities, projects, and exercises, they develop the skills and expand the learning process in the specific content areas. For the program, the content is an integral part in these subject areas: English, mathematics, science and health, social studies.

C. As stated in parts A and B, the program was developed with a unit structure for each content area. Within each content area, a scope and sequence (see pages T30–T35 in the ACCESS Newcomers Teacher's Edition) shows the lesson structure and the related skills. This brief summary clearly shows the well-constructed plan for skills and strategies included in the materials. This complete set of skills is necessary to give students opportunities to grow and expand in language development.

YES NO   **Higher Order Thinking**

☑ ❏   D. Are opportunities to engage in higher order thinking present for students of various levels of English language proficiency?

☑ ❏   E. Are opportunities for engaging in higher order thinking systematically addressed in the materials?

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

D. Higher-order thinking skills are presented in the School Readiness level of ACCESS Newcomers. Students learn about these kinds of thinking skills to help them see that reading is a thinking process. For example, the Wrap Up and Assess and the Review the Lesson activities on page 189 of the Teacher's Edition use higher-order thinking skills in the discussion. At this beginning level, these skills are incorporated into the lesson activities. As students complete the activities, they learn to draw conclusions, compare and contrast, make inferences, identify cause-and-effect relationships, and make judgments. These are representative of the higher-order thinking skills covered in the lessons. Students move from basic literal questions to advanced comprehension levels to develop their reading skills.

E. Higher-order thinking skills are presented in the School Readiness level of the program. The information in part D explains the presentation that is an integral part of the skill development throughout the level. The skills are systematically addressed in the context of each lesson and across the lessons in the level. By introducing and practicing the skills in a variety of contexts across the level, skill development is assured.

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 ACCESS Newcomers program contains units developed for each content area. Content-specific units work with English, mathematics, science and health, and social studies topics. The ACCESS Newcomers materials provide an instructional program to help students develop general and academic vocabulary to work within the content areas. The vocabulary deals with skills that have been woven into materials on related content. The correlation charts on pages T36 to T43 of the ACCESS Newcomers Teacher's Edition show the skills addressed and correlated to the National English Language Arts, Science, Social Studies, and Mathematics Standards and the TESOL Standards.

B. ACCESS Newcomers is divided into four levels of beginning language proficiency. At each level, the lessons in the units provide a wide variety of instructional techniques to assist students in understanding the content lessons on social studies, mathematics, science and health, and English topics. Each unit is assigned a content area, and all of the activities in the unit coordinate to teach content-related skills. In the content lessons, the illustrations or graphics on the first page of the lesson provide students at all levels a visual and word association to help them more easily comprehend the topic. The activities help ensure their mastery of the skills.

C. Parts A and B discuss the content depth of ACCESS Newcomers. All four of the learning levels in the Newcomers program contain content-related units. See the Table of Contents for the levels on pages T4–T9 of the Teacher's Edition. The content topics included in each lesson of a unit were selected based on the content standards for the National English Language Arts, Science, Social Studies, and Mathematics Standards and the TESOL Standards. This careful structure guarantees that a variety of topics is included and systematically presented.

YES NO   **Accessibility to Grade Level Content**

☑ ❑   D. Is linguistically and developmentally appropriate grade level content present in the materials?

☑ ❑   E. Is grade level content accessible for the targeted levels of language proficiency?

☑ ❑   F. Is the grade level content systematically presented throughout the materials?

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

D. Content standards were used to identify science and health, social studies, mathematics, and English content for the lessons and units in the ACCESS Newcomers program. Each content area provides the topic for listening, speaking, reading, and writing that is presented in a given lesson and is linguistically and developmentally appropriate for the grade level. The content skills begin at an introductory level for students who have no English background and progress to a more advanced level for those who are ready to move into a conventional classroom setting. For example, Readiness level students begin with alphabet letters on pages 12–13. Starting Out level students work with whole numbers on pages 50–51. Getting Ready level students learn about landforms on pages 112–113. School Readiness level students address idioms on pages 196–197.

E. The information about each content skill is provided in an easy-to-understand format on the ACCESS Newcomers Pupil's Edition pages to accommodate many levels of learning. See pages 12, 38, 112, and 186 for representative skill presentation for each of the four levels in this program. Each page gives a visual presentation and word description of the content so that students can easily comprehend the topic. As they look, talk, read, and write about it, they expand their knowledge of the reading process. Students of all levels can participate since the responses can be as varied as the skill levels. Working with a partner or with a group in the activities also helps include and motivate students at all levels of proficiency.

F. Parts A to E describe examples and information in ACCESS Newcomers that allow for complete coverage of the content and the skills. ACCESS Newcomers helps teachers provide a variety of activities to engage students in learning experiences so that they gain the tools they need to participate in all phases of classroom learning.

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.   To make instruction more inviting as well as comprehensible to students, a variety of instructional supports is used throughout the lessons. The lessons include illustrations, graphic organizers, diagrams, charts, real-world objects, and models to provide examples of concepts and vocabulary. All sensory tools are used to help students become involved in the learning process. The hearing, seeing, feeling, touching, responding, and thinking are integrated into the lessons. See ACCESS Newcomers Teacher's Edition pages T16–T17 (Pupil's Edition), T18 (Lesson Card Features), T19 (Student Practice Worksheets), and T22–T25 (Lesson Transparency, Overhead Transparency, CD-ROM, Word Tile, and Sentence Strip) for typical activities that involve a variety of sensory responses to appeal to all the learning styles.

B.   Any learning process that actively involves the learner in worthwhile exercises positively affects skill development. In ACCESS Newcomers, a range of instructional techniques is provided in each lesson that encourages students to hear, say, see, and touch while learning skills and concepts. Lesson activities, such as those on page 12 of the Teacher's Edition and tied to the visual imagery on page 12 of the Pupil's Book that combine with the Say and Write activity on page 13, help students associate what they see with what they know. See Activity: Alphabet Chant on page 12 in which students chant with the teacher about the letters. This weaves the topic into a real-world activity for students.

C.   The methods and examples included in parts A and B are found throughout ACCESS Newcomers. The program incorporates a wide variety of learning modalities to help students develop language proficiency and skills for success. See the lesson on pages 40–41 in the ACCESS Newcomers Teacher's Edition to survey the sensory tools included: Listen and Talk (work with a partner to say and use the vocabulary words), Activity: Sentence Train (use word tiles to answer questions), Small Group Instruction (act out the vocabulary scene to practice the dialogue), and Review the Lesson (use the sentence strips). The many and varied activities included on every page in the book help students be actively involved in the learning process.

YES	NO	**Graphic Support**
☑	❑	D. Are graphic supports present and varied in the materials?
☑	❑	E. Are graphic supports relevant to concept attainment and presented in a manner that reinforces communicative goals for the targeted proficiency levels?
☑	❑	F. Are graphic supports systematically presented throughout the materials?

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

D. ACCESS Newcomers uses an exceptional number of graphic supports to help students comprehend the vocabulary, concepts, and content of the program. See page 16 for graphics that visually present the content in chart form; pages 20–21 for graphics that simplify the topic of common verbs; or pages 212–213 for photographs, illustrations, and graphic organizers that bring history alive. Throughout every lesson in the program, the visual techniques help students grasp the concepts, become familiar with the topic, and incorporate the vocabulary into their learning. Additionally, the program has more materials for hands-on activities with the Lesson Card (see page 212), the Lesson Transparency (see page 213), and the Word Tiles (see page 213).

E. The graphic supports in ACCESS Newcomers are completely integrated with the content. The graphics are well-constructed tools that help students gain meaning, extend or expand vocabulary, and interpret and use content. The words on each page provide content while the graphics record a visual representation to easily organize and structure new information. See a graphic for the school floor map divided into rooms on page 46 of ACCESS Newcomers. The appealing illustrated graphic helps students relate the content to their own school experience by showing what each vocabulary word represents on the map. Page 64 has a city map with photographs to help students identify the places shown on the map. As with all the graphics in ACCESS Newcomers, the instructional goal is fulfilled with extremely well-developed visuals. Throughout the materials, the graphic supports extend understanding and play a key role in vocabulary and content development.

F. In ACCESS Newcomers, graphic supports are found on almost every page of every lesson. Learners of all levels of proficiency can use elements from the graphic to help them learn everyday language as well as academic vocabulary to comprehend the content. As students learn to complete their own graphic organizers, they further incorporate the key concepts and vocabulary terms into their knowledge of the language.

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.   ACCESS Newcomers provides many different types of interactive supports in the lessons. The ACCESS Newcomers instructional plan includes many styles of learning from whole class to small groups to partners to individual activities. A variety of instructional strategies is found in the Teacher's Edition lessons. Interactive supports are a valuable part of the learning experience and are thoroughly incorporated into the lessons. See pages 12–13 of the Teacher's Edition where whole class and small group activities are presented in the Look and Explore section. Small Group Instruction is always included in the lesson. The Wrap Up and Assess section works first with the group and then in pairs. The Review the Lesson section has the class work in two teams. These representative activities show how a variety of interactive learning styles is used in the materials.

H.   At the beginning of a lesson, whole class activities are used for the Big Idea introduction and discussion. This is true for the lessons in all the four levels (Readiness, Starting Out, Getting Ready, and School Readiness). The other lesson sections concentrate on the content learning and involve work in small groups, as teams, with a partner, in a pair, or individually. This variety of interactive learning experiences is included for all proficiency levels. The lessons offer many ways to assist learners with interactive methods at all levels.

I.   The ACCESS Newcomers program has been developed to work with beginning English language learners from varying backgrounds. The activities in the Pupil's Edition and the teacher materials provide flexible groupings that can work for a variety of student needs. Within the teaching environment, instruction allows students to work in all types of groups to help individuals be successful in content, concept, and skill acquisition.

Appendix

I. **Performance Definitions** – the criteria (linguistic complexity, vocabulary usage, and language control) that shape each of the six levels of English language proficiency that frame the English language proficiency standards.

  IA. **Linguistic Complexity** – the amount and quality of speech or writing for a given situation
  IB. **Vocabulary Usage** – the specificity of words (from general to technical) or phrases for a given context
  IC. **Language Control/Conventions** – the comprehensibility and understandability of the communication for a given context

II. **English Language Proficiency Standards** – the language expectations of English language learners at the end of their English language acquisition journey across the language domains, the four main subdivisions of language.

  IIA. **Five WIDA ELP Standards:**
  1. English language learners **communicate** for **Social** and **Instructional** purposes within the school setting.
  2. English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Language Arts.**
  3. English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Mathematics.**
  4. English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Science.**
  5. English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Social Studies.**

  IIB. **Domains:**
  • **Listening** – process, understand, interpret, and evaluate spoken language in a variety of situations
  • **Speaking** – engage in oral communication in a variety of situations for a variety of audiences
  • **Reading** – process, understand, interpret, and evaluate written language, symbols and text with understanding and fluency
  • **Writing** – engage in written communication in a variety of situations for a variety of audiences

III. **Levels of English Language Proficiency** - The five language proficiency levels (1-Entering, 2-Beginning, 3-Developing, 4-Expanding, 5- Bridging) outline the progression of language development in the acquisition of English. The organization of the standards into strands of Model Performance Indicators (MPIs) illustrates the continuum of language development.

  IIIA. **Differentiation** – providing instruction in a variety of ways to meet the educational needs of students at different proficiency levels
  IIIB. **Scaffolding** – building on already acquired skills and knowledge from level to level of language proficiency based on increased linguistic complexity, vocabulary usage, and language control through the use of supports.

IV. Strands of Model Performance Indicators – examples that describe a specific level of English language proficiency for a language domain. Each Model Performance Indicator has three elements: Language Function, Content Stem, and Support

    IVA. Language Functions – the first of the three elements in model performance indicators indicates how ELLs are to process and use language to demonstrate their English language proficiency.
- Context – the extent to which language functions are presented comprehensively, socially and academically in materials
- Higher Order Thinking – cognitive processing that involves learning complex skills such as critical thinking and problem solving.

    IVB. Content Stem – the second element relates the context or backdrop for language interaction within the classroom. The language focus for the content may be social, instructional or academic depending on the standard.

    IVC. Instructional Support – instructional strategies or tools used to assist students in accessing content necessary for classroom understanding or communication and to help construct meaning from oral or written language. Three categories of instructional supports include sensory, graphic and interactive supports.
- Sensory support – A type of scaffold that facilitates students' deeper understanding of language or access to meaning through the visual or other senses.
- Graphic support – A type of scaffold to help students demonstrate their understanding of ideas and concepts without having to depend on or produce complex and sustained discourse.
- Interactive support – A type of scaffold to help students communicate and facilitate their access to content, such as working in pairs or groups to confirm prior knowledge, using their native language to clarify, or incorporating technology into classroom activities.