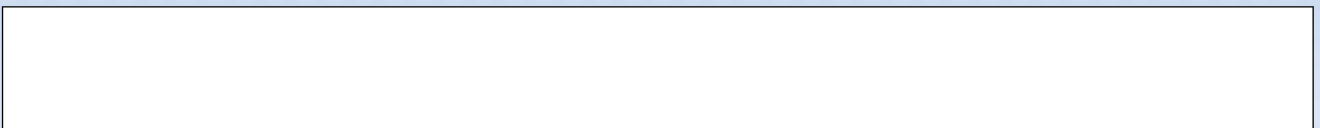




PRIME™

Protocol for Review of Instructional Materials for ELLs

WIDA PRIME Correlation



WIDA Protocol for Review of Instructional Materials for ELLs
WIDA PRIME Correlation Form for Educators

Introduction

The Protocol for Review of Instructional Materials for ELLs (PRIME) has been developed by World-Class Instructional Design and Assessment (WIDA) to assist educators and publishers in examining the representation of key elements of the WIDA English language proficiency standards in their materials.

The intent of this review is for users to identify the ways in which elements of the *WIDA English Language Proficiency Standards, 2007 Edition, PreKindergarten through Grade 12* are represented in instructional 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 assist educators in making informed decisions in selecting instructional materials for programs serving English language learners and
- to aid publishers and correlators in developing materials and communicating how their materials address key elements of the WIDA English Language Proficiency Standards

Organization

The Protocol for Review of Instructional Materials for ELLs (PRIME) is organized into two parts that together 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 page number examples and responses to the questions. An Appendix at the end of the document provides definitions of the categories included in the PRIME correlation.

Please note that the questions contained in this form are identical to those in the completed correlations on our website.

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): Escalate English

Publisher: Houghton Mifflin Harcourt

Materials/ Program to be Reviewed: Escalate English

Tools of Instruction included in this review: Teacher's Edition and Student Edition

Intended Teacher Audiences: Grades 4–8

Intended Student Audiences: Grades 4–8

WIDA Framework(s) considered: Summative and Formative

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

WIDA English Language Proficiency Standards addressed: ALL

WIDA language proficiency levels included: Light, Moderate, Substantial

Most Recently Published Edition or Website: 2015

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

Escalate English is a comprehensive and rigorous program designed to rapidly increase student proficiency and mastery of academic English. The program was created specifically for students who are long-term English learners, whose academic performance is below grade level, are making minimal progress towards English proficiency, and whose lack of language proficiency precludes them from performing at grade level. The materials in this program are designed to support students in their movement to grade-level proficiency in English within 12–18 months and include clear instructional plans and tools for entering and exiting the program.

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. Escalate English features topically aligned selections that represent a wide variety of cultures, genres, and eras. Text X-Rays delineate the challenges, demands and opportunities presented with each selection. Each selection’s demands are detailed in its corresponding Text X-Ray. These demands are determined by using a Text Complexity Rubric based on Common Core criteria regarding four qualitative measures of a text’s complexity: Levels of Meaning/Purpose; Structure; Language Conventionality and Clarity; and Knowledge Demands. Each measure is rated on a scale from 1 to 4—1 indicating least demanding, and 4 indicating most demanding. An overall “Reading Level” rating is then assigned after considering the individual ratings of the four qualitative measures.

Within each qualitative measure of text complexity listed above, the Text Complexity Rubric also contains numerous descriptors for each point on the 1–4 scale. These descriptors help create a relationship between a feature of a text and its numerical rating. For each selection, one or two descriptors from each measure are included that best suit the characteristics of the particular text.

TE Grade 5: Unit 1, pp. 2f–2g; TE Grade 7: Unit 1, pp. 2d–2e

B. Throughout the Teacher’s Edition, Just-Right Scaffolding provides varied levels of support for use with students at the Light, Moderate, and Substantial levels. The language and selections in Escalate English are not simplified. Instead, the program offers substantial scaffolding that allows students to access the content while experiencing the language. These scaffolds include sentence frames, model responses, and suggestions for eliciting more information from students. More substantial scaffolding is provided for students at the Light and Moderate levels, while students at the Substantial level are supported in moving toward independence through light scaffolding.

TE Grade 5: Unit 1, pp. 1, 49; Unit 6 p. 781; TE Grade 7: Unit 3, p. 438; Unit 5, pp. 596, 617

C. The Escalate English program systematically addresses linguistic complexity throughout each lesson. The units in Escalate English include a variety of selections that are organized topically. The Text X-Ray, provided prior to each unit, provides information about each selections but not others, and can further differentiate instruction by assigning particular selections to particular students.

TE Grade 5: Unit 2, pp. 150h–150l; TE Grade 7: Unit 5, pp. 584d–584e

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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.

Escalate English provides daily opportunities for students to learn and use vocabulary. Escalate English focuses instruction on language first. This language instruction includes contextualized, topical language that supports students as they learn, think, and express themselves in academic contexts. Tools, such as My Word List, encourage students to build a deep vocabulary base. Structured language study in How English Works develops the accuracy needed to convey meaning effectively. Build Vocabulary includes instruction, practice, and opportunities to employ vocabulary strategies that allow students to use and reuse words and phrases in meaning making.

TE Grade 5: Unit 5, pp. 598, 599, 603

SE Grade 5: p. 199

TE Grade 7: Unit 3, pp. 302, 303, 307

SE Grade 7: p. 104

B. Vocabulary instruction establishes the strong foundation needed to communicate purposefully. As students make meaning and strive for accuracy, they also focus on effective expression across each of the modes of communication. Escalate English requires frequent production so that students are actively engaged and truly using their language skills. Collaborative Discussions, Write On!, Speak Out!, and Performance Tasks require effective expression. Supports in the Activity Books, Toolboxes, and Checklists help students stay on track.

TE Grade 5: Unit 1, pp. 18, 85, 104

SE Grade 5: pp. 8, 33, 38

TE Grade 7: Unit 3, pp. 306, 318

SE Grade 7: pp. 106, 108

C. The Escalate English program presents general, specific and technical language throughout each lesson. Students explore topically-related selections that allow them to learn new content and understand how academic language works across disciplines and genres. The variety of text, audio, and video selections in the Student Edition, Browse Magazine, and the HMH FYI site, present grade-level content that provokes discussion, analysis, and synthesis of content. A Language Cam Video in each unit models academic language in everyday contexts.

TE Grade 5: Unit 1, pp. 301, 313

SE Grade 5: pp. 103, 108

TE Grade 7: Unit 2, pp. 151, 160

SE Grade 7: pp. 51, 55

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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.

Students demonstrate language control as they use target vocabulary, discuss texts, answer comprehension questions, and participate in speaking and listening activities throughout the lesson. In addition, Escalate English integrates weekly spelling routines, fluency practice, and word-building activities. Information is provided for the teacher about how to draw upon the students' first language, as appropriate. Additional teacher resources, the Spelling and Phonics Handbook and the Grammar and Language Handbook, include materials to use with students who may require more in-depth reinforcement of foundational skills.

TE Grade 5: Unit 4, pp. 446, 496, 516

SE Grade 5: p. 169

TE Grade 7: Unit 2, pp. 148, 241

SE Grade 7: p. 77

B. Each unit of Escalate English is divided into four parts. In parts one and two, Explore the Topic, students engage in activities that allow them to experience the content. Explore the Topic sections include investigation of topical language and analysis of the reading selections. Build Vocabulary and How English Works presented in parts three and four of a lesson, encourage students to practice with Academic Vocabulary and oral language production.

Differentiated support for English language learners is provided throughout each lesson to help students at all targeted levels of proficiency expand language production and demonstrate control.

TE Grade 5: Unit 4, pp. 445, 448, 450, 451

SE Grade 5: pp. 148–149, 150

TE Grade 7: Unit 2, pp. 147, 148, 149

SE Grade 7: pp. 48–49, 150

C. Students also demonstrate language control as they use target vocabulary, discuss texts, answer comprehension questions, and participate in speaking and listening activities throughout the lesson. In addition, the Escalate English program provides explicit instruction in phonics, spelling, vocabulary strategies, grammar, and speaking to help develop students' ability to produce language and demonstrate control.

TE Grade 5: Unit 6, pp. 745, 778

SE Grade 5: pp. 245, 253

TE Grade 7: Unit 2, pp. 210, 220, 221

SE Grade 7: p. 71

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 Escalate English program is divided into 6 units of instruction that consist of 30 lessons that cover a variety of reading and language arts skills and strategies. The content in each lesson is organized around a specific science, social studies, or language arts topic. Students are introduced to instructional language related to comprehension skills and strategies, genre, grammar, writing, and vocabulary strategies throughout each lesson. As the lesson progresses, students are able to practice and apply these language skills. Students also learn and interact with vocabulary related to the science, social studies, or language arts topic of the week. Podcasts and Language Cam Videos model academic, conversational, and social language in everyday contexts. Toolboxes, Build Vocabulary and How English Works provide examples and comparisons of academic, social and non-standard English. In addition, Toolboxes provide students with Useful Phrases, supplying appropriate language for the task at hand.

TE Grade 5: Unit 1, pp. 14, 24, 64; Unit 6, pp. 742, 743, 747, 748–749, 750

SE Grade 5: pp. 9, 26, 246–247, 255

TE Grade 7: Unit 2, p. 202; Unit 6, pp. 734, 735, 740–741, 744

SE Grade 7: pp. 69, 250–251

B. Social and instructional language and the language of language arts, science, and social studies are systematically presented throughout the Escalate English program. A Collaborative Discussion follows each selection which requires students to interpret what they have heard or read and then use appropriate academic language to discuss. Additionally, the Student Edition Toolboxes provide reminders to enhance students’ participation in discussions.

TE Grade 5: Unit 3, pp. 306, 418

SE Grade 5: pp. 101, 142

TE Grade 7: Unit 4, pp. 474, 492

SE Grade 7: pp. 160, 168

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IIB. Representation of Language Domains

YES NO

- A. Are the language domains (listening, speaking, reading, and writing) targeted in the materials?
- B. Are the targeted language domains presented within the context of language proficiency levels?
- C. Are the targeted language domains systematically integrated throughout the materials?

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

A. The Escalate English program provides opportunities for listening, speaking, reading, and writing. Students practice language production in a variety of ways and for a variety of purposes throughout each unit, including listening and responding to a podcast and engaging in classroom conversation. In Collaborative Discussion, students work to negotiate ideas, explain, describe, inform, justify, and persuade each other, all within the context of facts and ideas presented in the lesson. They prepare and make persuasive and informative oral presentations in the Speak Out! feature. Write On! gives students opportunities to describe what they have read and to explain what they have learned. Students read and interact with a variety of texts throughout each lesson. Phonics, vocabulary, and comprehension activities support students' abilities to read and understand these texts. Grammar and spelling activities support students' abilities to write using the conventions of language.

TE Grade 5: Unit 6, pp. 753, 799, 801
SE Grade 5: pp. 248, 260–261
TE Grade 7: Unit 4, pp. 452, 454, 455
SE Grade 7: p. 154

B. Just-Right Scaffolding in each unit provides differentiated instruction for listening, speaking, reading, and writing activities throughout each lesson to help make the activities accessible for students at all language proficiency levels.

TE Grade 5: Unit 6, pp. 757, 796, 886
TE Grade 7: Unit 6, pp. 755, 866, 878

C. Listening, speaking, reading, and writing activities are integrated throughout each lesson in the Escalate English program. At the beginning of each unit, a compelling image, a powerful quote, and an Essential Question engage students. Students begin to formulate their ideas and their language as they connect image, theme, and words. The reading selections include complex informational and literary texts that challenge and engage students while building on the unit theme. Discussion and writing activities offer opportunities for students to engage with the topic and interpret what they have read or heard.

TE Grade 5: Unit 2, pp. 146–147, 150, 159, 180
SE Grade 5: pp. 48–49, 50, 54, 62
TE Grade 7: Unit 3, pp. 296–297, 322
SE Grade 7: pp. 100–101, 110

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 Escalate English program differentiates materials for all language proficiency levels. Differentiated support for beginning, low intermediate, high intermediate, and proficient levels of English language learners are provided throughout each lesson. In addition, scaffolding support instruction is provided for speaking, reading, and writing activities to ensure that all students are able to access and respond at their proficiency level.

TE Grade 5: Unit 3, pp. 303, 341, 378

TE Grade 7: Unit 3 pp. 309, 339

B. The differentiated support described in Part A was designed at each grade level to help students access and interact with text and language that is developmentally and linguistically appropriate for their proficiency level.

TE Grade 5: Unit 5, pp. 596, 650, 675

TE Grade 7: Unit 5, pp. 596, 631, 728

C. Differentiation of language is systematically addressed throughout the Escalate English program. Each lesson includes support that differentiates instruction to help students understand language and read complex texts. In addition, When Students Struggle features offer additional help or corrective feedback to ensure that students continue with text and language at an appropriate level.

TE Grade 5: Unit 4, pp. 462, 518

TE Grade 7: Unit 3, pp. 310, 354, 417

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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. Escalate English provides English learners with targeted English language development throughout the program. Structured discussions and vocabulary instruction focus on building proficiency in academic English and on extended language interactions. Each unit is planned and sequenced to guide students as they build proficiency in the language. Just-Right Scaffolding features throughout the program provide guidance for teachers to support students at the Light, Moderate, and Substantial levels of language proficiency.
TE Grade 5: Unit 1, pp. 8, 49, 109
TE Grade 7: Unit 5, pp. 631, 647, 678

B. The scaffolding supports described in Part A help build proficiency as students progress from guided practice to independent practice. The variety of whole group, small group, partner, and individual activities throughout each lesson also encourage students' language and skill development. Assessments at the end of each unit provide opportunities for teachers to monitor students' progress and, when appropriate, to move students from one proficiency level to the next.
TE Grade 5: Unit 2, pp. 156, 191, 206
TE Grade 7, Unit 5, pp. 685, 702, 728

C. The scaffolding supports described in Parts A and B are integrated into every lesson of the program. Lessons follow the teach/model, guided practice, and apply instructional flow. In Lesson 1 of each week students preview and learn vocabulary words and then build on that knowledge on subsequent days. Content Area Connections encourage teachers to share the academic vocabulary for the unit with content-area teachers to provide additional opportunities to use and practice pertinent language. In each unit, one selection is designated as a Supported Read and is accompanied by support in the Teacher's Edition. This well-organized plan helps to ensure that students are given the support they need to build proficiency to advance within a level and from one level to the next.
TE Grade 5: Unit 2, pp. 154, 199, 201
TE Grade 7, Unit 2, pp. 148, 154

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 Escalate English program provides many opportunities for students to speak and write using a range of language functions. Students speak for different purposes in each lesson, including providing meanings for vocabulary words, sharing information, interpreting illustrations and text, identifying cause-and-effect relationships, retelling events, giving descriptions, and telling about themselves. Students write in a variety genres to tell stories, give opinions, and share information.

TE Grade 5: Unit 2, pp. 146–147, 191, 246

SE Grade 5: pp. 49, 67, 85

TE Grade 7: Unit 2, pp. 146–147, 156, 170, 180

SE Grade 7: pp. 49, 54, 62

B. Each unit is developed around a theme, and the topic of each lesson supports the theme, which provides a context for the language that students learn and use throughout. Students use a range of language functions in this context as they discuss the topic, read and respond to the texts, make text connections, learn target and domain-specific vocabulary, and participate in related writing, oral language, and listening comprehension activities.

TE Grade 5: Unit 3, pp. 294–295, 382–383, 384, 387–391

SE Grade 5: pp. 96–97, 126–131

TE Grade 7: Unit 4, pp. 442–443, 445, 468–471

SE Grade 7: pp. 148–149, 154, 156–159

C. A variety of language functions are integrated into each lesson of each grade across the Escalate English program. Speaking and listening and vocabulary activities develop students' abilities to speak effectively using a wide range of language functions. Writing activities allow students to practice written language functions as they respond to texts and topics, narrate stories, tell and support opinions, and share information and ideas. The wide variety of speaking and writing activities found in each lesson helps students develop and practice their language skills and build proficiency.

TE Grade 5: Unit 6, pp. 753, 792, 826

SE Grade 5: pp. 248, 259, 274

TE Grade 7: Unit 6, pp. 745, 793, 810

SE Grade 7: pp. 252, 271, 277

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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. At the beginning of each unit, teachers engage students with a compelling image a powerful quote, and an Essential Question. Students begin to formulate ideas and use language as they delve more deeply into the topic throughout the unit. As students engage with blogs, podcasts, and the text selections, they are asked to respond by thinking about, analyzing, and evaluating the texts through comprehension questions, graphic organizers, and writing tasks. Instructional supports are provided to help students at all proficiency levels understand and access the texts.
TE Grade 5: Unit 1, pp. 4–5, 12, 26; Unit 6, pp. 748–749, 796, 799
SE Grade 5: pp. 2–3, 5, 9, 246–247, 260–261
TE Grade 7: Unit 6, pp. 732–733, 740–741, 745, 768–769, 772, 793
SE Grade 7: pp. 246–247, 250–251, 252, 260–261

E. Opportunities for higher order thinking are systematically presented throughout the Escalate English program. Lessons in Escalate English include models of thinking skills, examples of applied thinking, and adaptations for diverse student needs. Collaborative Discussion, peer tutoring, and cooperative learning are effective in the development of higher order thinking skills including: making inferences, comparing/contrasting, synthesizing, and analyzing.
TE Grade 5: Unit 1, pp. 56, 80, 84
SE Grade 5: pp. 22, 28–31, 32
TE Grade 7: Unit 4, pp. 468, 470, 474
SE Grade 7: pp. 157–160

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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. Relevant age-appropriate topics support students in gaining content knowledge they need to fully participate in ELA, Science, and Social Studies classes. Students are provided with opportunities to explore this topic through reading and interacting with the lesson texts and participating in group and individual activities related to the topic.

TE Grade 5: Unit 5, pp. 618–621, 626

SE Grade 5: pp. 202–205, 206

TE Grade 7: Unit 3, pp. 345–348, 351, 355

SE Grade 7: pp. 117–120, 121

B. Students explore the topic of each lesson by engaging with the lesson texts and with target and content-specific vocabulary. In addition to the Just-Right Scaffolding features, scaffolding is built into the instruction. Suggested prompts and possible student responses appear throughout the program. These supports help to ensure that lesson topics are accessible to students at all proficiency levels.

TE Grade 5: Unit 5, pp. 638, 639–642, 644, 651

TE Grade 7: Unit 3, pp. 355, 359, 363–365

C. Escalate English is presented topically through listening, viewing, and reading selections and are aligned to HMH English Language Arts products. Informational texts support science and social studies standards. As students participate in the listening, viewing, and reading of selections and production of oral and written responses and products, they connect all of the strands in the curriculum.

TE Grade 5: Unit 1, pp. 55–57, 72–75

SE Grade 5: pp. 20–23, 28–31

TE Grade 7: Unit 2, pp. 207–209, 231–238

SE Grade 7: pp. 71–73, 77–84

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- | YES | NO | Accessibility to Grade Level Content |
|-------------------------------------|--------------------------|--|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | D. Is linguistically and developmentally appropriate grade level content present in the materials? |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | E. Is grade level content accessible for the targeted levels of language proficiency? |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | F. Is the grade level content systematically presented throughout the materials? |

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

D. The texts included in the Escalate English program were carefully selected to help students at each grade level grow in their language skills. Repeated reading of the text and the accompanying comprehension questions and activities help to ensure that students are able to access and understand the content of the text. Planning charts are included at the beginning of each unit and lesson to ensure that teachers are able to use the content in a way that develops student understanding. The program focuses on the phonics, vocabulary, comprehension, grammar, and spelling skills necessary to read, write, and talk about grade-level topics. Reading, writing, and speaking and listening activities at each grade level provide students with opportunities to practice and develop these skills.
TE Grade 5: Unit 4, pp. 442–443, 466–467, 490–491, 514–515, 542–543, 570–571
TE Grade 7: Unit 3, pp. 294–295, 316–317, 342–343, 368–369, 394–395, 420–421

E. The Escalate English program includes support for targeted levels of language proficiency. Differentiated activities, small-group instruction, and supplementary materials are provided within the program and include Browse Magazine, HMH FYI site, Language Cam Videos, and Podcasts. These support products work alongside lesson content to ensure accessibility for students at all levels of language proficiency.
TE Grade 5: Unit 2, pp. 157, 176, 206
SE Grade 5: pp. 57, 61, 70
TE Grade 7: Unit 5, pp. 591, 603, 622
SE Grade 7: pp. 201, 205, 210–211

F. Grade-level content is systematically presented throughout each unit of the Escalate English program. Each unit consists of 30 lessons divided into four parts organized around a topic that students engage with through reading, writing, speaking, and listening activities. This format is followed in each unit for each grade level throughout the program. This carefully designed system was created to ensure that students are consistently presented with grade-level content that will help them master the skills and strategies they need to be successful readers, writers, listeners, and speakers.
TE Grade 5: Unit 2, pp. 150a–150c, 150–151
TE Grade 7: Unit 5, pp. 584a–584b, 584–585

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IVC. INSTRUCTIONAL SUPPORTS

YES NO **Sensory Support**

- A. Are sensory supports, which may include visual supports, present and varied in the materials?
- B. Are sensory supports relevant to concept attainment and presented in a manner that reinforces communicative goals for the targeted levels of proficiency?
- C. Are sensory supports systematically presented throughout the materials?

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

A. Show-It Visuals give instruction a visual context, which is helpful as students practice oral language production. Show-It Visuals allow students to focus on the presented context and not become distracted by information they do not understand. Escalate English digital tools include frequently used components such as audio, video, Browse magazine and Activity Books. The Online Student Edition includes integrated audio, point of use access to videos and podcasts, and the ability to highlight, underline and take notes that can be shared with the teacher.

TE Grade 5: Unit 6, pp. 741, 743, 745

SE Grade 5: p. 245

TE Grade 7: Unit 6, pp. 737, 787, 792

SE Grade 7: p. 249

B. Visual supports are presented in lesson content throughout the program and are integral to students' understanding of the concepts. In Escalate English, each unit features an illustrated selection. These graphic-novel style pieces present fun-to-read classic literature and biographies of famous people.

TE Grade 5: Unit 6, pp. 855–861

SE Grade 5: pp. 283–289

TE Grade 7: Unit 6, pp. 845–851

SE Grade 7: pp 287–293

C. The sensory supports described in Parts A and B are used in each lesson of every unit throughout the program for a systematic presentation of visual and audio support. The consistent use of sensory supports throughout the Escalate English program is designed to help students access language skills and content.

TE Grade 5: Unit 1, pp. 9, 113–119, 120

SE Grade 5: pp. 5, 41–47

TE Grade 7: Unit 1, pp. 9, 112–118, 119

SE Grade 7: pp. 5, 35–41

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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. Graphic supports are used throughout each lesson in the Escalate English program. The Student Book includes photographs, illustrations, and other graphic sources, such as time lines, charts, and diagrams, to help convey ideas and information about topics and texts. As students read the text, they complete a graphic organizer to record their ideas and demonstrate their understanding of the comprehension skill. Students also complete a graphic organizer as they learn and interact with domain-specific vocabulary.

TE Grade 5: Unit 1, pp. 149d–149f
SE Grade 5: pp. 41–47
TE Grade 7: Unit 5, pp. 622, 713
SE Grade 7: pp. 211, 243

E. The graphic supports included in the Escalate English program are designed to help students better understand and retain information and concepts presented in the lessons. Graphic supports in the Student Book help students understand the meanings of vocabulary words, interpret and visualize concepts related to the topic and texts, and understand and use language skills. Graphic organizers help students reinforce and demonstrate their understanding of skills and vocabulary.

TE Grade 5: Unit 3, pp. 300, 383, 416
SE Grade 5: pp. 127–131, 138–140
TE Grade 7: Unit 5, pp. 699, 716, 721
SE Grade 7: pp. 239, 244

F. Graphic supports are systematically presented throughout the Escalate English program. The graphic sources presented throughout each lesson provide students with opportunities to learn and convey information visually. Selections in Escalate English are accompanied by illustrations, photographs, call-outs, charts, and diagrams intended to aid comprehension. The graphic sources presented throughout each lesson provide students with opportunities to learn and convey information visually. Graphic organizers are used extensively in the Activity Book to help students organize information and formulate responses.

TE Grade 5: Unit 4, pp. 472, 473, 589f
SE Grade 5: pp. 156, 157–160
TE Grade 7: Unit 5, pp. 702, 707, 729b, 729d, 729i
SE Grade 7: pp. 237, 240, 244

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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. A variety of interactive supports can be found in the Escalate English program. Throughout each lesson, students are given multiple opportunities to work in pairs, in small groups, or as a class, to develop proficiency in language skills and strategies as well as to demonstrate understanding of texts and concepts. Digital materials are platform-neutral and can be used with a wide variety of operating systems and device formats, including desktops, tablets, and mobile devices. Supported operating systems include: Windows, Mac OSX, and Android. Supported web browsers include the latest versions of Internet Explorer, Chrome, Safari, and Firefox. Convenient digital features of note include:

- An organized online Dashboard that provides ready access to online resources, assignments, reports, and planning tools.
- Student eBooks with audio support, digital tools for note taking and highlighting, and access to related resources.
- Teacher Edition eBooks with one-click access to lesson-specific instructional materials.
- A powerful search and planning tool, mySmartPlanner, that supports planning.

TE Grade 5: Unit 6, pp. 754, 805, 826

TE Grade 7: Unit 3, pp. 306, 312, 357

H. The variety of interactive supports within the lessons provide students of all targeted proficiency levels with opportunities to develop and retain language skills and concepts. Scaffolded supports help to differentiate activities throughout the lesson to maximize students' understanding.

TE Grade 5: Unit 6, pp. 754, 805, 826

TE Grade 7: Unit 5, pp. 596, 617, 631

I. Throughout the program, students have access to engaging tools like myNotebook and the HMH FYI site. The student resources include frequently-used components such as audio, video, Browse magazine and Activity Books. Online tools allow students to annotate important passages, phrases, and words by using highlighting, underlining, and notes.

TE Grade 5: Unit 3, pp. 295, 299, 351

SE Grade 5: p. 99

TE Grade 7: Unit 2, pp. 147, 151, 156

SE Grade 5: p. 51

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.