



**PRIME**<sup>TM</sup>

Protocol for Review of  
Instructional Materials for ELLs

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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): On Our Way to English

Publisher: Houghton Mifflin Harcourt/Rigby

Materials/ Program to be Reviewed: On Our Way to English © 2014

Tools of Instruction included in this review: Teacher's Edition, G3

Intended Teacher Audiences: Grades K-5 Teachers of ELLs

Intended Student Audiences: ELLs, Grades K-5

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: Entering, Emerging, Developing, Expanding, Bridging

Most Recently Published Edition or Website: 2014

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

On Our Way to English is a comprehensive language and literacy program for English language learners in grades K-5. On Our Way to English provides English instruction in all four domains through Science and Social Studies thematic units and differentiated reading instruction.

## 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. In the On Our Way to English program, students learn English grammar, sounds, word forms, and word meaning (syntax, phonology, morphology and semantics). They learn to use the language to communicate in social situations as well as in academic functions in the school setting and in the content areas. For academic success, students must be proficient in all four language processes—reading, writing, speaking, and listening. Throughout the program, the instruction for each lesson begins with the Language Workout. The Language Workout includes three types of language activities—Take 5, Oral Grammar, and Phonics. These activities include opportunities for oral discussion of the themes, grammar, and phonics concepts in each lesson. See these Unit 1 pages for typical Language Workout activities in the Grade 3 Teacher’s Edition: 16, 20, 24, 28, 32, 38, 42, 46, 50, 54, 60, 64, 68, 76, 82, 86, 90, 94. The lessons also extend the instruction to the writing activities. Each lesson’s writing activity is outlined in the Blueprint for Writing at the beginning of the Week. For example, see Unit 1 pages 14–15, 36–37, 58–59, 80–81. The On Our Way to English program also provides many different choices for reading activities. Included in the Teacher Edition and Student Edition are graphic novels, narratives, poems, folktales, narrative nonfiction, and informational articles to name a few. For varied examples of reading selections within the Teacher Edition and Student Edition, see these Grade 3 Teacher Edition pages: 22–23, 127, 135–136, 236, 239–240, 243–244, 327–328, 414–415, 524, 606–607. There are also Leveled Readers that are accessible online and provide reading materials for many interests and subjects and for many different stages of language development. The instructional materials take linguistic complexity for language learners into account by providing them with reading, writing, speaking and listening, and language activities that comprehensively cover each unit theme and are geared towards the different levels of English language proficiency.

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- B. The weekly lesson structure described in part A is further expanded with Differentiate Instruction activities in the lessons. Each Differentiate Instruction section contains activities for Entering, Emerging, Developing, Expanding, and Bridging stages of language development. This section of the lessons provides instruction to accommodate language and concept development as well as background. For Grade 3 Unit 1, see the Differentiate Instruction sections on these pages in the Teacher Edition: 17, 23, 25, 26, 33, 39, 41, 43, 45, 49, 53, 55, 61, 66, 71, 73, 74, 75, 85, 87, 89, 93, 96. Vocabulary development is further developed using the Six-Step vocabulary activities. The Six-Step Vocabulary activities appear in multiple lessons in every week of a unit. For example, see Unit 1 pages: 25, 33, 45, 49, 53, 71, 75, 85, 89, 93.
- C. The program was developed with a consistency of instruction so that the lesson features described above are used in each of the units of the program. The units in the program tie together the daily and weekly instruction to address the need for linguistic complexity. The Teacher Edition contains activities for different stages of language development to assist students in developing key language skills. These activities build on the knowledge that students have gained in previous lessons, weeks, and units. Each unit also has a social studies or a science theme. The reading selections and instruction in each unit correspond with the unit theme, and present students with opportunities to build their knowledge of language and vocabulary within the social studies and science domains. The Interactive Whiteboard Posters, the Interactive Whiteboard Vocabulary Cards, the Chant Posters, and the Concept Posters available online give students another opportunity to build their language skills and vocabulary by interacting with the domain-specific vocabulary activities and themes from each unit. These ancillary components provide linguistic complexity systematically throughout the On Our Way to English program.

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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. The focus on academic language and vocabulary development is stressed in the program. Students expand their personal vocabularies to include new words, phrases, and expressions by participating in the Learn the Words and Academic Language Development activities. Learn the Words activities introduce students to academic and domain-specific words that they will find when reading a selection. Many of the words are related to the theme of the unit. For example, see Unit 1 page: 21, 67. The Academic Language Development activities help students explore the concepts of the words they read in the selections. Students can connect their personal experiences to the academic and domain-specific vocabulary used in the selections to help them gain a deeper understanding of the language. The Academic Language Development activities for Unit 1 of the Teacher Edition are on pages: 26, 39, 87. On Our Way to English incorporates Robert Marzano’s six-step process for vocabulary instruction. This process includes: Step 1 Explain (Teachers provide a student-friendly description, explanation, or example of the vocabulary term.) Step 2 Demonstrate Understanding (Students non-verbally demonstrate their understanding of the vocabulary terms and then verbally restate the meaning of the term.) Step 3 Show and Write (Students construct a picture, symbol, or graphic representation of the term and then label or write about the vocabulary term in their vocabulary journals.) Step 4 Discuss (In response to prompts, students discuss the vocabulary term to sharpen their understanding of it.) Step 5 Reflect and Refine (Students think about what they have learned about the vocabulary term and revisit their vocabulary journals to add to their entries.) Step 6 Apply in Learning Game (Students apply their knowledge of the vocabulary term by engaging in a learning game.) These features are woven into the structure of each lesson. See Grade 3 Teacher Edition Unit 1 pages: 25, 33, 45, 49, 53, 71, 75, 85, 89, 93.

B. The program includes both domain-specific vocabulary (classroom vocabulary related to a single content area such as “country,” “continent,” and “world” for social studies context) and general academic vocabulary (vocabulary used across the content areas, such as “affect,” “describe,” “brainstorm,” and “cause” for several academic settings). For Grade 3 Unit 1, see the Differentiate Instruction activities on these pages in the Teacher Edition: 17, 23, 25, 26, 33, 39, 41, 43, 45, 49, 53, 55, 61, 66, 71, 73, 74, 75, 85, 87, 89, 93, 96.

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- C The consistent and systematic structure of the program includes general, specific, and technical language. The thematically related selections and instruction help all levels of students build on their prior knowledge to develop and extend their use of general, academic, and domain-specific vocabulary. In every Unit, there is a Graphic Novel reading selection. The text and illustrations introduce students to informal language and idiomatic expressions. For an example, see Unit 3 pages 214–215. To help students increase their vocabulary knowledge, the Vocabulary Cards, Academic Language Builders, and Leveled Readers are available online. These parts of the program are modeled from the reading selections and instruction in each unit, and progressively challenge students within each unit and from one unit to the next.

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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. The On Our Way to English program was designed to help English Language Learners use English to communicate in social settings and to achieve academically in all content areas. The program helps teachers provide comprehensible input—language that is understandable to language learners because it is contextualized and meaningful in both oral and written English. This instruction in the language-learning classroom should be contextualized and supported by strategies such as gesturing, restating, and acting out—strategies that enhance and support meaning. The Social Language Function activities support this type of learning by encouraging students to model and act out common social situations. The Grade 3 Unit 1 Social Language Function activity is on page 73 of the Teacher Edition. By modeling social situations this way, instruction becomes meaningful to students whose command of English is limited. The program helps to create a classroom atmosphere that is inviting and comfortable for language learners so that they will be motivated and interested. Such conditions allow language acquisition to take place. Each lesson provides a setting that fosters collaborative activities, encourages volunteering, validates attempts to produce language, and uses a variety of ways to assess performance. Let’s Talk and Academic Discussion Strategy activities provide opportunities for students to demonstrate language control in an open, supportive, and friendly environment. For examples of these activities, see Unit 1 pages: 19, 33, 53, 69, 91, 92. For a complete listing of all of the lesson concepts and components that help to establish an inviting learning experience, see the Unit 1 Week 1 At a Glance chart on pages 12–13 of the Grade 3 Teacher Edition.

B. The program was developed to ensure that skills are introduced, practiced, and reviewed following the instructional plan described in part A. The activities include many ways to assist all levels of learners. This carefully developed instructional plan is used in all grades. See the On Our Way to English Teacher Edition Resources pages A25–A27 to review the characteristics of classrooms that support language learning and that form the basis for the core instruction techniques used in the program. Additionally, the Online Leveled Readers are delivered by proficiency level and discipline (math, science, social studies, literature). They are not attached to a grade level and therefore teachers can choose from a broad range of levels and topics when selecting titles for English Language Learners.

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- C. In each grade, the skills have been structured to provide instruction for all levels as students' progress. Each skill is introduced, practiced, reviewed, and tested through each lesson, week, and unit of the Teacher Guide. The Social Language Function, Academic Language Strategy, and Theme Project also present opportunities for students to demonstrate language control. These sections appear in every unit of the program and build on the skills that students have gained previously. For an example of these sections in a unit, see The Grade 3 Teacher Edition Unit 1 pages 8–9, 26, 39, 73, 87. Also, see pages T28–T38 for charts that show the skill structure of the program.

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**II. ENGLISH LANGUAGE PROFICIENCY (ELP) STANDARDS**

**IIA. Presence of WIDA English Language Proficiency Standards**

YES NO

- A. Are social and instructional language and one or more of the remaining WIDA Standards (the language of Language Arts, of Mathematics, of Science, and of Social Studies) present in the materials?
- B. Do the materials systematically integrate Social and Instructional Language and the language of the targeted content area(s)?

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

- A. The On Our Way to English program helps develop language and literacy skills in the context of content-based themes. The program is organized in thematic units around science and social studies content and also includes math-based instruction to cover the grade-level appropriate standards. The materials include listening, speaking, reading, and writing skills using the content-area themes to build knowledge that is transferable to the mainstream classroom. See the On Our Way to English Teacher Edition page T1 to review the theme for each unit. Within every level, the program contains activities for many different content-areas and genres to help students improve their listening, writing, speaking, and reading skills. In the lessons, there are options for differentiated levels of instruction for each skill area. See the Unit 1 Week 1 chart on pages 12–13 for examples of the different types of activities offered. The program also includes Cross-Curricular Learning Stations, which are opportunities for students to connect the theme of the unit to different academic areas such as science, social studies, reading, math, and technology. The Cross-Curricular Learning Stations are at the beginning of every unit. For an example, see pages 10–11 in Unit 1 of the Grade 3 Teacher Edition. The Online Leveled Readers represent the varied options for reading selections and levels. The Online Leveled Readers cover science, social studies, math, and literature content areas. Some of the topics covered in the informational text content areas include culture, landmarks, measurement, economics, and nature. Genres in the literature domain include fantasy, humor, realistic fiction, play, folktale, and mystery to name a few. Teachers can choose Online Leveled Readers for students to use based on their reading level, language proficiency, and personal interests. The Online Leveled Readers are accessed digitally.
- B. The systematic and structural development of the content and skills in the program incorporates all the features of language development for literacy and is based on well-defined goals for each lesson. As described in part A, the thematic units and the reading selections cover a wealth of content in science, social studies, and related math skills as well as all areas of curriculum for listening, speaking, reading, and writing. See pages 16–33 for a typical assortment of reading selections in a weekly lesson in the Grade 3 Teacher Edition. In addition to the basic lessons in the Teacher Edition, specific teacher notes are included to address the social language needs of students. For an example, see the Social Language Function on Unit 1 page 73. Graphic novels have also been included to introduce and reinforce social language

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skills. For an example of how the Graphic Novels present informal language, see Grade 3 Unit 1 pages 22–23 in the Teacher Edition. Graphic novels and the teaching of social and informal language are present in every unit of the On Our Way to English program to ensure that social and instructional language are systematically represented in each content area.

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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. Every lesson in the On Our Way to English program includes instruction and practice in the domains of listening, speaking, reading, and writing. The following activities are examples of instruction and practice for the listening and speaking domain from Unit 1 Week 1 of the Teacher Edition: Language Workout (pages 16, 20, 24, 28, 32), Let’s Talk (page 19), and Interact with the Text (pages 22, 27, 30, 31). The On Our Way to English program offers instruction in reading comprehension and fluency throughout each unit. In Unit 1 Week 2, the reading activities include: Interact with the Text (pages 40, 44, 47, 48, 51, 52), After Reading (pages 41, 55), and Get Ready to Read (page 43). Students participate in modeled, shared, and independent writing activities and learn and apply the characteristics of different types of writing. The program offers in-depth instruction, application, and review of specific types of writing in each unit. Each week and lesson in a unit provides an opportunity for students to focus on a specific type of writing. In Grade 3, the writing tasks for each unit are: Unit 1 Personal Narrative; Unit 2 Informational Report (Compare/Contrast); Unit 3 Letter; Unit 4 Procedural Text; Unit 5 Informational Report (Descriptive); Unit 6 Opinion Report; Unit 7 Narrative; Unit 8 Poem. For an example of a specific unit, see Unit 1 Week 3: Shared Writing: Personal Narrative (page 58), Independent Writing: Personal Narrative (page 59). The language domains and thematic instruction are at the core of On Our Way to English. For more information about how the thematic units help students learn academic English in context, engage and empower English Language Learners, and allow for multiple exposures to new vocabulary, see pages T8–T21 of the Grade 3 Teacher Edition.
- B. The program provides differentiated instruction for English language acquisition as well as literacy development. Using the On Our Way to English Teacher Edition, see the Instructional Path on pages T10–T21 that summarize how comprehensive literacy (including speaking, listening, reading, writing) is an integral part of the instructional plan. Using the On Our Way to English Teacher Edition Resources, see the chart on page A39 to review the Oral Language Rubric. The chart explained on page A39 is found in all of the daily lessons to provide differentiation of instruction for each language stage. See a typical lesson in Grade 3 Unit 1 of the Teacher Edition on pages 17, 23, 25, 26, 33, 39, 41, 43, 45, 49, 53, 55, 61, 66, 71, 73, 74, 75, 85, 87, 89, 93, 96. The program also contains several stages of writing activities within each unit using Modeled Writing, Shared Writing, and Independent Writing. See The Blueprint for Writing section in Unit 1 Week 1 pages 14–15 for an example of Modeled Writing. See Unit 1 Week 2 pages 36–37 for an example of Shared Writing. See Unit 1 Week 4 pages 80–81 for an example of Independent Writing.

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- C. In each Unit of the On Our Way to English Teacher Edition, the Unit Overview pages provide a listing of the basic skills included in the unit for oral language (speaking and listening), reading, and writing. See pages 2–3 of Unit 1. The Scope and Sequence Charts on pages A28–A38 of the Resources pages provide a listing of the reading, writing, speaking and listening, and language strategies for Grades K–5 and show how carefully integrated the instruction is within each level and across the levels. In each week of each grade, the program includes instruction in the language domains and includes a wide variety of instructional techniques to assist all levels of learners.

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**III. LEVELS OF LANGUAGE PROFICIENCY**

**IIIA. Differentiation of Language** (for ELP levels)

YES NO

- A. Do the materials differentiate between the language proficiency levels?
- B. Is differentiation of language proficiency developmentally and linguistically appropriate for the designated language levels?
- C. Is differentiation of language systematically addressed throughout the materials?

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

- A. The authors explain the structure and content of the program on pages T2–T5 in the On Our Way to English Teacher Edition. A guide for how to use the On Our Way to English program in different classroom settings with students that have different language proficiency levels is available on pages A25–A27. See pages T8–T21 for information about the development of the program based on the understanding that English Language Learners enter the classroom with a variety of language development needs. The program was designed to provide curriculum access to English Language Learners who differ in language and in literacy proficiencies. The program includes methods to help teachers differentiate instruction in order to make content language comprehensible for English Language Learners at various levels of proficiency. See pages 17, 23, 25, 26, and 33 for a typical assortment to address levels of language proficiency in a weekly lesson in the Grade 3 Teacher Edition. The program also offers Differentiated Reading Instruction within each weekly lesson. This section provides opportunities for teachers to separate the class into small groups of students at the same reading level and have them use the Online Levelled Readers to advance their language comprehension skills. See Unit 1 Week 1 page 17 for an example. These references are typical of every week of instruction in each grade level.
- B. The introductory information in each Teacher Edition provides a wealth of information about the development of the program and its structure to help identify, understand, and address the needs of students at all levels of language proficiency. The letter from Lydia Stack on pages T4 and T5 outlines how On Our Way to English identifies, understands, and addresses the needs of English Language Learners by integrating the Common Core State Standards into the program. In the Resources section of the On Our Way to English Teacher Edition, page A39 shows the Oral Language Rubrics with detailed information about the Entering, Emerging, Developing, Expanding, and Bridging developmental levels of the students and how the program helps meet the needs of these students. The focus of this instruction has been woven into every lesson in the program to help teachers accommodate the many and varied needs of the students.
- C. The program provides a complete instructional plan across grade levels to introduce skills within a weekly lesson, across a unit, between units in a grade, and then across the grades. This carefully developed structure allows students to progress and attain goals.

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**IIIB. Scaffolding Language Development** (from ELP level to ELP level)

YES NO

- A. Do the materials provide scaffolding supports for students to advance within a proficiency level?
- B. Do the materials provide scaffolding supports for students to progress from one proficiency level to the next?
- C. Are scaffolding supports presented systematically throughout the materials?

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

A. In the On Our Way to English Teacher Edition, the lessons work with whole class activities that are subdivided into partner and individual activities to modify the learning environment. The Turn and Talk feature helps students talk about the content together to lead to mastery. See Unit 1 pages: 40, 43, 44, 48, 52. The Response to Reading section helps students respond to the reading selection by writing a response. The Differentiate Instruction section works with the Reading Response section to give learners at all stages the opportunity to advance their skills. See Unit 1 pages: 55, 92. Another way the On Our Way to English program provides scaffolding within a proficiency level is the Prove It and Zoom In activities. Teachers read these prompts aloud and students learn to make thoughtful connections to the texts they are reading in order to answer the questions. Leveled Readers are delivered online along with a lesson plan for each reader. These Online Leveled Readers and activities can be chosen to fit the needs to each individual student. This flexible lesson structure allows students to advance within a level and then across levels. This structure is designed to accommodate all levels of learners in the development of language proficiency.

B. See pages T8–T21 in the On Our Way to English Teacher Edition for a summary of the program’s design that promotes skill acquisition and mastery to move from section to section, unit to unit, and level to level. The information on pages T20 and T21 provides the program outline to clearly confirm the success of the program where students progress from level to level while teachers monitor their progress. The instruction in each unit begins with what the students know and can do and progresses throughout each lesson and unit. This instructional flow increases in complexity for oral language activities, reading selections, and visuals. As described in part A, the lessons provide scaffolding support as students work at specific tasks and then move into related materials to guide instruction and practice from the very simple to more complex skill levels. The Interactive Whiteboard Posters are available online for each unit. These posters provide extra support for students that may be struggling to grasp the theme, content, or vocabulary in the lessons. The posters progress in difficulty from unit to unit in order to help students move from one proficiency level to the next. The Unit Progress Test, Open-Ended Oral Language Assessments, and Unit Assessment Checklists give teachers the tools to evaluate students’ progress from level to level. An example of a Unit Progress Test can be found on page

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95 of Unit 1. See pages A42–A58 in the Resources section for the Open-Ended Oral Language Assessments and rubrics. A Unit Assessment can be found on page 96 in Unit 1 of the Grade 3 Teacher Edition.

- C. As outlined in parts A and B, *On Our Way to English* provides systematic lesson designs for grades K–2 and 3–5. All grades include a Student Edition that allows learners to have books and reading selections in their hands to facilitate learning. Within the Teacher and Student Editions there are multiple opportunities to progress through the instruction and to change from level to level as skills are mastered. Even though the material facing the student varies, the instruction in the Teacher Edition follows the same systematic approach in all of the grade levels. All instruction is monitored by Unit Progress Tests, Open- Ended Oral Language Assessments, and Unit Assessment Checklists. See pages T20 and T21 in the *On Our Way to English* Teacher Edition for a summary of the ways to monitor students to accommodate 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 provides predictable routines that include daily oral language, reading, and writing. For the teacher, the routines build instructional consistency, maximize classroom instructional time, minimize planning time, and provide smooth classroom transitions. For the students, the routines increase exposure to and practice with new strategies and skills, provide students with known expectations, and minimize students’ anxiety. A description of how the program teaches English Language Learners at various levels of proficiencies can be found on pages T4–T5 of the On Our Way to English Teacher Edition. The program offers many different materials for a range of language functions. These activities include the Language Workout, Academic Discussion Strategy, and Social Language Function routines. Within these routines, language functions are presented comprehensively, socially, and academically. For examples of these routines throughout a unit, see Unit 1 of the Teacher Edition pages: 16, 20, 24, 26, 28, 32, 38, 39, 42, 46, 50, 54, 60, 64, 68, 73, 76, 82, 86, 87, 90, 94.
- B. The thematic structure at the core of the program enables students to learn academic English in context, engages and empowers English Language Learners, and allows for multiple exposures to vocabulary. The beginning pages of each Unit use the Introduce the Theme or Topic, Introduce the Unit, and Let’s Talk sections to have students tell about and describe an object or concept, express an opinion, or interpret a visual. The language function is clearly monitored and suggestions are given to expand the learning process. These activities can be found in Unit 1, Week 1, Lesson 1 pages: 17–19 and Unit 2, Week 1, Lesson 1 pages: 113–115.
- C. As stated in part B, the program was developed with a thematic structure so that content areas incorporated into the lessons and skills are organized into a complete scope and sequence that covers all areas of reading and language arts instruction. Each grade level is based on a thematic, well-constructed plan for skills and strategies that are included across the grade and from grade to grade. To view the Scope and Sequence chart, see pages A28–A38 of the Teacher Edition.

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- | YES                                 | NO                       | <b>Higher Order Thinking</b>  |
|-------------------------------------|--------------------------|---|
| <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. The On Our Way to English program has teacher prompts for each reading selection in the Teacher Edition. The Interact with the Text section (Grade 3 Unit 1 pages 22–23, 27, 30–31, 40, 44, 47–48, 51–52, 62–63, 65, 70, 77) gives specific page-by-page activities, key reading comprehension skills, and vocabulary questions emphasized in bold type. These activities fit all levels of comprehension from simple literal questions to more complex higher-order thinking skills to use as students read the selection. This carefully structured plan includes skills from identify key ideas (pages 27, 40, 44, 47–48, 51–52, 62–63, 65, 70, 77), summarize (pages 51, 52, 65), author’s purpose (pages 63, 70, 77), and vocabulary (pages 27, 30-31, 51, 62–63), to ask questions (pages 27, 47, 62), infer (pages 31, 47, 63), and use visuals/text features (pages 30, 40, 44, 47, 52, 63, 70, 77). The Prove It and Zoom In activities also give students opportunities to practice using higher-level thinking skills in order to analyze the reading selections. See Grade 3 Unit 1 pages: 30, 31, 40, 44, 48, 52, 63. The Dig Deeper section near the end of the unit gives students a chance to use the comprehension skills they have learned to analyze the selection they read (see Unit 1 Week 4 Lesson 3 page 88). All of these activities allow students at various levels of English language proficiency to engage in higher order thinking. The Student Activity Book and Leveled Reader instruction also provide opportunities for higher order and critical thinking at each level of learning.
- E. The information provided in part D explains how the skills and strategies are included in each lesson. The Planner chart at the beginning of each unit (see Teacher Edition Unit 1 page 6) identifies the Comprehension Strategy, Word Study, Literacy Skill, and Fluency progression for each week in the unit. A review of these charts shows the careful structure used to develop the program and how a wide range of higher-order thinking skills are introduced, practiced, reviewed, monitored, and tested throughout the lessons in the level and then across the levels.

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**IVB. Content Stem**

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

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

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

- A. The On Our Way to English Teacher Edition (pages T8–T17) provides information about the Thematic, Content-Based Instruction in the program. Citations of the Common Core State Standards are embedded throughout each lesson in a week of instruction. The standards that are covered include Reading Literature/Informational Text, Reading Foundations, Writing, Speaking and Listening, and Language skills. For an example of how the Common Core State Standards are used in a typical lesson see the Grade 3 Teacher Edition, Unit 1 pages 8–9, 14–15, 16. On the first page of every lesson, the Objectives section identifies the goals of the lesson and the genre/content area being addressed. See Unit 1 pages 16, 20, 24, 28, and 32 for an example of typical lesson objectives within a week. These objectives are parallel to the range of topics typically found in academic content standards. The On Our Way to English program includes fiction and nonfiction reading selections as well as songs and chants that are linked to themes. Each unit features a theme based on social studies or science content. The themes for each unit are: Unit 1 Faces and Places (social studies), Unit 2 Crafty Creatures (science), Unit 3 Then and Now (science and social studies), Unit 4 Making Life Easier (science and social studies), Unit 5 Shoot for the Stars (science), Unit 6 Our Valuable Earth (science), Unit 7 We the People (social studies), and In the Money (social studies/math). These themes have been chosen based on national and local standards for each grade level. Additionally, each reading selection in the Student Edition has an icon to identify the genre. See page 16 of the Student Edition and page 27 of the Teacher Edition for the icon at the bottom of the page that identifies the genre of the selection. The On Our Way to English program features the Cross-Curricular Learning Stations at the beginning of each unit. This section includes Science, Social Studies, Theme Library, Math, and Technology activities. For an example, see pages 10–11 in Unit 1 of the Teacher Edition.
- B. On Our Way to English was designed to be accessible to students with many different levels of English language proficiency. Each topic and reading selection were chosen to help teachers scaffold instruction according to Entering, Emerging, Developing, Expanding, and Bridging stages of proficiency. Additionally, the Differentiated Reading Instruction section provides Leveled Reading instruction for additional small group work and scaffolding.

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- C. In the On Our Way to English program, the information presented in parts A and B shows the structure of the program for every grade level. At each grade, content topics are included and were selected based on the content standards for that grade from the various subject area standards. This careful structure guarantees that the important topics are included and are systematically presented at and across the appropriate grade.

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- | YES                                 | NO                       | <b>Accessibility to Grade Level Content</b>  |
|-------------------------------------|--------------------------|--|
| <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. Content standards were used to identify science, social studies, mathematics, and literature content for each grade. As each content area is introduced, the content vocabulary is presented using the six-step process from Robert Marzano. The first three steps introduce a new term and the last three steps provide multiple exposures that English Language Learners experience over time to help integrate understanding of the term in their listening, speaking, reading, and writing vocabularies. See page T17 of the On Our Way to English Teacher Edition for a description of the six-step process for teaching vocabulary to help students master content.

E. As vocabulary is developed in the Teacher Edition, content activities help students understand the terms. The Emerging, Expanding, and Bridging stages of development are represented in the content area through additional vocabulary activities. Learn the Words (Grade 3 Unit 2 page 117), Interact with the Text (Grade 3 Unit 2 pages 118, 119, 123, 127), Learn the Vocabulary (Grade 3 Unit 2 pages 121, 129), and the Academic Language Development (Grade 3 Unit 2 pages 122, 125) sections along with the Differentiate Instruction activities help to tailor instruction to the students’ needs. All of these activities incorporate the content and vocabulary to help students achieve academic and social English language proficiency.

F. The examples and information included in parts A to E can be found in the teacher instruction in each unit or in the Online Leveled Readers within a grade and then across the grades to allow for complete coverage for the topics and the content. All content of the On Our Way to English program helps teachers provide students with the tools they need to eventually independently read, write, and speak English with the expected proficiency for each grade level.

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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. Instructional supports are available throughout the lessons and are used to make instruction comprehensible to students. Visuals, real-world objects, models, and audio visual aids are ways to provide examples of concepts and vocabulary. Touching, feeling, seeing, hearing, acting, and playing are integrated into the lessons so that students can become involved in the learning process. The Language Workout section on the first page of every lesson has a Take Five activity. The Take Five activities are social language games and warm-up activities to get the students comfortable in the classroom. In Unit 1 Week 1, the Take Five activities focus on the students getting to know their classmates and becoming familiar with their surroundings in the classroom. See pages 16, 20, 24, 28, and 32. A physical response can be included. In this setting, techniques in which students respond physically to commands given orally by the teacher or another student demonstrate a term, concept, or idea. Sensory supports were the main element used to create the Interactive Whiteboard Posters and the Interactive Whiteboard Vocabulary Cards. These online resources help students use their visual and auditory senses to understand the key concepts presented in each unit. The Posters and Vocabulary Cards offer varied subject content, sensory appeals, and language proficiency levels. Many of the steps in the Six-Step Vocabulary sections have students apply their new vocabulary knowledge to draw a visual, act out a word or phrase, or apply their knowledge to play a game. See Unit 1 Week 2 pages 45, 49, and 53 for an example. The Academic Language Development activities also include sensory support to learning English. The “Support” column of the exercise instructs students to act out, draw, or show the meaning of a word or a phrase. See Unit 2 Week 1 pages 122 and 125 in the Grade 3 Teacher Edition.
- B. In addition to the information in part A, the On Our Way to English program employs gestures, movements, and other body language to address all of the senses. Activities encourage students to hear, say, see, and touch while learning skills and concepts. Many of the questions in the Interact with the Text sections of the Teacher Edition ask students to interpret and address how the characters/people feel and what the characters/people are doing and saying as they discuss the content of the selection. The students use their sensory supports to become involved in the content and integrate the concepts and ideas into their world. See Unit 1 Week 2 pages 44 and 45 in the Grade 3 Teacher Edition to see how students make connections with the reading selections. The online

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resources including the eTextbooks and Online Leveled Readers give students ways to access the reading selections in new and exciting ways that appeal to all senses. The Online Leveled Readers reinforce the communicative goals for each level of proficiency: Entering, Emerging, Developing, Expanding, and Bridging. Additionally, the Interactive Whiteboard Posters and the Interactive Whiteboard Vocabulary Cards provide auditory support to demonstrate the correct pronunciation for each word.

- C. A language experience approach encourages students to dictate words, phrases, or sentences about a shared experience to the teacher. Such experiences actively involve the students and show how what they say converts to words with meaning. These types of activities are systematically represented throughout the On Our Way to English program through the Student Edition, instruction in the Teacher Edition, eTextbooks, Online Leveled Readers, and the Interactive Whiteboard Posters and Vocabulary Cards. See the What You Have section of the Introduction on page T6 for more information. An example of sensory supports throughout the Teacher Edition is the Retelling section, which includes frequent repetition and restatement to add understanding. See an example of this in the Grade 3 Teacher Edition in Unit 1 page 83 in the Retelling section. Students also have opportunities to summarize and add details to more clearly state their ideas in the Expanding the Discussion section. See Unit 1 page 87 for an example. This structure incorporates sensory supports as it involves not only feelings but also the concepts of seeing, touching, and hearing.

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- |                                     |                          |   |
|-------------------------------------|--------------------------|---|
| YES                                 | NO                       | <b>Graphic Support</b>  |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | D. Are graphic supports present and varied in the materials?  |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | E. Are graphic supports relevant to concept attainment and presented in a manner that reinforces communicative goals for the targeted proficiency levels? |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | F. Are graphic supports systematically presented throughout the materials?  |

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

D. Graphic organizers, semantic webs, and charts show the relationships between ideas and are effective tools woven into the instruction in the program. See the What You Have on page T6 of the On Our Way to English Teacher Edition. The materials show the wide variety of graphic supports included in the program to help students acquire language and skills. The colorful Interactive Whiteboard Posters include a variety of graphic organizers to summarize the concepts in a concise, understandable way. The Interactive Whiteboard Vocabulary Cards have blank, matching, and multiple-choice options to help students at every level learn and master the vocabulary words from the unit. The Student Edition as well as the Newcomer Books include a wealth of graphics to help interpret the content. Picture graphics, organizers, checklists, matching games, and multiple-choice activities are included in the Grade 3 Unit 1 Student Activity Books. For an example, see Grade 3 Unit 1 pages 4–27. These activities help students gain a wealth of skills including listening and speaking, writing, comprehension and fluency, grammar and language, phonics and spelling, and vocabulary.

E. The program incorporates the graphic supports throughout the components to assist the learners in developing content and concept language skills. In addition to the items listed in part D, the Instructional Path listed in the Introducing On Our Way to English section shows how these components have been incorporated into the instruction of the book and how they can be used in the classroom. See pages T10–T21. Also included in every unit of the program are graphic novels. The text and illustrations introduce students to informal language and idiomatic expressions by using rich visuals and realistic situations. For an example, see Unit 3 pages 214–215. Additional usage of graphic supports can be found in the Interactive Whiteboard Posters, Interactive Whiteboard Vocabulary Cards, and in all of the reading selections in the Student Edition and Online Leveled Readers. Throughout the program at each grade, the graphic supports extend understanding and play a key role in vocabulary and content development.

F. Graphic supports are found in all levels of the program. At the beginning levels, the graphics are tailored to the developmental level of the learner. The complexity and extensiveness is broadened as students progress through the grades. The examples listed in parts D and E show the scope and depth of the Grade 3 materials.

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YES NO **Interactive Support**

- G. Are interactive supports present and varied in the materials?
- H. Are interactive supports present and relevant to concept attainment for the targeted proficiency levels?
- I. Are interactive supports varied and systematically presented in the materials?

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

- G. Interactive supports are a valuable part of the learning experience and are thoroughly incorporated into the lessons. Beginning with the six-step vocabulary plan (see Grade 3 Teacher Edition page 49), Step 4, Discuss, asks students to talk with a partner about the vocabulary terms. Partners engage in discussions about open-ended prompts that contain the new vocabulary terms. During this time, students also record in their journals and/or help each other revise their entries. Step 6, Apply in Learning Games (page 53), is included periodically to allow students to play with the terms that are appropriate to their individual stages of English language acquisition. Interactive support within the materials include the Turn and Talk, Prove It, Zoom In, Pair and Share, and Response to Reading sections. These items appear regularly in the program, and an example of these in a typical unit can be found in Unit 1 on pages: 18, 30, 31, 33, 40, 43, 44, 48, 52, 55, 63, 65, 67, 92. See also the Week At a Glance on pages 12 and 13 of the Grade 3 Unit 1 Teacher Edition for lesson features where interactive learning concepts are identified for whole class, small group, and independent learning.
- H. Interactive supports contain options for different learning experiences for different levels of development. The lessons contain a variety of ways to assist the learners. In the Grade 3 Teacher Edition, see the Differentiate Instruction for activities that address small group, partner, and individual exercises: 17, 23, 25, 26, 33, 39, 41, 43, 45, 49, 53, 55, 61, 66, 71, 72, 74, 75, 85, 87, 89, 93, 96. Also see the Online Leveled Readers for books that are available for each level of language proficiency and comprehension. The On Our Way to English program was developed to provide very flexible groupings. Flexible groups are temporary and change according to students’ interests, needs, social interactions, and development. Within the teaching environment, instruction allows for students to work in all types of groups to help individuals be successful in content, concept, and skill acquisition.
- I. A review of the references in parts G and H shows the variety of methods and the systematic structure in the program that includes these interactive supports. Interactive activities and supports in the Teacher Edition include the Unit Theme Project, 6-Step Vocabulary Plan, Interact with the Text, Turn and Talk, Prove It, Zoom In, Pair and Share, and Response to Reading sections. Ancillary interactive supports including the Interactive Whiteboard Posters, Interactive Whiteboard Vocabulary Cards, Student Activity Books, and Online Leveled Readers are included in the On Our Way to English program to give teachers opportunities to provide differentiated lesson instruction. See the What You Have section in the Introduction on page T6 for more information. The interactive supports are within all of the Units in a grade and extend through all of the grades in the On Our way to English program.

## 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.