



PRIME™

Protocol for Review of Instructional Materials for ELLs

WIDA PRIME Correlation

GRAMMAR  GALLERY

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): Grammar Gallery

Publisher: The Teacher Writing Center, a division of SG Consulting, Inc.

Materials/ Program to be Reviewed: An electronic toolbox for teachers that enables ELLs to master the rules of English grammar, build their vocabulary, and develop academic language proficiency.

Tools of Instruction included in this review: Online supplemental program - www.mygrammargallery.org

Intended Teacher Audiences: Classroom teachers, content specialists, language teachers, resource teachers and paraprofessionals

Intended Student Audiences: English language learners and newcomer English language learners in grades K-12

WIDA Framework(s) considered: Formative and Summative

Language domains addressed in material: Listening, speaking, reading, and writing

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

WIDA language proficiency levels included: Levels 1-5

Most Recently Published Edition or Website: www.mygrammargallery.org

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

GRAMMAR GALLERY is a K-12, research-based supplemental program that enables ELLs to master the rules of English grammar, build their vocabulary, and develop academic language proficiency. The Main Gallery includes 300 downloadable resources, each including concept pictures, sentence frames, a student worksheet, and background information for the teacher. The Student Gallery includes grammar reference sheets, practice activities, writing rules, interactive virtual adventures, and entertaining grammar videos. Grammar Gallery incorporates more than 5,000 full-color photographs and illustrations, including Picture Prompts that can be used for additional practice and assessment. Educators appreciate that it is easy to use, works with English learners at all proficiency and grade levels, and is adaptable to both low and high technology educational settings.

Part 2: PRIME Correlation Tool

I. PERFORMANCE DEFINITIONS

IA. Linguistic Complexity (the amount and quality of speech or writing)

YES NO

- A. Do the instructional materials take into account linguistic complexity for language learners?
- B. Do the instructional materials address linguistic complexity for all of the targeted proficiency levels?
- C. Is linguistic complexity systematically addressed, in multiple lessons, chapters, or units, in the materials?

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

- A. Linguistic complexity is addressed for English language learners throughout Grammar Gallery. The program is organized into five language levels that are color coded. These color coded levels are used throughout the site, in all resources and activities, to ensure an accurate pairing of materials to student based on language level. The amount and quality of language is geared specifically to the needs of the learner based on language levels.
- B. Grammar Gallery addresses linguistic complexity for all targeted language proficiency levels. Through the use of color coding and language level differentiation, students of all targeted grade levels have access to rich language lessons that meet their needs.
- C. Linguistic complexity is addressed in every activity throughout Grammar Gallery. When entering the ‘Main Gallery’, after choosing the desired state, the resource files are accessed based on language levels. The entire resource file (containing a teacher lesson plan, overview charts, sentence frames, student practice sheet, and teacher information sheet) is explicit to the language level, containing information, notes, and activities with linguistic complexity catered to the needs of the given level. In the student gallery, the ‘Grammar Library’ is color coded and the linguistic complexity is addressed for a learner at the given language level. As the level increases, so does the language complexity.

Examples:

- A description of color coded language levels (in the top tool bar ‘Getting Started’ / ‘Language Level Descriptions’)
- Resource files containing lessons particular to language levels (in the top tool bar ‘Main Gallery’ / choose state); Resource files are organized by color coded language levels, topics, language functions and grammatical forms)
- Color coded student resources (in the top tool bar ‘Student Gallery’ / ‘Gallery Library’)

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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 vocabulary usage in Grammar Gallery is in context and consists of words, phrases and expressions. Each level consists of six topics that the resource files are built around. Within the resource files students learn vocabulary for the topic through the overview chart, sentence frames, and student practice sheet. Each topic contains ten resource files, providing the context for vocabulary instruction, practice and retention.
- B. Vocabulary usage is addressed for all targeted proficiency levels. Language levels 1-5 are all provided explicit vocabulary instruction in context and customized to the learners’ needs. Vocabulary is supported with colorful illustrations and photos found throughout each resource file. Language learners are provided with ample support and practice opportunities throughout the resource file and Grammar Gallery. Support materials titled ‘Extension Activities’ and ‘Picture Prompts’ are also included to assist with vocabulary instruction. Teachers are provided a ‘Target Word List’ for every level.
- C. General, specific and technical language is systematically presented throughout the program and in context. A vast array of level-appropriate topics provides the opportunity to include instruction of all types of language.

Examples:

- Target Word List for each language level and topic in Grammar Gallery (in the top tool bar ‘Getting Started’ / ‘Target Word List’)
- Resource files containing vocabulary (in the top tool bar ‘Main Gallery’ / choose state); Resource files are organized by color coded language levels, topics and grammatical forms - each resource file contains an overview chart, sentence frames, and student practice sheets that address vocabulary
- In the top tool bar (‘Support Materials’ / ‘Extension Activities’ and ‘Pictures Prompts’ address vocabulary)

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IC. Language Control/Conventions (comprehensibility of language)

YES NO

- A. Are opportunities to demonstrate language control presented in the materials?
- B. Do opportunities to demonstrate language control correspond to all targeted levels of language proficiency?
- C. Are opportunities to demonstrate language control systematically presented in the materials in multiple chapters, lessons, or units?

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

- A. Opportunities to demonstrate language control are present throughout the program. A key component to Grammar Gallery is the rules of English grammar. Explicit lessons, activities, and support resources allow students to master concepts to become proficient English language listeners, speakers, readers, and writers. The ‘Main Gallery’ contains 300 resource files. Each resource file (built around a topic, grammatical form, and language function) contains a lesson plan consisting of teacher model and student repeat, teacher-led student practice, partner practice, and small group learning. The resource file also contains overview charts, sentence frames, and student practice sheets which are all used during the lesson to master the grammatical form. ‘Extension Activities’ are an additional ‘Support Material’ that is provided to reinforce language control. The program also contains a ‘Student Gallery’ with ‘Grammar Library’ (explicit information and instruction on grammatical form), ‘Virtual Adventures’ (games that reinforce concepts), ‘Grammar Gallerytown Videos’ (videos that reinforce concepts), and ‘Writing Rules’ (explicit information and instruction), all of which provide students with opportunities to demonstrate language control.
- B. Opportunities to demonstrate language control are present for all targeted levels of language proficiency. Each resource file, as well as the ‘Grammar Library’ and the ‘Extension Activities,’ is color coded for levels 1-5.
- C. Language control is systematically presented throughout Grammar Gallery.

Examples:

- Resource files by proficiency level based on topic, grammatical form, and language function (in the top tool bar ‘Main Gallery’ / choose state); Resource files are built around topic, grammatical form, and language function - each resource file contains a lesson plan, overview chart, sentence frames, student practice sheet, and a teacher information sheet
- Extension activities by proficiency level (in the top tool bar ‘Support Materials’ / ‘Extension Activities’ Student Gallery and in the top tool bar ‘Student Gallery’)
- ‘Grammar Library’ - explicit information and instruction on grammatical form
- ‘Virtual Adventures’ - games that reinforce concepts
- ‘Grammar Gallerytown Videos’ - videos that reinforce concepts
- ‘Writing Rules’ - explicit information and instruction on rules that apply to writing in the English language

II. ENGLISH LANGUAGE PROFICIENCY (ELP) STANDARDS

IIA. Presence of WIDA English Language Proficiency Standards

YES NO

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

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

- A. Social and instructional language, as well as the other WIDA Standards of the Language of language arts, mathematics, social studies, and science are all present in Grammar Gallery. A focus of the program is to develop academic language proficiency along with vocabulary and the rules of English grammar. Each resource file in Grammar Gallery is built around a topic, grammatical form, and language function. The topics include, but are not limited to, people, transportation, numbers & shapes, food, the human body, seasons & weather, the solar system, government, research & inquiry, mathematics, and literature. Each of the 300 resource files contains materials to teach vocabulary and language control in the context of the topic. Students are actively engaged in learning the language of these topics through listening, reading, writing, and speaking activities.
- B. Grammar Gallery systematically and seamlessly integrates social and instructional language, the Language of language arts, mathematics, social studies, and science into each student experience.

Examples:

- Resource files based on topic, grammatical form, and language function (in the top tool bar ‘Main Gallery’/ choose state); Resource files are built around topic, grammatical form, and language function; each resource file contains language for the given topic (social and instructional, language arts, mathematics, science, and social studies)

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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. Each of the language domains are targeted in Grammar Gallery. Students engage in listening, speaking, reading, and writing activities throughout the resource file lessons to build language and master rules of grammar. Using the overview charts, students listen, repeat and read to learn target words and statements. Using the sentence frames and ‘Now You Try!’ practice sheets, students listen, discuss, read and write to practice target words or phrases. In the ‘Extension Activities’ provided for each language proficiency level, the targeted language domains are cited for each activity. Students are also provided listening, speaking, reading, and writing opportunities in the ‘Student Gallery.’ In the ‘Grammar Library’ students learn more about topics through reading and then practicing with listening, speaking and writing activities. ‘Virtual Adventures’ provides reading opportunities while playing a game. ‘Writing Rules’ are a resource for students to read and the ‘Videos’ students listen to for reinforcement of concepts.
- B. The targeted language domains are presented within the context of language proficiency levels. The ‘Resource Files,’ ‘Extension Activities,’ and ‘Grammar Library’ utilize Grammar Gallery’s color coding for language proficiency levels.
- C. Listening, speaking, reading, and writing are systematically integrated throughout Grammar Gallery.

Examples:

- Resource files containing overview charts, sentence frames, and student practice sheets (in the top tool bar ‘Main Gallery’ / choose state); Resource files are organized by color coded language levels, topics and grammatical forms
- In the top tool bar (‘Support Materials’ / ‘Extension Activities’)
- Student Gallery (in top tool bar ‘Student Gallery’)
- ‘Grammar Library’ - explicit information and instruction on grammatical form
- ‘Virtual Adventures’ - games that reinforce concepts
- ‘Grammar Gallerytown Videos’ - videos that reinforce concepts
- ‘Writing Rules’ - explicit information and instruction on rules that apply to writing in the English language

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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. Grammar Gallery differentiates between five language proficiency levels. Each of the five language proficiency levels is color coded. The materials throughout Grammar Gallery use this color coding system to indicate the proficiency level for which they are designed for. The resource files, 'Extension Activities,' 'Picture Prompts,' and 'Grammar Library' all are differentiated with the color coded language proficiency levels.
- B. The differentiation of language proficiency is developmentally and linguistically appropriate for all targeted levels.
- C. Differentiation of language is systematically addressed throughout Grammar Gallery. Lessons and activities build upon previous lessons and activities within a level as well as helping students progress to the next level.

Examples:

- A description of color coded language levels (in the top tool bar 'Getting Started' / 'Language Level Descriptions')
- Resource files containing lessons particular to language levels (in the top tool bar 'Main Gallery' / choose state); Resource files are organized by color coded language levels, topics and grammatical forms
- Color coded language level support materials (in the top tool bar 'Support Materials' / 'Extension Activities' or 'Picture Prompts')
- Color coded student resources (in the top tool bar 'Student Gallery' / 'Gallery Library')

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

YES NO

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

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

- A. Scaffolding supports provided throughout Grammar Gallery help students advance within a proficiency level as well as progress from one level to the next. The lessons contained in the resource files are scaffolded within the lesson using a gradual release model along with supports built into the gradual release. Each resource file lesson is broken up into 4 steps: Step 1 - teacher models and student repeats, Step 2 - teacher leads student practice, Step 3 - students practice in pairs, Step 4 - students apply learning in small groups. The ‘Support Materials’ also provide scaffolding supports that include ‘Extension Activities’ and ‘Picture Prompts’ that provide students additional practice and/or support with the resource file lessons.
- B. Scaffolding supports provided throughout Grammar Gallery help students advance within a proficiency level as well as progress from one level to the next. The lessons contained in the resource files are scaffolded within the lesson using a gradual release model along with supports built into the gradual release. Each resource file lesson is divided into 4 steps: Step 1 - teacher models and student repeats, Step 2 - teacher leads student practice, Step 3 - students practice in pairs, Step 4 - students apply learning in small groups. The ‘Support Materials’ also provide scaffolding supports that include ‘Extension Activities’ and ‘Picture Prompts’ that provide students additional practice and/or with the resource file lessons.
- C. Scaffolding supports are presented systematically throughout Grammar Gallery. Each lesson provides students with the information they need to be successful for the next, as they master language and progress through language proficiency levels.

Examples:

- Resource files containing lessons with four step gradual release model (in the top tool bar ‘Main Gallery’ / choose state); Resource files are organized by color coded language levels, topics and grammatical forms - see lesson plan sheet for 4 steps
- In the top tool bar - ‘Support Materials’ / ‘Extension Activities’ or ‘Picture Prompts’

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. Grammar Gallery contains a range of language functions for all language proficiency levels. Language functions are labeled in the resource file menu and also in each lesson plan contained in the resource file. Language functions direct the student on how to engage with the language and include, but are not limited to, explain, narrate, describe, identify, sequence, re-name, analyze, persuade, ask, and interpret. A wide range of language functions are also used in the ‘Extension Activities’ and ‘Grammar Library’ including, but not limited to, label, match, read, complete, and ask.
- B. All language functions present in Grammar Gallery are attached to a context and activity. The resource files are built around a topic, language function, and grammatical form. These three are the basis for the lesson plan, overview charts, sentence frames, and student practice sheets in the resource file as well as the ‘Extension Activities.’ The ‘Grammar Library’ uses language functions in context and bases lessons around grammatical forms.
- C. Language functions throughout Grammar Gallery are presented systematically and comprehensively and support the progression of language development in each level and across levels.

Examples:

- Resource files based on language functions (in the top tool bar ‘Main Gallery’ / choose state); Resource files are organized by color coded language levels, and based on topics, language functions and grammatical forms
- In the top tool bar (‘Support Materials’ / ‘Extension Activities’)
- In the top tool bar (‘Student Gallery’ / ‘Grammar Library’)

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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. Opportunities to engage in higher order thinking are present for students of all language levels throughout Grammar Gallery. In step four of the lesson plan in the resource files, students apply their learning in small groups through activities that often involve higher order thinking. Higher order thinking opportunities are also provided for each language level in ‘Extension Activities’ as well as activities that are included in the ‘Grammar Library.’

E. Higher order thinking opportunities are systematically addressed in Grammar Gallery. Students engage in applying and extending their learning through these opportunities throughout the program.

Examples:

- Resource files containing lessons with four steps (in the top tool bar ‘Main Gallery’ / choose state); Resource files are organized by color coded language levels, topics, language functions and grammatical forms - see lesson plan sheet for step 4
- In the top tool bar (‘Support Materials’ / ‘Extension Activities’)
- In the top tool bar (‘Student Gallery’ / ‘Grammar Library’)

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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 topics in Grammar Gallery cover a wide range of topics that are found in state and local standards. The focus of the program is rules of English grammar, vocabulary, and developing academic language proficiency. Grammar, vocabulary and language are taught in the context of topics from the social and instructional, language arts, mathematics, science, and social studies content areas. The topics covered in these content areas as well as the content of the grammar, vocabulary, and language lessons are common to local and state standards. Users of Grammar Gallery select their resource files based on their state. In addition, Grammar Gallery also provides alignments to the K-12 language strand.
- B. Example topics are accessible to learners of all targeted language proficiency levels.
- C. Example topics are systematically presented throughout Grammar Gallery. Each lesson builds knowledge for the next so students progress through language levels while building grammar knowledge and vocabulary.

Examples:

- Resource files containing lessons (in the top tool bar 'Main Gallery' / choose state); Resource files are organized by color coded language levels, topics, language functions and grammatical forms
- Alignments (in the top tool bar - 'Support Materials' / 'Alignments')

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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. Grammar Gallery is composed of linguistically and developmentally appropriate grade level content for all of the targeted grade levels. The content is specific to building English grammar, vocabulary, and language proficiency at all grade levels and language levels. Explicit instruction in these areas allows students of all grade and ability levels to master appropriate concepts, as well as review and practice in the context of social and instructional language and content area language. Supports such as pictures, grouping and teacher guidance make the content accessible to all learners.
- E. Grade level content is accessible for all targeted proficiency levels. The interface of the website is user-friendly for students of all ages as well as teachers. Built-in supports, explicit lessons, and review, reinforcement, and extension resources make the content accessible to all.
- F. Grammar Gallery presents grade level content systematically. Lessons build knowledge for subsequent lessons and resources are in place for review, reinforcement, and extension.

Examples:

- Resource files containing lessons with content topics and specific grammar rules (in the top tool bar 'Main Gallery' / choose state); Resource files are organized by color coded language levels, topics, language functions and grammatical forms
- In the top tool bar ('Support Materials' / 'Extension Activities')
- In the top tool bar ('Student Gallery' / 'Grammar Library')

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IVC. INSTRUCTIONAL SUPPORTS

YES NO **Sensory Support**

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

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

- A. Sensory supports are present and varied in Grammar Gallery. Each resource file lesson contains full color pictures and illustrations that support the content of the lesson. ‘Picture Prompts’ (full color pictures) are also provided to support content and learning. In the ‘Student Gallery,’ students have access to ‘Videos’ that reinforce grammatical forms.
- B. The sensory supports in Grammar Gallery are relevant to concept attainment and reinforce communicative goals for all targeted proficiency levels. Supports included in this program scaffold instruction, provide multisensory experiences, and reinforce understanding of concepts for learners of all language levels.
- C. Sensory supports are systematically presented throughout Grammar Gallery. Pictures and illustrations are connected to concept attainment and integrated into the context of the lesson.

Examples:

- Resource files containing lessons with sensory supports (in the top tool bar ‘Main Gallery’ / choose state); Resource files are organized by color coded language levels, topics, language functions and grammatical forms
- In the top tool bar (‘Support Materials’ / ‘Picture Prompts’)
- In the top tool bar (‘Student Gallery’ / ‘Videos’)

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

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

- D. Graphic supports are present and varied in Grammar Gallery. Tables and graphic organizers are used to illustrate and organize information that is presented into simple, understandable concepts where appropriate. These graphic supports are present for teachers in the resource file on the teacher information sheet called ‘Teacher Talk.’ For students, these graphical supports are used in ‘Writing Rules’ and the ‘Grammar Library.’
- E. The graphic supports in Grammar Gallery are relevant to concept attainment and reinforce communicative goals for all targeted proficiency levels. Supports included in this program reinforce understanding of concepts for learners of all language levels.
- F. Graphic supports are systematically presented throughout the program.

Examples:

- Resource files containing teacher information pages (in the top tool bar ‘Main Gallery’ / choose state); Resource files are organized by color coded language levels, topics, language functions and grammatical forms
- In the top tool bar (‘Student Gallery’ / ‘Grammar Library’- ‘Adjectives,’ ‘Demonstrative Pronouns,’ and ‘Past Perfect Tense’ are some specific examples with graphic organizers and/or tables)
- In the top tool bar (‘Student Gallery’ / ‘Writing Rules’- ‘End Punctuation’ and ‘Synonym’ are some specific examples with tables)

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YES NO **Interactive Support**

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

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

G. Interactive supports are present and varied throughout Grammar Gallery. Modeling, leading, and grouping are collaborative strategies that are used in every resource file lesson as well as ‘Extension Activities.’ The nature of Grammar Gallery, an online program, in itself is also an interactive support. The ‘Virtual Adventures’ also provide an interactive support in the form of an online game to practice and reinforce concepts.

H. Interactive supports are relevant to concept attainments for all of the targeted language proficiency levels. The supports included in this program scaffold instruction, provide multisensory experiences, help students communicate and facilitate access to content for learners of all targeted proficiency levels.

I. Interactive supports are systematically presented throughout Grammar Gallery.

Examples:

- Resource files containing lessons with collaborative strategies in the lesson plan (in the top tool bar ‘Main Gallery’ / choose state); Resource files are organized by color coded language levels, topics and grammatical forms - see lesson plan sheet for collaborative strategies
- In the top tool bar (‘Support Materials’ / ‘Extension Activities’)
- In the top tool bar (‘Student Gallery’ / ‘Virtual Adventures’)

Appendix

- I. Performance Definitions** – the criteria (linguistic complexity, vocabulary usage, and language control) that shape each of the six levels of English language proficiency that frame the English language proficiency standards.
- IA. Linguistic Complexity** – the amount and quality of speech or writing for a given situation
 - IB. Vocabulary Usage** – the specificity of words (from general to technical) or phrases for a given context
 - IC. Language Control/Conventions** – the comprehensibility and understandability of the communication for a given context
- II. English Language Proficiency Standards** – the language expectations of English language learners at the end of their English language acquisition journey across the language domains, the four main subdivisions of language.
- IIA. Five WIDA ELP Standards:**
1. English language learners **communicate** for **Social** and **Instructional** purposes within the school setting.
 2. English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.
 3. English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Mathematics**.
 4. English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Science**.
 5. English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Social Studies**.
- IIB. Domains:**
- **Listening** – process, understand, interpret, and evaluate spoken language in a variety of situations
 - **Speaking** – engage in oral communication in a variety of situations for a variety of audiences
 - **Reading** – process, understand, interpret, and evaluate written language, symbols and text with understanding and fluency
 - **Writing** – engage in written communication in a variety of situations for a variety of audiences
- III. Levels of English Language Proficiency** - The five language proficiency levels (1-Entering, 2-Beginning, 3-Developing, 4-Expanding, 5- Bridging) outline the progression of language development in the acquisition of English. The organization of the standards into strands of Model Performance Indicators (MPIs) illustrates the continuum of language development.
- IIIA. Differentiation** – providing instruction in a variety of ways to meet the educational needs of students at different proficiency levels
 - IIIB. Scaffolding** – building on already acquired skills and knowledge from level to level of language proficiency based on increased linguistic complexity, vocabulary usage, and language control through the use of supports.

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

IVA. Language Functions – the first of the three elements in model performance indicators indicates how ELLs are to process and use language to demonstrate their English language proficiency.

- Context – the extent to which language functions are presented comprehensively, socially and academically in materials
- Higher Order Thinking – cognitive processing that involves learning complex skills such as critical thinking and problem solving.

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

IVC. Instructional Support – instructional strategies or tools used to assist students in accessing content necessary for classroom understanding or communication and to help construct meaning from oral or written language. Three categories of instructional supports include sensory, graphic and interactive supports.

- Sensory support – A type of scaffold that facilitates students’ deeper understanding of language or access to meaning through the visual or other senses.
- Graphic support – A type of scaffold to help students demonstrate their understanding of ideas and concepts without having to depend on or produce complex and sustained discourse.
- Interactive support – A type of scaffold to help students communicate and facilitate their access to content, such as working in pairs or groups to confirm prior knowledge, using their native language to clarify, or incorporating technology into classroom activities.