



PRIME V2TM

Protocol for Review of
Instructional Materials for ELLs V2

WIDA PRIME V2 CORRELATION





Introduction to PRIME

WIDA developed PRIME as a tool to assist publishers and educators in analyzing their materials for the presence of key components of the WIDA Standards Framework. PRIME stands for Protocol for Review of Instructional Materials for ELLs.

The PRIME correlation process identifies how the components of the 2012 Amplification of the English Language Development Standards, Kindergarten through Grade 12, and the Spanish Language Development (SLD) Standards, Kindergarten through Grade 12 are represented in instructional materials. These materials may include core and supplemental texts, websites and software (e.g., apps, computer programs), and other ancillary materials. PRIME is not an evaluative tool that judges the effectiveness of published materials.

Those who complete WIDA PRIME Correlator Trainings receive PRIME Correlator Certification. This may be renewed annually. Contact WCEPS for pricing details at store@wceps.org or 877-272-5593.

New in This Edition

PRIME has been expanded to include

- Correlation to the WIDA Standards Framework
- Connections to English and Spanish Language Development Standards
- Relevance for both U.S. domestic and international audiences

Primary Purposes

- To assist educators in making informed decisions about selecting instructional materials for language education programs
- To inform publishers and correlators on the various components of the WIDA Standards Framework and of their applicability to the development of instructional materials

Primary Audience

- Publishers and correlators responsible for ensuring their instructional materials address

language development as defined by the WIDA English and Spanish Language Development Standards

- District administrators, instructional coaches, and teacher educators responsible for selecting instructional materials inclusive of or targeted to language learners

At WIDA, we have a unique perspective on how to conceptualize and use language development standards. We welcome the opportunity to work with both publishers and educators. We hope that in using this inventory, publishers and educators will gain a keener insight into the facets involved in the language development of language learners, both in the U.S. and internationally, as they pertain to products.

Overview of the PRIME Process

PRIME has two parts. In Part 1, you complete an inventory of the materials being reviewed, including information about the publisher, the materials' intended purpose, and the intended audience.

In Part 2, you answer a series of yes/no questions about the presence of the criteria in the materials. You also provide justification to support your "yes" responses. If additional explanations for "No" answers are relevant to readers' understanding of the materials, you may also include that in your justification. Part 2 is divided into four steps which correspond to each of the four elements being inventoried; see the following table.

PRIME at a Glance

1. Asset-based Philosophy
A. Representation of Student Assets and Contributions
2. Academic Language
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B. Sentence Dimension
C. Word/Phrase Dimension
3. Performance Definitions
A. Representations of Levels of Language Proficiency
B. Representations of Language Domains

4. Strands of Model Performance Indicators and the Standards Matrices
A. Connection to State Content Standards and WIDA Language Development Standards
B. Cognitive Challenge for All Learners at All Levels of Language Proficiency
C. Supports for Various Levels of Language Proficiency
D. Accessibility to Grade Level Content
E. Strands of Model Performance Indicators

PRIME Part 1: Provide Information about Materials

Provide information about each title being correlated.

Publication Title(s): StudySync®

Publisher: McGraw-Hill School Education

Materials/Program to be Reviewed: StudySync Integrated ELA/ELD

<http://www.studysync.com/>

Click on Student/Teacher Login (orange button, upper right-hand corner)

Click on Core ELA/ELD (gray button, upper right-hand corner)

Tools of Instruction included in this review: Digital Teacher and Student Editions (Lesson Plans, Access Handouts, and Student Previews)

Intended Teacher Audiences: Grade 6-8 ELA teachers of integrated classrooms in California

Intended Student Audiences: Grade 6-8 students in California in mixed classrooms

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

Check which set of standards will be used in this correlation:

WIDA Spanish Language Development Standards

WIDA English Language Proficiency Standards

WIDA Language Development Standards addressed: (e.g. Language of Mathematics).

The language of Language Arts, Social and Instructional language

WIDA Language Proficiency Levels included: WIDA Levels 3-5, corresponding to StudySync labels of Emerging (Level 3), Expanding (Level 4), and Bridging (Level 5)

Most Recently Published Edition or Website: © 2016

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

StudySync is a comprehensive, twenty-first century solution for grades six to eight English Language Arts and English Language Development in California. StudySync's core program was built from the ground up using the blueprint provided in California's *ELA/ELD Framework* to fully align with the interrelated California Common Core State Standards for English Language Arts and the California English Language Development Standards. The program's instruction targets the five key themes of these standards, and aids teachers as they guide students to develop the readiness for college, career, and civic life, attain the capacities of literate individuals, become broadly literate, and acquire the skills for living and learning in the 21st century. StudySync helps create the context for this achievement by providing a curriculum and platform which allows teachers to construct courses that are engaging, motivating, respectful, integrated, and intellectually challenging.

PRIME Part 2: Correlate Your Materials

1. Asset-Based Philosophy

A. Representation of Student Assets and Contributions

The WIDA Standards Framework is grounded in an asset-based view of students and the resources and experiences they bring to the classroom, which is the basis for WIDA's Can Do Philosophy.

- 1) Are the student assets and contributions considered in the materials? Yes No
- 2) Are the student assets and contributions systematically considered throughout the materials? Yes No

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

1. The Integrated Thematic Units consider student assets and contributions through a combination of spoken and written prompts. These prompts ask for students' opinions, provide them opportunities to share their personal experiences in relation to texts or thematic topics, or serve as baseline measures of student's prior knowledge or ideas. For example, in Grade 6 Unit 1, in the **First Read** lesson for *Hatchet*, the **Access Prior Knowledge** activity in the lesson plan directs teachers to ask students what they already know about wilderness survival in preparation for reading the excerpt. Later in the same lesson, students participate in a collaborative **SyncTV Style Discussion** with prompts that encourage students to relate to the main character in the text and share their thoughts and feelings about his actions. The **Blast** lesson "Survivors" in the same unit prompts students to share their opinion on how people survive in extreme situations. These Blast lessons are structured so that students have the opportunity to draft a baseline response before reading and discussing a variety of resources and submitting a final response to the teacher and their peers.
2. The features that consider student assets and contributions appear systematically throughout the materials. Every excerpted text in the unit contains a **First Read** lesson with an **Access Prior Knowledge** activity designed to draw on student's experiences, or alternately, a Build Background activity that anticipates gaps in student knowledge. Each unit contains a

minimum of three texts with **SyncTV Style Discussions** that similarly prompt students to share their thoughts, opinions, and feelings with their peers in a collaborative discussion. There are also a minimum of five **Blasts** per unit, each designed to elicit a baseline response from students at the beginning of the lesson with an opportunity for students to revisit after completing the readings and discussions that follow.

Examples:

Grade 6 Unit 1: Turning Points
Thematic Unit
Instructional Path
Hatchet
First Read: Hatchet
Teacher Resources: Lesson Plan
1. Introduction
--Access Prior Knowledge
4. Think
--SyncTV Style Discussion

Grade 6 Unit 1: Turning Points
Thematic Unit
Instructional Path
Island of the Blue Dolphins
Blast: Survivors
Teacher Resources: Lesson Plan
Title/Driving Question
--Discuss
--Draft

Grade 7 Unit 1: In Pursuit
Thematic Unit
Instructional Path
Barrio Boy
First Read: Barrio Boy
Teacher Resources: Lesson Plan
1. Introduction
--Access Prior Knowledge

2. Academic Language

WIDA believes that developing language entails much more than learning words. WIDA organizes academic language into three dimensions: discourse, sentence, and word/phrase dimensions situated in sociocultural contexts. Instructional material developers are encouraged to think of how the design of the materials can reflect academic language as multi-dimensional.

A. Discourse Dimension (e.g., amount, structure, density, organization, cohesion, variety of speech/written text)

- | | | |
|--|------------|----|
| 1) Do the materials address language features at the discourse dimension in a consistent manner for all identified proficiency levels? | <u>Yes</u> | No |
| 2) Are the language features at the discourse dimension addressed systematically throughout the materials? | <u>Yes</u> | No |

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

1. The Thematic Units address language features at the discourse dimension for all identified proficiency levels throughout the program. Each unit contains opportunities for students to read and listen to collections of excerpted texts that span a variety of genres and levels. The **First Read** and **Close Read** lessons that pair with each excerpt provide multiple opportunities for students to engage in written or oral responses in different forms and for different lengths of time. Spoken discourse occurs in the form of whole group, small group, or partner guided conversations with scaffolded prompts and supports to meet the needs of various proficiency levels. Students are provided with a model of collaborative discussion in the form of the **SyncTV Episodes** that appear in at least three First Read lessons throughout a single unit. The **Extended Writing Project** embedded within each unit prompts students with a longer, cumulative written work, with each unit addressing the needs and organizational structure of a specific genre of writing including narrative, informational/explanatory, and argumentative. Each Extended Writing Project begins with students reading and analyzing a student model before working through focused skill and process lessons. In every lesson, the differentiated instruction outlined in the **Access Path** column and the scaffolded support in the **Access Handouts** meet students at their identified proficiency level.

2. Language features at the discourse dimension are systematically addressed throughout each unit. Every excerpted text is explored with the same lesson cycle consisting of a **First Read, Skill** lesson(s), and culminating with a **Close Read**. While each individual lesson in the cycle contains reading, listening, speaking, and writing activities, these activities range in length and focus from single sentence prompts and guided questions to longer discussions and written responses. Furthermore, these activities build on one another, so that the shorter **Think Questions** written and discussed in the First Read prepare students for the longer discussions and written responses in the Close Read at the end of the cycle. In addition to scaffolding the language features at the discourse dimension through the organization of the lesson cycle, the additional instruction, grouping suggestions, and student materials that make up the **Access Path** and **Access Handout** ensure that English Language Learners have the support they need to engage with the class in both spoken and written responses.

Examples:

StudySync Core Program Guide:
Effective Expression (Pgs. 16-17)

Grade 7 ELA Overview:
Text Complexity Charts (Pgs. 6-17)
Writing Task Chart (Pg. 59)

Grade 7 Unit 2: The Powers that Be
Thematic Unit
Instructional Path
The Hunger Games
First Read: The Hunger Games
Teacher Resources: Lesson Plan

3. SyncTV

--Watch

4. Think

--Answer and Discuss

--SyncTV Style Discussion

Access Handouts: Access 1, Access 2, Access 3

Student Preview

3. SyncTV

4. Think

Grade 7 Unit 2: The Powers that Be
Thematic Unit

Instructional Path

The Hunger Games

Close Read: The Hunger Games

Teacher Resources: Lesson Plan

3. Write

--Prewrite and Plan

--Organize

--Discuss

--Write

--Review

Core Handouts: Graphic Organizer

Access Handouts: Access 1, Access 2, Access 3

Student Preview

3. Write

Grade 7 Unit 2: The Powers that Be
Thematic Unit

Extended Writing Project

B. Sentence Dimension (e.g., types, variety of grammatical structures, formulaic and idiomatic expressions; conventions)

- | | | |
|---|------------|----|
| 1) Do the materials address language features at the sentence dimension for all of the identified proficiency levels? | <u>Yes</u> | No |
| 2) Are the language features at the sentence dimension appropriate for the identified proficiency levels? | <u>Yes</u> | No |
| 3) Are the language features at the sentence dimension addressed systematically throughout the materials? | <u>Yes</u> | No |

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

1. The materials in the Thematic Units address language features at the sentence dimension through explicit grammar instruction as well as differentiated support for written and spoken student responses. Each unit contains **Grammar, Usage, and Mechanics** lessons embedded in reading and writing lessons with differentiated instructions and supports for students in the **Access Path** of the teacher lesson plan. In addition, **First Read** lessons and **Blasts** provide students with opportunities to write and discuss responses with the scaffolded support of sentence frames in their **Access Handouts**. For example, in the Grade 8 Unit 1 Blast “Service with a Smile,” students at the Emerging and Expanding level draft their responses with a sentence frame and work with the teacher to identify the language decisions embedded in the frame (borrowing language from the prompt, using a comma to separate clauses). In the same unit, the First Read for “A Celebration of Grandfathers” has students at the Emerging and Expanding levels complete **Think Questions** using sentence frames before discussing their responses with the class and submitting their answers to the teacher. The highest level students, Bridging, are tasked with completing the Think Questions without this support. However, the differentiated instruction in the Access Path instructs teachers to provide these near-grade level students with the frames if they are struggling. In this way, the support is appropriate for the different proficiency levels while simultaneously allowing flexibility for individual teachers and students.

2. The **Access Handouts** that accompany every lesson provide students with scaffolded supports at the sentence dimension in the form of sentence frames and discussion frames for student responses. These handouts provide light, moderate, and heavy support for the different proficiency levels. In addition, the **Access Path** column in the Lesson Plan recommends a variety of configurations for student support, including small group and partner activities as well as one-on-one support from the teacher.
3. The Thematic Units are designed to provide systematic opportunities for teachers to support students with language features at the sentence dimension. Each unit contains six Grammar, Usage, and Mechanics lessons, a minimum of five Blasts, and a First Read lesson for each excerpted text. The differentiated instruction for Grammar, Usage, and Mechanics can be found in the Access Path of each lesson plan. In addition, the sentence frames that pair with Blast drafts and Think Questions are built into each Blast and First Read lesson cycle and are used consistently throughout the units.

Examples:

Grade 8 Unit 3: A Moral Compass

Thematic Unit

Instructional Path

The Big Idea

Blast: Service with a Smile

Teacher Resources: Lesson Plan

--Draft with Sentence Frame (Access Path)

Access Handouts: Access 1, Access 2

Grade 8 Unit 3: A Moral Compass

Thematic Unit

Instructional Path

Abuela Invents the Zero

First Read: Abuela Invents the Zero

Teacher Resources: Lesson Plan

2. Read

--Grammar, Usage, and Mechanics

Access Handouts: Access 1, Access 2, Access 3

Grade 8 Unit 3: A Moral Compass

Thematic Unit

Instructional Path

A Celebration of Grandfathers
First Read: A Celebration of Grandfathers
Teacher Resources: Lesson Plan
3. Think
--Answer and Discuss
Access Handouts: Access 1, Access 2

C. Word/Phrase Dimension (multiple meanings of words, general, specific, and technical language¹)

- | | | |
|--|------------|----|
| 1) Do the materials address language features at the word/phrase dimension in a consistent manner for all identified proficiency levels? | <u>Yes</u> | No |
| 2) Are words, expressions, and phrases represented in context? | <u>Yes</u> | No |
| 3) Is the general, specific, and technical language appropriate for the targeted proficiency levels? | <u>Yes</u> | No |
| 4) Is the general, specific, and technical ² language systematically presented throughout the materials? | <u>Yes</u> | No |

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

1. Language features at the word/phrase dimension are built into the lesson cycles for every excerpted text in the Thematic Units. In each **First Read** lesson, students have the opportunity to make predictions about the bolded vocabulary words in each excerpt by analyzing the word's context. The lesson plan contains a model think aloud for teachers, and further supports Emerging

¹

²General language refers to words or expressions not typically associated with a specific content areas (e.g., describe a book).

Specific language refers to words or expressions used across multiple academic content areas in school (chart, total, individual).

Technical language refers to the most precise words or expressions associated with topics within a academic content areas in school and is reflective of age and developmental milestones.

and Expanding students by allowing them to work in pairs. These predictions are revisited in the **Close Read** lesson at the end of the cycle, when students compare their initial predictions with definitions provided by the teacher. Emerging and Expanding students complete sentence frames using the identified vocabulary words in their **Access Handouts** to further support their understanding, while Bridging students compile vocabulary words throughout the unit in a journal. Academic and technical vocabulary is defined in depth in individual **Skill** lessons, including terminology such as *textual evidence*, *inferences*, and *theme*. Additional language support at the word/phrase dimension appears in the form of glossaries in the Access Handouts for First Read and Skill lessons.

2. All language instruction at the word/phrase level involves vocabulary presented in context. The vocabulary words are selected from the texts students will be reading or pulled from definitions in Skill lessons. Key vocabulary is predicted before students read literature selections or analyzed before completing skill lessons.
3. The general, specific, and technical language is appropriate for the targeted proficiency levels and designed to provide students access to same grade-level content standards through contextualized instructions and varying, scaffolded supports. These supports take the form of additional practice or glossaries in the Access Handouts, as well as partner and independent grouping suggestions in the Access Path of the lesson plans.
4. The language dimension for general, specific, and technical language is systematically addressed throughout the materials. Vocabulary instruction and exercises always appear with **First Read**, **Close Read**, and **Skill** lessons as a regular feature of the lesson cycle for each excerpted text in the unit.

Examples:

Grade 7 Unit 4: Getting Along

Thematic Unit

Instructional Path

Amigo Brothers

First Read: Amigo Brothers

Teacher Resources: Lesson Plan

2. Read

--Make Predictions about Vocabulary

Access Handouts: Access 1, Access 2, Access 3

Grade 7 Unit 4: Getting Along

Thematic Unit
Instructional Path
Amigo Brothers
Close Read: Amigo Brothers
Teacher Resources: Lesson Plan
 1. Introduction
 --Define and Compare
Access Handouts: Access 1, Access 2, Access 3

Grade 7 Unit 4: Getting Along
Thematic Unit
Instructional Path
Amigo Brothers
Skill: Theme
Teacher Resources: Lesson Plan
 1. Define
 --Watch
 ---Read and Discuss
Access Handouts: Access 1, Access 2, Access 3
Student Preview
 1. Define

3. Performance Definitions

The WIDA Performance Definitions define the WIDA levels of language proficiency in terms of the three dimensions of academic language described above (discourse, sentence, word/phrase) and across six levels of language development.

A. Representation of Levels of Language Proficiency

- | | | |
|--|------------|----|
| 1) Do the materials differentiate between the language proficiency levels? | <u>Yes</u> | No |
| 2) Is differentiation of language proficiency developmentally and linguistically appropriate for the designated language levels? | <u>Yes</u> | No |
| 3) Is differentiation of language systematically addressed throughout the materials? | <u>Yes</u> | No |

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

1. Every lesson in the Thematic Units contains resources and guidance for teachers to provide differentiated instruction for three levels of English learners (Emerging, Expanding, and Bridging). Lesson plans are divided into two parts: the **Core Path**, for whole class instruction; and the **Access Path**, for scaffolded instruction. Access Path exercises, labeled by their targeted proficiency level, provide parallel instruction to meet the needs of English Language learners. For example, while reading and listening to the introduction to the excerpt of *Freak the Mighty* in Grade 7 Unit 4, the Access Path points teachers to the added support of a glossary found in the student's Access Handouts. Continuing through the lesson plan, each whole class activity is paired with suggested differentiation strategies that take on the form of student materials, additional teacher guidance or instruction, or grouping and partner work, in order to most effectively differentiate instruction.
2. The Access Handouts and differentiated instruction in the Access Path are intentionally designed to provide students with the scaffolds they need to complete core assignments alongside their on-grade level classmates. In the same **First Read** lesson for *Freak the Mighty*, students are prompted with an Access Prior Knowledge Activity before reading the text. For this activity, the Access Path groups Emerging and Expanding students and tasks them with

completing a venn diagram rather than a freewrite. This organizational and visual support helps students to produce the same material to draw on during the following discussion, but removes the linguistic challenge of the freewrite format. Meanwhile, Bridging students also have the support of a Venn diagram, but are asked to write a short paragraph about their notes in order to bring them one step closer to the grade-level task in the Core Path. This gradual scaffold allows for students at each proficiency level to access the grade-level content of the Core Path instruction in a format that is developmentally and linguistically appropriate.

3. These scaffolding supports are presented systematically and intentionally throughout the materials. The Access Path and Access Handouts, which pair with the core instruction, appear in every teacher lesson plan and are provided for every lesson in the units. Many of the specific differentiation strategies appear as part of a lesson routine, with additional variations designed to meet the individual challenges that the text or activities present.

Examples:

Grade 7 Unit 4: Getting Along

Thematic Unit

Instructional Path

Freak the Mighty

First Read: Freak the Mighty

Teacher Resources: Lesson Plan

**differentiated instruction between Core Path and Access Path throughout lesson*

Access Handouts: Access 1, Access 2, Access 3

Grade 7 Unit 4: Getting Along

Thematic Unit

Instructional Path

Freak the Mighty

Skill: Media

Teacher Resources: Lesson Plan

**differentiated instruction between Core Path and Access Path throughout lesson*

Access Handouts: Access 1, Access 2, Access 3

Grade 7 Unit 4: Getting Along

Thematic Unit

Instructional Path

Freak the Mighty

Close Read: Freak the Mighty
Teacher Resources: Lesson Plan

** differentiated instruction between Core Path and Access Path throughout lesson*
Access Handouts: Access 1, Access 2, Access 3

B. Representation of Language Domains

WIDA defines language through expressive (speaking and writing) and receptive (reading and listening) domains situated in various sociocultural contexts.

- | | | |
|--|------------|----|
| 1) Are the language domains (listening, speaking, reading, and writing) targeted in the materials? | <u>Yes</u> | No |
| 2) Are the targeted language domains presented within the context of language proficiency levels? | <u>Yes</u> | No |
| 3) Are the targeted language domains systematically integrated throughout the materials? | <u>Yes</u> | No |

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

1. All four language domains (listening, speaking, reading, and writing) are targeted in the materials. Each unit contains a minimum of 3 **SyncTV Episodes** embedded in the **First Read** lessons. These videos provide students with a model collaborative discussion. After watching and listening the discussion, students analyze the language and content of the episode, and participate in a **SyncTV Style Discussion** that mimics the conversation in the video. This allows students the opportunity to practice and apply listening and speaking skills. The **First Read** and **Close Read** provide students with the opportunity to perform multiple readings of a single text excerpt. Before and after reading the text, students participate in small and whole group discussions with their peers and write responses in varying lengths to prompts relating to the text and the unit's overarching theme. Each unit also contains an **Extended Writing Project** which culminates in a longer written piece that is planned, drafted, edited, and published over the course of several lessons.
- 2.
3. The language domains are presented within the context of language proficiency levels, and addressed in the **Access Path** and **Access Handouts** for every lesson. This provides students support through differentiated instruction, grouping, and scaffolded materials at the identified proficiency levels of

Emerging, Expanding, and Bridging.

4. The targeted language domains are systematically integrated throughout the materials, with all the lessons mentioned above recurring throughout the units.

Examples:

Grade 6 Unit 4: Our Heroes

Thematic Unit

Instructional Path

Rosa Parks: My Story

First Read: Rosa Parks: My Story

Teacher Resources: Lesson Plan

3. SyncTV

--Watch

4. Think

--Answer and Discuss

--SyncTV Style Discussion

Access Handouts: Access 1, Access 2, Access 3

Student Preview

3. SyncTV

4. Think

Grade 7 Unit 2: The Powers that Be

The Hunger Games

First Read: The Hunger Games

Teacher Resources: Lesson Plan

3. SyncTV

--Watch

4. Think

--Answer and Discuss

--SyncTV Style Discussion

Access Handouts: Access 1, Access 2, Access 3

Student Preview

3. SyncTV

4. Think

Grade 8 ELA Overview:

Writing (Pgs. 55-65)

Grade 8 Unit 1: Suspense!

4. The Strands of Model Performance Indicators and the Standards Matrices

The Strands of Model Performance Indicators (MPIs) provide sample representations of how language is processed or produced within particular disciplines and learning contexts. WIDA has five language development standards representing language in the following areas: Social and Instructional Language, The Language of Language Arts, The Language of Mathematics, The Language of Science, The Language of Social Studies as well as complementary strands including The Language of Music and Performing Arts, The Language of Humanities, The Language of Visual Arts.

The Standards Matrices are organized by standard, grade level, and domain (Listening, Speaking, Reading, and Writing). The standards matrices make an explicit connection to state academic content standards and include an example for language use. Each MPI includes a uniform cognitive function (adopted from Bloom’s taxonomy) which represents how educators can maintain the cognitive demand of an activity while differentiating for language. Each MPI provides examples of what students can reasonably be expected to do with language using various supports.

A. Connection to State Content Standards and WIDA Language Development Standards

- | | | |
|--|------------|----|
| 1) Do the materials connect the language development standards to the state academic content standards? | <u>Yes</u> | No |
| 2) Are the academic content standards systematically represented throughout the materials? | <u>Yes</u> | No |
| 3) Are social and instructional language and one or more of the remaining WIDA Standards present in the materials? | <u>Yes</u> | No |

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

1. The Thematic Units connect the language development standards to the state academic ELA content standards by pairing differentiated EL instruction with on-grade level content instruction. The **Objectives** at the start of each lesson call out the content and language development standards that will be taught

or practiced. Each lesson plan is then divided into two parts: the **Core Path**, highlighting whole class ELA instruction; and the **Access Path**, for language development instruction and support. The content standards are listed out below each activity in the right Core Path, with the corresponding language development standards listed under the activities in the left Access Path. This structure helps to illuminate for teachers the connection between the language development standards and the ELA academic content standards.

2. The academic content standards are systematically represented throughout the materials. Each Thematic Unit is designed to cover the full scope of CA ELA standards with a variety of opportunities for explicit instruction, practice, and application. The **Grade Level ELA Scope and Sequences** map out the standards coverage within the lesson cycles (First Read, Skill(s), Close Read) for each excerpted text and each unit's Extended Writing Project. These documents cover the full range of domains including reading, writing, speaking and listening, and language.
3. The materials cover the standards of Social and Instructional Language as well as the Language of Language Arts. The lesson cycles for each excerpted text focus on the general, academic, and technical language students need to produce written and oral responses to the text. This language is practiced in a variety of small and whole group discussions, partner work, and peer reviewed written work. This routine then repeats with each excerpted text in the unit so that students gain proficiency in the content standards while simultaneously improving their social and instructional language with each collaborative interaction.

Examples:

Grade 8 ELA Scope and Sequence (Pgs. 2-4)

Grade 8 Unit 2: In Time of War

Thematic Unit

Instructional Path

Blood, Toil, Tears, and Sweat

First Read: Blood, Toil, Tears, and Sweat

Teacher Resources: Lesson Plan

Student Preview

Grade 8 Unit 2: In Time of War

Thematic Unit

Instructional Path

Blood, Toil, Tears, and Sweat
Skill: Textual Evidence
Teacher Resources: Lesson Plan
Student Preview

Grade 8 Unit 2: In Time of War
Thematic Unit
Instructional Path
Blood, Toil, Tears, and Sweat
Skill: Central or Main Idea
Teacher Resources: Lesson Plan
Student Preview

Grade 8 Unit 2: In Time of War
Thematic Unit
Instructional Path
Blood, Toil, Tears, and Sweat
Close Read: Blood, Toil, Tears, and Sweat
Teacher Resources: Lesson Plan
Student Preview

B. Cognitive Challenge for All Learners at All Levels of Language Proficiency

- | | | |
|--|------------|----|
| 1) Do materials present an opportunity for language learners to engage in various cognitive functions (higher order thinking skills from Bloom's taxonomy) regardless of their language level? | <u>Yes</u> | No |
| 2) Are opportunities for engaging in higher order thinking systematically addressed in the materials? | <u>Yes</u> | No |

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

1. The Thematic Units present students with opportunities to engage in various cognitive functions at all identified proficiency levels. The cognitive task for a specific lesson or activity within a lesson remains the same for all proficiency levels, with scaffolded support in the form of instruction, grouping, or materials to ensure that the needs of all students are met. Each individual lesson in a unit provides students with a variety of opportunities to engage in higher order thinking. For example, the instructional routine for a **First Read** lesson begins with students recalling information in the **Access Prior Knowledge** activity, predicting in the **Make Predictions about Vocabulary** activity, highlighting textual evidence in the **Read and Annotate** activity, before finally answering basic comprehension **Think Questions**. Students at the Emerging, Expanding, and Bridging levels engage in each of these cognitive functions but with varying support. Emerging and Expanding students work in pairs to make predictions and use sentence frames to respond to comprehension questions. All three levels have a focused highlighting guide to help them annotate as they read.
2. The lesson cycles within each unit (**First Read**, **Skill(s)**, and **Close Read**) are designed to provide systematic opportunities for students to engage in increasingly complex higher order thinking skills. **First Read** lessons provides students with activities and prompts that introduce a new excerpt and ensure comprehension of the text. **Skill** lessons are designed to highlight a specific skill within the excerpt and conclude with questions that prompt students to recognize and apply their understanding of the skill. The cycle culminates with the **Close Read** which begins with a reread of the excerpt and ends with a

written response that synthesizes the information in the previous lessons with a single prompt. For example, the Close Read prompt for “The Monkey’s Paw” in Grade 8 Unit 1 asks students: *How do the story elements of character, setting, and plot contribute to the theme of “The Monkey’s Paw”? Use your understanding of story elements to determine the theme of the short story. Then discuss how the elements combine to contribute to that theme. Support your writing with evidence from the text.* This prompt synthesizes the initial reading and discussions from the First Read with the focus Skills of “Story Elements” and “Theme” in a single prompt. Additional information on the structure of the lesson cycle and the way in which it increases cognitive engagement can be found in the **Core Program Overview** document on pages 11 through 14.

Examples:

StudySync Core Program Guide:
Meaning Making (Pgs. 11-14)

Grade 8 ELA Overview:
Text Complexity Charts (Pgs. 6-16)
--“Reader and Task” row

Grade 8 Unit 1: Suspense!
Thematic Unit

Instructional Path

The Monkey’s Paw

First Read: The Monkey’s Paw

Teacher Resources: Lesson Plan

1. Introduction

--Access Prior Knowledge

2. Read

--Make Predictions about Vocabulary

--Read and Annotate

4. Think

--Answer and Discuss

Access Handouts: Access 1, Access 2, Access 3

Student Preview

2. Read

4. Think

Grade 8 Unit 1: Suspense!

Thematic Unit

Instructional Path

The Monkey's Paw

Close Read: The Monkey's Paw

Teacher Resources: Lesson Plan

3. Write

--Prewrite and Plan

--Organize

--Discuss

--Write

--Review

Access Handouts: Access 1, Access 2

Student Preview

3. Write

C. Supports for Various Levels of Language Proficiency

- | | | |
|---|------------|----|
| 1) Do the materials provide scaffolding supports for students to advance within a proficiency level? | <u>Yes</u> | No |
| 2) Do the materials provide scaffolding supports for students to progress from one proficiency level to the next? | <u>Yes</u> | No |
| 3) Are scaffolding supports presented systematically throughout the materials? | <u>Yes</u> | No |

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

1. Every lesson in the Thematic Units contains resources and guidance for teachers to scaffold instruction for three levels of English learners (Emerging, Expanding, and Bridging). Lesson plans are divided into two parts: the **Core Path**, for core instruction; and the **Access Path**, for scaffolded instruction. Access Path exercises break core instruction down into discrete tasks and home in on the language development and foundational skill aspects of an exercise that make it more difficult for English learners. The Access Path guides teachers on the best ways to leverage technology tools like **Closed Captioning** and **Audio Text Highlight** to engage and instruct learners, and makes helpful suggestions about how and when to alternate between whole group, small group, and one-on-one instruction. In addition, each lesson also includes a full complement of **Access Handouts** which are differentiated for all three identified proficiency levels of English learners. Access Handouts contain sentence frames, graphic organizers, glossaries, and many other activities so students have the scaffolds they need to complete core assignments alongside their on-grade level classmates. These instructional materials are designed to help students advance within their proficiency level.
2. The Access Handouts and differentiated instruction in the Access Path gradually decrease in the level of scaffolded support they provide while addressing the same on-grade level content in the Core Path. This intentional design allows teachers to easily transition students from one proficiency level to the next. The grouping and instructional suggestions in the Access Path often pair students with those one proficiency level up or down, allowing for teachers to observe when students may be ready to move while also allowing a

smooth transition for students. Additionally, the daily, individualized form of the Access Handouts allow teachers to shift students from one proficiency level to the next between any lessons, regardless of where the class is in the unit.

3. These scaffolding supports are presented systematically and intentionally throughout the materials. The Access Path and Access Handouts which pair with the core instruction appear in every teacher lesson plan and are provided for every lesson in the units.

Examples:

The following examples are indicative of the consistent structure of the lesson plans and availability of differentiated materials:

Grade 8 Unit 4: The Civil War

Instructional Path

O Captain! My Captain!

First Read: O Captain! My Captain!

Teacher Resources: Lesson Plan

** differentiated instruction between Core Path and Access Path throughout lesson*

Access Handouts: Access 1, Access 2, Access 3

Student Preview

1. Intro

2. Read

Grade 8 Unit 4: The Civil War

Instructional Path

O Captain! My Captain!

Skill: Figurative Language

Teacher Resources: Lesson Plan

** differentiated instruction between Core Path and Access Path throughout lesson*

Access Handouts: Access 1, Access 2, Access 3

Student Preview

1. Define

Grade 8 Unit 4: The Civil War

Instructional Path

O Captain! My Captain!

Close Read: O Captain! My Captain!

Teacher Resources: Lesson Plan

** differentiated instruction between Core Path and Access Path throughout lesson*

Access Handouts: Access 1, Access 2, Access 3
Student Preview

1. Intro
2. Read

D. Accessibility to Grade Level Content

- | | | |
|--|------------|----|
| 1) Is linguistically and developmentally appropriate grade-level content present in the materials? | <u>Yes</u> | No |
| 2) Is grade-level content accessible for the targeted levels of language proficiency? | <u>Yes</u> | No |
| 3) Is the grade-level content systematically presented throughout the materials? | <u>Yes</u> | No |

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

1. The Thematic Units are comprised of excerpted texts selected to meet the linguistic and developmental needs and interests of the targeted middle school grade levels. The first unit in Grade 6, titled "Turning Points," contains a mix of fiction and nonfiction texts that fall within a Lexile-band appropriate for the grade level. Several of the texts also feature child or teenage protagonists that span several cultures and time periods. The selections for each unit as well as information regarding their features and Lexile scores can be found in the **Grade Level Overviews** documents.
2. The grade-level content is made accessible for the targeted levels of language proficiency through a variety of instructional scaffolds and student materials. The **Access Path** column found in every teacher lesson plan contains suggestions and resources to make the grade-level excerpts more accessible for English Language Learners. These suggestions include the use of the **Audio Text Highlight Tool**, which provides students with a read-aloud version of the text while sentences are highlighted on their screens to help students follow along. Additional suggestions include opportunities for multiple readings, group or partner work or discussions, and one-on-one teacher led coaching. In addition, the **Access Handouts** that pair with each lesson provide students with guided questions, glossaries, or prompts designed to meet the individual needs of their identified proficiency level.

3. The scaffolds to make grade-level content accessible to English language learners are presented systematically throughout the program. Every lesson includes differentiated instruction and materials for the same grade-level content presented to the class as a whole. In addition, each of these resources follows the same instructional routine to build familiarity and confidence in students as they revisit each new excerpt.

Examples:

Grade 6 ELA Overview:

Text Complexity (Pgs. 4-16)

Grade 6 Unit 1: Turning Points

Thematic Unit

Instructional Path

Eleven

First Read: Eleven

Teacher Resources: Lesson Plan

1. Introduction

--Read

--Access Prior Knowledge

2. Read

--Model Reading Comprehension Strategy

--Read and Annotate

Access Handouts: Access 1, Access 2, Access 3

Student Preview

1. Intro

2. Read

Grade 6 Unit 1: Turning Points

Thematic Unit

Instructional Path

Eleven

Close Read: Eleven

Teacher Resources: Lesson Plan

1. Introduction

--Define and Compare

2. Read

--Read and Annotate

Access Handouts: Access 1, Access 2, Access 3

Student Preview

1. Intro
2. Read

E. Strands of Model Performance Indicators

- | | | |
|---|------------|----|
| 1) Do materials include a range of language functions? | <u>Yes</u> | No |
| 2) Are the language functions incorporated into a communicative goal or activity? | <u>Yes</u> | No |
| 3) Do the language functions support the progression of language development? | <u>Yes</u> | No |

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

1. The materials include a range of language functions for different instructional purposes, including predicting, defining, comparing, matching, sorting, summarizing, identifying, filling in words to complete sentences, discussing, organizing, and composing.
2. All language functions are incorporated into a specific communicative goal that prepares students to read, discuss, and write about the various texts in the unit. These goals and activities are systematically presented within lessons and as part of a larger lesson cycle in order to support students in their language development. For example, vocabulary acquisition occurs in the **First Read** and **Close Read** lessons, with students first *predicting* the meaning of words based on context in the First Read, and then *defining* and *comparing* their predictions with the dictionary definitions in the Close Read. Each **Close Read** lesson also prompts students to *summarize* with the aid of sentence frames in order to ensure comprehension of text. Students then use their summaries to more effectively *discuss* the excerpt with the class. The **Skill** lessons begin with students completing a *match* or *fill in the blank* activity in order to engage with the technical and academic vocabulary associated with each specific skill. The **Extended Writing Projects** provide in-depth instruction on *organizing* and *composing* longer written pieces in multiple genres.
3. The language functions within individual activities are designed to support the progression of language development appropriate to the grade level and identified proficiency levels. The activities are designed to work with each other and build upon one another in order to provide scaffolding to students at every identified proficiency level. For example, in **First Read** lessons, Emerging and Expanding students *discuss* in order to *make predictions* about vocabulary. In **Skill** lessons, Bridging students *identify* evidence of the focus skill in a limited excerpt in order to *discuss* the model with the class as a whole.

Examples:

Grade 6 Unit 3: Facing Challenges

Thematic Unit

Instructional Path

Jabberwocky

First Read: Jabberwocky

Teacher Resources: Lesson Plan

2. Read

--Make Predictions about Vocabulary

--Read and Annotate

--Discuss

Student Preview

2. Read

Grade 6 Unit 3: Facing Challenges

Thematic Unit

Instructional Path

Jabberwocky

Close Read: Jabberwocky

Teacher Resources: Lesson Plan

1. Introduction

--Define and Compare

2. Read

--Read and Annotate

--Discuss

Access Handouts: Access 1, Access 2, Access 3

Student Preview

1. Intro

2. Read

Grade 6 Unit 3: Facing Challenges

Thematic Unit

Instructional Path

Jabberwocky

Skill: Tone

Teacher Resources: Lesson Plan

1. Define

--Watch

--Read and Discuss

2. Model

--Read and Annotate

Access Handouts: Access 1, Access 2, Access 3

Student Preview

1. Define

2. Model