PRIME™

Protocol for Review of Instructional Materials for ELLs

WIDA PRIME Correlation

Istation

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): __Istation Reading__

Publisher: __Istation, Inc__

Materials/ Program to be Reviewed: __Istation Reading is online interactive individualized Reading program that maximizes growth for English learners, at risk students, and students with disabilities in grades pre-K–8.__

Tools of Instruction included in this review: __Istation Reading Program, Interactive User's Guide, Istation Reading Reports__

Intended Teacher Audiences: __Classroom teachers, Administrators, Computer Lab Teachers, Sped Teachers, ESoL teachers, Technicians__

Intended Student Audiences: __is designed for at risk readers, English learners (including newcomers) in grades pre-K–8. It can also be used effectively with students with specific learning disabilities__

WIDA Framework(s) considered: __Formative and Summative__

Language domains addressed in material: __Reading, Listening, Writing and Speaking__

WIDA English Language Proficiency Standards addressed: __Language Arts Language, Science Language, Social and Academic Language__

WIDA language proficiency levels included: __Overall Levels 1-2, Reading Levels 1-4, Writing Levels 1-3__

Most Recently Published Edition or Website: __www.istation.com__

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

> The program makes English reading comprehensible using sheltered instructional techniques, focuses on the academic vocabulary that K-8 students are expected to know, and provides practice with these key words across tightly leveled, decodable readers and other passages and books. In essence the Istation Reading Curriculum teaches students to understand and read English, thus paving the way for increased achievement as they read to learn throughout their years of schooling and beyond. Istation Reading focuses on the 5 key reading areas of Phonemic Awareness, Phonics, Vocabulary, Comprehension and Fluency.

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. Istation Reading Curriculum's approach to reading instruction provides the necessary scaffolds to ensure that students understand what they are reading. Entering level students are taught vocabulary with the use of illustrated words that are displayed with their corresponding pictures. Activities also include animated phonics with decoding rules, teaching of auditory, visual and kinesthetic representations of words. The Istation Reading program also builds background knowledge through the use of common/ universal concepts. These activities increase with difficulty as the student's proficiency level increases. Books are leveled to move from simple sentences and questions to compound subjects and objects, prepositional phrases, compound sentences, and embedded clauses. As students develop their English language skills, their reading can become less dependent on visual scaffolds.

B. Instructional materials address linguistic complexity for Entering all the way through Bridging levels by giving support, modeling, and providing immediate corrective feedback.

C. Linguistic complexity is systematically addressed in multiple lessons and cycles with the materials. The materials provide cyclical instruction that is reviewed throughout.

Examples:

- Skill: Vocabulary - Lesson 5 Prepositions, K
- Skill: Vocabulary – Lesson 1 Sorting, Kindergarten
- Skill: Vocabulary – Lesson 10 Shades of Meaning, Grade 3
- Skill: Vocabulary - Lesson 29 Homographs, Grade 3

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. Vocabulary usage is represented as words, phrases and expressions in context. For Entering students, that context may be an in the letter room where students choose the letter, are given a word that begins with that letter, an illustration of that word, and then hear the word used in a sentence. Entering and Beginning students may view a phrase with in a book or passage and then receive narration about what the phrase means. Developing and Expanding students view vocabulary in the context of informational text. The characters narrate what the expression means and how to understand the various vocabulary within the phrase or expression.

B. Vocabulary usage addresses all targeted levels of proficiency. For Entering and Beginning students, vocabulary is presented through illustrations accompanied by sentences. This is evident in every Letter room lesson. As the vocabulary becomes more abstract at higher levels of proficiency, target words are presented in reading selections.

C. General, specific, and technical language usage is systematically presented throughout the materials. At the beginning of each book students are given vocabulary instruction that is specific to the concepts being taught in the book.

Examples:

• CYCLES 12–14 LESSON 3A • Vocabulary: Structural Analysis

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. Students are provided with opportunities to demonstrate language control throughout the program. Students practice by singing songs, repeating poems and chants. Students also practice asking questions and repeat words and phrases in Read Aloud books as well as other instructional activities. Students change words from singular to plural, change verb tenses by adding "–ing" or "–ed." They also use context to complete cloze sentences in passages for fiction and non-fiction.

B. Students demonstrate language control at all three targeted levels of language proficiency—Entering, Beginning, and Developing throughout the program. Opportunities correspond to Social and Instructional language including math and science as well as the language of Language Arts.

C. Students are systematically given opportunities to demonstrate their language control in multiple cycles and lessons. Entering students practice asking questions for clarification.

Examples:

- Cycle 9, Lesson 15 Inflected Ending –ed
- Cycle 10, Lesson 3 – Inflected ending –ing
- Skill: Vocabulary - Lesson 23 Context Clues, Grade 2

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 and additional WIDA Standards are present in the materials. There is an emphasis on the language of Language Arts, which is taught throughout the cycles. There is significant emphasis also on the language of science starting in cycle 10 and continuing on through the remainder of the cycles through reading selections, vocabulary instruction and other activities. Each cycle of instruction has multiple books and passages both informational and expository. Each of these books also have a glossary at the end to additionally support vocabulary and academic language acquisition.

B.   The materials systematically integrate Social and Instructional language and the language of Language Arts. This is true throughout the program, in books, passages, activities and even the narration.

Examples:

- Cycles 12-14 Lesson 10A Vocabulary: Context


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. All four language domains—listening, speaking, reading, and writing—are targeted in each cycle. Students are asked to listen to instruction, for example, a vocabulary definition or sentence and then must read to find the correct match or answer. In the earlier cycles, students are given the opportunity to respond with speaking and writing in the Teacher Resource lessons. In the later cycles, students have this same opportunity but also are given a writing task using a word processor like format.

B. The listening and reading language domains are presented within the context of language proficiency levels. Entering and Beginning English learners will experience a read aloud book and then are asked to respond to comprehension questions, display their understanding of phonics instruction, or identify sight words, just to give a few examples. As students progress to the Developing and Expanding level, they may still have read aloud stories but also are /expected to read books and passages and respond by speaking and writing.

C. All four language domains are systematically integrated throughout the materials as is explained above and in the following examples.

Examples:

• Cycle 5, Lesson 21 Reading for Meaning
• Writing Extension: Lesson 3 A Big Sneeze
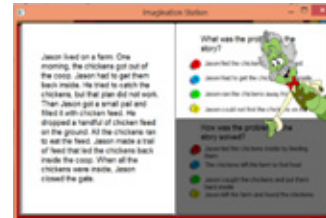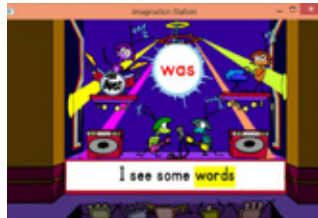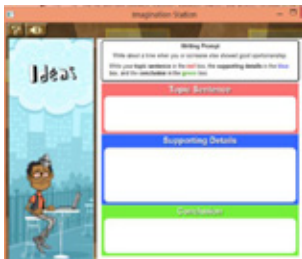
III.   LEVELS OF LANGUAGE PROFICIENCY

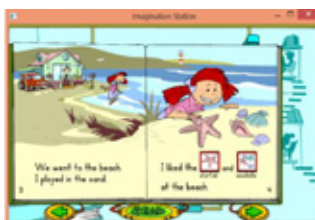### IIIA. Differentiation of Language (for ELP levels)

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 instructional materials differentiate between the language proficiency levels. This is accomplished by the diagnostic assessment that the students take each month or at the educators discretion. ISIP, the assessment, assesses the students listening and reading, alphabetic knowledge, phonemic awareness, vocabulary and fluency. The program uses the results to automatically place the student in the cycle of instruction where he or she will receive instruction at the appropriate instructional and language proficiency level.

B. The differentiation of language proficiency is developmentally and linguistically appropriate for the designated language levels. For example, students who need basic vocabulary instruction are placed in lower level cycles. Students who are Developing or Expanding will be placed in higher levels of instruction where they will receive academic level vocabulary.

C. The differentiation of language is systematically addressed throughout the istation reading program. In the early cycles, books are read aloud to the students as well as questions and answer choices. As the program progresses, books are still read aloud at certain points in the lesson cycle and questions are expected to be read. However, students have the option of clicking on a word they don't know and the word or phrase is read for them.

Students always receive immediate feedback that directly relates to the answer they provided. This feedback provides additional instruction for the students as well as an opportunity to answer again.

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. Throughout the program, scaffolding supports are provided to allow students to advance within a proficiency level. For example, for students at the Entering level, activities are explained by the narrator, then modeled by the characters whose mouths are clearly illustrated for modelling purposes, meanwhile, the vocabulary or phrase is printed on the screen, each word highlighted as the narrator speaks it. Finally the student is asked to interact with the activity on their own.

Students also receive scaffolding as they learn vocabulary and phrases. Entering and Beginning level students learn vocabulary and phrases by hearing the meaning of the word or phrase, seeing the vocabulary or phrase animated to illustrate the meaning and the finally being asked to use the vocabulary and phrase in an activity. Beginning level students receive scaffolding during Read Alouds. Scaffolding includes predictable text and supporting illustrations.

B. istation Reading provides scaffolding supports as students move through the cycles. For Developing and Expanding level students, background knowledge and vocabulary both basic and academic is given prior to the reading passages and books. Books and passages increase in difficulty as the students move through the passages.

C. Scaffolding is presented systematically throughout the materials.

Examples:

- Timeless Tales: Vocabulary Visa 1.1
- Vocabulary Lesson 36 Vocabulary Analogies
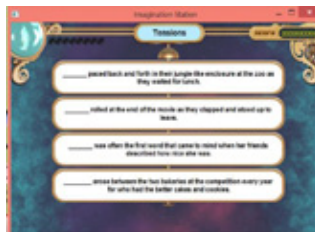
IV. STRANDS OF MODEL PERFORMANCE INDICATORS

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. istation Reading provides a variety of language functions throughout the curriculum, including "identify," "determine", "say," "evaluate," "match," "summarize" and "think about."

B. All language functions are incorporated into a communicative goal or activity. Such learning goals and activities include completing cloze sentences, forming multi-syllable words using affixes, singing songs and chants that reinforce grammar. All language functions include support.

C. Language functions are presented comprehensively and support students' language development progression throughout the program. Entering students identify and blend onsets and rimes to make a word and then identify the word by choosing the word that includes an illustration that depicts the word. Beginning-level students make new words by changing the beginning letter in independent activities as well as within passages. Developing students form new words by combining compound words and learning the difference in the meaning of the individual word and then the compound word and also by using affixes.

Beginning students read along with the characters in passages that require early literacy skills. As students further develop literacy skills, they read along with more complex sentences.

Developing students advanced read leveled text on their own. They have text support by being able to click on a word if they can't decode it. With each cycle, the text as well as the content becomes more difficult.

Examples:

- Skill: Vocabulary - Lesson 21 Affixes
- Skill: Phonics - Lesson 13 Decoding Multisyllabic Words
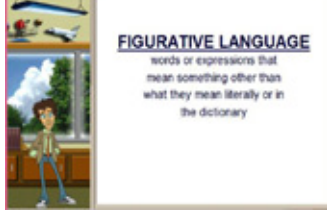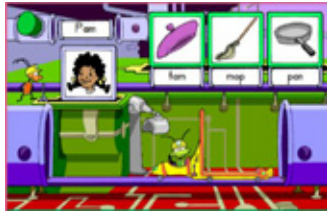
FIGURATIVE LANGUAGE
words or expressions that
mean something other than
what they mean literally or in
the dictionary

YES   NO   **Higher Order Thinking**

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

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

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

D.   Opportunities to engage in higher order thinking are present for students of various levels of English Language proficiency. With each cycle new comprehension strategies are taught and students apply this to comprehension questions. Students also have opportunities to show their grasp of these strategies in reading response and other activities.

E.   Opportunities for engaging in higher order thinking are systematic as indicated in the following examples:

Entering Level students Sequencing
Retell
Writing

Beginning-level students learn comprehension strategies and then apply them to a variety of narrative and informational texts. These strategies are scaffolded with graphic organizers and interactive text.

Developing and Expanding levels complete comprehension activities with academic vocabulary. They also connect to text they have read in writing responses as well as graphic organizers.

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. istation Reading provides content topics that cover a wide range of academic content that are found in all state and Common Core language arts standards. Under the istation Reading umbrella, students are also presented with istation Science which delivers in depth academic content that is also found in state science standards.

B. Books and passages within all levels of instruction provide text that is highlighted as the words are read aloud. Illustrations also provide support. This is beneficial to Entering and Beginning students. As students levels increase, words are highlighted in read aloud and fluency texts. All other books and passages contain text that will be highlighted and decoded when the student clicks on the word. In addition, all science content books and passages have glossaries in the back that are interactively connected to each of the new content area vocabulary found within the text. If a student clicks on that word, they are taken to the definition in the glossary which is then read aloud to them. These pre-determined content area vocabulary words are front loaded prior to the students first read of the book or passage. The vocabulary is shown, read, defined and illustrated before the student begins the book as to give them prior knowledge to use in comprehension while reading the book or passage.

C. Example topics are systematically presented throughout the program. English language arts topics are pulled from state standards and include poetry, prose and other genres of literature. This instruction includes the characteristics as well as the associated vocabulary.
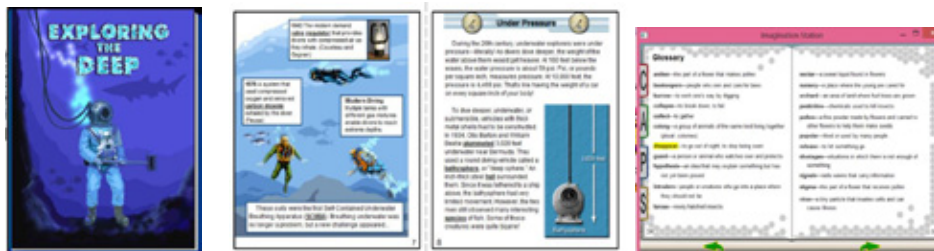
YES   NO   **Accessibility to Grade Level Content**

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

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

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

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

D.   istation Reading presents linguistically and developmentally appropriate grade level content for Pre-K through grade 8. The cycles of instruction includes both basic and advanced language and literacy skills. Lower level students sing songs and are read to as well as read aloud books. Higher level students will be presented with academic content in fluency passages as well as books they read themselves.

E.   Grade level content is made accessible to students based on their performance on the ISIP assessment. This ensures that the students are receiving instruction at their targeted level of proficiency. And are receiving modeling in fluency at their level of language proficiency. Vocabulary is always front loaded in order to build background knowledge. The later cycles also have the vocabulary in glossaries at the end of each book. These words are defined and spoken as well as illustrated when the student clicks on the word.

F.   Grade-level content is systematically presented throughout the program. Beginning students strengthen their phonemic awareness and phonics skills while developing their fluency in English by listening to the cadence and rhythm of songs and chants. Older students learn grammar rules and put them into practice through various activities individually as well as in groups.

IVC. INSTRUCTIONAL SUPPORTS

YES NO **Sensory Support**
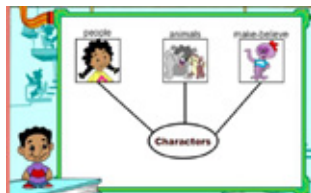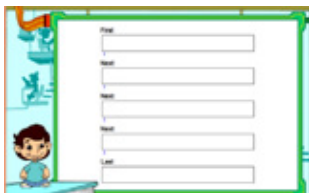
☑ ❑ A. Are sensory supports, which may include visual supports, present and varied in the materials?

☑ ❑ 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. istation Reading provides sensory supports, which include visual as well as auditory supports throughout the program. The animated characters that narrate and teach the lessons pop in and give support and reteach when necessary.

B. The sensory supports are relevant to concept attainment and are presented in a manner that reinforces communicative goals for the targeted levels of proficiency. Beginning level students are presented with narrated text that is highlighted as each word is read aloud. Students may click on the word and hear it read again. Animation assists students in understanding new vocabulary and academic concepts. Higher level students receive the same supports as they learn more advanced academic concept and vocabulary.

C. Sensory supports are systematically presented throughout the program. New vocabulary is always supported by animations and illustrations. Academic content is taught using fictional stories that illustrate the concepts and are then reinforced and further explained in non fiction content. Graphic organizers and other scaffolds are used to assist comprehension.

Examples:

- Skill: Phonics – Lesson 4 Letter Recognition Identification
- Skill: Vocabulary – Lesson 4 Sorting, Grade 3
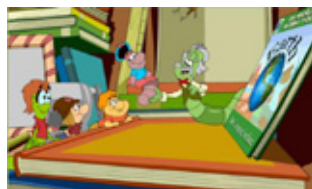
YES NO   **Graphic Support**

☑   ❑   D. Are graphic supports present and varied in the materials?

☑   ❑   E. Are graphic supports relevant to concept attainment and presented in a manner that reinforces communicative goals for the targeted proficiency levels?

☑   ❑   F. Are graphic supports systematically presented throughout the materials?

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

D. Graphic supports are present and varied throughout the entire program. For example, beginning level students interact with the character Tab who stretches out to help students "sound out" words and also bounces along each sound as the students read along. In higher levels, students use graphic organizers to reinforce comprehension strategies.

E. Graphic supports are relevant to concept attainment and are presented in a manner that reinforce communicative goals for targeted proficiency levels. Graphic organizers are used to reinforce comprehension within reading as well as writing activities.

F. Graphic supports are systematically presented throughout the materials. Students are given graphic organizers. For example, when students are determining what the summary is of a passage, they are given a graphic organizer to determine the main idea of each paragraph.

Examples:

- Teacher Resource Lessons:
- KWL Chart
- Inference Graphic Organizer
- Story Element Chart
- Sequence Map

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. istation Reading provides interactive supports in a variety of ways throughout the program, including models of text being read aloud, words that are decoded on command when clicked on and glossaries that are also accessible when vocabulary words are clicked on. Students also receive support in fluency skills that leads to automaticity.

H. Interactive supports are both present and relevant to concept attainment for the targeted proficiency levels. Beginning level students receive modeling and animated narration throughout the lessons. This is delivered while the words are presented on the screen and the narrator voices them. In later cycles, students are able to click any word in the text to hear it said as they move through a fluency passage or decodable text.

I. Interactive supports are varied and systematically presented throughout the program. istation Reading is an interactive reading program that gives students various opportunities to practice fluency as they obtain English Language arts skills. Students are always given immediate corrective feedback when they do not answer correctly. After a certain number of incorrect answers, the student will receive a reteach lesson.

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.