PRIME™

Protocol for Review of Instructional Materials for ELLs

WIDA PRIME Correlation

Ballard & Tighe

helping English learners realize their full potential
… one student at a time

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): Champion of IDEAS - Blue Level

Publisher: Ballard and Tighe

Materials/ Program to be Reviewed: Core English Language Development Program

Tools of Instruction included in this review: Champion Teacher, Champion Reader, Champion Writer, Champion Tester, Language Progress Cards, Champion Library Collection , Picture Dictionary, Audio CD, CD-ROM Teacher

Intended Teacher Audiences: 6-12 Grade Level Classroom Teachers, Content Specialists, Resource Teachers, Language Teachers, Paraprofessionals

Intended Student Audiences: 6-12 Grade Level English Language Learners at the Intermediate Level of Proficiency

WIDA Framework(s) considered: Summative and Formative

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

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

WIDA language proficiency levels included: Levels 3-4 (Developing, Expanding)

Most Recently Published Edition or Website: 2007; www.ballard-tighe.com

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

Champion of IDEAS - Blue Level is a comprehensive English Language Development Program designed for older learners in grades 6-12 at the intermediate proficiency level. The philosophy of the Champion of IDEAS program is to provide a strong, focused and standards-based approach to English language instruction for middle and high school students. It has a strong emphasis on social and academic communication that is both comprehensive and meaningful. The program provides a wide array of readings to meet the needs of all English language learners. Champion of IDEAS is a balanced English development program that includes both acquisition and explicit teaching models. The program's goal is to help learners develop proficiency in English in an effective and efficient manner. Champion of IDEAS provides many opportunities for students to participate in meaningful and authentic communication.

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 the Champion of IDEAS materials. The quality of language production is evidenced on p. 22 of the Champion Teacher. Under "speaking," twenty standards on language production are included. These standards are seen in every unit in the teacher's guide. Students have numerous opportunities during every lesson to practice producing quality language.

B. The instruction materials address the linguistic complexity for all the targeted proficiency levels. Which in this case the entire text is targeted to the intermediate level. All instruction, activities, and materials are designed to meet the needs of intermediate level students.

C. Linguistic complexity systematically addressed, in multiple lessons, chapters, and units of the Champion Teacher's Guide. All units, chapters, and lessons include intermediate level activities in the Champion Teacher, Reader, Writer, Audio CD and Tester, as well as the Champion Library, and CD-ROM (teacher). Exercises and activities within the program increase in linguistic complexity when moving forward in the text.

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.   Students use vocabulary in words, phrases, and expressions of context in every lesson. Vocabulary words are first introduced in the Champion Teacher, p. 43 during the Warm-Up. Teachers provide vocabulary instruction using charts, pictures and other graphic organizers. Next students participate verbally and in writing questions about the vocabulary. On p. 45 of Champion Teacher, in the Connect section, students write and record what they are learning. Then in the extend section p. 51, students practice interviewing and presenting information. The Champion Reader has the same vocabulary present in the stories. See pages 12-13 of the Champion Reader and locate the charts. Also see Activities 1-4, in the Champion Writer where it demonstrates more activities for students to practice vocabulary by placing the correct vocabulary word into the corresponding text.

B.   Vocabulary usage is targeted in every unit, chapter, and lesson. The vocabulary in each unit, chapter, and lesson is correlated to the language proficiency level of the student. As students move from chapter to chapter, vocabulary usage increases with appropriate pacing. Examples of this are Champion Teacher, pp. 66, 143, and 192 to name a few. Notice the target vocabulary at the top of the page and how it corresponds to intermediate level students.

C.   There are general, specific, and technical language usage systematically presented in the text. One example of this is in the Champion Teacher on p. 285, where skin is the topic of focus. Notice how the target vocabulary, as well as the resources correlate to the topic. Also see the Guides on the CD-ROM (teacher), where there is a vocabulary sheet for all chapters.

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 for students to demonstrate language control are presented throughout the text. One example of language control is in the Champion Writer. Students are asked to provide main ideas and details based on illustrations in Activity 80.

B.   Opportunities to demonstrate language control corresponds to all levels of language proficiency, which in this case is intermediate. An example of this is in the Champion Teacher p. 204, where students practice asking and answering "wh" questions. Intermediate students practice language control that is appropriate for their level. An example of this is on p. 133 of the Champion Teacher, where students retell information acquired through listening. Each student has a Language Progress Card where the instructor will record the demonstrated language control for intermediate level students.

C.   Opportunities to demonstrate language control systematically are presented in the materials in the lesson evaluations at the end of each chapter. See the Champion Teacher, pp. 141-142, where the students are individually called forward to demonstrate successful language control. There is another example in the Champion Writer, Activity 8, where the students are required to ask and answer interview questions with a partner.   Since students are individually responding to the teacher, there is more of an opportunity for teachers to assess student growth. Also, see the Champion Tester. Every test has a speaking assessment included.

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 language of Language Arts, Math, Science and Social Studies are present throughout the materials. The included library books are centered around the language of Social Studies. The titles include, "People and Stories in World History" and "African Americans Who Inspired Change". Also in the Champion Reader, pp. 62-69, Chapter 20, "Investing Wisely," students learn key points in American history: the stock market crash of 1929 and the great depression. The Language of Math is presented in the Champion Teacher in Chapter 19, titled , "Making a Profit" and Chapter 20, "Investing Wisely" and pp. 70-77 of the Champion Reader, "Save Now, Savor Later". The Language of Language Arts is presented throughout the Champion Writer. In the Champion Writer, please see Activities 13-24 for a few examples. Chapter 17, beginning on p. 25 of the Champion Teacher begins a number of lessons that focus on the English language. A science related example is on p. 244 where a study on outer space begins.

B. Social and instructional language is systematically integrated in the targeted content areas. For some examples of Social Language, see p. 41 of the Champion Teacher that begins a lesson on first words. On p. 43, students share about their countries. For some examples of Instructional Language, Chapter 22: "Encounters and Discoveries," p. 214 gives an example of how the academic language is tied directly to the content area. Since the title of the chapter is about world history, the academic vocabulary is focused on words about the past historical events in America. Also, see in the Champion Teacher, p. 70, item #2.

IIB. Representation of Language Domains

YES   NO

☑   ❑   A.   Are the language domains (listening, speaking, reading, and writing) targeted in the materials?

☑   ❑   B.   Are the targeted language domains presented within the context of language proficiency levels?

☑   ❑   C. Are the targeted language domains systematically integrated throughout the materials?

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

A.   The four language domains of listening, speaking, reading, and writing are present throughout the materials. For examples of how the domains are delivered, see pp. 22-24 of the Champion Teacher. The Champion CD-ROM Teacher has each story from the Champion Reader recorded to practice listening skills. Also, students practice speaking using introductions in a paired activity on p. 35. Another speaking example is on pp. 198-199 of the Champion Teacher where students make short presentations. The Champion Writer includes activities to practicing writing skills. The examples are present throughout the entire text. To point out a couple examples, please see Activities 41-44 of the Champion Writer. The Champion Tester has listening, speaking, reading, and writing assessments. See Test 23 in Champion Tester for examples.

B.   The activities present in all four domains are present within the context of language proficiency levels. There is a set of pages that relate to how all four domains are covered in the units. Please see pp. 22-24 of the Champion Teacher for examples.

C.   The targeted language domains are systematically presented in the materials. Warm-Up, Connect, and Extend is the system of instruction for every lesson. The Warm-up is focused on listening and speaking, see Champion Teacher, pp. 107-108. The Connect, on pp. 109-114 of the Champion Teacher, is focused on reading, listening, speaking, and writing in an integrated approach. The Extend is focused on a review of the four domains presented in the context of the lesson, pp. 114-117.

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 materials differentiate between the language proficiency levels. At the top of every chapter and lesson, the language proficiency level is noted in large print. See p. 25, and p. 143 of the Champion Teacher, for examples. Also, at the top of each column of the language progress cards.

B.   Differentiation of language proficiency levels is developmentally and linguistically appropriate. For intermediate students some examples are: have students participate in an academic discussion, give students oral commands/directions, explore alternative ways of saying things, have students connect information to self, have students read and create graphic organizers. See p. 148 of the Champion Teacher where the differentiation of language proficiency is practiced in a portfolio activity.

C.   Differentiation of language is systematically addressed throughout the materials. The Champion Library has colorful pictures of true historical figures and events. The Champion Writer has colorful and vibrant pictures to enhance content learning. Students work independently during individual testing times. There are games and activities on the CD-ROM (teacher) where students work together to communicate and and practice chapter content.

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

YES NO

☑ ❏   A.   Do the materials provide scaffolding supports for students to advance within a proficiency level?

☑ ❏   B.   Do the materials provide scaffolding supports for students to progress from one proficiency level to the next?

☑ ❏   C.   Are scaffolding supports presented systematically throughout the materials?

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

A. In the Champion Teacher, on p. 155, there is a section that is representative of all lessons titled "Observing Student Progress". In this section, instructors observe student progress to determine whether a review is needed or they can move on to more challenging activities. Also, at the end of the lessons, students complete a self-assessment of learning. Instructors can decide how to plan for future lessons.

B. Scaffolding supports are present for students to advance from one proficiency level to the next. The Blue Level Language Progress Cards offer the instructor an opportunity to assess student progress and move forward to the next proficiency level. The Blue Level of Champion of IDEAS offers intermediate level of instruction.

C. Scaffolding supports are presented systematically throughout the materials. From the very beginning of the program, students take a placement test, located on the CD-ROM (teacher) to find the appropriate placement within the Blue Level. The Champion Tester also allows for instructors to review or advance students according to their success in learning the objectives for each chapter.

IV. STRANDS OF MODEL PERFORMANCE INDICATORS

IVA. Language Functions

YES	NO	**Context**
☑	❏	A. Do the materials include a range of language functions?
☑	❏	B. Do the language functions attach to a context (i.e. are they incorporated into a communicative goal or activity)?
☑	❏	C. Are language functions presented comprehensively to support the progression of language development?

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

A. The materials include a range of language functions. In Chapter 18, Lesson 2, of the Champion Teacher, pp. 79-81, language functions are listed for each section of the lesson. The sections that have the language functions included in the activities are: Warm-Up, Connect, and Extend. The Warm-Up language functions are: using figurative language. The Connect language functions are: describing actions and describing states of being, naming things, analyzing word structure, predicting, describing how and how much, describing what kind and connecting ideas. The Extend language function is about sequencing events.

B. The language functions attach to a context and are incorporated into a communicative goal activity. See the Champion Teacher, Chapter 20, Lesson 2: Save Now, Savor Later, pp. 156-164. In the Connect, the language functions addressed are describing actions, naming things, giving advice and asking questions/answering using how, how often, and how much. All the functions are centered around spending.

C. Language functions are presented comprehensively to support the progress of language development. All lessons have a section that describes language functions, and those functions become more challenging as the text moves forward. An example is on pp. 255-256 of the Champion Teacher. Functions are present on the Language Progress Card as indicated by a column of unit function goals.

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. There are opportunities to engage in higher order thinking for students at the intermediate level of language proficiency. Students at the intermediate level are challenged with activities to promote higher order thinking skills. Turn to pp. 20-24 of the Champion Teacher. Some higher order thinking activities include: Item 3 under "Listening": identify, analyze, and evaluate important information; Item 14 under "Speaking": demonstrate internalization of English syntax; Item 20 under "Reading": compare/contrast themes; and item 13 under "Reading": investigate and research a topic.

E. Opportunities to engage in higher order thinking are systematically addressed in the materials. Every unit has lessons that offer opportunities to engage students in this type of thinking process. Additionally, the support materials, such as the CD-ROM (teacher), the Champion Teacher, p. 189, Comprehension Check.

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 examples cover a wide range of topics found in state and local academic content standards. Champion of IDEAS is aligned to the ELD standards for listening, speaking, reading, and writing. The language objectives are clearly posted throughout the materials. See pp. 118-120 of the Champion Teacher for an example listing of the language objectives being addressed in the lesson. All lessons have a similar table located on the first pages of each lesson with the language objectives listed for that particular lesson. The topics that are covered are clearly labeled in the Champion Teacher. For example, see p. 276, where intermediate level students will learn content language associated with a particular topic. Lesson 1: Cells, Tissues and Organs, Lesson 2: Skin, Your Biggest Organ. The Language Progress Cards assess student progress in the content areas addressed in the standards.

B. Topics are accessible to English language learners of each targeted level of proficiency. Topics reflect sequencing of developmentally appropriate language for the intermediate proficiency level. For example, in Chapter 23, "Out of This World," intermediate students will focus on Earth/Space Science. Students use language to explain the solar system and the milky way.

C. Topics are presented systematically throughout the text. The topics in the Champion Teacher correspond with the Champion Reader, and are supported by the CD-ROM (teacher), the Picture Dictionary, Champion Writer and the Champion Library. Topics are integrated into every component of the material, so that they have many opportunities to meet their targeted level of proficiency.

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.   The content present in the materials is both linguistically and developmentally appropriate for grades 6-12. For example, students at the intermediate level learn about literature. See Chapter 18, Lesson 1: Prose, Poetry and Drama. Also see Lesson 2: Call Me Romeo.

E.   The grade level content is accessible to the targeted level of proficiency. Students in grades 6-12 begin to take on subjects that require more social cognizance. For example, see Champion Teacher, Chapter 18, Lesson 3: Zora Neale Hurston where a lesson on diversity is presented. Another example is the "Make Connections" section of the Champion Reader on p. 57

F.   The grade level content is presented in every unit and chapter of the text. The Champion Library has collections that support grade level content topics, such as: "People and Stories in World History" and "African American Writers Who Inspired Change." Throughout the Champion Reader, grade level content is presented. See pp. 88-89 for a lesson, "Prehistoric People," and p. 120, for a lesson on the solar system.

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 the materials. The CD-ROM (teacher) has pictures in color for instructors to use for the lessons. The Champion Audio CD has the stories from the Champion Reader recorded. The Picture Dictionary has colorful pictures to help students understand the vocabulary presented. The Champion Library contains colorful books. Students also have opportunities to directly engage themselves in an activity, such as on p. 95 of the Champion Teacher, where students are given a set of words to work with as a group, then groups present their words while others take notes.

B.   Sensory supports are relevant to concept attainment and presented in a manner that reinforces communicative goals for the targeted level of proficiency. At this developmental level students are requested to create their own presentation materials, such as visual aids, and Guide 21 of the CD-ROM (teacher). Another example of sensory supports is in the Champion Writer, Activity 31 in the form of realia, such as an editorial from a newspaper.

C.   English language learners need sensory support in order to learn more efficiently. Champion of IDEAS presents sensory supports systematically throughout every unit, chapter, and lesson of the materials. Additionally, these supports are present in the Champion Library and Champion Reader. Also in the Champion Writer, as in Activity 53 (Completing an Application). These supports are integrated adequately throughout the entire program.

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.

Justification: 1
for this section

D. Graphic supports are present and varied in the materials. Students encounter a variety of graphic supports in all of the Champion of IDEAS program. Instructors can utilize the CD-ROM (teacher) to gain access to many graphic organizers and maps titled Cause and Effect, Clusters, Word and Concept Web, Word Map, Venn Diagram, T-chart, World Map, and U.S. Map: States and Capitals. The Champion Writer contains many examples of graphic support. See Champion Writer, Activity 22, (story frame), Activity 30 (graphic organizer), and Activity 81 (web).

E. Graphic supports are relevant to concept attainment and are presented in a manner that reinforces communicative goals for the targeted proficiency level. For example, in the Champion Library, African Americans Who Inspired Change, pp. 6-7, a time line is used.

F. Graphic supports are systematically presented throughout the materials. Many lessons initiated in the Champion Writer contain graphic supports. See Activity 74 where students complete a Venn diagram to compare/contrast planets. Also see the Champion Teacher, p.89 where students complete a Venn diagram about characters in the story.

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 in the materials. From the Champion Writer, Activity 46, students work as a team and take roles in reading the script. Also from the Champion Teacher, p. 268, students work in groups to define target vocabulary words.

H. Interactive supports are present and relevant to concept attainment for the targeted proficiency levels. At the intermediate level, students work in small groups to prepare a prehistoric people poster, on p. 198 of the Champion Teacher. In the Champion Teacher, on p. 259, at the intermediate level, students are divided into groups and present vocabulary words to the class using pictures, pantomime and words practice.

I. Interactive supports are varied and systematically presented in the materials. On the CD-ROM (teacher), students have an opportunity to work in pairs to study, play vocabulary and practice grammar. Every unit of the Champion Teacher has students walking up and around the room, in pairs, or in groups. For example in the Champion Teacher on p. 47, students work in pairs to connect information in the text to themselves. Again on p. 137, the students work in small groups to present a role play to the class. Champion of IDEAS places activities such as these systematically throughout the text.

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.